BRIDGES
CHARTER SCHOOL

K-8, CORE MIDDLE SCHOOL & HOMESCHOOL HYBRID

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Student and Family Handbook 2023-2024

PARENT RIGHTS & RESPONSIBILITIES

Annual Notice for 2023-2024

Board Approved

Whole Child, Whole Family,

Whole Community

Table of Contents

Staff	**pg. 4**
Daily Schedules	**bridgescharter.org**
School Calendar	**bridgescharter.org**
School Health and Safety	**pg. 6**
Emergency Authorization Information	**pg. 6**
Attendance Policies	**pg. 7**
Extra-Curricular Participation	**pg. 11**
Health and Wellness	**pg. 12**
Mental Health	**pg. 14**
Safety Procedures, Policies & Requests	**pg. 16**
Peaceful Conflict Resolution	**pg. 19**
Bullying	**pg. 20**
Sexual Harassment	**pg. 21**
Acceptable Internet Usage	**pg. 21**
Electronic Devices	**pg. 23**
Dress Code	**pg. 25**
Positive Student Behavior Plan	**pg. 25**
After School Enrichment Program	**pg. 28**
Parent Volunteering	**pg. 28**
Campus Visitor and Classroom Observation Procedures	**pg. 33**
Healthy Lunch and Healthy Snac1987 k Program	**pg. 33**

School Communication **pg. 34**

Emergency Disaster Procedures **pg. 36**

Lost and Found **pg. 36**

Appendix A: Working with Children **pg. 38**

Appendix B: Guiding Principles **pg. 39**

Appendix C: Research Behind Bridges **pg. 40**

Appendix D: Field Trip Forms **pg. 42**

Appendix E: Parent Volunteer Waiver **pg. 43**

Appendix F: Average Daily Attendance **pg. 44**

Appendix G: Healthy Food Agreement **pg. 45**

Appendix H: Boundaries Policy **pg. 46**

Appendex I Diabetes Fact Sheet **pg. 50**

Appendix J: Parent Rights **pg. 50**

Bridges Charter School

2023-2024

Board of Directors

Michael Louderback
Ozge Gunday Heerma
Katerina Yevmenkina
Nicole Taylor
Keith Wheeler

Administration

Kelly Simon	Director
Cindy McCarthy	Assistant Director

Office Staff

Kami Brown	Administrative Coordinator
Hafiza Douglas	Health Technician/ Registrar
Cassandra Gonzalez	Office Assistant

Support Staff

School Psychologist	Skye Stifel
Speech Therapists	Mara Beck

Please see the Bridges website for teaching and instructional staff: **www.Bridgescharter.org**

All email addresses for Bridges staff members are as follows:

First name. lastname@bridgescharter.org (ex: sam.smith@bridgescharter.org).

Please use our website (www.Bridgescharter.org) for updates on:

Bridges Charter School (BCS) Staff Directory, Board of Directors, Parent Advisory Council (PAC), Parent Managed Cohort (PMC), School Calendar, etc.

Dear Families,

Welcome to Bridges Charter School! If you are new to our school you will find a committed and friendly group of families, dedicated and compassionate teachers, and a community that is committed to ensuring that your child receives academic, social, and emotional support at their developmental level. It is our goal to provide your child a schooling experience that is vibrant, rigorous, and connected to your child's interests. Please feel free to contact your child's teacher to schedule a parent conference as needed.

We are proud to provide your family with a quality education through classroom based and hybrid learning, and we look forward to working with you to make the 2022-2023 school year. Please read and discuss this handbook together with your child. It will inform you of our programs and policies used at Bridges. Please keep this to refer to when questions arise. Keep in mind that minor changes may be made, and they will be updated on the Bridges website: www.bridgescharter.org.

The success of our school is built on parent involvement, and we have many opportunities for you to be actively involved in your child's education. Becoming involved in the classroom and school community will contribute to your child's healthy development.

We are delighted to have you as part of our school community, and we are looking forward to a great school year. Your questions and suggestions are always welcome!

Sincerely,

The Bridges Staff

Bridges Charter School Daily Bell Schedule:

PLEASE VISIT: WWW.BRIDGESCHARTER.ORG

BRIDGES CHARTER SCHOOL ANNUAL CALENDAR

PLEASE VISIT: WWW. BRIDGESCHARTER.ORG

School Health and Safety

For the safety of your children and the Bridges staff, all entry to our campus will be locked from the start of school until the end of the day. All parents and visitors must enter the Bridges campus via the front office by entering or knocking on the front door. Once inside, all visitors must scan in/scan out on the Visitor/Volunteer Lobby Guard/Raptor System. Once you have signed in, a visitor's badge will be issued to you at that time. Any forgotten lunches or other items must be delivered to the office—parents should not sign in as a volunteer to deliver forgotten items to classrooms***Please note entry procedures for COVID-19 or any type of pandemic*** During COVID- 19 or any pandemic Bridges may have limited campus access for volunteers and other visitors.

In order to help maintain an educational environment that provides for student safety, the Board is committed to keeping the school free from disruptions and to keeping unauthorized persons from entering school grounds. The director, assistant director, or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law or Board Policy 1240.

EMERGENCY AUTHORIZATION INFORMATION AND ACKNOWLEDGMENTS

Emergency Cards will be sent out the first week of school and must be returned no later than the end of the second week of school or within 7 days of enrollment.

Parent Portal: https://bridgescharter.vcoe.org/parentconnect/

Each year parents may be asked to update "emergency authorization" information on their parent portal. It is very important for the safety of your child that this information is kept up to date as it is used by the office in the event that we need to reach you. A change during the school year in any of the following must be reported to the school immediately. If you cannot access the parent portal please notify the office as soon as possible of any changes to the following:

• Home phone number, address, cell phone

• Parents' business phone number and/or address

• Doctor's name and phone number

• Names, addresses, and phone numbers of friends or relatives you have designated on the emergency card. These are contacts the office may call in case of illness or emergency. They do not necessarily have permission to remove your child from school for any other reason.

• Please be sure to list all medications your child currently takes—and make changes as necessary. (The school must have a medication administration form on file)

• For your child's safety, please keep your emergency information current.

ATTENDANCE AND ABSENCES

California's compulsory education requirements continue to apply for the 2022-2023 school year. A student who does not participate in either in-person instruction or distance learning should the school be allowed shall be deemed absent by the school in violation of compulsory attendance laws. The School's attendance policy and procedures continue to apply.

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. Missing school regularly is not only detrimental to a child's learning, but can impede the development of positive learning habits. Often students miss school days due to a doctor's appointment or vacation, or during times when they are not really sick. **Please only schedule appointments and vacations around the school calendar.**

When a student is absent from school, the parent/guardian must notify the office and state the specific reason for the absence.

Requests for homework for students who are absent for three or more days should be made to the office not later than 9:00 in the morning and can be picked up in the office between 2:45-3:00 in the afternoon. For absences less than 3 days' work will be given by the teacher upon the return to school.

For extended absences including illness, contact the office for an Independent Study Agreement application.

The ONLY Absences that are **excused** are:

- Illness of a student (not a parent or a sibling) to include mental health
- **A dependent child that must accompany someone in the household to a doctor's appointment and cannot be present in an online virtual class meeting during school closures.
- Quarantine under a city official's order
- A doctor, dental, or optometry appointment
- Death of an immediate family member
- Funeral service and/or bereavement so long as the absence is not more than one day if the service takes place in California, or more than three days if the services is outside California.
- Appearance in court
- Observance of a religious holiday
- Attendance at naturalization ceremony
- **Connectivity issues that interfere with the intent to be present during synchronous learning during school closures. Proof and completion of work must be submitted in lieu of attendance may be acted.

The school must receive appropriate documentation for the excused absence within 72 hours of the absence or the excused absence will be counted as unexcused. All absences must be reported by the parent or guardian in writing or via phone. A doctor's note is required for absences in excess of 3 days.

All other circumstances will be considered unexcused by the Education Code of the State of California.

Examples of **unacceptable excuses for absences** and or tardies include:

- Family member is sick
- Too tired/couldn't get out of bed
- Car wouldn't start
- Vacation, travel, or family trip
- Out too late
- Relatives are visiting
- Not in the mood to go to school
- Running errands
- Traffic
- Car pool is late

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.

