



Bridges Charter School

Board Meeting

Date and Time

Monday August 11, 2025 at 6:15 PM PDT

Location

ONSITE MEETING LOCATION

Bridges Charter School

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1335 Calle Bouganvilla, Thousand Oaks, CA 91360

SATELLITE MEETING LOCATIONS

(required for board members joining remotely)

In Ventura County

:

1196 Portside Drive

Ventura, CA 93001

Outside Ventura County"

Community Members may choose to join in-person or via Zoom Meeting at

:

Join Zoom Meeting

<https://us02web.zoom.us/j/7670961601?pwd=eWkycUxoalo1NGJBdE5lSlh3Rk5GZz09>

Meeting ID: 767 096 1601

Passcode: 477881

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Meeting ID: 767 096 1601

Passcode: 477881

Community members wishing to speak publicly must be present at the board meeting in person.

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
Opening Items			
A. Record Attendance and Guests		Katerina Yevmenkina	1 m
B. Call the Meeting to Order		Katerina Yevmenkina	1 m
C. Approval of Agenda	Vote	Katerina Yevmenkina	2 m
D. Approval of Minutes 11-17-2024	Approve Minutes	Katerina Yevmenkina	3 m

	Purpose	Presenter	Time
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II. Presentations			6:22 PM
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A.	Report from Marlo Hartsuyker, VCOE Director of Charter School Support and Oversight	FYI	Marlo Hartsuyker	2 m
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B.	Reports from the Directors Executive Director	FYI	Kelly Simon	5 m
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	Director of Daily Operations			
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	Director of Student Support			
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III. Public Comments			
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Persons wishing to address the Board may do so at this time upon recognition from the President, or when the President requests comments from the Public as the Board is considering the item. Please state your name, community or organization you represent, and the topic you wish to share with the Board. You will be given 3 minutes to make your presentation. Pursuant to the Brown Act, the Board cannot enter into formal discussion with individuals making public comments to the Board. The Board cannot take action on any issues raised during public comments that are not on the meeting agenda. Individual members may respond to public comments during the individual Board Members section.

IV. Governing Board			
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V. Reports			
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VI. Consent Items			6:29 PM
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A.	Consent Items	Vote	Katerina Yevmenkina	2 m
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Consent Items: Items proposed for the consent calendar are noted on the posted agenda and are considered by the Director to be of a routine nature. Any item may be removed from the consent calendar at the request of any Board member and placed under the appropriate action category. A vote will be taken for the consent calendar so that any items requiring a vote can be properly addressed. It is recommended that all consent items be approved.

	Purpose	Presenter	Time
6.1	Financial Reports		
6.1.1	Checks		
6.1.2	Financial Statements		
6.1.3	Purchase Orders		
6.1.4	Amazon Purchases		
6.2	Personnel Report		

VII. Business and Operations**6:31 PM**

A.	Updated Salary Schedule	Vote	Kelly Simon	2 m
The Salary Schedule has been updated to reflect the inclusion of the Environmental Education and Nutrition Specialist approved at our last board meeting, as well as the Lead Homeschool Teacher position. An update to the the header columns on the Certificated teaching columns is also noted. Approval of this item is recommended.				
B.	Renewal of CCSA Membership	Vote	Kelly Simon	5 m
As members of CCSA, we have access to resources for Charter administrators, and we receive discounts on conference registration.				
Approval of this item is recommended.				
C.	Annual Conflict of Interest BP 9270	Vote	Cindy McCarthy	5 m
approval of this item is recommended.				
D.	2024 Local Agency Biennial Notice	Vote	Cindy McCarthy	5 m
Approval of this item is recommended.				
E.	Updated Bell Schedule 24-25	Vote	Cindy McCarthy	5 m
approval of this item is recommended.				
F.	Family Handbook 24-25 SY Updates	Vote	Cindy McCarthy	5 m
Our handbook has been updated to reflect the updates to the new changes in Ed Code in regards to the acceptable reason for an "Excused Absence". The new list can be found in our handbook starting on Pg 8				
<ul style="list-style-type: none"> expands a student's allowed excused absence to attend a religious retreat to one full day per semester instead of 4 hours. The student's parent or guardian must request the excused absence in writing, and the principal or designated representative must approve. 				

	Purpose	Presenter	Time	
<ul style="list-style-type: none">extends a student’s permitted absence to attend the funeral services of an immediate family member from one day for an in-state service and three days for an out-of-state service to no more than five days regardless of the location of the funeral. This expansion aims to give students additional time to grieve. In addition, SB 350 allows for excused absences of up to three days for a student to access victim or grief support services or participate in safety planning as it relates to the death of the student’s immediate family member. <p>Approval of this item is recommended.</p>				
G.	ExEd Contract	Discuss	Kelly Simon	9 m
The board will have an opportunity to review and discuss a contract with ExEd for backend business services.				
H.	Job Description for Lead Homeschool Teacher	Vote	Kelly Simon	2 m
With the growth of our homeschool program, we have a need to create a position that supports the additional students. This position has been included in our approved budget.				
Approval of this Job Description is recommended.				
Parents and Community				
Curriculum and Instruction				
Special Projects/Programs				7:09 PM
A.	Create Annual Leadership Goals	Discuss	Kelly Simon	15 m
The board will provide feedback on expectations and goals for the 2024-2025 school year.				
Special Education				
Pupil Personnel				
Support Services				

	Purpose	Presenter	Time
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XIV. Facilities**XV. Charter Policies****7:24 PM**

- | | | | | |
|-----------|------------------|------|-------------|-----|
| A. | Master Agreement | Vote | Kelly Simon | 5 m |
|-----------|------------------|------|-------------|-----|

Revisions to the Independent Study Master Agreement have been made to reflect changes in Independent Study legislation that were a part of the trailer bill.

