



# Cottonwood Elementary Behavior Policies

**Commitment:** Cottonwood Elementary offers a learning environment where safety, responsibility, and respect prevail and where every student receives support toward achieving academic goals and personal aspirations.

## School-Wide Behavior Expectations

- a. I can be on task
- b. I can communicate positively (respect)
- c. I can follow directions the first time given
- d. I can KYHFOOTY

## Positive supports used for students

- a. Condor Cash/Condor Reward Store
- b. Reward assemblies/Pizza Parties
- c. Principal Pride (stickers given to children who have been following school rules)

## Standard consequences for all students

### Example of a Classroom Hierarchy

- Verbal Warning
- Loss of privilege or consequence appropriate to behavior
- Stop and Think (designated area in classroom-not to exceed 5 minutes)
- Stop and Go-student will go to a designated location outside of the classroom for a short period
- Recess time owed
- Parent phone call/conference with teacher

### Administrative Consequence Hierarchy (teacher referral or

severe infractions)

- Supervised recesses for 1-2 days
- Supervised recesses for 5 days
- Office/ classroom (ISS) ½ day
- Office / classroom (ISS) 1 full day
- Office / classroom (ISS) 2-3 full days
- Student placed on out-of-school suspension 1-3 days (automatic Safe School violations) \*Copy of Granite District School Safety Policy is available upon request or district web page online.

- b. Bullying – **Teacher will investigate any student report and will determine appropriate consequences. Teacher will document the incident in Educators Handbook. If egregious, the incident will be referred to the Principal for further investigation and conference with parent.**
- c. Bullying with an aggravating component such as derogatory remarks based on sex, sexual preference, or race – **Conference with Principal and Parents. Consequences may include, but not limited to, loss of recess, in-school suspension, etc. If behavior continues, it may warrant out of school suspension with an incident report to Granite School District Discovery for documentation.**
- d. Cyber-bullying - **Conference with Principal and Parents. Consequences may include, but not limited to, loss of recess, in-school suspension, etc. If behavior continues, it may warrant out of school suspension with an incident report to Granite School District Discovery for documentation.**
- e. Physical assault – **Conference with Principal and Parents. Consequences may include, but not limited to, loss of recess, in-school suspension, etc. If behavior continues, it may warrant out of school suspension or safe school referral with an incident report documented in Granite School District Discovery.**
- f. Verbal aggression using “fighting words” - **Conference with Teacher then at the teachers’ discretion a conference may be scheduled with the Principal and parent. Loss of recesses and/or supervised recess. In-school suspension. If behavior continues, out of school suspension with an incident reported in District Discovery for documentation.**

School-wide interventions supported/driven/aimed at preventing bullying and suicide.



- a. **Don't Stand By, Be An Ally Assembly**
- b. **Prevention Dimension curriculum taught school-wide**
- c. **School slogans, pledges, logos, etc., PTA organized assemblies.**
- d. **Use of student government leaders or creation of student leadership positions for the express purpose of improving school climate and culture.**

- e. **Reward and recognition programs to reward positive behavior and student appropriate choices.**
- f. **Creation of a conflict resolution protocol by school social worker that includes specific language and gestures (stop, talk, and walk).**

Modeling good behavior

- a. **Administrator – School-wide Policies and expectations provided in first day packet. School-wide training of school expectations and procedures. Rewarding of students who follow them.**
- b. **Teachers – Classroom behavior expectations taught by the teacher at the beginning of school year, School-wide training of school-wide expectations and procedures. Rewards/Incentives for students who make good choices.**
- c. **Staff - School-wide training of school expectations and procedures. Rewards/Incentives for students who make good choices.**

Monitoring student behavior

- a. **Administrator – Will receive all reports of major infractions.**
- b. **Teachers – Will manage minor infractions. Major infractions will be referred to Administration.**
- c. **Staff – Refer incidences to classroom teacher. Social Work will work with small groups to teach social skill lessons in the classrooms.**
- d. **School Leadership team will monitor school behavior recorded in Educators Handbook.**

Channels for reporting

**Students can use the bully box located in the central hall; report incident to Teachers, Principal, and Staff; report to parents and they will report the incidence to the school.**

Communicating behavior problems.

**Parents will be called and/or letter documented in Educators Handbook. Statements will be taken from all parties if there is a bullying incidence reported. Further actions will be determined based on the statements. In the case of threats of suicide, parents will be called immediately, Social Worker will be notified, school will document that parents have been notified, and incident will be recorded in Discovery.**

**School will conduct a behavior survey each year. Information from this survey will be shared with stakeholders. If a need is determined, a plan of action based on the survey results will be implemented.**