When a child returns to school after an illness, he/she should be well enough to go outside at recess. A doctor's note must be presented to the front office to be excused from PE.

No child may be in school with a fever of 99.5 or higher or with 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.

If you know that your child will be **absent for three or more consecutive days,** you may contact the office to request Independent Study – Keep in mind your child must meet the guidelines to be eligible for Independent Study per Board Policy 6158 (This is not to be confused with our Homeschool Program) A request must be given at least ONE WEEK 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.** More information and guidelines can be found under board policies on the Bridges Charter website.

Punctuality and Tardiness

**The following guidelines pertains to if the school were to return to a distance learning scenario During Distance Learning all student are expected to log on live instruction in a punctual manner and remain engaged throughout the allotted time per grade level and class. Punctuality to your class will be expected.

Students should arrive at school at least 5 minutes before their first class. Arriving early gives students time to check in with their friends and to put their backpacks, lunches, jackets, and other materials in designated areas either outside their classrooms for grades k-5 and in their lockers for 6-8.

**Should the need arise due to a COVID or pandemic scenario Social Distancing will be implemented on and around campus per state and county safety guidelines. Certain areas of the campus may be roped off or closed for health reasons. Student will be provided separate areas to play by cohorts should the need arise.

Prior to the start of school students may wait for their class to open on the blacktop and monitored yard area or at the picnic table area. The MPR will be open on bad weather days as needed. The outdoor classroom is not to be used for play before school.

Students who arrive at school after their respective class has started are considered tardy and must adhere to the procedures listed below. When children arrive after the morning has started, it detracts from the learning environment often causing a classroom disruption. Furthermore, it can impact the student who is late by missing important class instructions or morning meetings which is a time for students to build community and make connections. PLEASE ARRIVE ON TIME.

Tardy Procedure

When a child arrives to school after class has started, 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. If a child is tardy more than 30 minutes they must be escorted in by a parent or guardian who will be required to sign a form indicating the reason for the late arrival.

Any student who is absent from school without valid excuse for three full days in one school year; or tardy or absent for any 30-minute period during the school day without a valid excuse on more than three days in one school year; or any combination thereof, is truant. (EC 48260). Upon each determination of truancy for a student, notification of the truancy shall be sent to the parent or guardian by mail or another reasonable means.

As clarification, any student with a 4th unexcused absence during the school year would be considered truant. All consecutive days of unexcused absences within that 4th unexcused absence occurrence would be a continuation of the 1st truancy, not a separate 2nd truancy.

Any student who has been reported truant three or more times in one school year, and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the

parent and student, the student shall be deemed a habitual truant. Once designated as a habitual truant or the student has irregular attendance, the pupil shall be referred to the School Attendance Review Team ("SART") for further action.

Excessive Absence and Tardies Policies and Procedures

- Three unexcused absences or tardies of more than 30 minutes that constitute 10% of the school year after October 1st will receive Truancy Letter #1.
- After four unexcused absences or tardies of more than 30 minutes during the school year, or for continued tardies or absences following Truancy Letter #1, Truancy Letter #2 is sent. The school will call the parent or guardian alerting them of the points outlined in Truancy Letter #2.
- After five unexcused absences or after continued unexcused absences after Truancy Letter #2, Truancy Letter #3 is sent. At this time the school will hold a SART meeting during which the committee will formalize a signed contract with the student and the parents or guardians to address the problem. The contract is an agreement to improve attendance before escalated actions.
- If conditions of the SART contract are not met, then the student may incur additional action up to and including an involuntary removal from the school.
- Absence and Truancy counts are updated at the beginning of every school year and do not carry over.
- Violations to this policy may result in the student being subject to return to their home school/district and/or the parent or guardian being referred to the District Attorney's office for legal action.

Extra-Curricular Participation – In order to participate in **any** school sponsored activity after school, students must be in attendance at least 50% of the academic school day.

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.

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. No student may be released to a minor prior to the end of the school day. **It is important that you keep emergency cards current.**

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 mucus or excessive/constant running nose of anykind
- 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 cough drops or inhalers, without a written note or we have a doctor's consent on file. All medications must be kept in the school office.***

Mandated Health Services

California schools are required to check immunization records for all new student admissions at transitional kindergarten (TK)/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization. For more information please see:

https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/tk-12-immunizations.aspx

Provided to the school by parent or guardian:

- Vaccination records (TK/Kindergarten, update at grade 7, and at any initial enrollment).
- 5 year physical (Kindergarten only)

Dental Screening (Kindergarten or 1st grade or at initial enrollment)

Provided by the School:

- Human Growth and Development (Grades 7/8)
- Health Instruction
- Referrals and Follow-up
- Vision Screening (K, 2, 5, 8)
- Hearing Screening (K, 2, 5, 8)

Health and Wellness Policy

School districts can develop wellness policies to meet the unique needs of each school under its jurisdiction, but at a minimum are required to:

- Include goals for nutrition promotion and education, physical activity, and other school-based activities that promote students wellness. In developing these goals, local educational agencies must review and consider evidence-based strategies.
- Include nutrition guidelines for all foods sold on each school campus during the school day that are consistent with federal regulations for school meals and Smart Snacks in School nutrition standards.
- Include policies for foods and beverages made available to students (e.g., in classroom parties, classroom snacks brought by parents, other foods given as incentives).
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and update of the local school wellness policy.
- Inform and update the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis.
- At least once every 3 years, measure how schools are in compliance with the local school wellness policy, the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy. Make the assessment available to the public.

Bridges Charter will actively seek input and feedback from stakeholders in the development and review of our School Wellness Policy

Mental Health

Bridges will notify parents and pupils at least twice per year on how to initiate student mental health services on campus or in the community. This first time is through the Bridges Parent/Student Handbook. We will notify you at least one more time through electronic communication including email and/or automated phone calls. For information regarding school based mental health services contact the school psychologist Skye Stifel, or the school counselor Michelle Morgan at the school office (805)-492-3569. For available mental health resources in the community, contact Ventura County Behavior Heath at 866- 998-2243.

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 as requested. Some trips may have a chaperone limit as specified by rules or guidelines of the trip destination host. Administration reserves the right to approve all chaperones in advance. ALL field trips must initiate from Bridges Charter School and return to the school. All student must report to the school on the day of the field trip in order to be counted for attendance purposes and to participate in the activity. A parent may sign their own child out at the end of the day (at the end of a trip or excursion) from the teacher with advance notice without returning to the campus.

Field Trips – Driving

Each class may take multiple field trips throughout the year, which parents may help organize. A bus may be rented for long trips, (required for trips over 45 miles or outside of Ventura County) or parent drivers may be utilized for local trips.

Your child's teacher or classroom liaison will notify parents when drivers are needed. ***Well in advance of any driving field trip, (minimum of 3 days)*** parents must provide the school office a current copy of their valid Driver's License, copy of your driving record, copy of car registration, and proof of current insurance before driving your child or anyone else's child on a school-sponsored trip.

Parent drivers who are willing to drive other students or parents will need to have the following coverage: $100,000 bodily injury per occurrence/$300,000 per accident/$50,000 property damage, seat belts and at least two seats in the back. Fingerprint clearance is required and drivers must check in with Lobby Guard/Raptor the day of the trip to get a volunteer badge.

If you are driving your own child only you will need to have the following coverage:

$50,000 bodily injury per occurrence/$100,000 per accident/$50,000 property damage, as well as proper seat belts. If you are driving your own child only (no other students, siblings or adults) you do not need to be fingerprinted. However, you will need to check in with Lobby Guard in the front office on the day of the trip to get a volunteer badge.

Private Vehicle Driver Forms along with the Student Transportation Eligibility Policy can be obtained in the front office or on the Bridges Charter website. ALL drivers must be cleared a minimum of 72 hours in advance to driving.

Children under the age of 8 must be secured in a car seat or booster seat in the back seat. Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt. (California Vehicle Code Section 27363.

