



**Whole Child, Whole Family,
Whole Community**

Information Handbook for Parents and Students

2016-17

1335 Calle Bouganvilla, Thousand Oaks, CA 91360
Phone: 805-492-3569
www.Bridgescharter.org

ADMINISTRATION

Jay Guidetti
Executive Director



GOVERNING BOARD

Marcy Crawford
Erin Morrissey
Bryan O'Patry
Victoria Clayton
Terri Childs
Michael Flaherty
Margot Parker

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November 4, 2016

Re: Bridges School Handbook

This Handbook was reviewed, revised and approved by the Bridges Charter School Board on 11/7/2016 by unanimous vote.

Marcy Crawford

Erin Morrissey

Bryan O'Patry

Victoria Clayton

Terri Childs

Michael Flaherty

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Bridges Charter School

2016-17

Board of Directors

Marcy Crawford	President
Erin Morrissey	Vice President
Bryan O'Patry	Treasurer
Terri Childs	Member at Large
Michael Flaherty	Member at Large
Margot Parker	Member at Large

Administration

Jay Guidetti	Executive Director
Cindy McCarthy	Curriculum Coordinator

Office Staff

Kathee Hans	Office Manager
Theresa Hanson	Health Clerk / Registrar
Maria Heximer	Office Assistant

Teachers

Kindergarten	Tina Lorch	Tori Cervantes
1 st Grade	Marsi Gore	Meghan Cyron
2 nd Grade	Stacy Ziehl	Jessilyn Chaudoir
3 rd Grade	Alanna Pecchi	Alyssa Barglowski
4 th Grade	Natalie Richmond	
4/5 Grade	Veronica Freeman	
5 th Grade	Sally Jones	
6 th , 7 th & 8 th grades	Cindy McCarthy	Jason Moore Lauren Moore
	Nicole Morgan	Sarah McKee
Special Education	Norma Delgado	

Instructional Support Staff

Art	Laura Ornstein
CORE PE	Amber Kieley
PE Specialist	Lindsay Beard
Music Specialist	Debbie Sipos

Support Staff

School Psychologist	Richard Jenkins	
Speech Therapist	Jessie Blois	
Resource Assistant	Michele Sharts	Dee Goldberg
Librarian	Rebekah Schletewitz	
Campus Supervisor	Libby Stolper	
Campus Assistant	Colleen Spence	Doug Harrell
Custodians	Julio Paz	Daniel Hurtado

Homeschool Staff

Homeschool Director	Phil Ross		
Teacher	Teri Gabler	Marni San Jose	Darcie Ouerbacker
	Jill Frazer		

Extensions Staff

Childcare Supervisor	Heather Byhoffer		
Childcare Assistant	Colleen Spence	Chelsea Van Etten	
	April Sutton	Kristal Lareva	Aaron Council

All email addresses for Bridges staff members are as follows; first name.last name@bridgescharter.org (ex: sam.smith@Bridgescharter.org).

Please use our website (www.Bridgescharter.org) for updates on the following information: Bridges Charter School (BCS) Staff Directory, Board of Directors, Parent Advisory Council (PAC), Parent Managed Cohort (PMC), School Calendar, etc.

Mission, Vision and Philosophy

Mission

Our mission is to educate the **Whole Child** using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

Vision

Our vision is to create a K-8 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.

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the **Whole Child**, whereby the individual student is challenged, engaged, supported, healthy and safe.

**Daily Schedule: Mon -Thurs
Kindergarten**

8:20-9:50 Instructional Block 1 (90)

9:50-10:20 Healthy Snack & PE (30)

10:20-12:20 Instructional Block 2 (120)
SCHOOL ENDS AT 12:20 DAILY

**Friday & Minimum Day Schedule
Kindergarten**

8:20-9:50 Instructional Block 1
(90)

9:50-10:20 Healthy Snack & PE (30)

10:20-12:20 Instructional Block 2 (120)

**Early Release Schedule
(Conference Week and last day of
school)
Kindergarten**

8:20-9:50 Instructional Block 1 (90)

9:50-10:20 Healthy Snack & PE (30)

10:20-12:20 Instructional Block 2 (120)

**Daily Schedule: Mon -Thurs
1st – 3rd Grades**

8:20-9:45 Instructional Block 1 (85)

9:45-10:05 Nutrition/Active Play (20)

10:05-11:25 Instructional Block 2 (80)

11:25-12:00 LUNCH (35)

12:00-1:00 Instructional Block 3 (60)

1:00-1:20 Active Play (20)

1:20-2:30 Instructional Block 4 (70)

**Friday & Minimum Day Schedule
1st – 3rd Grades**

8:20-9:40 Instructional Block 1 (80)

9:40-10:00 Nutrition/Active Play
(20)

10:00-11:25 Instructional Block 2 (85)

11:25 -12:00 LUNCH (35)

12:00-1:30 Instructional Block 3 (90)

**Early Release Schedule
(Conference Week/Last week of
school) 1st – 3rd Grades**

8:20-9:25 Instructional Block 1 (65)

9:25-9:55 Nutrition/Active Play (30)

9:55-11:00 Instructional Block 2 (65)

11:00-11:30 LUNCH (30)

11:30-12:20 Instructional Block 3 (50)

Daily Schedule: Mon -Thurs

4th – 5th Grades

8:20-10:11 Instructional Block 1 (111)
10:11-10:31 Nutrition/Active Play (20)
10:31-11:55 Instructional Block 2 (84)
11:55-12:30 LUNCH (35)
12:30-1:30 Instructional Block 3 (60)
1:30-1:50 Active Play (20)
1:50-3:00 Instructional Block 4 (70)

Friday & Minimum Day Schedule

4th – 5th Grades

8:20-10:00 Instructional Block 1 (100)
10:00-10:20 Nutrition/Active Play (20)
10:20-12:00 Instructional Block 2 (100)
12:00-12:35 LUNCH (35)
12:35-1:30 Instructional Block 3 (55)

Early Release Schedule

(Conference Week and last day of school) 4th – 5th Grades

8:20-9:25 Instructional Block 1 (65)
9:25-9:55 Nutrition/Active Play (30)
9:55-11:00 Instructional Block 2 (65)
11:00-11:30 LUNCH (30)
11:30-12:20 Instructional Block 3 (50)

Note – The last week of school in June is a minimum day schedule for all students.

Daily Schedule: Mon -Thurs

6th - 8th CORE Academy

8:20-9:17 1st Period (57)
9:17-9:19 Passing Period (2)
9:19-10:17 2ND Period (57)
10:17-10:31 Nutrition (14)
10:31-11:28 3rd Period (57)
11:28-11:30 Passing Period (2)
11:30-12:27 4th Period (57)
12:27-1:03 LUNCH (35)
1:03-2:00 5th Period (57)
2:00-2:02 Passing Period (2)
2:02-3:00 6th Period (58)

Friday & Minimum Day Schedule

6th-8th CORE Academy

8:20-9:18 1st Period (58)
9:18-9:20 Passing Period (2)
9:20-10:42 2nd Period (82)
10:42-11:02 Nutrition (20)
11:02 -12:00 3rd Period (58)
12:00-12:32 LUNCH (32)
12:32-1:30 4th Period (58)

Early Release Schedule

(Conference Week/Last week of school) 6th – 8th CORE Academy

8:20-9:17 1st Period (57)
9:17-9:19 Passing Period (2)
9:19-10:17 2nd Period (57)
10:17-10:31 Nutrition (14)
10:31-11:27 3rd Period (57)
11:28-11:30 Passing Period (2)
11:30-12:20 4th Period (50)

Bridges Charter School Annual Calendar

Please visit bridgescharter.org

Attendance

At Bridges, we view every day as an essential learning opportunity, and all school activities are important for every child's educational, and social development. Therefore, we expect excellent attendance from all our students. When a student is absent from school, the parent/guardian must notify the office and state the specific reason for the absence. Missing school regularly is not only detrimental to a child's learning, but can impede the development of positive learning habits.