- | | | | | |
|-----------|------------------------------------|------|-------------|-----|
| B. | Independent Study Policy Revisions | Vote | Kelly Simon | 5 m |
|-----------|------------------------------------|------|-------------|-----|

The Independent Study Policy has been revised to reflect changes made by the legislature in the trailer bill. Approval is required before the start of the school year.

- | | | | | |
|-----------|------------------------------------|------|----------------|-----|
| C. | Attendance Policy Revision BP 5110 | Vote | Cindy McCarthy | 5 m |
|-----------|------------------------------------|------|----------------|-----|

BP 5110 has been reviewed and updated in collaboration with YM&C to meet new state guidelines in regards to all updates in attendance laws as it pertains to public and charter schools in the state of California. Our attendance letters will be updated to match the policy once approval has been granted. Approval of this item is recommended.

XVI. Closed Session**XVII. Personnel****XVIII. Closing Items****7:39 PM**

- | | | | | |
|-----------|-----------------|------|---------------------|-----|
| A. | Adjourn Meeting | Vote | Katerina Yevmenkina | 1 m |
|-----------|-----------------|------|---------------------|-----|

Coversheet

Approval of Minutes 11-17-2024

Section:	I. Opening Items
Item:	D. Approval of Minutes 11-17-2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on November 17, 2023

APPROVED

Whole Child. Whole Family.
Whole Community.



Bridges Charter School

Minutes

Special Board Meeting

Date and Time

Friday November 17, 2023 at 8:40 AM

Location

ON-SITE MEETING LOCATION

Bridges Charter School
1335 Calle Bouganvilla, Thousand Oaks, CA 91360
Office

SATELLITE MEETING LOCATIONS

(required for board members joining remotely):

In Ventura County:

Outside Ventura County:

[Join Zoom Meeting](#)

ID: 82577618530

Passcode: 041338

Directors Present

K. Yevmenkina, N. Hashemi, O. Gunday Heerma

Directors Absent

None

Guests Present

K. Simon

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Simon called a meeting of the board of directors of Bridges Charter School to order on Friday Nov 17, 2023 at 8:42 AM.

C. Approve Minutes

II. Finance

A. Approval of Mid-Year 5% Bonus for Staff

O. Gunday Heerma made a motion to Approve 5% bonus for staff.

N. Hashemi seconded the motion.

The board **VOTED** to approve the motion.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:45 AM.

Respectfully Submitted,

K. Simon

Coversheet

Consent Items

Section:	VI. Consent Items
Item:	A. Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	Purchases .pdf Amazon July.pdf Personnel Report 8-12-24.docx

ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 07/01/2024 - 06/30/2025

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B4325-00006	School Specialty LLC	BCS	Instructional and Misc Supplies 2024-25	620-4300	1,000.00
B4325-00007	Erin Abel	BCS	marketing SY 24-25	620-5800	4,800.00
B4325-00008	Aspiranet	BCS	Aspiranet special ed services 24-25SY	620-5800	16,200.00
B4325-00009	ELLEN PETTY	BCS	Naturalists 2024-25	620-5800	19,310.00
B4325-00010	VTA CNTY OFFICE OF EDUCATION	BCS	STRS & PERS 24-25	620-5800	5,000.00
B4325-00011	Verizon Wireless	BCS	CHILDCARE PHONE & HOT SPOTS - FY 2024-2025	620-5901	1,860.00
B4325-00012	Slater Strategies LLC	BCS	Marketing contract 24-25	620-5800	13,500.00
B4325-00013	Bay Alarm Company	BCS	SY 24-25 Alarm System	620-5800	16,125.00
B4325-00014	Adams Silva & McNally LLP	BSA	2024-2025 LEGAL FEES	620-5899	5,000.00
B4325-00015	Direct Urgent Care, Inc.	BCS	TB Test SY 24-25	620-5804	250.00
B4325-00016	CAROLYN RODRIGUEZ	BCS	Exams - IEPs - Trainings SY 24-25	620-5800	16,000.00
B4325-00017	CharterSafe	BSA	FY 24/25 Property/Liability and Workers Comp	620-5450	71,556.00
				620-9536	28,032.00
B4325-00018	Conejo Valley USD	BCS	Food for Elop Calendar- Extensions SY24-25	620-4700	6,000.00
B4325-00019	Conejo Valley USD	BCS	FY 24/25 Facilities	620-5600	187,002.60
B4325-00020	Conejo Valley USD	BCS	Extensions Snacks 24-25	620-4700	4,400.00
B4325-00021	Conejo Valley USD	BCS	FY 24/25 Food Service Program	620-4700	153,000.00
B4325-00022	Durham School Services	BCS	PAC Funded Buses for 24-25 school year	620-5805	5,000.00
B4325-00023	House Sanitary Supply	BCS	Janitorial Supplies 2024-25	620-4300	5,400.00
B4325-00024	Law Offices G.Melissa HatchAPC Hatch&Cesario Attorneys-at-L	BCS	Legal SPED 24-25	620-5899	3,000.00
B4325-00025	Mara Beck	BCS	SPED - Speech Therapist SY24-25	620-5800	62,437.50
B4325-00026	STATE INDUSTRIAL PROD CORP STA TE CHEMICAL, STATE CLEANING	BCS	Custodial Supplies 24-25	620-4300	2,650.00
B4325-00027	STAPLES INC. & SUBSIDIARIES	BCS	office supplies 24-25	620-4300	8,000.00
B4325-00028	VTA CNTY OFFICE OF EDUCATION	BSA	ESCAPE FINANCIAL/PAYROLL FY 24-25	620-5800	5,125.00
B4325-00029	VENTURA COUNTY OFFICE OF ED	BSA	SIS AGREEMENT FY24-25	620-5800	6,428.00
B4325-00030	VTA CNTY OFFICE OF EDUCATION	BCS	Adaptive PE July 24-25	620-5800	2,000.00
B4325-00031	VTA CNTY OFFICE OF EDUCATION	BCS	Selpa O/T SPED 24-25	620-5800	21,510.00
B4325-00032	YOUNG, MINNEY & CORR, LLP	BSA	2024-2025 LEGAL FEES	620-5899	10,000.00
P4325-00015	MobyMax Education LLC	BCS	Homeschool student licensing 9/23/24 to 6/6/25	620-5800	1,100.00
P4325-00016	Corporate Coach Charter&Tours	BCS	quote for yosemite order number 21147	620-5805	7,080.00
P4325-00017	Corporate Coach Charter&Tours	BCS	bus for astrocamp SY 24-25	620-5805	3,140.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Page 1 of 2

ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 07/01/2024 - 06/30/2025

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P4325-00018	Inquisitive	BCS	DO NOT BILL UNTIL 7-1-24 NEW FISCAL YEAR	620-5800	389.40
P4325-00019	Amplify Education Inc.	BCS	Quote #318487-2	620-5800	3,000.00
P4325-00020	Educational Software USA, LLC	BCS	Online Curriculum SY24-25	620-5800	110.00
P4325-00021	Generation Genius, Inc.	BCS	quote number 172875	620-5800	1,795.00
P4325-00022	ExploreLearning, LLC	BCS	curriculum SY 24-25 for grades 4-5	620-5800	4,795.00
P4325-00023	Bright Market, LLC	BCS	curriculum sy 24-25	620-4300	498.96
Total Number of POs			36	Total	702,494.46

Fund Recap

Fund	Description	PO Count	Amount
620	Charter Enterprise	36	702,494.46

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Page 2 of 2



Kami Brown <kami.brown@bridgescharter.org>

**Notification: Amazon Business account statement [Account: A15KDX687WQJWU]
Bridges Charter School**

1 message

ar-businessworkbench@email.amazon.com <ar-businessworkbench@email.amazon.com>

Mon, Jul 15, 2024 at
3:00 PM

Reply-To: "ar-businessworkbench@email.amazon.com" <ar-businessworkbench@email.amazon.com>

To: kami.brown@bridgescharter.org



Hello from Amazon Business,

This is an account statement for Bridges Charter School as of 15 July 2024.

Please note, payments made in the past 7 days may not reflect in the following summary.

	Amount	Count
Current Invoices	\$0.00	0 Items
Past Due Invoices	\$379.96	3 Items
Credit memos	\$51.19	7 Items
Unapplied funds	\$0.00	0 Items

Total AR	\$328.77
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Terms: Net 30You can review the details in the attached file or in [your invoices](#).To settle the open balance, include invoices or reference numbers with your payment or email the details to ar-businessinvoicing@amazon.com.If you would like to apply credit memos, send an email to ar-businessworkbench@email.amazon.com. You can issue your payments to:**To make an electronic payment for USD payments:**

Account Name: Amazon Capital Services, Inc

Bank: Wells Fargo Bank

ABA Routing
Number: 121000248

Account Number: 41630410547773328

Swift Code: WFBIUS6S

Mail check payments to the following address.

To send a check for USD payments:

Amazon Capital Services, Inc

PO Box 035184

Seattle, WA 98124-5184

Contact-Customer Service: To resolve any outstanding issues on these invoices related to orders, product delivery, credit memos, or credit lines, contact [customer service](#).

Contact-Global Accounts Receivable: For questions about paying your invoices or applying payments and credit memos, email ar-businessworkbench@email.amazon.com so we can work together.

Access your [account summary](#): Using our self-service tools to see all of your transactions from your Amazon Business account. You can download Amazon invoices, requests for payments, and credit memos. Select a transaction to download it.