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)

<u>Parents regularly volunteering on field trips must have the following:</u>

Drivers:

- Recent negative TB test result (or approved waiver) given to the office
- Copy of the Declaration Page of their Dr. Insurance (that states the amount of coverage)
- Copy of Drivers of License
- Complete the Drivers Form (available in the office)
- Fingerprints on file with Bridges
- Driving Record from the DMV
- Valid Car Registration
- Negative COVID test – should this still apply

Parents who will be alone with children, (but not driving other children):

- Recent Negative TB test result (or approved waiver) to the office
- Check in with Lobby Guard/Raptor and wear a visitor pass

- Complete Volunteer and Boundaries Form
- Negative COVID test- should this still apply

Safety Procedures, Policies, and Requests

Traffic Safety

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

DROP OFF AND PICK UP AREAS:

The front parking lot is very crowded during drop off and pick up times.

- Students may be dropped-off and picked-up in the circular parking lot only. Please do NOT drop your child in the main street to walk across unescorted.
- Absolutely NO parking along the painted curbs. Parents are not to park their cars or get out of their cars in the pick-up line.
- There is only one single pick-up line. Students will not be loaded into cars that are not in the correct pick-up line. Students are to load and unload curbside of the car to avoid accidents.
- Children are never to walk through the blacktop area of the parking lot without an adult accompanying them. Only cross at the designated crosswalks.
- Cars should not exceed 5 mph through the parking lot. Double parking in the lot or on nearby streets is prohibited. Please do NOT block neighborhood driveways.
- NO LEFT TURNS when entering/exiting the parking lot during the pick-up or drop-off times.
- **The parking lot is reserved for faculty and staff only.** Please do NOT park in a reserved parking space.
- Parent volunteers should utilize the ample nearby street parking.
- Please drive slowly and conscientiously, always on the lookout for pedestrians.
- **Be alert while driving in the vicinity of the school. Be sure your cell phone is turned off.**
- **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

- Parents of kindergarten students that are interested must park in neighborhood streets in order to walk their kindergarten students to their classrooms. Kindergarten parents CANNOT park and leave their cars in the drop off and pick up area.

- No skateboards, scooters or bikes may be ridden on campus at any time.

Student Release Times and Procedures

Please refer to the bell schedule: www.bridgescharter.org

- **It is important that students are picked up PROMPTLY within 15 minutes of their dismissal time.**

- Any student in grades 1-5 still on campus 15 minutes after dismissal will be taken either to extensions for after school childcare or into the office to call a parent or guardian for immediate pick up.

- **Leaving your child at the school without supervision is not allowed and can be unsafe. A continual pattern will result in a call to the proper authorities.**

Extensions childcare is available for all students who need more careful supervision immediately after school. Please go to our website for more information.

General School Rules

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

- Students need to be in their classrooms by the time school begins or they are considered tardy and must report to the office for a tardy slip.
- Students should not arrive before 7:45 a.m. and should be picked up NO LATER THAN 15 minutes after dismissal unless they are enrolled in Extensions Child Care or an after-school Enrichment Program as there is no campus supervision.
- Listen to and follow instructions of teachers, school employees and parent volunteers.
- Be polite and respectful of the rights and feelings of others.
- Respect school property.
- Respect the landscaping, and gardens, including the trees.
- Walk on campus in and around the classrooms.
- Talk quietly outside the classrooms.
- Keep a friendly and positive attitude.
- Act in a polite/respectful manner in assemblies
- Come to school ready to learn and put forward the best effort, every day.

- Use good manners while waiting in line before and after recess/nutrition and lunch.
- Be responsible for cleaning up after yourselves. This includes but is not limited to the classroom, the sidewalk outside your classroom, and after a snack or lunch.
- Games are "open" to all students unless closed due to specific grade level game or number already playing.
- All equipment is to be used properly (i.e. jump ropes are for jumping).
- Restrooms and drinking fountains must be kept clean and orderly.
- Restrooms at the far end of the middle school classrooms are for 6th-8th grade students.
- Restrooms at the end of the outdoor classroom (nearest library) are for 1st-5rd grades.
- Play in designated areas, not in the outdoor classroom or in the bathrooms.
- ALL student cell phones (and any other electronic device) **must be turned off and not on their person (ie pocket, purse,). The device/phone must be stored in their locker or backpack** once a student enters the gates in the morning and remain there until exiting the gates in the afternoon unless explicit permission is given by a teacher or an emergency situation arises. Watches connected to any cellular or internet data must be in "schooltime" mode or turned off while inside the school gates during school hours. **If a student is in violation of this policy their phone may be confiscated and held by a teacher or a staff member or sent to the office until the end of the day. Repeat offenses may result in the student being banned from bringing their device to school.**
- Shoes are required at all times when safety is a factor.
- Closed toed appropriate shoes are required for PE.
- Gum or candy is not permitted on campus or school sponsored trips unless explicit permission is given by a classroom teacher. .
- Personal student items of play (balls, toys, electronics, games) should be kept at home unless approved by administration or under a special circumstance by a classroom teacher.
- Students are not allowed to exchange or sell items on campus without administrative permission.

STUDENTS AT BRIDGES MAY NOT:

- Possess or carry a knife, gun, explosive or other dangerous object. This includes dangerous objects that are imitation and may be mistaken for a real object.
- Fight with, or cause or attempt to cause physical injury to, another person.
- Possess or use any tobacco product.
- Cause or attempt to cause damage to school or private property.
- Commit an obscene act or engage in profanity or vulgarity.
- Disrupt school activities or willfully defy the authority of supervisors, teachers or administrators.
- Steal or attempt to steal school or private property.
- Bring toys, games, or electronic equipment to school without permission of a teacher or administration.
- Throw rocks, sand or any other dangerous objects.
- Ride rollerblades, roller skate shoes, skateboards or bikes on campus.
- Sell or buy items from other students on school grounds.
- Participate in activities involving pretend fighting, tackling, pushing, hitting, tripping, kicking,

shoving, touching, sand throwing, biting, throwing or hitting with objects in an unsafe manner

Playground Expectations

- Students may not leave the designated play areas for any reason without checking with the campus supervisors.
- No toys or balls should ever be on the play structure or near the swings.
- Students may not run through the swing area while others are actively swinging.
- Students may not jump from an unsafe height off of the swings.
- Balls/equipment should stay on the playfield or in designated areas.
- Roller blades, roller skates, roller shoes, skateboards, scooters and other hazardous equipment may not be used on school property.
- All students are responsible for helping to clean up the surrounding lunch area after use.
- Respectful behavior as outlined in our "General School Rule" section is expected.

Peaceful Conflict Resolution

Bridges Charter School is a community where students, parents, and teachers are actively involved in teaching and learning. We emphasize self-direction, decision-making, and problem solving. When behavioral expectations are breached, we seek first to apply natural consequences for the behavior. We recognize that conflicts are a normal part of development, and we work to help children develop the skills to successfully navigate conflict and become contributing members of the school community by:

- Peer problem solving
- Integrating Community 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 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.

"NO USE" Statement

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

****Students are responsible for proper use of school issued Chromebooks and devices while on and off campus.**

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.

Computers are available in most of the classrooms for educational use. Students will be assigned a Bridges email account to use for school purposes only. Bridges Administration may monitor student accounts as necessary to ensure student safety. In order to help monitor and provide safety and security students are expected to be on the Bridges network while on campus. Students are not allowed to use personal devices during school hours without explicit permission from a Bridges staff member. The teaching staff of the school will have limited time to monitor all the information that our students are accessing or downloading while in the classroom. Although the school's network includes filters and security protections which are updated on a regular basis, students may encounter material in a network/bulletin board that is considered inappropriate or offensive. 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.

