


|  |  |  |
|--|--|--|
| <p><b>Bridges Charter School</b></p>  | <p><b>Board Policy-</b></p> <p><b>Code of Conduct Policy</b></p> |  |
| <p><b>Policy Number:</b></p> <p><b>BP 5131</b></p>   | <p><b>Adopted:</b></p> <p><b>5/13/13</b></p>                     | <p><b>Replaced:</b></p> <p><b>11/07/2022</b></p> |

## **Bridges Charter School Code of Conduct**

Bridges School Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school sponsored field trips.

Our vision for students at Bridges Charter School is to create a learning community in which all teachers, parents, and students partner to support the cognitive, emotional, and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens. We believe that each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported and challenged.

We believe that Whole Child Education is only possible with clearly defined limits and natural consequences. When student behaviors are in conflict with our central goals, we have a response system to reduce suspensions and expulsion, and to reinforce and support the healthy development of all of our students at Bridges.

NOTE: Behavioral procedures will not be implemented in a sequential order and will be enforced as necessary in a manner appropriate to the infraction. Severe behaviors that impact the safety and wellbeing of students, staff, and our school site may result in the advancement of this process, foregoing any number of the steps described above.

### **Misconduct and Problematic Behaviors**

1. The following misconduct levels are consistently applied by all staff members. (It is expected that some latitude may be given to kindergarten and 1<sup>st</sup> grade students given their young age and maturity level.)
2. Except where state and/or federal law require otherwise, a student identified as an individual with disabilities or for whom BRIDGES has knowledge or a basis of knowledge to suspect a disability pursuant to the IDEA or who is qualified for

services under Section 504, is subject to the same grounds for discipline applicable to general education students.

3. In determining the Misconduct Category and level of severity, the Director, Assistant Director, or designee, and staff will take into account factors including but not limited to root cause events contributing to the act of misconduct, the stated or perceived intent of the student, and/or the extent of injury or damage caused by the act of misconduct.

**Minor Acts of Misconduct Categories - Addressed directly by classroom teacher, specialist or campus supervisor. Parents will be notified by the classroom teacher if it is a repeat offense.**

1. Inappropriate Language – including but not limited to:

- Single occurrence of swearing
- Name calling
- Verbal arguments
- Negative comments
- Impolite language

2. Physical Contact – including but not limited to:

- Minor Pushing / Shoving
- Bumping (intentional)
- Hitting, pinching, scratching, or unnecessary touching of another
- Grabbing of back or hood of another's clothing

3. Defiance – including but not limited to:

- Stubborn behavior
- Breaking class or playground rules
- Minor Talking Back
- Lack of Participation (including lineups for class)
- Entering restricted area (e.g. vacant classroom without teacher present, behind buildings during recess, etc.).

4. Disruptions – including but not limited to:

- Making Excessive Noise
- Yelling Out
- Disruption during Instruction
- Constant Talking
- Not respecting personal space of others

5. Property Misuse – including but not limited to:

- Ripping Books/Materials (intentional)
- Breaking pencils, crayons or classroom toys (intentional)
- Throwing small objects / food

- Pushing furniture (disruptively)
- Writing on desks, books, etc.
- Going into another person's desk or backpack (uninvited)
- Disregard for or misuse of playground equipment (e.g. purposely kicking balls over fence)

**Moderate Acts of Misconduct Categories – Addressed directly by classroom teacher, specialist, or campus supervisor. Includes parent notification.**