If you have any other questions about your payment, reply to this email.

Ease your invoicing process and save valuable time with the [Credit Memo Offset feature](#) on your Amazon Business account.



We value your feedback, [please let us know how we are doing in this 1-minute survey](#).

Amazon takes information security very seriously and we never ask you to share personal information over phone or email. Check the complete email address of the sender – valid email domains from Amazon are "[@amazon.com](#)" and "[@email.amazon.com](#)", please check the valid email domain before responding with any information. If you receive an email that you suspect is fraudulent, forward it to our fraud prevention team at stop-spoofing@amazon.com

Chintala Eswar
Amazon Business Accounts Receivable
ar-businessworkbench@email.amazon.com

Ref ID: amz42c75430d7fb43be8ad3e1f7e1b76461



AccountStatement_15072024.xlsx
15K

Bridges Charter School Personnel Report August 12, 2024

Certificated

Certificated Employment:

Campbell, Amy: Resource Teacher 1 FTE 08/12/2022
 Chisum, Megan: Teacher #62 1 FTE 08/12/2022 Grade 2
 Daley, Chelsea: Teacher #77 1 FTE 07/01/2023 Grade 4/5
 Delgado, Norma: Teacher #101 1 FTE 08/01/2022
 Dellibovi, Lauren: Teacher #13 1 FTE 08/15/2024 Middle School
 Fischer, Jess: Teacher #34 1 FTE 08/12/2022 Middle School
 Frazier, Jill: Homeschool Lead Teacher Student Based 08/15/2024
 Keller, Teri: Homeschool Teacher Student Based 08/18/2022
 Gore, Marsi: Teacher #33 1 FTE 08/12/2022 Grade 1
 Harris, Jeff: RTI Coordinator #104 1 FTE 08/01/2022
 Holder, Carmen: Teacher #7 1 FTE 08/12/2022 Kindergarten
 Kinglsey, Alan: Teacher: #40 1 FTE 08/15/2024 Grade 4/5
 McCarthy, Cindy: Assistant Director #74 1 FTE 07/01/2022
 Morgan, Michelle: School Counselor #98 .6875 FTE 07/01/2022
 Moss, Dendee: Teacher #13 1 FTE 08/12/2022 Grade 2
 Ornstein, Laura: Teacher #73 1 FTE 08/12/2022
 Ouerbacker, Darcie: Homeschool Teacher Student Based FTE 08/18/2022
 Rusconi-Pecchi, Alanna: Teacher #3 1 FTE 08/12/2022 Grade 1
 Sanders, John: Teacher #42 1 FTE 08/12/2022 Middle School
 Simon, Kelly: Director #1 1 FTE 07/01/2022
 Stifel, Skye: School Psychologist #118, .1 FTE 07/01/2022
 Villalpando, Tracy: Teacher #4, 1 FTE 08/18/2022

Certificated Resignations:

Isaacson, Katherine: Teacher #6 1 FTE 08/12/2022 Grade 3
 Eskilson, Taylor: Teacher #40 1 FTE 08/12/2022 Grade 4/5
 Berkley-Tran, Michelle, Homeschool Teacher Student Based FTE 08/22/2024
 Lopez, Sarena: Teacher #12 1 FTE 08/12/2022 Grade 4/5

Certificated Change in Hours:

Classified

Classified Employment

Beard, Lindsay: PE Specialist #30 1 FTE 8/18/2022
 Brown, Kami: Administrative Coordinator #20 1 FTE 08/18/2022
 Cayce, Katherine: Instructional Aide #126 .2250 FTE 09/11/2023
 Cayce, Katherine: Homeschool Specialist #140 .0500 FTE 09/11/2023
 Douglas, Hafiza: Office Assistant/Health Tech, #128 .86250 FTE 08/08/2022
 Evans, Cody: IT Specialist # 137 0.31250 FTE 01/01/2023

Fogg, Joni: Instructional Assistant #119 0.5 FTE 01/08/2024
 Freedman, Emily: Homeschool Specialist #134 .0375FTE 09/11/2023
 Hinricher, Justyn: Childcare Leader #82 0.875 FTE 08/18/2022
 Koski, Courtney: Instructional AIDE #88 .6250 FTE 08/18/2022
 Lyden, Amy: Food Service Assistant, #109 0.43125 FTE 08/10/23
 Marcinko, McKenzie: Instructional Assistant # 120 0.62500 FTE 10/06/2022
 Nelson, Jeanette: Cafeteria Support #107 .78750 FTE 08/18/2022
 Parades, Veronica: Office Assistant #57 .81875 FTE 12/14/22-
 Paz, Juliana: Custodian #17 .8750 FTE 08/01/2022
 Paz, Julio: Custodian #18 .75 FTE 08/01/2022
 Pollard, Summer EL Liaison #122 .640 FTE 08/18/2022
 Richmond, Fawnne: #105 Office Assistant Homeschool .20 FTE 08/17/2023
 Ryan, Colleen: Instructional Aide #121 .63125 FTE 08/18/2022
 Schletewitz, Rebekah: Library Specialist #23 .30 FTE 08/18/2022
 Schletewitz, Rebekah: Homeschool Specialist #111 .1 FTE 08/18/2022
 Schletewitz, Rebekah: Art Specialist #56 0.6 FTE 08/18/2022
 Uh, Maria: Instructional Assistant #124 0.56250 FTE 01/08/2024