**During Covid or any other pandemic or other Emergency School Closures–Bridges Charter School may take steps to provide
students in need with a Chromebook. The following is understood in terms of responsibility:

Parent/Student Financial Liability:

- This agreement informs students and families of their legal responsibility with regard to any device, cases and cables, which Bridges is making available to your child.
- Parents/Guardians will be held responsible for ALL willful damage to any Bridges device including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, inoperability, lost peripherals, power cords, etc.
- Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay the value of the equipment at the time of its loss
- Lost devices and accompanying equipment (cases, cables, etc.) will incur the cost of the device at the time of its loss or, when applicable, an insurance deductible.
- Students should report any damage or loss immediately to their teacher or other school personnel, for further evaluation. Responsibility will be determined after the device is sent for repair.
- California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of Bridges or its employees, or fails to return same upon demand of the school, shall be liable for all damages or loss caused by the minor. School property includes the device, protective case(s), and related cable(s).
- Children's Internet Protection Act Assurances Neither Bridges nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.
- Bridges shall ensure that the Bridges network has technology protection measures that block or filter Internet content, and/or websites that contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Bridges is able to exercise reasonable control over content created and purchased by the Charter School, Bridges has limited control over content accessed via the internet while off the Bridges campus and no filtering system is 100% effective.

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, smart watches 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:

- In the case of an emergency
- In response to a perceived threat or danger
- When a teacher or administrator grants explicit permission to a student to possess or use a smartphone/device for his/her class or activity
- When a doctor determines a smartphone/device is necessary for the health or well-being of a student
- When possession or use of the smartphone is required in a student's Individualized Education Program
- Before entering the gates in the morning or after exiting the gates in the afternoon.
- Students must store their device in their backpack or their locker and not on their person and keep it turned off and out of site during the school day. Watches connected to any cellular or internet data must be in "schooltime" mode or turned off while inside the school gates during school hours.

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 director to be necessary for other special circumstances, health-related reasons, or emergency.

Dress Code

Parents and students share responsibility with the school to ensure 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.

The dress code is divided into three categories: what students must wear; what they may wear and what they can't wear.

Students must wear:

- Bottoms
- Tops
- Shoes – closed toed shoes with a secured back strap for recess and PE
- Clothing that covers genitals, buttocks and areolae/nipples with non-transparent material

Students may wear:

- Hats, including religious headwear - Teachers must be able to see students' ears and eyes at all times. Caps, beanies, or hats may be worn in the classroom at the discretion of the teacher. Hoodies must be pulled down off of a student's head while in class.
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants
- Midriff-baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, halter tops and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the guidelines in the "Cannot Wear" section
- Sun-protective clothing, including but not limited to hats and sunglasses, for outdoor use during the school day

Students cannot wear:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography
- Images and/or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design – (undergarments worn under other clothing are not a violation)
- Helmets

Bridges' Positive Student Behavior Plan

Bridges Charter School's positive behavior plan is used to address the needs of our students. We are first focused on building a school wide classroom management plan that ensures equitable disciplinary systems across classrooms and clearly articulated behavioral expectations for all common areas of our school. We believe that Whole-Child Education is only possible with clearly defined limits and natural consequences.

Note: Parents may be notified of any infraction. 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.

Grounds for possible Suspension and/or Expulsion:

- Possessing, using, or being under the influence of an alcoholic beverage or intoxicant of any kind
- Possessing, smoking, or using tobacco on school grounds or at school events
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia
- Fire setting or attempted fire setting
- Willful defiance or disruption of the school, or interfering with the peaceful conduct of the activities of the school
- Harassed, threatened, or intimidated a student or staff member
- Causing, attempting, or threatening to cause physical injury
- Willfully using force or violence upon another person
- Causing or attempting to cause damage to a property
- Threatening, intimidating, harassing (including sexual harassment) of any other person
- Engaging in, or having any part in, hazing
- Stealing or attempting to steal school property or private property
- Knowingly receiving stolen school property or private property
- Any acts of defiance or disobedience
- Committing an obscene act or engaging in habitual profanity or vulgarity, including racial or ethnic slurs
- Possessing any objects on campus which could be considered dangerous (Note: toy guns -- imitation -- are considered objects of dangerous nature.)
- Forging, falsifying, altering, or using forged school correspondence, passes, or re-admit slips
- Violating the computer and network electronic information policy
- Tampering with property of the school district
- Terroristic threats against school officials and/or school property

The administration of the school must immediately suspend and recommend for expulsion any student who the school administrator determines committed the following act at school or at a school activity off school grounds:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

School administrators are **required** to try alternative measures before imposing suspension, unless a student has committed one or more of the offenses listed in items EDUCATION CODE, SECTION

48900: (a)-(e) or their presence causes a danger to persons or property or threatens to disrupt the instructional process.

Bridges Charter has identified a few key successful alternatives to suspension or other forms of exclusionary discipline for student misbehavior that does not require removing the student from school in order to ensure safety of the school community.

Emphasize Behavioral Expectations

- Reemphasize behavioral expectations at the time the student misbehaves.
- Employ behavior contracts to establish and reinforce behavioral expectations.

Collaborate with Parents/Guardians

- Create a protocol for involving parents in discipline issues.
- Hold a meeting with a student and his or her parent/guardian to provide feedback on misbehavior.

Model Constructive Conflict Resolution

- Mediate conflicts between students and/or students and staff.
  Use restorative justice circles to resolve disputes

Address the Root Cause of Misbehavior

- Require students to attend workshops on anger management or building self-esteem.
- Refer misbehaving students to a counselor, social worker, or behavior interventionist and/or arrange for students to receive services from a counseling, mental health, or mentoring agency.

Keep Students in Schools

- Require students to attend in-school suspension/detention during lunchtime, at recess, or after school during which time they work on homework.
- Do not remove students from class as punishment for being tardy or misbehaving. Adjust the student's class schedule or placement to maximize academic and behavioral improvement.

Keep Students Accountable

- Match at-risk students with an adult mentor at school with whom they can check in at the beginning and end of each school day.
- Require daily or weekly check-ins with a staff member or mentor for a set period of time.

Use Alternatives that Teach Good Behavior

- Require students to perform community service.
- Require students to engage in a reflective activity, such as writing an essay about his/her misbehavior and how it affected others and/or the school community, and work with students to choose an appropriate way for him/her to apologize and make amends to those harmed or offended.

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.** Extensions is only open during the operating school days. Please refer to the Bridges website for more information. ** All child care and enrichment programs may be postponed during school closure(s).

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

Parent Volunteering

***During COVID-19 or a pandemic or other school closures volunteer opportunities may be limited.

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 Parent 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 schoolwork 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. A volunteer consults with supervising teachers at appointed times so as not to interrupt the teachers' schedules.
10. 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. The Director, or designees, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
11. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Bridges Charter School's orderly operation. For more information please see Bridges Board Policy #1240.

Classroom Volunteer Procedures

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

- **Have a cleared TB test (or waiver) on file in the office.**
- **If volunteering out of the sight of a teacher then you will need to be fingerprinted**
- **Complete Volunteer Application Form and Boundaries Form**
- **Submit copy of driver's license or other state approved ID**
- **Please sign in and out via Lobby Guard/Raptorin the office** whenever you are on campus to volunteer in any capacity. Wear 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 you are kind, yet firm, efforts fail, 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 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 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. BP 5253 and BP 6141

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.
In order to provide for uninterrupted learning, the following guidelines will be followed:
Please make arrangements for after-school activities before dropping your child off at school.

1. Personal messages to students from parents are discouraged. However, in an emergency messages will be delivered to classrooms as soon as possible. There is a DROP OFF AREA in the office. This is where you can drop off a lunch, forgotten homework assignment, jackets or other personal items. Students may come in at recess or lunch to get the item(s). **Any lunch dropped off in the front office must meet the healthy food guidelines in order to be delivered to a student.** Fast food deliveries will not be accepted Please respect the healthy food policy on campus.
2. Parents who urgently need to speak to their child during instructional time must report to the office.
3. 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.
4. Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
5. Visits during school hours should first be arranged with the teacher and Director, Assistant Director, or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance.
6. Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
7. Adults who are volunteering or visiting on campus need to turn off their cell phones or put them on vibrate. Cell phones should not be used in the near proximity of students.
8. The Director, Assistant Director or designee may withdraw consent to be on campus for up to fourteen(14) days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Bridges orderly operation. BP 1240

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 depends upon the active involvement of parents who are 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 Classroom Observations

All visitors on campus must enter through the front office, scan their ID, and obtain a name badge. Visitors must wear their name badge at all times while they remain on campus.

