


Bridges Charter School 	Board Policy- Positive Behavior Contract	
Policy Number: AR 5131	Adopted: 8-21-17	Revised:

Positive Behavior Contract Procedures, Policies, and Behavior Expectations

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.

The following community norms are in place to support a safe and effective learning environment for our students, staff, families, and school grounds:

- Come to school and class prepared to learn.
- Put forth your very best effort every day.
- Be polite and respectful of the rights and feelings of others.
- Respect school property and the property of others
- Keep your hands, feet, and objects to yourself.
- Use language that is appropriate for school.
- Leave toys, electronic device, and gum at home unless permission from an adult staff member is given.
- Leave phones and electronic devices turned off and in your backpack or locker until the end of the school day. Taking pictures, texting, or making phone calls are not allowed during the school day.

In support of our needs for learning and community, students are encouraged to be and supported in becoming:

- Self-directed learners
- Engaged in the learning process
- Intrinsically motivated to excel academically, socially, and emotionally
- Responsible to themselves and the community
- Willing to address concerns respectfully with adults and children
- Effective communicators who honor their own needs and the needs of others

In support of our community's needs for safety, respect, and trust, students are expected to be and supported in:

- Caring for and respecting themselves
- Caring for and respecting others
- Caring for and respecting our environment and the property of others

We support students in our community in these areas by:

- Making expectations clear and known
- Providing explicit instruction in how to recognize, navigate, and negotiate conflict
- Providing opportunities to practice peaceful conflict resolution when circumstances arise
- Holding students accountable for their behavior and providing natural consequences



Bridges Charter School's Positive Behavior Plan

Bridges Charter School's positive behavior plan is used to address the needs of our students. 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 multi-tiered foundation that we use to reduce suspensions and expulsion, and to reinforce and support the healthy development of all of our students at Bridges.

TIER ONE

We are first focused on building a school wide classroom management strategies that ensure equitable disciplinary systems across classrooms, and clearly articulated behavioral expectations for all common areas of our school. Tier one is focused on proactive universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, student activities during nutrition and lunch, incentive trips, engaging lessons, service activities, a rich homeroom program, academic support and enrichment, assemblies, workshops, engaging lessons, projects, happier teachers and students, special events, and more.

TIERS TWO AND THREE

Tiers two and three provide natural consequences for behavior and targeted services for students and families that need greater behavioral support.

Some behavior interventions we may utilize in school:

- Student Success Team (SST) meetings
- Counseling services on site if needed
- Meetings with the Director or Assistant Director
- Use of Reflection Forms
- Teacher/Director/Assistant Director decide if child will be sent home
- Individualized Incentive Plans
- Behavior Contracts
- Social skills training
- Referrals to community based programs
- Extra parent conferences
- Calming down period in another classroom or inside the classroom
- In school suspension
- Loss of privileges
- Suspension
- Expulsion

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.

Any item that could be deemed a weapon that is knowingly brought to school by a student will result in a suspension and may result in an expulsion. Searches of school property (desks, lockers, computers) may be performed at any time for any reason. Students' personal property may be searched if there is reasonable suspicion that a school rule or law has or is being violated.

Please refer to BCS's Suspension and Expulsion policies in our handbook for more detailed information.

Bridges Charter School's Positive Behavior Contract



This form must be signed and returned to your child's teacher.

My child and I have read the Behavior Expectations and the Bridges Charter School Suspension/Expulsion Policy, and my child understands and agrees to abide by the student behavior guidelines.

Child's Teacher: _____

Parent Name: _____

Parent Signature: _____

Child's Name (Print): _____

Child's Signature: _____

Date: _____

Behavior Contract, 2017/2018 School Year