Tardies

The students are expected to be in class each day at 8:15 AM. Students who arrive at school after the 8:20 AM tardy bell are considered late, and must adhere to the procedures listed below.

When a child arrives to school after 8:20 AM, he or she must sign in at the front office documenting the time of arrival as well as the reason. The child will then be given a Tardy Pass to admit him/her into his or her classroom.

Six unexcused tardies within a single school year will result in a personal communication to parents from administration.

Excused:

- * Medical, dental, optometric or chiropractic appointments (provide documentation)
Funeral service and/or bereavement or pre-approved by administration.
- * ALL OTHER CIRCUMSTANCES WILL BE CONSIDERED AN UNEXCUSED TARDY

Number of Unexcused Tardies

3 tardies

6 tardies

9 tardies

Consequences

Written warning

Personal communication with parents
from administration

Student and Parent referred to Student
Attendance Review Board

Children should arrive at school **at least** 10 minutes before school starts. Morning play is offered between 7:50 AM and 8:15 AM. **Morning play is located in the area of the swings, blacktop and lunch tables. The outdoor classroom is not to be**

used for play before school. The first bell will sound at 8:15 AM, and another will sound at 8:20 AM, the time at which students must be in their classrooms. Arriving early gives students time to check in with their friends and to put their backpacks, lunches, jackets, and other materials outside their classroom in a designated area. Prior to 8:15 AM teachers will be busy preparing their classrooms for the day, **and will not be available to supervise students or meet with parents.** The beginning of the school day is filled with discussion, traditions, and instruction that are important for setting up the day to be successful. When children arrive after the morning has started, it detracts from the learning environment and is disrespectful to the teacher and the other students in the class. PLEASE ARRIVE ON TIME.

Absences

Section 48200 of the Education Code of the State of California states that it is the responsibility of the parents/guardians to ensure that their children attend school regularly and on-time. As a public school, our funding comes from the state and is based strictly on our students' average daily attendance (ADA). When your child is absent from school, regardless of the reason, the school will lose some of its allocation. Having all students present (when healthy) is an easy way to keep our school's funding at its highest level.

If your child is absent due to illness (see Health and Wellness section in this handbook for when to keep your child home) or an appointment, call the school office and leave a message on the attendance voice mail as soon as possible. Please make every effort to plan doctor and dentist appointments for after school hours.

Education code 48205 defines excusable absences as the following:

- 1) Due to his or her illness.*
- 2) Due to quarantine under the direction of a county or city health officer.*
- 3) For the purpose of having medical, dental, opt metrical, or chiropractic services rendered.*
- 4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.*
- 5) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.*

When a student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student classified as truant may be referred to Bridges Student Attendance Review Board.

If you know that your child will be **absent for more than four consecutive days** you may contact the office to request Independent Study (this is not to be confused with our Homeschool Program). This must be done at least TEN DAYS in advance of your departure, as teachers need adequate notice to prepare materials and have forms signed. **Not all requests for independent study are granted. Each decision is made on an individual basis.**

Excessive Absence Procedural Table (per semester) :

<u>Number of Absences</u>	<u>Consequences</u>
4 absences	Written warning
6 absences	Personal communication with parents from administration
10 or more absences	Student and Parent referred to Student Attendance Review Team

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed to be a chronic truant (E.C. 48263.6). *California Education Code Section 48260 (a): Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.*

When a child returns to school after an illness, he/she should be well enough to go outside at recess. PE is a state mandated program for grades 4-8, therefore a doctor's note must be presented to the front office to be excused from this course.

No child may be in school with a fever or any contagious or communicable disease.

Parents will be called to pick up their child if he/she is unable to benefit from being in school due to general illness or extreme fatigue.

Students who leave the school grounds during the school day must be signed out of the office by a parent or guardian.

Attendance problems will likely preclude a student from participating in extra-curricular activities, and other school related events. A student must be in attendance a minimum of 50% of the day to participate in extra-curricular activities.

Emergency Cards

Emergency cards are maintained in the school office and are of utmost importance. It is imperative that you come to the school to make any changes in daytime or emergency

telephone numbers. There may be an occasion when we must reach you or an emergency contact person to facilitate the needs of your son or daughter. Without current telephone numbers, a minor problem may become a very real crisis. A student may not leave the school grounds with anyone other than those listed on the emergency card unless the school receives a signed note from the parent(s) stating the name of the person(s) with whom they may leave. **It is important that you keep emergency cards current.**

Leaving Campus

No child is permitted to leave the Bridges campus at any time during school hours unless they have permission from the office and are accompanied by an adult. Children will only be released to parents or designated caretakers unless the office is notified of other arrangements.

Health and Wellness

Should I keep my child home?

To minimize the spread of illness at school, all children who have symptoms of contagious illness need to be kept at home. It is often difficult to determine if your child is actually sick or perhaps just a bit tired or out of sorts. The following guidelines may be helpful to you in making this determination:

Typical Symptoms of Contagious Illness

These symptoms are not always contagious, but we do ask you to consider keeping your child home if any are present:

- fever
- runny nose with cloudy, yellow or green mucous or excessive/constant running nose of any kind
- excessive coughing/sneezing
- congestion
- excessive crankiness/irritability
- mysterious rashes
- diarrhea

Children who have any of the above symptoms may need to be kept home for at least 24 hours for observation. Contact the school office (after hours: leave a voicemail or send an email) if your child is staying home due to illness. Should the absence be more than one day, please inform your child's teacher, and arrange for any class work to be picked up or taken home by a peer.

Head Lice

Please inform us immediately if your child has head lice. Most children will have lice at one time or another. We will check all children who have had lice before they return to class. If there is more than one verified case of lice in the same classroom, a note will go home to all parents in the affected classroom(s) so they can check their children.

Medications

We are not allowed to dispense ANY medications without a doctor's written authorization. This includes over-the-counter medications, prescription medications, herbs, lotions and drops, or anything else prescribed by your doctor or alternative practitioner. ***Please do not send medications in your child's backpack, including inhalers, unless the doctor has approved this and you have informed the school in writing. All medications must be kept in the school office.***

Mandated Health Services

<ul style="list-style-type: none">● Provided by parent or guardian to school:● Immunizations (K, update at 7, and at any initial enrollment)● 5-year physical (K only)● Dental Screening (K or 1st or at initial enrollment)	Provided by the School: <ul style="list-style-type: none">● Human Growth and Development (4, 5, 7/8)● Health Instruction● Referrals and Follow-up● Vision Screening (K, 2, 5, 8)● Hearing Screening (K, 2, 5, 8)
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Field Trips

A Parent/Guardian permission form must be completed before your child can participate in a scheduled field trip. Teachers are required to carry a copy of each student's permission form on each trip, as well as any student medications that have been cleared by the Bridges' office (i.e. have a doctor's release). In addition, Bridges aims for a high chaperone-student ratio to ensure the safety and well-being of the children during field trips. You can support this effort by volunteering to chaperone your child's class during a field trip.