Please note entry procedures for COVID-19 or a pandemic. During COVID- 19 or a pandemic, Bridges may have limited campus access for volunteers and other visitors. Visitors and volunteers must login via Lobby Guard/Raptor and complete the required safety screening questions.

A parent or guardian has the right to observe instruction and other school activities that involve his or her child in accordance with procedures determined by the governing board of the school district to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Ed Code 49091.1 (b) Bridges Charter School shall make reasonable accommodation for parents and guardians to observe their child's classroom or activities. Upon a written request received at a minimum of 48 hour in advance by the parent or guardian, school officials shall arrange for the parental observation of the requested class or classes or activities by that parent or guardian in a reasonable timeframe no later than 72 hours of receipt of request excluding weekends and holidays. Bridges will make every effort to accommodate up to two 20-minute observations per semester per child.

Healthy Lunch and Healthy Snack Program

Bridges will offer a snack and hot lunch program free of charge for the school yea2023-2024 Students may continue to bring their own snacks, lunches, etc. from home if they prefer. Information on completing the application for free and reduced meals can be found on our website or you may call our office for more information. To provide an atmosphere of good health and support our healthy food program emphasizes no soda, energy drinks, fast food, or candy at Bridges.

Anything brought in celebration for a child's birthday must be aligned with our healthy food policy.*** Under COVID 19 or any pandemic guidelines there may be no edible or physical items shared for birthday or classroom celebrations unless they meet the health guidelines. Contact your child's teacher for more information on classroom celebrations.

School 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. The school will send out important information using the online communication platform called Parent Square. Upon enrollment each parent/guardian will be provided an account based upon the email(s) proved at the time of enrollment.

Regular Teacher Letters/Emails

Your child's teacher will be sending home frequent updates via Parent Square (www.parentsquare.com). 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 regular ***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 kami.brown@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 6:15pm. 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.

https://bridgescharter.org/about/board-of-directors/

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 and Celebrations

During COVID-19 or any pandemic there may be no edible or physical items shared for birthday or classroom celebrations unless they meet health guidelines. Contact your child's teacher for more information on classroom celebrations.

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. If possible and the staff determines it is the most practical safe option students will be directed to exit the campus and report to a designated area.

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 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 in a compassionate and empathetic manner 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 Nonviolent 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 sociocultural 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 - Field Trip Permission

BRIDGES CHARTER SCHOOL
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)

(Event - 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) _____

Method of Transportation:

_____ Student is **Walking** _____ Student **will ride on Bus**

_____ Student will ride in **PRIVATE VEHICLE:**

____ **I will drive my own child** ____ **My child will ride with an approved driver**

Drivers Name _____
(to be assigned by classroom teacher)

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

_____ Date _____
Parent or Guardian's Name (Please Print)

☐ CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT AND/OR PRESCRIBED OR COUNTER MEDICATIONS FOR THE STUDENT ARE ON FILE AT THE SCHOOL.

Bridges Charter School Revised 8-12-18

Appendix E Parent/Volunteer Field Trip Waiver

BRIDGES CHARTER SCHOOL
CHAPERONE/VOLUNTEER WAIVER OF LIABILITY
ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

Participant's Name: _____ Date _____

School Site: _____ Teacher _____

Name of Class or Activity: _____

Waiver: In consideration of being permitted to participate in any way in:

_____ Date _____
(Description of Activity & Dates)

Hereinafter called the "Activity", I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, discharge, and covenant not to sue** Bridges Charter School, its officers, employees, and agents from liability **from any and all claims including the negligence of Bridges Charter School, its officers, employees and agents,** resulting in personal injury, accidents or illnesses (including death),and property loss arising from, but not limited to, participation in the Activity.

Assumption of Risks: Participation in the Activity carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks range from

1) minor injuries such as scratches, bruises, and sprains

2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions to

3) catastrophic injuries including paralysis and death.

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD BRIDGES CHARTER SCHOOL HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my involvement in the Activity and to reimburse them for any such expenses incurred.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of California.

Acknowledgment of Understanding: I have read all previous paragraphs, including the waiver of liability, assumption of risk, and indemnity agreement, know, fully understand its terms, acknowledge these and other risks that are inherent to the Activity, and **understand that I am giving up substantial rights, including my right to sue.** I acknowledge my participation is voluntary, that I knowingly assume all such risks, and that I am signing the agreement freely and voluntarily, and **intend by my signature to be a complete and unconditional release of all liability** to the extent allowed by law.

I acknowledge that I am of legal age (21) and fully and completely understand the potential risks that may be associated with this Activity and that my participation is strictly voluntary.

Signature of Participant_____ Date _____

BOARD POLICY #3541 Transportation of School Related trips
BOARD POLICY # 6153 School Sponsored Trips

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 non nutritive "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.

Appendix H - BOUNDARIES POLICY

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Bridges Charter School that no teacher, staff member, parent volunteer or student leaders will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

While the use of appropriate touching is part of daily life and is important for student development, staff, volunteers and student leaders must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable behavior by volunteers and student leaders while interacting with a student. Trespassing beyond the boundaries of a student-teacher, student-volunteer, or student-student leadership relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between volunteers, student leaders and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct.

Volunteers, and student leaders must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the volunteer or student leader to discipline up to and including termination/suspension/expulsion with the potential to be reported to the proper authorities. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all staff, volunteers, and student leaders study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the administration. It is recommended that any such gifts be filtered through the administration along with the rationale therefore
- kissing of ANY kind
- Massage [Note: Prohibited in physical education unless provided by massage therapist or other certified professional in an open public location.]

- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student without authorization from administration
- Sharing a sleeping space with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Giving students a ride to/from school or school activities without the express, advance written permission of the administration and/or the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view.

- <u>Acceptable Behaviors</u>
  - Pats on the shoulder or back
  - Handshakes
  - "High-fives" and hand slapping
  - Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
  - Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only. Adult volunteer to student only.
  - Holding hands while walking with small children or children with significant disabilities
  - Obtaining formal written pre-approval from administration to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus. Adult volunteer to student only.

- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must pertain to school activities or classes. Adult volunteer to student only.
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping the teacher or staff member informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from staff or administration if you find yourself in a difficult situation related to boundaries
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students
- Prioritizing appropriate behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your participation.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior should be reserved for teachers or staff members. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff, volunteer, or student leader becomes aware of someone having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the administration promptly. Reasonable suspicion means something perceived despite inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected offender, any witnesses, and the school.

Investigating

The administration will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s), volunteer(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the

Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the administration shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff, volunteers or student leaders who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

Appendix I

Diabetes Fact Sheet

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training

- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

References

Centers for Disease Control and Prevention

KidsHealth

Appendix J

PARENT RIGHTS & RESPONSIBILITIES

Annual Notice for 2023-2024

Dear Parent/Guardian:

Bridges Charter School is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the director at your child's school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

KEY TO ACRONYMS

CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
EC	California Education Code
GC	California Government Code
HSC	California Health and Safety Code
LC	California Labor Code
PC	California Penal Code
USC	United States Code
VC	California Vehicle Code
VCOE	Ventura County Office of Education
WIC	California Welfare and Institutions Code

The Bridges Charter School prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying against students, employees, and job applicants based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration or citizenship status, marital status, medical condition, nationality, race, religion, political affiliation, military or veteran status, sex, sexual orientation, or association with a person or group with one or more

Acceptable Use of Technology

One of the adopted goals of Bridges Charter School is to assist in advancing the use of technology to enhance student learning. Students enrolled in school programs or activities must follow school guidelines and procedures regarding acceptable use of technology. Bridges students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using school technological resources. Bridges Charter shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using school technology. Violation of this policy may result in disciplinary action and/or civil or criminal liability.

Asbestos Management Plan – Title 40 Code of Federal Regulations 763.93

Bridges Charter School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Kami Brown, office manager at (805) 492-3569.

Avoiding Absences, Written Excuses - PC 11164 *et seq*.

Bridges Charter School urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The school also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Absences without an excuse from parent are recorded as unexcused.

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Repeated tardies in excess of 30 minutes lead to the student being designated as truant.

Truancy Definitions – EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided on pages 3-4.

Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Education Code 48205

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

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, optometric, 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 the purpose of jury duty in the manner provided for by law
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. 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.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

"Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil".Board Policies

Bridges Board Policies listed below may be accessed at the following link:

https://bridgescharter.org/current-families/handbooks-and-policies/

- The Nondiscrimination BP 0410
- TITLE IX Harassment, Intimidation, Discrimination & Bullying
- The Uniform Complaint Procedures BP 1312
- Volunteers and Visitors BP 1240
- Safe Schools for Immigrants Policy BP 6175
  Code of Conduct BP 5131

Educational Equity *EC 234.7*

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, Bridges Charter School: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' absence and to avoid contacting Child Protective Services unless Bridges is unable to arrange for care based on parental instruction. The following "know your rights" information regarding immigration- enforcement actions is provided by the California Attorney General.Brown Act: Required Notices and Agendas for Open Public Meetings - GC 54954.2, 54956, 54956.5,54954.2, GC 54954.5, GC 54957.1, 54957.7, and GC 54954.2(b)

Regular Meetings: Agenda in 20 words or less, posted within 72 hours of meeting.

Special Meetings: Twenty-four hour notice must be provided to members of legislative body and media outlets including brief general description of matters to be considered or discussed.

Emergency Meetings: One hour notice in case of work stoppage or crippling activity, except in the case of a dire emergency.

Closed Session Agendas: All items to be considered in closed session must be described in the notice or agenda for the meeting. The body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session.

Agenda Exception: Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.

California Healthy Youth Act – EC 51930-51939

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Bridges Charter School will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and may conduct assessments on pupil health behaviors and risks in the coming school year and may also provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate and medically accurate information earlier than grade 7 and beyond grade 12.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.

2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.

3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.

4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.

5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:

a. The date of the instruction

b. The name of the organization or affiliation of each guest speaker

The Bridges Charter School may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate.

Charter School Complaint Notice – EC 47605(d)(4)

Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment, encourage disenrollment for any reason (other than suspension or expulsion). In order to submit a complaint, complete the Charter School Complaint Form, submit to the charter school authorizer by mail or electronically. Contact VCOE Director of Charter School Support and Oversight, Marlo Hartsuyker at mhartsuyker@vcoe.org or (805) 383-1931 for additional information.

Charter Schools: Pupil Admissions, Suspensions, and Expulsions – EC 47605 and 47605.6

Requires that procedures must be included in a charter school petition comprehensively describing when pupils may be suspended, expelled, or involuntarily remove from the charter school, including compliance with due process requirements. Authorizes additional charter school admissions preferences, and requires charter schools to notify parents that parental involvement is not a requirement for acceptance or continued enrollment at the charter school.

Career Counseling and Course Selection – EC 221.5(d)

Commencing in grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Child Abuse and Neglect Reporting – Penal Code 11164 *et seq*.

Bridges Charter School staff members are required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion. Staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

Bridges Charter is committed to protecting all students in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e. Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the school administration or the local law enforcement agency. You may also notify VCOE of an incident by contacting Teri Gern, Chief Human Resources Officer, at 5189 Verdugo Way, Camarillo, CA 93012 or at (805) 383-1910.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense;
3. To obtain possession of weapons or other dangerous objects within control of a student;
4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Child Find System – EC 56301

Each school district, special education local plan area (SELPA), or county office shall establish written policy and procedures for continuous child find system including children with disabilities who are migrant or homeless or wards of the state and children with disabilities attending private schools. Policy and procedures shall include written notification to all parents of their rights regarding identification, referral, assessment, instructional planning, implementation, review, and procedures for initiating referral for assessment.

Children with Diabetes

Through a cooperative agreement with the American Diabetes Association (ADA), the California Department of Education ensures that all California students who are classified as disabled because of diabetes will have access to legally required care during the school day. Under the agreement, each local education agency will manage the delivery of this care in the best possible way for those students who are Individualized Education Programs, or 504 plans require administration of insulin and related services during the school day. A Legal Advisory spell out who may administer insulin at a school, and it requires that the local education agency must provide training in diabetes management to a volunteer, non-licensed staff member in cases when a school nurse or other licensed professional is not available.

Civility on School Grounds– EC 32210

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any

public or private school grounds.

Court Order Required to Release Juvenile Information-WIC 831

Requires court order to disseminate juvenile information to, or by, federal officials. The attachment of juvenile information, including all juvenile case file and information related to the juvenile, along with any other documents may not be given to, or provided by, federal officials absent prior approval of the presiding judge of the juvenile court.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Dangerous Objects

Laser Pointer – Penal Code 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

Imitation Firearm – Penal Codes 12550 and 12556

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school.

Directory Information – EC 49073

"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The school has determined that the following individuals, officials, or organizations may receive directory information:

1. Parents/guardians/18-year-old students who aren't conserved or under guardianship
2. Noncustodial parents, in the absence of an order preventing access
3. Parents with legal custody may authorize a third party (like attorneys) to have access
4. Third parties may have access with a valid court order—the order must specify the name of the student, which records, and who receives the records.

No information may be released to private profit-making entity other than employers, prospective

employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or ***eligible*** pupil, has provided written consent that directory information may be released.

Disaster Preparedness Educational Materials – EC 32282.5

Each school has a disaster preparedness plan and conducts regular fire, earthquake and disaster drills. For a copy of Bridges

Charter's Safety Plan please visit our website.

The California Department of Education (CDE) is now required to electronically distribute disaster preparedness educational materials to school districts and county offices of education in, at least, the three most dominant primary languages spoken b by English learners in California. Documents are posted on the CDE website at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp.

District-Wide Parental Involvement - CE 11500-11506

The Board and the Director recognize that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities; advisory, decision- making, and advocacy roles; and activities to support learning at home. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Director or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation. Each year the Director or designee shall identify specific objectives of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement program.

Dress Code – EC 35183

Schools may adopt and enforce a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits the wearing of "gang-related clothing" if it is determined that it is necessary for the health and safety of the school environment.

Electronic Listening or Recording Device – EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Electronic Nicotine Delivery Systems (e-cigarettes)

Bridges Charter School prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Electronic Signaling Device – EC 48901.5

By policy or practice Bridges may regulate the right of pupils to possess or use electronic signaling devices, including cell phones and pagers, during the school day or at school functions. No student may be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the pupil and the use of which is limited to the pupil's health.

Emergency Treatment for Anaphylaxis – EC 49414

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history

English Learners Identification Notice - *EC 313, 313.2 and 440*

The English Language Proficiency Assessment for California (ELPAC) is administered to students whose primary language is not English as determined by the Home Language Survey conducted as part of the enrollment process. The purpose of the assessment is to determine a student's specific level of English language proficiency and identify the necessary services to enhance the student's skills in the areas of listening, speaking, reading, and writing in English.

Parents/guardians will be notified within 30 days after the start of the school year of their student's English language proficiency. The notice will include the following information:

1. The reason for the student's classification as limited English proficient.
2. The level of English proficiency.
3. A description of the program for the English language development instruction.
4. Information regarding a parent's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
5. Information designed to assist a parent in selecting among available programs, if more than one program is offered.

Excuse from Health Instruction which Conflicts with Religious or Moral Beliefs *EC51240*

During the school year, the instructional program in some classes at some grade levels may include instruction about health. If such instruction will conflict with the religious training, beliefs, or personal and moral convictions of a student's family, please advise the site administrator in writing so the student may be excused from this phase of the instructional program.

Excused Absences – EC 46014 and 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

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, optometric, 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 the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. 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.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to"pupil."

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives request for access. Parents or eligible students should submit to the School principal a

written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that

FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
For additional information, call 1-800-USA-Learn (1-800-872-5327)

Rights of Parents and Guardians to Information – EC 51101

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s). Refer to BP 1240 for local school policy

2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.

3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

4. To be notified on a timely basis if their child is absent from school without permission.

5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.

7. To have a school environment for their child that is safe and supportive of learning.

8. To examine the curriculum materials of their child's class (is).

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

10. To have access to the school records of their child.

11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.

12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.