Classified Resignations:

Cunningham, Rynne: Childcare Leader #82 .38540 FTE 08/28/2023
 Vega, Jennifer: Childcare Leader #139 .4250 FTE 12/15/2023
 Loitz, Martine: Homeschool Specialist #133 .20625 FTE 012/20/2023
 Giegel, Jennifer: Childcare assistant #68 0.28125FTE 02/9/2024
 Giegel, Jennifer: Instructional Aide #127 0.53125FTE 02/9/2024
 Mitchell, Cheyenne, Extensions #82 0.62500 FTE 02/22/24
 VanHorn, Darla: Instructional Aide #64 .5750 FTE 08/18/2022
 Fogg, Joni: Childcare Assistant #139, .0375 FTE 01/08/2024
 Mitchell, Cheyenne, Extensions #82 0.62500 FTE 02/22/24
 Canizares-Imbernon, Quero- Homeschool Specialist #133 0.18750FTE 07/01/24
 Selim, Cori: Homeschool Specialist # 131 .075 FTE 08/18/2022
 Powers, Lacey- Homeschool Specialist # 142 0.03750 FTE 11/27/2003
 Gughan, Ryan: Music Specialist #93 .38750 FTE 01/03/2023
 Gaughann, Ryan: Homeschool Specialist #113 .06250 FTE 01/03/2023

Family Members on Staff:

Cindy McCarthy and Lindsay Beard- mother and daughter
 Darla Van Horn and Dr. Kelly Simon- mother and daughter
 Julio and Julianna Paz- husband and wife

Coversheet

Updated Salary Schedule

Section:	VII. Business and Operations
Item:	A. Updated Salary Schedule
Purpose:	Vote
Submitted by:	
Related Material:	Salary-Schedule-24-25 draft for 8-12-24.pdf

BRIDGES
CERTIFICATED MANAGEMENT SALARY SCHEDULE
2024-2025

POSITION	SCHEDULE	# OF DAYS	RATE	DR/01	DR/02	DR/03	DR/04	DR/05	DR/06	DR/07	DR/08	DR/09
EXECUTIVE DIRECTOR	CE214	1.0 FTE	ANNUAL	\$104,009.40	\$109,210.20	\$114,670.60	\$120,403.80	\$126,423.00	\$132,744.70	\$139,382.10	\$146,350.60	\$150,235.80
CONTRACT DAYS		214	Daily	\$486.03	\$510.33	\$535.84	\$562.63	\$590.76	\$620.30	\$651.32	\$683.88	\$702.04

POSITION	SCHEDULE	# OF DAYS	RATE	AD/01	AD/02	AD/03	AD/04	AD/05	AD/06	AD/07	AD/08	AD/09
DIRECTOR OF DAILY OPERATIONS	CE214	1	ANNUAL	\$94,554.00	\$99,282.00	\$104,246.00	\$109,458.00	\$114,930.00	\$120,677.00	\$126,711.00	\$133,046.00	\$136,578.00
CONTRACT DAYS		214	Daily	\$441.84	\$463.93	\$487.13	\$511.49	\$537.06	\$563.91	\$592.11	\$621.71	\$638.21
DIRECTOR OF STUDENT SUPPORT SERVICES	CE214	1	ANNUAL	\$94,554.00	\$99,282.00	\$104,246.00	\$109,458.00	\$114,930.00	\$120,677.00	\$126,711.00	\$133,046.00	\$136,578.00
CONTRACT DAYS		214	Daily	\$441.84	\$463.93	\$487.13	\$511.49	\$537.06	\$563.91	\$592.11	\$621.71	\$638.21

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

EFFECTIVE: July 1, 2024

BOARD ADOPTED :