Field Trips – Driving

Each class may take multiple field trips throughout the year, which parents help organize. A bus may be rented for long trips, or parents may drive their own cars to transport the children for more local trips. Please note: parent drivers will need to have full insurance coverage (liability of \$100,000 injury/\$300,000 per incident), seat belts

and at least two seats in the back. Additionally, anyone driving students on a field trip needs to be fingerprinted and cleared prior to driving. Also, parents are put on notice that Bridges utilizes a Motor Vehicle Reporting system to determine the eligibility of each driver. No child under 12 may ride in the front seat except in the vehicle of his/her own parent, and only after having met minimum weight restrictions. Your child's teacher or classroom liaison will post sign up sheets on the classroom door when drivers are needed. ***Well in advance of any driving field trip***, parents must provide the school office a current copy of their valid Driver's License and car registration, and proof of current insurance before driving anyone else's child on a school-sponsored trip, and will need to provide fingerprints pursuant to state law. If you are willing and able to meet these requirements, please inform the office and your child's classroom teacher as soon as possible.

AB 346 expanded the category of individuals required by law to be dual fingerprinted (Department of Justice and Federal Bureau of Investigation). All non-certificated employees and volunteers who will be alone with students in a district-sponsored activity fall under the law. The exception is any non-teaching volunteer who will be in the direct immediate supervision of certificated personnel. (Ed Code 49024)

Parents must have the following:

Drivers (field trips)

1. Recent negative TB test result given to the office
2. Copy of the Declaration Page of their Dr. Insurance (that states the amount of coverage)
3. Copy of Dr. License
4. Complete the Dr. Form (here in the office)
5. Fingerprints on file with Bridges

Parents that will be alone with children (but not driving other children)

1. Recent Negative TB test result given to the office
2. Fingerprints on file with Bridges

Safety Procedures, Policies, and Requests

Safety for all students is a priority at Bridges therefore we ask that you observe the following procedures:

Drop-off and Pick-up

- Students may be dropped-off and picked-up in the circular parking lot. **The parking lot is reserved for faculty and staff only.**
- Parent volunteers should utilize the ample nearby street parking.
- Please drive slowly and conscientiously, always on the lookout for pedestrians.

Turn off your cell phones while driving near the campus.

- Follow directions of all Bridges employees directing traffic.
- There are two gates on our campus. The gates will be closed and secured once the school day begins at 8:20 a.m. After 8:20 a.m. please sign in at the front office before entering the campus. All visitors, parents, volunteers and guests must enter campus through the office.
- Daily release: kindergarten is released at 12:20 p.m. every day. Grades 1-3 release at 2:30 p.m. Immediately following release the gates will be locked. Grades 4-8 release at 3:00 p.m. with open access to both gates.
- Please pick up your child **promptly** after release. Extensions childcare is available for all students who need more careful supervision immediately after school.
- No skateboards, scooters or bikes may be ridden on campus at any time.

Playground Expectations

The students, staff and parents at Bridges Charter School strive to create an environment of mutual respect, consideration and admiration where all students learn, progress and thrive. An important part of our school culture is that students take responsibility for their behavior and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

GENERAL RULES

- A. Show respect toward all adults and students.
- B. Students may not leave the designated play areas (see map) for any reason without checking with the campus supervisors.
- C. Restrooms at the far end of the middle school classrooms are reserved for 4th-8th grade students. Bathrooms at the end of the quad (nearest library) are reserved for students in 1st-3rd grades.
- D. Respect school property.
- E. Shoes must be worn at all times
- F. No toys or balls should ever be on the play structure or near the swings. Balls/equipment should stay on the playfield or in designated areas.
- G. Students may have cell phones in their backpack or locker as long as they are always turned off except in the case of a major emergency or allowance by teacher. If they are used on school property, they will be confiscated.
- H. Roller blades, roller skates, roller shoes, skateboards, scooters and other

hazardous equipment may not be used on school property.

I. Gum is not permitted.

J. All students are responsible for helping to clean up the surrounding lunch area after use.

K. Trading cards of any kind, including Pokemon, are not allowed at school.

Peaceful Conflict Resolution

Procedures for solving student conflict - Bridges Charter School is also a community where students, parents, and teachers are actively involved in teaching and learning. Our goal is to provide a safe environment where all individuals are respected and where we learn to interact with each other constructively. We emphasize self-direction, decision-making, problem solving, and an understanding of natural consequences of behavior. We foster respectful interaction amongst all members of our community. At times, however, conflicts will inevitably arise between children. We work to help children become contributing members of the school community by:

- Peer problem solving – the use of Circle and Council
- Talking with students individually or in small groups as needed
- Encouraging students to evaluate their own behavior. This may include having students ask themselves:
 - “What is my responsibility in this situation?”
 - “Is this what I meant to have happen?”
 - “What could I do differently to change the situation?”
 - “What should happen as a result of my actions?”

Parent volunteers who need help assisting children with a conflict are asked to please seek the advice of the classroom teacher for further suggestions. **Parent-to-Parent or Parent-to-Staff Conflicts** - It is the hope of everyone at Bridges Charter School that any disputes can be resolved informally by direct and healthy communication. Attempts at informal resolution are strongly encouraged; resolving differences in a timely, objective and equitable manner creates a climate of collegiality, mutual trust and respect. If the dispute cannot be resolved after following informal procedures, please consult the school’s Executive Director.

Non-Discrimination Policy

Bridges Charter School is committed to providing an environment free of harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender identity, or mental or physical disability. Bridges Charter School will not condone or tolerate harassment or discrimination of any type by any student, parent, staff member or volunteer. Bridges Charter School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. This may include a combination of education, counseling, and/or discipline.

Bridges Student Progressive Discipline Flow Chart

Step 1 Set Behavioral Expectations

- Utilize classroom management strategies: firm reminder, verbal warning, review behavior expectations and/or appropriate ways to get needs met.

Step 2 Classroom Level Redirection

- Student-teacher conference, “time-out” from, alternative activity, individual teacher consequences, note sent to parent.

Step 3 Submit Referral

- Refocus/reflection forms and parent acknowledgement
- Parent-teacher conference

Step 4 Referral to Intervention Support Meeting (ISM)

- Behavioral referral sent to parent
- Principal, teacher, student (if appropriate), and parent conference

Step 5 Administrative Intervention and Conference

- Restorative practice and/or disciplinary action as determined by administration
- Possible suspension
- Behavior plan

Step 6 Escalated Disciplinary Action- for persistent negative behavior and severe threats to the community

- Additional school suspension
- Home suspension
- Expulsion

** Verbal teasing, physical violence, and/or emotional or physical bullying may result in the advancement of this process, foregoing any number of the steps described above.

"NO USE" Statement

Bridges Charter School recognizes that the use of alcohol, other drugs, and tobacco and the problems associated with these are becoming increasingly common in our society and among youth.

Bridges Charter School recognizes that the use of alcohol, drugs, and tobacco often precedes the development of other problems. Bridges enforces "no use" of alcohol, drugs or tobacco by students.

Bridges Charter School believes that it is in the best interest of the community to take steps to promote, enhance, and maintain a drug-free school system and student body, and that along with parents and other segments of the community it has a role to play in helping students to remain drug-free.

The use of controlled substances by students warrants suspension and could result in expulsion.