15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

Know Your Educational Rights

Your child has the right to a free public education

- All children have a right to equal access to free public education, regardless of their or their parents' immigration status.
- All children in California:
  - Have the right to a free public education.
  - Must be enrolled in school if they are between 6 and 18 years old.
  - Have the right to attend safe, secure, and peaceful schools.
  - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information required for school enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of personal information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents with written notice of the directory information policy and provide the option to refuse the release of their child's information.

Family safety plans if you are detained or deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

- Your child has the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

Checklist for Immigrant Students and Families Attending Public Schools

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.

- You do not have to provide Social Security numbers (SSN) or cards.
  - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
  - If the family meets the income eligibility requirements and no adult household member has an SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
  - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of their SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information"—which allows for public release of basic student information—and consider whether to opt out of releasing that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" that includes the following information:
  - Name of a trusted adult to care for your child if no parent or guardian can.
  - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.). https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf (example plan)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent is available.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

Foster Youth Educational Placement – EC 48850 *et seq*.

All pupils in foster care are entitled to a meaningful opportunity to meet the challenging state pupil academic achievement standards to which all pupils are held. They shall be placed in the least restrictive educational programs and have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all pupils. Each local educational agency is required to designate a foster care educational liaison. The liaison serves as an advocate for all foster youth that reside within his/her district, and ensures that every foster youth has a proper school placement, transfer of records, and immediate enrollment in school. School enrollment is not contingent upon receipt of a student's academic or medical records. Because school stability is extremely important to a child living in foster care, a foster child is allowed to remain in his or her school of origin and or school system for as long as the youth is in foster care, or until the end of the school year if the child leaves foster care mid- year. The youth retains this right even after changing grade levels or moving out of the area or district. Students who do change schools during the school year are able to receive practical credit for coursework that is satisfactorily completed. If any dispute arises as to the school placement of a foster child, the student has the right to remain in his or her school of origin pending the resolution of the dispute. Each local educational agency is required to have a dispute resolution process in place that relates to the enrollment of foster youth within their school jurisdiction. The local liaison can assist parents or students in the dispute resolution process.

As required by law, Kelly Simon kelly.simon@bridgescharter.org and Cindy McCarthy cindy.mccarthy@bridgescharter.org have been designated as the foster care and homeless educational liaisons for the Bridges Charter School.

Harm or Destruction of Animals – EC 32255 *et seq*.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop

and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Gun-Free School Zone-PC 626.9 and 30310

Authorizes persons with a valid license to carry a concealed firearm to be allowed in an area within 1,000 feet of school, but not on school grounds. Reassignment of certain appointed peace officers who may carry on campus is described. Ammunition or reloaded ammunition is allowed on campus but only if in locked container in a locked trunk of vehicle. Peace keepers, military, and armored vehicle guards engaged in job duties are also defined and exempt.

Homeless Youth Education – 42 United States Codes 11432, EC 51225.1 and 51225.2

Requires every local education agency to appoint a homeless liaison, and requires school district homeless liaisons ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children. Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights. Notice of educational rights of homeless children must be disseminated at places where children receive services, such as schools.

Services provided to students identified as homeless include:

a. Every local education agency designates a staff person to act as the educational liaison for students in homeless situations.
b. Students have the option of remaining in their school of origin to the extent feasible or transferring to the local school in the current attendance area when moving to a different address or community.
c. The parent/guardian determines which school is in the child's best interest.
d. Students are immediately enrolled in school even if they do not have the documents required. The Liaison can request the necessary documents from previous schools or help to schedule required immunizations. Students will be provided transportation to and from school at the parent's requests.
e. Students will be provided free/reduced lunch.
f. Students will be provided Title 1 services.
g. School districts will establish a dispute resolution process to resolve disagreements between parents and the district.
h. Families living in homeless situations may contact the Liaison to help them put the disagreement into writing.

Homeless Youth in After School Programs – EC 8483.1

Provides, beginning on July 1, 2017, homeless students and students who are in foster care priority for enrolling in before and after school program and prohibits a program that charges family fees from charging a fee to a family of a homeless student or a foster care student.

Human Trafficking Prevention Resources – EC 49381

The governing board will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources. For information about human trafficking, a Fact Sheet for Schools is located on the bridgescharter.org website:

https://bridgescharter.org/current-families/health-and-wellness-and-community-resources/

To report suspected human trafficking or to receive assistance, call your local police department, the REACH Team (805) 261-1212, or the National Human Trafficking Resource center 1-888-373- 7888. I

Immunizations – HSC 120325, 120335, 120338, 120365, 120370, and 120375

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade. As of 2019 we are governed by SB276.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, if a student in our independent study program wishes to participate in on-going enrichment classes on campus they must meet all vaccination requirements per California law SB 276. In addition, parents must continue to provide immunizations records to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Free- or low-cost immunizations for children are available for the Ventura County Health Care Agency. Please call 805-981- 5221 (Toll- free: 888-582-5012) or go to http://www.vchca.org/public-health/immunization-program forinformation.

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at from your school enrollment clerk.

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207 and 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable, may receive individualized instruction provided in the pupil's home for one hour a day.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

Medication Regimen – EC 49423

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or school office manager of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular school-day, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the pupil with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by school nurse prior to use.

Administration of Prescribed Medication for Pupils – EC 49423 and 49423.1

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives ***a written statement of instructions from the physician detailing the method, amount***

and time schedules by which such mediation is to be taken requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

The following is a sample checklist for parents and guardians when children need medication at school.

1. Talk to your child's doctor about making a medicine schedule so that your child does not have to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, give a written note to the school nurse or other designated school employee at the beginning of each school year. You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it (EC 49480).
3. If your child must take medicine while at school, give the school a written note from you and a written note from your child's doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor (EC 49423).
4. As parent or guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take by him or herself.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
6. Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
8. Know and follow the medicine policy of your child's school.

Megan's Law – Penal Code 290 *et seq*.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California. Minimum and Pupil-free Staff Development Days – EC 48980(c)

Parents and guardians of all pupils are to be informed of the schedule of minimum days and pupil-free staff development days. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school should notify parents and guardians of affected pupils as early as possible. (Refer to School Calendars).

The Menstrual Equity for All Act of 2021

All public schools with grades 6 through 12 are required to stock **all** school restrooms with an adequate and free supply of menstrual products in the women's and all-gender restrooms, and at

least in one men's restroom. Bridges Charter will ensure a free adequate supply is available for students.

Missing Children – EC 49370

It is required that specified persons, including school teachers, administrators, aides, playground workers and bus drivers, report missing children to a law enforcement agency in a timely manner.

Nondiscrimination Statement – EC 200 *et seq*.

Bridges Charter School is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender- segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. Bridges Charter assures that lack of English language skills will not be a barrier to admission or participation in school programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

For a complaint form or additional information, contact:

Cindy McCarthy
Assistant Director
1335 Calle Bouganvilla
Thousand Oaks, CA 91360 805-492-3569

Pesticide Products – EC 17612 and 48980.3

To obtain a copy of all pesticide products and expected use at the school facility during the year, *and to receive notification of individual pesticide applications at the school at least 72 hours before the application,* please contact Kami Brown, Office Manager, at (805) 492-3569. The notice will identify the active ingredient(s) in each pesticide product*, the intended date of application,* an Internet address on pesticide use and reduction*, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.*

Physical Assessments – EC 49426, 49451 and 49452

A pupil may participate in physical examinations by the school nurse or other appropriately trained individuals. This may include, but is not limited to, vision, hearing, dental, blood pressure, temperature, and health and development or the presence of infectious agents. Parents or guardians may state in writing to the principal that they do not consent to physical examinations or assessments. This notification must be renewed annually

Physical Examination – EC 49451

A parent or guardian may file annually with the Director a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Property Damage – EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child.

Pupil Records – EC 49063 and 49069, Title 34 Code of Federal Regulations 99.7, 20 United States Code 1232g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. Bridges Charter will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, Bridges Charter shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the school Director and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of no more than 10 cents per page.

Any challenge to school records must be submitted in writing to the school principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the school to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-8520.

Safe Place to Learn Act - EC 234 and 234.1

Bridges Charter School is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti- intimidation, and anti-bullying policies, please contact: Cindy McCarthy, Assistant Director at (805) 492-3569.