REVISED: June 13, 2024

BRIDGES
CERTIFICATED SALARY SCHEDULE
2024-2025

	01/CL1 Class I Intern or Non-Clear	01/CL2 Class II Clear or Preliminary	01/CL3 CLASS III Clear or Preliminary	01/CL4 CLASS IV Clear or Preliminary	01/CL5 CLASS V Clear or Preliminary
STEP			BA + 45	BA + 60 *	PLUS 75 MA & DOC *
1	54,802.00	54,802.00	54,802.00	54,802.00	54,812.00
2	54,802.00	54,802.00	54,802.00	54,802.00	56,791.00
3	54,802.00	54,802.00	54,802.00	54,802.00	58,303.00
4	54,802.00	54,802.00	54,802.00	55,937.00	59,742.00
5	54,802.00	54,802.00	55,101.00	59,040.00	62,873.00
6	54,802.00	54,802.00	58,170.00	62,137.00	66,012.00
7	54,802.00	57,204.00	61,236.00	65,241.00	69,147.00
8	54,802.00	60,226.00	64,295.00	68,341.00	72,285.00
9	54,802.00	63,265.00	67,361.00	71,437.00	75,432.00
10		66,282.00	70,429.00	74,544.00	78,565.00
11		69,301.00	73,492.00	77,630.00	81,706.00
12		69,301.00	73,492.00	80,736.00	84,841.00
13		69,301.00	73,492.00	83,830.00	87,987.00
14		69,301.00	73,492.00	83,830.00	91,183.00
15		69,301.00	73,492.00	83,830.00	91,183.00
16		69,301.00	73,492.00	83,830.00	91,183.00
17		69,301.00	73,492.00	83,830.00	91,183.00
18		69,301.00	73,492.00	83,830.00	91,183.00
19		70,177.00	74,369.00	84,706.00	91,999.00
20		70,177.00	74,369.00	84,706.00	91,999.00
21		70,177.00	74,369.00	84,706.00	91,999.00
22		70,177.00	74,369.00	84,706.00	91,999.00
23		70,177.00	74,369.00	84,706.00	91,999.00
24		71,055.00	75,246.00	85,584.00	92,875.00
25		71,055.00	75,246.00	85,584.00	92,875.00
26		71,055.00	75,246.00	85,584.00	92,875.00
27		71,055.00	75,246.00	85,584.00	92,875.00
28		71,055.00	75,246.00	85,584.00	92,875.00
29		71,931.00	76,124.00	86,460.00	94,422.00

185 Teacher days (176 Student days) *

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

PLACEMENT RULES: Credit will be given for years of full-time verified teaching experience for up to 10 years at an accredited institution. The administration, at its discretion, can honor more years of experience, or determine alternative experiences as equivalent to years of full-time teaching experience in order to make a one-time placement on the salary schedule at the time of hiring.

Full-time equals at least 75% of a school year.

* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE: July 1, 2024

BOARD ADOPTED :

REVISED:

BRIDGES
CERTIFICATED HOURLY SALARY SCHEDULE
2024-2025

	01/CL Class I	01/CL Class II Clear or Preliminary	01/CL CLASS III Clear or Preliminary	01/CL CLASS IV Clear or Preliminary	01/CL CLASS V Clear or Preliminary
STEP	DEGREE	PLUS 15 *	PLUS 45 *	PLUS 60 *	PLUS 75 MA & DOC *
1	37.03	37.03	37.03	37.03	37.04
2	37.03	37.03	37.03	37.03	38.37
3	37.03	37.03	37.03	37.03	39.39
4	37.03	37.03	37.03	37.80	40.37
5	37.03	37.03	37.23	39.89	42.48
6	37.03	37.03	39.30	41.98	44.60
7	37.03	38.65	41.38	44.08	46.72
8	37.03	40.69	43.44	46.18	48.84
9	37.03	42.75	45.51	48.27	50.97
10	0.00	44.79	47.59	50.37	53.08
11	0.00	46.83	49.66	52.45	55.21
12	0.00	46.83	49.66	54.55	57.33
13	0.00	46.83	49.66	56.64	59.45
14	0.00	46.83	49.66	56.64	61.61
15	0.00	46.83	49.66	56.64	61.61
16	0.00	46.83	49.66	56.64	61.61
17	0.00	46.83	49.66	56.64	61.61
18	0.00	46.83	49.66	56.64	61.61
19	0.00	47.42	50.25	57.23	62.16
20	0.00	47.42	50.25	57.23	62.16
21	0.00	47.42	50.25	57.23	62.16
22	0.00	47.42	50.25	57.23	62.16
23	0.00	47.42	50.25	57.23	62.16
24	0.00	48.01	50.84	57.83	62.75
25	0.00	48.01	50.84	57.83	62.75
26	0.00	48.01	50.84	57.83	62.75
27	0.00	48.01	50.84	57.83	62.75
28	0.00	48.01	50.84	57.83	62.75
29	0.00	48.60	51.44	58.42	63.80

185 Teacher days (176 Student days) *

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

PLACEMENT RULES: Credit will be given for years of full-time verified teaching experience for up to 10 years at an accredited institution. The administration, at its discretion, can honor more years of experience, or determine alternative experiences as equivalent to years of full-time teaching experience in order to make a one-time placement on the salary schedule at the time of hiring.

Full-time equals at least 75% of a school year.

* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE: July 1, 2024

BOARD ADOPTED :

REVISED:

BRIDGES
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE
2024-2025

POSITION	SCHEDULE	RATE PER STUDENT PER DAY
HOME SCHOOL SUPERVISING TEACHER Year 1	HS/001/1	\$10.10
HOME SCHOOL SUPERVISING TEACHER Year 2	HS/002/1	\$10.59
HOME SCHOOL SUPERVISING TEACHER Year 3	HS/003/1	\$11.12
HOME SCHOOL SUPERVISING TEACHER Year 4	HS/004/1	\$11.68
HOME SCHOOL SUPERVISING TEACHER Year 5	HS/005/1	\$12.27
HOME SCHOOL SUPERVISING TEACHER Year 6	HS/006/1	\$12.86
HOME SCHOOL SUPERVISING TEACHER Year 7	HS/007/1	\$13.50
HOME SCHOOL SUPERVISING TEACHER Year 8	HS/008/1	\$14.18
HOME SCHOOL SUPERVISING TEACHER Year 9	HS/009/1	\$14.91
HOME SCHOOL SUPERVISING TEACHER Year 10	HS/010/1	\$15.66
HOME SCHOOL SUPERVISING TEACHER Year 11	HS/011/1	\$16.44