Bullying

Everyone has the right to feel safe on Bridges campus. Each student has the responsibility to respect each other's emotional and physical safety. The Bridges Board and administration team wants to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. Harassment of students or staff, such as bullying, including intimidation, "cyberbullying*," hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering will not be tolerated and those who are determined after investigation to be offenders may be subject to discipline. Students or Parents may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. All reports will be investigated.

**Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.*

Sexual Harassment

Bridges Charter School prohibits unlawful sexual harassment of or by any student. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or any other verbal, nonverbal, physical, or visual conduct of a sexual nature.

Other types of conduct which are prohibited at Bridges and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way.
- Cornering or blocking of normal movements.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against any individual who reports a violation of the Bridges sexual harassment policy or who participates in the investigation or a sexual harassment complaint.

Any student who feels that he/she is being harassed should contact his/her teacher or the administration team. Complaints of harassment can be filed in accordance with these procedures. Failing resolution at the informal level, the complaint can be addressed as appropriate.

- Bridges prohibits retaliatory behavior against a complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Acceptable Internet Use

Bridges Charter School recognizes the importance of computer technology competency as an integral part of the education process. The school has invested a tremendous amount of time, money, and effort to provide our students with filtered access to networks on the Internet so that they will be able to search and download from the worldwide web.

Students are responsible for the proper and ethical use of network access through the computers by following the written procedures set up by the school, as well as, the oral instructions given by the staff. Any actions by students that might harm the computer equipment or software, or impair its effective use, are to be avoided.

Students are prohibited from accessing social networks (Facebook, Instagram, etc.) at school; they are also not permitted to access their email without direct approval by a supervising teacher. Violation of this rule by a student will jeopardize the School's access to the Internet, and the student will immediately lose his/her right to network access. **At no time** during school hours, or while on site, may students use the Internet for purely personal interests, such as accessing any sites to shop, browse goods and services, or inquire about clubs, video games, and the like.

It is a violation of the law for a student to knowingly access any secure network files, documents, applications, etc. without express permission by an authorized staff member and a legal signature on the network registry.

There are limited computers available for student access. The teaching staff of the school will also have limited time to monitor all of the information that our students are accessing or downloading while in the classroom. Although the school's network includes filters, students may encounter material in a network/bulletin board that is considered inappropriate or offensive (e.g. pornography, vulgar jokes, statements of belief that some may consider immoral, etc.). Each student is responsible for NOT pursuing material that could be considered inappropriate or offensive, and **MUST** advise their teacher immediately if any of these sites are accidentally accessed, as these may indicate issues with the network or spam, which require addressing. Accessing or downloading inappropriate material, at any time, will not be tolerated by the school and **will result in the student's loss of network privileges as well as possible academic penalty and/or disciplinary action.**

Students will take full responsibility for her/his actions and will use the school's computers and the Internet for educational purposes only.

Students will follow the copyright rules for the distribution and use of software and information on both the school computer system and on the Internet.

Students must realize that use of the school's computer system and Internet is a privilege, rather than a right, and that inappropriate behavior may lead to loss of privileges. All students will be required to sign the Acceptable Use Policy each year.

Electronic Devices - Cell Phones and Tablets

DEFINITION - For purposes of this policy “Electronic Device” means privately owned wireless and/or portable electronic handheld equipment that include, but are not limited to: existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, Ipads, walkie-talkies, pagers, etc.), portable Internet devices (mobile managers, mobile messengers, “BlackBerry” handset, etc.), Personal Digital Assistants (Palm organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods ©, Walkman™ devices, etc.), and any other convergent communication technologies that do any number of the previously mentioned functions. Electronic Device also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc. **“Ear buds” are not allowed unless part of the instructional program.**

POSSESSION AND USE - Students may possess and use electronic devices at school subject to the following:

- * Students may bring cell phones in their backpacks to be used to contact parents before or after school. They may not be used during school hours without express teacher permission. They must be powered off and out of sight.
- * Use of all other electronic devices during the school day, is permitted ONLY by express teacher permission
- * Students may bring cell phones to use before 8:20 a.m. and after the final bell of the school day outside of the school buildings, on school sidewalks, parking lots, and fields so long as they do not create a distraction or disruption.

PROHIBITIONS - Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including students, employees, and visitors, or violates local, state, or federal law. Electronic devices may not be used during California Assessment of Student Performance and Progress assessments unless specifically allowed by law, student IEP, or assessment directions.

CONFISCATION - If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee’s duties permit. The electronic device will be released to the student’s parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

POTENTIAL DISCIPLINARY ACTIONS - Violation of this policy can result in discipline up to and including suspension or expulsion, and notification of law enforcement authorities.

- A student who violates this policy may be prohibited from possession of an electronic device at school or school-related events.
- Disciplinary consequences consistent with a school wide discipline program.
- Confiscation of device for increasing periods of time for subsequent violations.
- In-school suspension.
- Out of school suspension.
- Notification of law enforcement, at school's discretion, if circumstances warrant such notification.

PROHIBITIONS ON AUDIO RECORDING - Camera or audio recording functions of electronic devices may pose threats to the personal privacy of individuals, used to exploit personal information, and or compromise the integrity of educational programs. Accordingly, the use of the audio recording or camera functions of electronic devices is strictly prohibited on school premises at all times.

EXCEPTIONS - With prior approval of an administrator, the above prohibitions may be relaxed under the following circumstances:

- * The use is specifically required to implement a student's current and valid IEP
- * The use is at the direction of a teacher for educational purposes
- * The use is determined by the principal to be necessary for other special circumstances, health-related reasons, or emergency.

Dress Code

Parents and students share responsibility with the school to insure that the dress of students is not disruptive to the learning environment. The following guidelines will be observed in determining appropriateness of a student's apparel.

- Tank tops may be worn if that straps are two fingers in length or under another garment.
- Dress of the student must not interfere with his/her ability to perform assigned class activities.
- Undergarments and stomachs should not be visible.
- All students must wear closed toed shoes at all times. This includes PE and field trips.
- No short shorts, skirts or skorts-They must be longer than fingers when child's hands are placed to their sides.
- Caps or hats may be worn in the classroom at the discretion of the teacher
- Bandanas are not permitted at any time.
- Clothing must be worn as it was designed, i.e.: overall straps must be fastened. No sagging pants, pants must be worn at the hip.
- Gang related attire is unacceptable at any time.
- Coats, sweaters, lunch boxes and personal items are to be labeled with child's first and last names.

- No sunglasses except on the playground and must be worn correctly (not on top of your head)
- Any accessory or clothing items that are a distraction may be confiscated.

After School Enrichment Program

We offer a variety of after school enrichment programs throughout the year as well as child care – all of it through the **Bridges Extensions Program**. Please contact Heather Byhoffer at heather.byhoffer@bridgescharter.org for more information.

All After School Enrichment classes are run through our Extensions program.

Parent Volunteering

Parent participation is an integral part of the Bridges Charter School experience. Families have chosen Bridges for their children because they desire to actively participate in a way that is valuable for their child, the classroom, and the school at large. We also hope that all parents see volunteering as an opportunity to be an empowered member of our community. The more effectively parents and the school partner together, the better the educational experience for all.