School Support and Accountability

Local Control and Accountability Plan (LCAP) The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to support positive student outcomes that address state and local priorities. The Bridges LCAP committee gathers input from all stakeholder groups and meets regularly to support the planning, implementation and evaluation of the LCAP. LCAPs may be accessed using the following link:

https://bridgescharter.org/about/public-school-reports/

School Accountability Report Card (SARC)

The SARC provides student achievement, environment, resources & demographics information about each VCOE school. SARCs include the school's mission, goals, and accomplishments. State law requires that the SARC contain the following: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, fiscal and expenditure data. SARCs may be accessed using the following link:
https://bridgescharter.org/about/public-school-reports/

School Rules – EC 35291

The school district may notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

School Safety Plan – EC 32280 *et seq*.

Bridges Charter School has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office or on line at www.bridgescharter.org. Fire and emergency drills are held periodically at each school.

School Visiting Procedures – EC 51101(a)(12) and Penal Code 627.6

Parents and guardians of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including procedures for visiting the school.

Administration has the authority to direct non-students to leave campus. No outsider shall enter or remain on school grounds during school hours without having registered with the Director or designee, or through campus security system - Lobby Guard/Raptor, except to proceed expeditiously to the school office for the purpose of registering. Please refer to Board Policy 1240 for school visitation.

Statewide Testing 5 CCR 852; EC 60615

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress (CAASPP)
The CAASPP tests consist of the following:

- Smarter Balanced Assessment Consortium Assessments
  The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are computer-based assessments, administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.
- California Science Tests (CAST)
  The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (*i.e.,* grade ten, eleven, or twelve).
- California Alternate Assessments (CAAs)
  Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.
  Students in grades five and eight and once in high school (*i.e.,* grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks during the school year.
- California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards in Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to EC 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

The computer-based ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Student Score Reports and Parent Connect Information

Student Score Reports can be accessed electronically through the Parent Connect portal on the Bridges student information system, https://bridgescharter.vcoe.org/parentconnect/. Computer access and support is available at the school site. If you have questions or concerns about your child's progress, please contact your child's school.

How to Logon:

1 - Go to the following web address: https://bridgescharter.vcoe.org/parentconnect/

2 - Enter your PIN and password. Select Logon.

Password Issue? Please call your student's school site.

Grounds for Suspension and Expulsion – EC 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter

2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage,

or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.

(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section

288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2,

48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(l)Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil otherthan the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying. (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their

actions, and develop meaningful methods for repairing harm to the school community.

Sexual Harassment – EC 231.5 and 48980(g)

It is the policy of the Bridges Charter School and the Board of Education to maintain learning and working environment which is free from sexual harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both Federal and State law. Therefore, the Bridges Charter School prohibits sexual harassment in all schools and facilities within the organization. Bridges Charter regards sexual harassment as improper, immoral, illegal, and such actions will not be tolerated. This policy is implemented to inform students, staff and parents about what sexual harassment is and the procedures which will be followed by Bridges Charter upon receipt of sexual harassment allegations.

The Bridges Charter sexual harassment policy is intended as a preventive measure to protect against sexual harassment before it occurs. The term "sexual harassment" is intended to mean sexual harassment in the broadest meaning of that term in current popular as well as legal usage. Sexual harassment is deliberate and/or repeated sexual or sex- based behavior that is not welcome and is not requested.

The California Education Code specifies that a pupil may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment. The Bridges Charter's educational programs may suspend and/or refer pupils back to their local school district. This policy shall not apply to pupils enrolled in kindergarten and grades one to three.

Defining Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any Bridges program or activity.

Examples of types of conduct which are prohibited and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of Bridges policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting and Investigating Allegations of Sexual Harassment

Any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to their teacher, the site administrator, or any other available school employee. An employee who receives a report or observes an incident of sexual harassment will notify the site administrator or the Bridges compliance officer within one school day. The employee will take these actions, whether or not the alleged victim files a complaint. Once notified, the site administrator or compliance officer will take the steps to investigate and address the allegation. Any complaint alleging sexual harassment will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

When a verbal or informal report of sexual harassment is submitted, the site administrator or compliance officer will inform the student or parent/guardian of the right to file a formal written complaint in accordance with the Bridges Uniform Complaint Procedures. Regardless of whether a formal complaint is filed, the site administrator or compliance officer will take steps to investigate the allegations and, if sexual harassment is found, will take prompt action to stop it, prevent a recurrence, and address any continuing effects.

All complaints and allegations of sexual harassment are kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. However, when a complainant or victim of sexual harassment notifies Bridges of the harassment but requests confidentiality, the compliance officer will inform the complainant or victim that the request may limit Bridges ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, Bridges will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request. When a complainant or victim of sexual harassment notifies Bridges of the harassment but requests that Bridges not pursue an investigation, Bridges will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Records of all reported cases of sexual harassment are maintained to enable Bridges to monitor, address and prevent repetitive harassing behavior in its schools.

To review the full text Bridges board policy and administrative regulation on sexual harassment, please click on the following links: 5BP 5145.7 and AR 5145. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

An appeal of a Bridges Charter decision may be made in court through civil law remedies. Complainants should consult an attorney for more information.

Contact the school director if you have any questions or would like additional information.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Cindy McCarthy, Assistant Director
1335 Calle Bouganvilla
Thousand Oaks, CA 91360
805/492-3569

Jurisdiction – EC 44807

Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

Mandatory Expulsion Violations – EC 48915

Schools shall immediately suspend and recommend expulsion for students that commit the following act at school or at a school activity off school grounds:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

The school board shall order the student expelled upon finding that the student committed the act.

Sunscreen and Sun-protective Clothing – EC 35183.5

Each school site shall allow for outdoor use during the school day, articles of sun-protective clothing, including but not limited to hats. Pupils may use sunscreen during the school day without a physician's note or prescription.

Surveys – EC 51513

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing.

Tobacco-free Campus – Health and Safety Code Sections 104420 and 104495

In accordance with state and federal law, smoking is prohibited on campus and in any vehicle used to transport students.

Under Health and Safety Code Section 104495, smoking or use of any tobacco-related products and

disposal of any tobacco-related waste within 25 feet of a school playground is prohibited, except on a public sidewalk located within 25 feet of the playground.

Uniform Complaint Policy and Procedure – Title 5, California Code of Regulations 4622, and EC 234.1, 32289, and 49013

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs; 2) unlawful discrimination against any protected group as identified under Education Code (EC) section 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; and 5) unlawful imposition of pupil fees for participation in educational activities in public schools. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activities in public school; and 6) failure to comply with the Requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3.

Local Control and Accountability Plans - EC 52075

In addition, pursuant to Education Code section 52075, individuals may file a complaint under the school's uniform complaint procedures alleging that the school has not complied with the Local Control Accountability Plan requirements in the Education Code. Specifically, programs under the scope of the Uniform Complaint Procedures include:

1. Adult Education
2. Career/Technical and Technical Education and Training Programs
3. Child Care and Developmental Programs
4. Child Nutrition Services Consolidated Categorical Aid Programs [State and Federal (NCLB)]
5. Migrant Education
6. Safety Planning Requirements
7. Special Education
8. Local Control Funding Formula

Pupil fee complaints EC 220 and PC 422.55

Pupil fee complaints shall be filed no later than one year from the date the alleged violation occurred. Complainants are advised that civil law remedies may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to EC § 262.3. Bridges' complaint procedures shall be available free of charge.

Bridges Charter School has established Uniform Complaint Procedures to resolve alleged acts of discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, which apply to all state and federally funded programs.

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs. A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to Cindy McCarthy, Assistant Director, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. If the school finds merit in a complaint, the school shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the schools decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists; including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a State or Federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Bridges is primarily responsible for compliance with federal and state laws and regulations. Contact Cindy McCarthy, Assistant Director at (805) 492-3569 for additional information or assistance.

Walking or Riding a Bike to School – Vehicle Code 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

ADDITIONAL NOTIFICATIONS FOR ELEMENTARY & MIDDLE SCHOOLS ONLY

Entrance Health Screening – Health & Safety Codes 124085, 124100, and 124105

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

Oral Health Assessment – EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.