1. Any repeat occurrence of a Minor Act of Misconduct within one month of the initial infraction.
2. Inappropriate Language including but not limited to Single/Isolated occurrences of Taunting
3. Physical Contact - including but not limited to:
  - Kicking
  - Spitting
  - Play fighting resulting in an injury
  - Slapping or hitting others
  - Rock(s) throwing if done with intent to hit others
4. Defiance - including but not limited to:
  - Arguing with authority figures and not complying with redirection
  - Talking back in rude or sarcastic manner
  - Defiance of verbal directions
  - Running away from acts of misconduct
5. Property Misuse - including but not limited to:
  - Throwing objects
  - Destruction of peer, teacher, or school property
6. Academic Dishonesty
  - Academic Dishonesty is defined as a deliberate attempt to misrepresent another's work as one's own. Copying another person's assignment, plagiarism, or submitting a paper or project which is not one's own work, and submitting falsified information for grading purposes are also examples of Academic Dishonesty.
  - Dishonesty during tests includes unauthorized communication; copying materials, or allowing another student to copy; using prohibited notes or devices; obtaining prior knowledge of test content; and/or removing or distributing all or part of any test.

**For Major Acts of Misconduct that require administrative intervention, refer to the BRIDGES Suspension and Expulsion Policy, Title IX Harassment, Intimidation and Bullying Policy, and/or the Student Acceptable Use and Internet Safety Policy.**

**Guidelines for Administering Discipline to Students Under This Policy**

**Responsibility for Administering Discipline or Consequence:** All Charter School personnel are responsible for the control and proper conduct of students while under the legal supervision of the Charter School.

**The Director's and Assistant Director's Role in Administering Discipline:** The Director and Assistant Director are responsible for developing, maintaining and applying the programs, procedures, organization and culture necessary for effective administration of discipline. This can include but is not limited to the following:

- Defining and enforcing school rules to facilitate effective learning and promote good citizenship.
- Communicating school rules to new and continuing students at the start of the school year and transfer students at the time of enrollment.
- Supporting teachers and staff in their efforts to promote improved and acceptable student behavior.
- Maintaining documented records of student behavior as a means of guiding the students, a record for parental conferences, as reference for reporting to authorized agencies and as supporting documentation for suspension/expulsion when necessary.

**Classroom Teacher Role in Administering Discipline – teachers shall:**

- Develop and enforce a set of classroom regulations that facilitate effective learning and promote good citizenship.
- Cooperate with the Director, Assistant Director, or designee, staff and other classroom teachers in enforcing general school rules and appropriate campus behavior.
- Follow procedures outlined in this policy and other school documentation in the handling of discipline matters under his or her supervision.
- Make prompt referrals when a student's conduct and record indicate that more than routine behavioral controls are needed.
- Temporarily remove a student whose behavior seriously disrupts the learning atmosphere of the class.

**Additional Roles in Administering Discipline:**

- Specialists should act in the role of Classroom Teacher specified in this policy when students are assigned to them.
- Physical Education specialists are required to develop and execute a program that teaches consistent rules for sports and game activities expected to be performed during physical education periods, lunch or recess.
- Campus Supervisors (Yard Aides) shall cooperate within the guidelines of this policy in upholding the student expectations in this policy, referring all minor or moderate acts of misconduct directly to the child's teacher.

**Parent Role in Administering Discipline:**

- Parents play a critical role in establishing a foundation of behavioral development with their children. In support of this, parents will be required to do the following:
- Review, sign, have their child(ren) sign and return the Student Code of Conduct acknowledgement provided to them at or near the start of each school year.
- As necessary, review, sign, have their child(ren) sign and return any Behavioral Contracts
- Actively participate in any requested conferences with teachers or school administrators related to their child's behavior.
- Cooperate with the Director, Assistant Director, or designee, classroom teachers, and school staff in enforcing general school rules and appropriate campus behavior.
- Actively support the BRIDGES Behavioral Core Values and character education programs implemented by the school.