CODE OF ETHICS FOR VOLUNTEERS

1. A volunteer enters the school to assume a place on the educational team and acts accordingly to win the confidence and respect of the school staff.
2. A volunteer conforms to established school procedures for reporting in and out, use of materials, etc.
3. A volunteer supports the staff by following school wide or classroom regulations regarding student behavior.
4. A volunteer must be dependable and consistent in order to provide the maximum benefit of such assistance to the teachers and students at the school.
5. A volunteer is there to increase the students' confidence in themselves and avoids disparaging remarks which might undermine that confidence. Find the good and praise it.
6. A volunteer deals impartially with students regardless of differences in background, intelligence, or physical or emotional maturity.
7. A volunteer does not discuss the child's progress or behavior with the parent or anyone else, but refers parents to the appropriate teacher or principal should a question arise. Direct communication with parents about a child's school work is the responsibility of the school's professional staff.
8. A volunteer does not discuss confidential information with inappropriate persons. A volunteer does not discuss such matters with friends, relatives, neighbors, or other volunteers.

Confidential information includes:

- Scholastic and health records
- Test scores and grades
- Discipline problems within a classroom
- Character traits of an individual child

9. A volunteer speaks constructively of all professional staff, but should report difficulties involving the welfare of students or school to the Administration Team.
10. A volunteer is in the school for a relatively short portion of the week, and therefore perception of a problem can be mistaken because the volunteer is not aware of the total situation. Volunteers should take their questions about such problems to the appropriate staff member.
11. A volunteer consults with supervising teachers at appointed times so as not to interrupt the teachers' schedules. A volunteer follows school procedures for setting up a parent-teacher conference, and does not interrupt the instructional program, teachers' planning time and free periods, or volunteer schedule.

CLASSROOM INTERRUPTION PLAN

The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited. If it should be necessary to visit your child's classroom or deliver a message, please be as unobtrusive as possible. You must check in at the office first. Your cooperation in this matter is appreciated.

In order to provide for uninterrupted learning, the following guidelines will be followed:

- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Please make arrangements for after-school activities before dropping your child off at school.
- There is a DROP OFF AREA in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal item. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in.
- Requests for homework for absent students should be made through the office by 11:00 a.m. on the day of the absence. For extended absences other than illness, contact the child's teacher for an Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Siblings

Bringing other children (younger or older siblings) onto campus while you are volunteering is not allowed. Siblings often present a distraction to the classroom and the parent who is volunteering; there are also liability issues the school may face.

Parent Managed Cohort (PMC)

Each family is encouraged to participate in at least one PMC, even if already volunteering in the class. Bridges would not be where it is today without the active involvement of parents who were organized into efficient and competent committees, such as Fundraising, Technology, Food, Gardening, Outreach, Performing Arts, Music, Grant writing, and more. There are many PMCs to choose from, and more will develop as needs and interests arise. Parents are encouraged to join a PMC of their passion and assist as much as possible. PMC Chairpersons will plan for and direct meetings, organize task lists, and generally lead the group to facilitate the development of an area of our Bridges Charter School vision. We are grateful for the tremendous commitment of those who have stepped up thus far as PMC Chairpersons.

Procedures for Campus Visitors and Adult Classroom Volunteers

Please be sure you (and anyone else who volunteers in the classroom from your family) understand and follow these very important safety agreements:

- **Please sign in and out in the log available in the office** whenever you are on campus to volunteer in any capacity. Take, wear and return the volunteer badge provided in the office. *State law (P.C. 627.2, P.C. 626.8)* requires all visitors and volunteers in schools to sign in and wear a badge. This will identify you to school personnel as a Bridges Charter School volunteer for both student safety and for accountability in case of an emergency.
- **Respect students.** When working with students at Bridges Charter School, please remember to honor their dignity during your interactions. Make every effort to engage and include all students in learning activities. If your kind, yet firm, efforts do not succeed, please direct the child back to the classroom teacher.
- **Please ensure any attention given to your child during instructional time does not distract him/her from the activity at hand.** There may be situations where you need to comfort another parent's child, but please do so only if you know that child well.

- Outside of a real injury or emergency, we ask that adults NOT pick up or carry children, such as to the office or during P.E., etc., due to safety and liability issues.
- Be sure to **honor gender equity** by treating boys and girls with the same attitudes and expectations. Avoid statements that make assumptions about boys having one career or lifestyle choice, and/or girls having another.
- If out on yard duty supervision, please be sure to monitor all children in their activities. If you are on lunch duty, please monitor children at the lunch tables to ensure all children are eating.
- Any parents wishing to eat lunch with their child may do so. Following normal procedures, parents are to sign in at the front office and have a badge on them. Siblings attending a different school than Bridges are **not** allowed to be out on the campus during the school day.
- Follow rules for information dissemination to school families. Any notifications sent home in student mailboxes, through classroom distribution or via email need to be reviewed by the teacher and/or Assistant Director. The Director must approve correspondence that is to go out to ALL families, in advance of photocopying (if needed) or distribution.
- If you take your child(ren) off campus for any reason, remember to sign him/her/them out in the office. If you plan to take a child other than your own off campus, you must have prior permission from the child's parents in the form of a written and signed note. The note must have a contact number where that child's parent may be reached. The office cannot accommodate last minute telephone calls for permission.
- Make sure you know the names and number of students in your center and where each student in your group is at all times. Keep all children involved in learning activities, and please do not let students wander away—even when they have finished their work. Be sure that students leaving to go to the restroom return promptly.
- Parents supervising outdoor centers are responsible for their group at all times. Supervising parents should escort their student group outside and back to the classroom to pick up the next group, if needed.
- Adults should not be in or use the children's restrooms, unless assisting a child. Adult restrooms are located in the main office near the teacher workroom.

Appropriate Conversations Between Adults and Students

Parents and guardians working in the classroom are essential to the success of Bridges Charter School, and are one of the components that make our school unique and effective. They help facilitate the teacher-led curriculum and provide their own experience and skills where appropriate (e.g. musicians, scientists, engineers, and visual artists). ***Parents and guardians facilitating centers acknowledge that they are representatives of the school and the state (as Bridges Charter School is a publicly-funded entity) and will act in the best interest of the school and its students.*** While families certainly have the right to believe whatever religious/spiritual and political doctrines they hold to be true, when adults are on campus their rights to religious and political expression are limited. Regardless of each family's personal beliefs, we are all united in that:

1. We respect the individual rights of our students and their families - Students and their families have the right to their own personal beliefs and the right to freedom from being indoctrinated into another's beliefs.
2. We rely on our well-trained teachers for curriculum - Parent and guardian facilitators are a valuable resource to teachers. The teacher carries the responsibility to review and approve any curriculum created by a parent. Our well-qualified teachers are ultimately responsible for all lessons and activities in their classroom.
3. We voluntarily monitor our conversation, both within the context of classroom activities and in casual conversation, with the students. Students are not expected to differentiate casual conversation with an adult during the school day from a lesson. Therefore, our casual conversations are monitored and restricted to be appropriate for the students in our care.

In practice, adults working in the classroom and generally on campus or at any affiliated school-sponsored activity are expected to refrain from using foul language, and must refrain from discussing with students political and religious beliefs, gender or cultural biases, and/or negative attitudes about anyone's sexual orientation, either explicitly or through humor or innuendo. This policy respects the rights of our diverse population and fosters an environment of inclusion and safety.

Healthy Lunch and Healthy Snack Program

Bridges will not be providing food or milk services. All snacks, lunches, etc. will need to come from the home. To provide an atmosphere of good health and support our healthy food program there is to be no soda, energy drinks, or candy at Bridges.

If your family has financial constraints that absolutely prevent you from providing your child lunch, please notify the office immediately.