176 Student Days + 4 Professional Development Days

POSITION	SCHEDULE	DAILY RATE
SCHOOL PSYCHOLOGIST	06/2/1	\$371.39
SCHOOL PSYCHOLOGIST	06/2/2	\$424.44
SCHOOL PSYCHOLOGIST	06/2/3	\$450.98
SCHOOL PSYCHOLOGIST	06/2/4	\$477.50
SCHOOL PSYCHOLOGIST	06/2/5	\$530.55

POSITION	SCHEDULE	DAILY RATE
COUNSELOR	COUNSEL1/1	\$385.26
COUNSELOR	COUNSEL1/2	\$408.70
COUNSELOR	COUNSEL1/3	\$433.62

POSITION	SCHEDULE	DAILY RATE
RESPONSE TO INTERVENTION	06/5/1	\$395.50
RESPONSE TO INTERVENTION	06/5/2	\$401.51
RESPONSE TO INTERVENTION	06/5/3	\$407.63
RESPONSE TO INTERVENTION	06/5/4	\$413.75
RESPONSE TO INTERVENTION	06/5/5	\$419.96
RESPONSE TO INTERVENTION	06/5/6	\$426.26

POSITION	SCHEDULE	Annual Rate
LEARNING CENTER COORDINATOR 195 Days	LCC/01/01	\$76,505.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/02	\$78,800.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/03	\$81,165.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/04	\$83,600.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/05	\$86,108.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/06	\$88,692.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/07	\$91,353.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/08	\$94,095.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/09	\$96,918.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/10	\$99,825.00

BRIDGES
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE
2024-2025

POSITION	SCHEDULE	Annual Rate
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/01	\$76,505.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/02	\$78,800.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/03	\$81,165.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/04	\$83,600.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/05	\$86,108.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/06	\$88,692.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/07	\$91,353.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/08	\$94,095.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/09	\$96,918.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/10	\$99,825.00

POSITION	SCHEDULE	HOURLY RATE
MATH TUTOR	03/4/1	\$32.00
EXTRA DUTY/ TEACHER COVERAGE	03/4/2	\$33.33
SUBSTITUTE PSYCHOLOGIST	03/4/3	\$55.00
SPEECH THERAPIST	03/4/4	\$50.00
SUBSTITUTE TEACHER (1-10 days)	03/4/5	\$23.00

POSITION	SCHEDULE	DAILY RATE
LONG TERM SUBSTITUTE TEACHER (11+ days)	06/1/2	\$220.00
SUBSTITUTE STIPEND **	06/1/3	\$250.00

*Long Term pay obtained by working in the same assignment in which the Substitute Teacher works for a period of 11 consecutive days or longer.

**Substitute Stipend paid after every 40 days worked. Days do not need to be consecutive. Resets each fiscal year.

POSITION	SCHEDULE	DAILY RATE
SUBSTITUTE ADMINISTRATOR	06/4/1	\$450.00

POSITION	SCHEDULE	DAILY RATE
ADVISOR	06/3/1	\$600.00

EFFECTIVE: July 1, 2024

BOARD ADOPTED :

REVISED:

BRIDGES
HOMESCHOOL HOURLY SALARY SCHEDULE
2024-2025

POSITION	SCHEDULE	HOURLY RATE
HOME SCHOOL SUPERVISING TEACHER Year 1	HSH/001/1	\$31.56
HOME SCHOOL SUPERVISING TEACHER Year 2	HSH/002/1	\$33.09
HOME SCHOOL SUPERVISING TEACHER Year 3	HSH/003/1	\$34.75
HOME SCHOOL SUPERVISING TEACHER Year 4	HSH/004/1	\$36.50
HOME SCHOOL SUPERVISING TEACHER Year 5	HSH/005/1	\$38.34
HOME SCHOOL SUPERVISING TEACHER Year 6	HSH/006/1	\$40.19
HOME SCHOOL SUPERVISING TEACHER Year 7	HSH/007/1	\$42.19
HOME SCHOOL SUPERVISING TEACHER Year 8	HSH/008/1	\$44.31
HOME SCHOOL SUPERVISING TEACHER Year 9	HSH/009/1	\$46.59
HOME SCHOOL SUPERVISING TEACHER Year 10	HSH/010/1	\$48.94
HOME SCHOOL SUPERVISING TEACHER Year 11	HSH/011/1	\$51.38

176 Student Days + 4 Professional Development Days

Hourly rate is based on 25 students per day (3.125 students = 1 hour)