### **Behavior Intervention Procedures**

1. When a student violates a classroom/school rule for the first time (Minor Act of Misconduct), teachers may request the student fill out a Student Incident Form, discuss the infraction with the student, and document the incident as a Minor Act of Misconduct on the Discipline Form. Completed Student Incident Forms and/or Discipline Forms should be stored in the student's classroom file unless/until the student is later referred to the front office for repetitive occurrences of similar misconduct. If this occurs, all related forms will be transferred to the student's cumulative file. The front office staff will make a copy of the Discipline Documentation and return it to the classroom teacher for filing in the student's classroom file.
2. Specialists, Campus Supervisors and other school staff should similarly: a) request the student fill out a Student Incident Form, b) discuss the infraction with the student and c) document the incident as indicated above. Completed Student Incident / Discipline Forms should be provided to the student's classroom teacher for filing and follow up. Teachers should be notified if the staff member is unable to discuss the infraction with the student due to schedule or other limitations.
3. In the event a student commits a second Minor Act of Misconduct infraction within one month of the first infraction or in the event of a single Moderate Act of Misconduct, the teacher must a) request the student fill out a Student Incident Form, b) contact the parent to discuss the issue and c) document the parent/teacher communication as a Moderate Act of Misconduct. A parent must be contacted for a Moderate Act of Misconduct to be fully completed. As appropriate, additional disciplinary actions may be taken by the teacher (from listed Additional Options below). If additional action is taken, teacher must document the action on the Discipline Form.
4. Administrative Intervention will be used when either a) student has received a third Minor Act of Misconduct infraction within one month of the first infraction, or b) a second Moderate infraction within one month of the first Moderate Act of Misconduct infraction. If a qualifying infraction occurs, the Administrative Intervention Referral must be documented on the Discipline Form. The student shall be sent to the front office for administrative action.

| 1 <sup>st</sup> Minor Act of Misconduct (Teacher Intervention)  | 2 <sup>nd</sup> Minor Act of Misconduct or 1 <sup>st</sup> Moderate Act of Misconduct Infraction (Teacher Intervention w/ Parent Notification)   | 3 <sup>rd</sup> Minor Act of Misconduct, or 2 <sup>nd</sup> Moderate Act of Misconduct Infraction (Administrative Intervention)   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Student Incident Form and/or Verbal Warning</li> <li>● Teacher-Student Conference</li> <li>● Documentation as a Minor Act of Misconduct</li> </ul> | <ul style="list-style-type: none"> <li>● Student Incident Form</li> <li>● Documentation as a Moderate Act of Misconduct</li> <li>● Parent Contact</li> <li>● Additional Discipline Action as defined herein and implemented by Teachers</li> </ul> | <ul style="list-style-type: none"> <li>● Documentation as an Administrative Intervention Referral</li> <li>● Student sent to office with referral form completed</li> <li>● Parent Contact by administrator</li> <li>● Additional Discipline Action as defined by Administration</li> </ul> |

### Standard Teacher Disciplinary Interventions

1. Student Incident Forms – In response to misconduct, students will be requested to complete a Student Incident Form. This form addresses the following areas/questions:
  - Which Minor/Moderate Act of Misconduct did I engage in?
  - What was I feeling when I did this?
  - Why is this behavior inappropriate?
  - What can I do to make amends for my behavior?
  
2. Teachers and staff members may read the questions from the Student Incident Form to young (Kindergarten/1<sup>st</sup> grade) students so that a constructive discussion of the incident can occur. Documentation of the student response can be made by that staff member.
  
3. Verbal Warnings – Isolated minor acts of misconduct may merit the use of information discussions between staff members and student(s). The tone and conduct of this warning should mirror the structure reflected on the Student Incident Forms.
  
4. Teacher/Student Conference – moderate or repetitive minor acts of misconduct signify the need for a comprehensive review of the student’s behavior to determine possible causes and probable corrective measures. Subject to state and federal privacy laws, including the Family Educational Rights and Privacy Act (“FERPA”), individuals with “legitimate educational interests” may participate in the conference.
  
5. Parent Notification by Teacher / Staff Member – In the fulfillment of Moderate Act of Misconduct behavior interventions, the parent/guardian must be notified of the incident by

the teacher or staff member. This notification can be made via email, phone, or letter and should be documented on the Discipline Form.