Communication

There are many ways to stay informed of school events, discussions, meetings and successes. If you are feeling out of the loop in any way, please contact your child's teacher so that you can be put in touch with the right channel of communication.

Regular Teacher Letters/Emails

Your child's teacher may be sending home frequent updates via email, or by hard copy if you do not have access to email (please notify us in writing if you need all school correspondences in hard copy). This is a good source for learning what is happening in your child's classroom. Curricular focuses, field trips, classroom community reminders and updates, as well as inspirational messages are often distributed in this forum. Many classrooms and/or grade spans have web pages where classroom and grade level information or newsletters are posted.

Director's Notes

Our weekly **Director's Notes** are a great way to stay connected! If you are not receiving this email, please request to have your name added by emailing kathee.hans@Bridgescharter.org. This is a good source for learning what is happening in other classrooms and in our PMCs, to see updates on school wide issues, to gain inspiration and a deeper understanding of what makes Bridges Charter School unique. If you would like to submit something to be included in the Director's notes, please email the Director or contact the office to set up a meeting.

School Board Meetings

Bridges holds public board meetings on the second Monday during each month on school grounds. The public is welcome to attend all open session meetings, which typically begin at 6:30pm. Dates change to accommodate various events and holidays. Check the website calendar to confirm dates and location. A time for public comments is designated at the beginning of each meeting. This is the place to learn about, and have input on school-wide operations.

PAC Meetings

The Parent Advisory Council (PAC) serves as an “umbrella” of the PMCs, a booster club of sorts. The PAC is responsible for overseeing the PMCs and assisting parents with volunteering; it will also serve as a forum for discussion of matters of interest and concern to parents. Attendance at a monthly PAC meeting is a great way to feel connected and heard; these meetings are usually held the first Monday of each month. All parents, guardians and teachers are welcome to attend. (Our website has additional details).

End of the Year Survey

An end of the year survey will be offered each year. This anonymous survey will allow parents to give feedback on aspects of our school and community. Responses will be carefully considered for their potential impact on our future school policies, procedures and climate and shared with the school community.

Holidays

Bridges Charter School’s teachers follow a policy and philosophy of instructing and informing our students about the many diverse ways people observe holidays, celebrations, rituals and traditions across history, ethnicity, culture and religion. We believe it is our responsibility to teach *about* holidays, rather than to celebrate holidays. While the teaching of a holiday may sometimes involve some type of celebratory activity, it is our goal to limit or avoid the representation of one holiday over another.

In a pluralistic society, where some people worship differently than the majority, or choose not to observe holidays at all, it is the task of public school teachers to present non-biased education about a variety of viewpoints and beliefs and not to *actively promote* one over another. In order to teach respect, tolerance and understanding, it is incumbent upon us to help children learn about observances with which they are less familiar. At times, Bridges will have events that tie into a holiday, such as a crafts fair before winter break, or opportunities to write kind messages to peers around Valentine’s Day. We feel a balance of activities, and perhaps the provision of alternatives to many media-driven holidays, is a good way for students to discuss varied viewpoints in the safety of their classrooms.

One of the founding principles of Bridges Charter School is the honoring of diversity. There is separation of church and state in this country and too many children are marginalized when schools tacitly support one view over others. We therefore leave it to you, as parents, to discuss your own family’s cultural and religious beliefs with your children.

Emergency Disaster Procedures

Should an emergency or disaster situation ever occur in our area while school is in session, we want you to know that the school has made preparations to respond effectively.

Fire Drill –Fire/evacuation drills will be held monthly. Teachers are required to keep a student roster with them at all times during an evacuation, checking attendance immediately after exiting the room and arriving at the designated field area. In the case of fire, students will be immediately evacuated to the field behind and/or adjacent to the school campus, and will need to remain in a designated area until cleared to return to class, or until allowed to leave campus with a parent or guardian per the emergency cards.

Earthquake –In the event of an earthquake, all students, parents and teachers should quickly duck, cover and hold, where they will remain until the “all clear” signal is given, at which point they will then safely exit the classroom to the field behind or adjacent to the Bridges Charter School campus.

Lockdown –In the case of an imminent danger or threat at the school, an emergency lockdown of the school may be required. During a lockdown, the Director (or teacher in charge) will call 911 and notify all teachers, support staff, parent volunteers, and the Board President. If the threat is detected, the signal for “Lockdown” will be announced over the telephone/intercom to classrooms and to the office; then a rapid succession of bells with pauses to announce lockdown will sound. Any students, parents or volunteers not in classrooms should go to the safest and closest area or room. DO NOT try to go to your own classroom unless it is the closest location to remain safe. Instead, enter any available room and stay there.

The Director and staff will follow the directions of law enforcement and/or other competent authorities upon their arrival. When it is determined that there is no danger, an “all clear” will be signaled by the Director (or teacher in charge). In the event that parents are coming onto campus while the school is in a lockdown, parents will not be allowed to enter the campus or the classrooms. Parents must wait in a safe place for the lockdown to end.

Should there be a major earthquake or other emergency, children will remain under the supervision of school’s personnel until a parent or a responsible adult designated on the child’s emergency release form signs him/her out.

Lost and Found

Please make sure to label everything your child brings or wears to school. This is the quickest and most reliable way to make sure your child's belongings make it home. It is also very important to leave valuables and "special" toys at home. In the event that something is lost either at school or at a school-sponsored event, all lost and found items will be placed in a designated area near the office marked "lost and found." If the item lost is fragile, check also in the office. Unclaimed lost and found items are donated to thrift stores and charities at regular intervals.

Appendix A - Effective Ways to Work With Children

- Be warm and friendly. Learn the children's names and show interest in what they are doing and telling you. You are a very important listener.
- When working with children, encourage them to do their own thinking. Give them plenty of time to answer; silence often means they are thinking and organizing what they want to say or write.
- If you don't know an answer or are unsure of what to do, admit it to the children and work it out together. Feel free to ask the teacher or the children for help when you need it.
- Use tact and positive comments. Encourage the children and seek something worthy of a compliment, especially when the children are having difficulties.
- Accept each child. You do not need to feel responsible for judging a child's abilities, progress or behavior.
- Respect a child's privacy. If a child or a teacher reveals personal information, regard it as a confidence.
- Maintain a sense of humor.
- Be consistent with teachers' rules for classroom behavior, schedule, and atmosphere.
- Wear comfortable clothes and don't hesitate to "get down to a child's level."
- If parents and friends ask about your work, tell them you enjoy working with the children and discuss activities you do rather than specific information about a child, teacher, or the school.
- Keep your commitment. The children will expect you and look forward to your coming. If you know you will be gone, tell them in advance. Keep all promises, and make none that you cannot keep. Children never forget!

Appendix B - Our guiding principles are:

1. **We learn by doing:** Children learn best when they engage in activities that are interesting, interactive, and relevant, and when the teacher, the parents and the child all understand how the child learns best.

2. **Teachers and parents are partners in education.** Teachers and parents each have a different sphere of influence with respect to the children. Consequently, they must work together to educate the Whole Child, in order to help him or her reach his or her full potential academically, socially, and emotionally.

3. **A child's natural desire to learn is to be preserved and developed.** Without genuine understanding, learning is often rote and quickly forgotten.

4. **Creative and critical thought must be nurtured and actively developed.** Creativity is often enhanced through active and unstructured play and exploration, which leads to problem-solving and critical thinking. The ability to synthesize creative ideas is one of the most profound goals of any education.

5. **Every child deserves a solid foundation of basic knowledge.** Creative and critical thought is best served by a wealth of knowledge with which to work.

6. **An integrated curriculum provides more meaning and relevance.** Whenever possible, the inter-relationship between concepts and topics must be highlighted and explored. We strive to put practice and skill-building activities into a context that has some meaning on a larger scale.

7. **Completing a task well fosters self-esteem.** Preserving a joy of learning is compatible with teaching self-discipline in learning, including the learning from mistakes.

8. **A sense of community aids development immeasurably.** When children feel secure and cared for in their surroundings, they become better able to develop social and academic skills.

9. **Communication is essential.** Frequent in-depth communication between teacher, parent, and child is essential, as students need guidance to make responsible choices in their learning. Bridges Charter School will attract a diversity of passions and opinions. Thus, some disagreements over content and/or strategies are to be expected. Clear communication that focuses on the issue at hand greatly facilitates the process of consensus and resolution.

10. **We are all partners.** All members of the community must support the philosophy to the best of their ability, both at school and at home, in order for Bridges Charter School and its students to thrive. This includes a commitment to promoting sustainable, environmentally conscious and healthy habits, and to the nurturing of conflict resolution skills.

Appendix C – Research That Guides Bridges Philosophy

- Our philosophical beliefs are derived from, but not limited to, a variety of educational and behavioral researchers. While we may or may not endorse the educational and behavioral philosophy of the following researchers in full, Bridges Charter School’s educational philosophy is guided by the following **key tenets**, and each is followed by a strategy we will use:
- **Fostering positive interpersonal relationships is essential to developing independence and confidence.** To this end, “emotional intelligence” (EQ) is a stronger indicator of human success and confidence than IQ. The development of character qualities that develop one’s emotional intelligence is paramount to Whole Child education. Emotionally intelligent children are better able to learn academically. (Daniel Goleman)
- **The ability to communicate compassionately and empathetically with others is fundamental** in building respectful, long-lasting relationships and is fundamental to successful integration into society at large. The daily practice of conflict resolution methods (such as those found in Non Violent Communication (NVC), or compassionate communication) is a necessary skill and will be an integral element of our Charter School. We will teach and practice conflict resolution skills throughout the day and in **Circle**, our daily forum for conflict resolution and mediated communication. As teachers, we will model these skills for our students; parents will further develop their conflict resolution ability through ongoing parent education. (Marshall Rosenberg)
- **The student must learn interactively and is not a vessel to be filled with facts.** Children need opportunities to explore, manipulate, experiment, question, and seek answers, and the teacher must have confidence in the child’s ability to do so. In constructivist learning, intelligence grows through the twin processes of assimilation and accommodation, whereby children build upon their experiential understanding of events, materials, and subject matter. Therefore, we will build upon what children already know, and provide many opportunities for children to actively engage in their learning. (Jean Piaget)
- **Social interactions make up our culture, and our culture shapes our cognition.** Within the socio-cultural perspective is the idea of scaffolding, whereby the learner is provided clues and hints in order to solve problems and that, given appropriate help, the child can perform challenging tasks. Guided discovery in the classroom involves the teacher posing intriguing questions, offering feedback, and providing opportunities for students to learn and master the necessary tools they need to be successful. This socio-cultural model promotes multi-age groupings and peer teaching so students themselves offer the dialogues and scaffolding needed to understand material. (Lev Vygotsky)
- **Art, music, invention and play are necessary components to education.** The brain must be fully stimulated through mastery of six “high-concept, high-touch” abilities to professional success and personal fulfillment: design, story, sympathy, empathy, play and meaning. We honor and

promote the attention to a child's ability and desire to be creative and exploratory, providing environments most conducive for optimal brain development. (Daniel Pink)

- **Diverse learners must be provided with diverging pathways that lead to their success.** Thus our curriculum will maintain rigorous standards while permitting innovation and creativity in curriculum choices, and will maintain the flexibility to allow highly specialized minds to prepare for a productive adulthood. In addition, our assessments will take into consideration the premise that different minds can show what they know in different ways. We reject the traditional paradigms that focus on exposing and fixing a student's deficits, while neglecting the student's latent or blatant talents. (Mel Levine)
- **Differentiation within clusters can provide the extra scaffolding needed for optimal understanding of a subject, via the support of peers and adults.** We will focus on a differentiated model rather than on an individualized model when preparing for the needs of our students. Differentiation in our classrooms will facilitate the understanding of ideas and the application of skills so that students develop frameworks of meaning which allow them to retain and transfer what they study. We will find "zones" in which students cluster, so that on any particular day, we may offer several routes to a goal- instead of 30 routes, as an "individualized" model would suggest (an individualized model being one in which it is expected that every child has his or her specific needs met). (Carol Ann Tomlinson)
- **The avoidance of humiliation and public embarrassment will be of paramount importance.** In order to fulfill our school's vision of positive, respectful and peaceful collaboration, discipline practices will focus on proactive resolutions and the understanding of natural consequences. (Mel Levine)
- **Collaboration and cooperation promote higher achievement and lead to greater results and fulfillment than competition.** It is a waste of one's energy to prevent another from winning, thereby lowering individual and group productivity. We seek to change the competitive nature of society by fostering a sense of true community in our classrooms. (Alfie Kohn)
- **Most human behavior is chosen.** According to Choice Theory (Glasser), the present psychology of most people in the world is that we can only get what we want through external control, when in actuality external control is destructive to relationships. Therefore, we will teach, model, and practice, either specifically or similarly, the "Seven Caring Habits" (replacing the "Seven Deadly Habits") in order to address our commitment to connect to one another and the world around us. (William Glasser)
- **Students think and learn differently, and express their intelligence in a multitude of ways.** Thus, we will consider a student's intellectual and affective learning style in order to maximize his or her learning. The Multiple Intelligence Theory defines eight separate intellectual domains: verbal/linguistic, logical/mathematical, spatial, musical, body/kinesthetic, intrapersonal, interpersonal and naturalist. (Howard Gardner)
- **Bridges Charter School's Educational Philosophy** (including guiding

principles and researched-based pedagogical strategies), in its entirety, will serve to direct all curriculum and classroom management methods in Bridges Charter School.

Appendix D - Bridges Discipline Referral Form

Student _____ Grade _____ Room # _____
Issued by: _____ Date: _____

Notice to the Parent / Guardian
The purpose of this report is to inform you of a disciplinary incident involving this student.