6. Teacher / Parent Conference – As deemed appropriate by the Teacher/Staff Member, or in response to a request for incident review from a parent/guardian, individuals with legitimate educational interests may conference for a comprehensive review of the student's behavior to determine possible causes and probable corrective measures.

### **Additional Teacher Disciplinary Options**

**Loss of Privilege / Time Out:** Teachers, Specialists and Campus Supervisors may restrict student(s) from a specific activity in response to an act of misconduct. Staff member shall a) restrict privileges at an appropriate level/duration to the act of misconduct, b) be consistent in the restriction of privileges assessed for similar misconduct and c) utilize the Student Incident Form and/or Teacher/Student Conference to explain the reason for the disciplinary action.

**Behavioral Contract:** A behavioral contract may be written before or after disciplinary action for any act of misconduct, including non-diligence in studies. Parents will be provided with a copy of the contract when this action is taken. Performance contracts should specifically state the student / Charter School determined goals for academic / behavior areas. The student is held accountable for the achievement of these mutually agreed upon goals.

### **Removal of Student from Situation**

**Seat Change:** Teacher or Specialist may separate one or more students causing a disruption in order to facilitate a more effective learning environment.

**Removal from Class:** A student who creates a safety hazard in class or commits severe disruptive infractions in class may be temporarily removed from the class to an alternative school location (front office, library, etc.).

### **Detention:**

1. Teachers may restrict a student under his or her supervision from recess or lunch for disciplinary purposes. Students serving detention during lunch must be permitted to eat their lunch without restriction.
2. Teachers may detain a student under his or her supervision for a pre-arranged period of time for disciplinary purposes. The parent / guardian shall be notified at least 24 hours in advance of the detention of a student.
3. Students shall not be detained in school for disciplinary reasons for more than one (1) hour after the close of the school day.

### **Disciplinary Referrals to Front Office**

When referred to the front office, Teachers, Specialists, Campus Supervisors and other staff members shall arrange for student to be escorted to the front office. Referral must be documented on the Discipline Form and provided to front office staff.

### **Administrative Disciplinary Actions**

1. The Director, Assistant Director, or other administrative staff may use disciplinary methods listed above in the Teacher Interventions section in addition to the actions listed below.
2. Consultation with Student in Office
3. The Director, Assistant Director, or designee may hold a private discussion with the student to assess the student's behavior to determine possible causes and probable corrective measures.
4. Parent Notification by the Director/Assistant Director/Designee – In the fulfillment of Administrative Intervention behavior interventions, the parent/guardian must be notified of the incident by the Director, Assistant Director, or designee. This notification should be made by letter and can be supplemented with phone notification.
5. The notification method should be documented on the Discipline Form.
6. A copy of the Discipline Form should be attached to any documentation provided the parent / guardian. A copy of this form signed by student, parent/guardian and administrator shall be stored in the student's cumulative file.
7. Compensation for Damages – Acts of misconduct that result in the Charter School, staff members, students and/or private parties incurring financial damages may justify an agreement from parent/guardian for compensation of damages.
8. Referral to Law Enforcement – The Director, Assistant Director, or designee will refer students to local law enforcement for acts of misconduct that are mandated for referral by the Suspension and Expulsion Policy or applicable legal requirements.

### **Restriction on Corporal Punishment**

1. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student.
2. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

### **Disciplinary Tracking in School Database**

1. Front office staff will ensure that documentation of all Acts of Misconduct that resulted in referral to the front office are entered into the Q behavior module.

### **Core Value Steering Committee**

1. The Executive Director, Assistant Director, or designee will participate in a standing, non-Board committee made up of teachers, staff members and parent/community members as a Core Value Steering Committee.



2. This committee will meet on a scheduled basis to review Core Value and Acts of Misconduct data, assess the effectiveness of existing programs, identify areas requiring additional focus and attention, and drive the continuous review and enhancement of this policy and related programs.