Signature of Parent / Guardian

Reason for Referral

Minor Infraction

- ___ Disrespect for Rights of Others
- ___ Disrespect for Property of Others
- ___ Not Following School Safety rules
- ___ Disruptive Behavior
- ___ Inappropriate Play/Behavior
- ___ Lying/cheating
- ___ Incomplete Assignment
- ___ Profanity - Non-directed
- ___ Other

Major Infraction

- ___ Profanity Directed at a Person
- ___ Fighting
- ___ Theft
- ___ Vandalism
- ___ Continued Disruptive
- ___ Weapons/Drugs/Alcohol
- ___ Disrespect for Authority
- ___ Bullying / Harassment
- ___ Repeated Dress Code Violation
- ___ Overt Defiance
- ___ Other

Possible Motivation

- ___ Obtain Peer attention
- ___ Obtain adult attention
- ___ Obtain items / activities
- ___ Avoid tasks/activities
- ___ Avoid Peers
- ___ Avoid Adults
- ___ Other

Action(s) Taken Prior to Referral

- ___ Made a private statement with the student about their behavior
- ___ Relocated the student within the classroom
- ___ Moved the student to another teacher's classroom
- ___ Detained student (recess, lunch)

_____ Contacted parent to discuss the problem and officially warn the parent and student of possible future consequences. Date: _____

_____ Method of communication (email, letter, phone, conference)

_____ Student called his her parents to inform them of their behavior. Date: _____

_____ Administration assigned action. Date: _____

Present Action and Recommendation(s):

_____ Student regrets incident, cooperative

_____ Limit school participation in events and/or activities, etc._

_____ Meet with parent, student, teacher, and administrator to create a behavior plan

_____ Administrator will determine if consequence requires more severe measures

Other _____

Student Perspective & Follow Up Agreement

Name: _____ Date: _____

1. What rule(s) did you break?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do now to make things right?

Student Signature: _____

Appendix E - Field Trips Forms

PARENT'S OR GUARDIAN'S PERMISSION FOR SCHOOL-TIME FIELD TRIP AND AUTHORIZATION FOR MEDICAL CARE

_____ has my permission to participate in the
(Student Name: please print)

(field trip/location) _____ on _____
Date

Departure time: _____ A.M. / P.M. Return time: _____ A.M. / P.M.

Supervising Teacher (please print): _____

General Activity(s) to be included:	(1) _____
	(2) _____
	(3) _____

Method of Transportation:

_____ Student is **Walking** _____ Student will **ride on Bus** _____ Student will ride in **Private Vehicle**
_____ Student will ride with **parents**

IF YOU HAVE HEALTH INSURANCE list name of company, policy number and group number:

DECLARATION: I fully understand that the school does not require students to participate in field trips or excursions and that I make this request voluntarily because of my desire to have my child participate. I also understand that if I do not consent to participation, my child **may remain in school at my request.**

NOTE: Section 35330 of the California Education Code states in part: "All persons making the field trip shall be deemed to have waived all claims against the district, charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion." Failure of student to comply with rules may result in student being sent home at parent/guardian's expense.

ASSUMPTION OF RISK: By signature hereon, parent/guardian waives liability against the school and acknowledges that the trip and its activity(s) may expose the student to potential harm including injury or death.

X _____
Authorized Signature of Parent or Guardian (required)

AUTHORIZATION FOR MEDICAL CARE

If it becomes necessary for my child to have medical care while participating in this trip, I hereby give school personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by school personnel to render medical care deemed necessary and appropriate by the physician. I understand that the school carries student accidental injury insurance in an amount limited to \$25,000 (applies excess of family health insurance if applicable.)

Student Name: _____

Home Address: _____

Parent/Guardian Home Phone No.: _____

Parent/Guardian Work Phone No.: _____

Emergency Contact Phone No.: _____

X _____
Authorized Signature of Parent or Guardian (required)

Parent or Guardian's Name (please print)

Date: _____

CHECK HERE IF YOUR CHILD IS REQUIRED TO TAKE MEDICATION OVER THE COURSE OF THE FIELD TRIP. ALL MEDICATIONS MUST BE PRESCRIBED, INCLUDING OVER-THE-COUNTER MEDICATION.

Bridges Charter School Revised 2016

Bridges Charter School – Proposal for Extended Student Trips

Name/Type of Trip _____
Departure Date/Time _____ Return Date/Time _____
Name of Person in Charge of Trip _____
Date of Trip Request _____

A. PURPOSE

1. What is the main destination(s) of the event(s)?
2. What is the educational connection of the trip?
3. How will students benefit from the trip?
5. How will the trip be assessed to determine its success?

B. STUDENTS AND STAFF

1. Which students (grade, class or organization) will be going? (Include total number of students.)
2. How many (if any) of the participating students are experiencing academic/behavioral problems?
3. What other the names of all chaperones and their relationship to the school?
5. How many school days will be missed?

C. SCHOOL WORK

1. How will missed work be made up?
2. What special assistance will be provided to students with academic/behavior issues?

D. ITINERARY

1. List all destinations.
2. What will be the mode of transportation?
3. Where will the group be housed and fed?

4. What arrangements have been made for dealing with emergency situations?
5. What arrangements have been made for administering necessary medications to students while on this trip?

E. FINANCES

1. What is the estimated total cost and cost per student?
2. What is the funding source for the trip?
3. How will the funds be collected and safeguarded?
4. How will any shortfalls be made up or excess funds be used?
5. What provisions have been made for students who are financially unable to contribute?

F. COMMUNICATIONS

1. How will you communicate to parents prior to, during and after the trip?
2. List contact information for destination(s).

Requestor Signature/Date_____

Appendix F - Average Daily Attendance (ADA)

Federal & state educational funding is directly tied to Average Daily Attendance (ADA). Bridges gets “charged back” every time your child is absent. As a parent, here are some things you can do to help us minimize those losses:

- **Be thoughtful when planning extended family vacations.** When you take your child out during regularly scheduled school days, Bridges loses *about* \$35 a day/child. A whole week is worth about \$175 in lost income to the school. If you must take your child out for a significant number of days, please arrange independent study (see attendance section) so our ADA is not impacted by your child’s absence.
- **Bring your child to school before or after a doctor’s appointment.**
- **Keep a contagious or infectious child home.** While we stress good attendance, we also want to ensure the health and safety of all our children. You may think you are helping by sending in a sick child (to keep our ADA up), but if they infect a number of others, more children will be absent! As our school population grows, passing of germs will be an even bigger challenge.
- **Encourage your child to adopt healthy habits, and model them yourself.** It may sound obvious, but children with healthy habits get sick less. Make sure your child is getting enough sleep, especially on school nights. Offer them a balanced diet with lots of fruits and vegetables, whole grains, and limit sweets and fast food. Teach them to wash their hands frequently, particularly before they eat and after they use the restroom. Help them find ways to be physically active.

Appendix G - Healthy Food Agreement

All Bridges families are asked to commit to the following:

Provide a healthy lunch for your child(ren) daily, with at least three (3) combined servings of “healthy foods”. Additional nonnutritive items (or treats) may also be provided in moderation (i.e. *one* home-baked cookie, *one* small bag of home-popped popcorn, etc.). Families are asked to give extra thought to food choices each week, and proactively include their children when establishing the weekly food schedule. “Healthy food” is defined as:

- Whole fruits, fresh vegetables, whole grains (rice, flax, oats, wheat, etc.), nuts and legumes, lean proteins and dairy products which have minimal or no processing;
- Foods **without** high fructose corn syrup, hydrogenated oils or trans fats, refined sugars, artificial color and additives, high sodium, or high saturated fat;
- Water, unsweetened milk, or beverages with high nutritional value (i.e. fruit juice with 100% juice). Note: most juices contain added refined sugar.

Support our healthy school culture by not bringing the following food items onto campus or to school events: Soft drinks, fast food, Lunchables (or similar *highly processed* meal substitutes), Cheetos (or similar *highly-processed* snack bags), and/or candy bars. “Out of sight, out of mind.”

Follow nutritional guidelines for birthdays, class parties, and special events: We all enjoy celebrations, and acknowledge that special days like birthdays are traditions that children will carry with them the rest of their lives. However, in order to moderate our student’s access to nonnutritive “treats” while they are in our care, we ask that food not be bought as a “treat” for a special day unless it follows the healthy food guidelines.