EFFECTIVE: May 13, 2024
BOARD ADOPTED :
REVISED: June 13, 2024

**BRIDGES
SPECIALIST PAY
2024-2025**

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Art Specialist	SPC HRLY/AS01	\$33.76
	SPC HRLY/AS02	\$34.78
	SPC HRLY/AS03	\$35.82
	SPC HRLY/AS04	\$36.89
	SPC HRLY/AS05	\$38.00
Environmental Education and Nutrition Specialist	SPC HRLY/EENS01	\$33.76
	SPC HRLY/EENS02	\$34.78
	SPC HRLY/EENS03	\$35.82
	SPC HRLY/EENS04	\$36.89
	SPC HRLY/EENS05	\$38.00
Band Specialist	SPC HRLY/BS01	\$33.76
	SPC HRLY/BS02	\$34.78
	SPC HRLY/BS03	\$35.82
	SPC HRLY/BS04	\$36.89
	SPC HRLY/BS05	\$38.00
Foreign Language Specialist	SPC HRLY/LAN01	\$33.76
	SPC HRLY/LAN02	\$34.78
	SPC HRLY/LAN03	\$35.82
	SPC HRLY/LAN04	\$36.89
	SPC HRLY/LAN05	\$38.00
Library Specialist	SPC HRLY/LIB05	\$26.60
	SPC HRLY/LIB06	\$27.42
	SPC HRLY/LIB07	\$28.23
	SPC HRLY/LIB08	\$29.08
	SPC HRLY/LIB09	\$29.95
Music Specialist	SPC HRLY/MS01	\$33.76
	SPC HRLY/MS02	\$34.78
	SPC HRLY/MS03	\$35.82
	SPC HRLY/MS04	\$36.89
	SPC HRLY/MS05	\$38.00
P.E. Specialist	SPC HRLY/PES01	\$33.76
	SPC HRLY/PES02	\$34.78
	SPC HRLY/PES03	\$35.82
	SPC HRLY/PES04	\$36.89
	SPC HRLY/PES05	\$38.00
Homeschool Specialist	SPC HRLY/HS01	\$33.76
	SPC HRLY/HS02	\$34.78
	SPC HRLY/HS03	\$35.82
	SPC HRLY/HS04	\$36.89
	SPC HRLY/HS05	\$38.00
Intervention Specialist	SPC HRLY/RTI01	\$34.63
Information Technology Specialist	SPC HRLY/ITS01	\$39.48
	SPC HRLY/ITS02	\$40.27
	SPC HRLY/ITS03	\$41.48
	SPC HRLY/ITS04	\$42.72
	SPC HRLY/ITS05	\$44.00
	SPC HRLY/ITS06	\$45.32

Credential not required

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

Classified employees who work over 225 days annually shall be entitled to 10 days of vacation each fiscal year

EFFECTIVE: July 1, 2024

BOARD ADOPTED :

REVISED:

BRIDGES
CLASSIFIED SALARY SCHEDULE
2024-2025
HOURLY

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Custodian	02H/B/005	\$19.00
	02H/B/006	\$19.57
	02H/B/007	\$20.16
	02H/B/008	\$20.76
	02H/B/009	\$21.40
Attendance/Health Clerk Office Assistant	02H/D/006	\$20.55
	02H/D/007	\$21.17
	02H/D/008	\$21.81
	02H/D/009	\$22.46
	02H/D/010	\$23.12
	02H/D/011	\$23.81
Instructional Assistant	02H/F/006	\$16.43
	02H/F/007	\$17.52
	02H/F/008	\$18.05
	02H/F/009	\$18.59
	02H/F/010	\$19.15
	02H/F/011	\$19.72
Child Care Assistant	02H/H/005	\$16.39
	02H/H/006	\$16.88
	02H/H/007	\$17.39
	02H/H/008	\$17.91
	02H/H/009	\$18.45

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

Non-exempt classified employees who work over 225 days annually shall be entitled to 10 days of vacation each fiscal year prorated by FTE

14 Paid Holidays prorated by FTE

10 Sick Days prorated by FTE

EFFECTIVE: July 1, 2023

BOARD ADOPTED :

REVISED: June 13, 2024

BRIDGES
CLASSIFIED SALARY SCHEDULE
2024-2025
HOURLY

HOURLY POSITIONS	SCHEDULE		HOURLY RATE
Child Care Leader	02H/I/008		\$18.00
	02H/I/009		\$18.54
	02H/I/010		\$19.10
	02H/I/011		\$19.67
	02H/I/012		\$20.26
Child Care Supervisor	02H/J/005		\$20.26
	02H/J/006		\$20.88
	02H/J/007		\$21.51
	02H/J/008		\$22.15
	02H/J/009		\$22.79
	02H/J/010		\$23.47
	02H/J/011		\$24.18
	02H/J/012		\$24.91
Outreach Coordinator Enrollment Coordinator	02H/K/001		\$19.00
	02H/K/002		\$19.57
	02H/K/003		\$20.16
	02H/K/004		\$20.76
	02H/K/005		\$21.40
Food Service Supervisor	02H/L/005		\$17.61
	02H/L/006		\$18.14
	02H/L/007		\$18.68
	02H/L/008		\$19.24
	02H/L/009		\$19.82
Food Service Assistant	02H/M/005		\$17.23
	02H/M/006		\$17.75
	02H/M/007		\$18.28
	02H/M/008		\$18.83
	02H/M/009		\$19.39
EL Liaison	02H/N/004		\$23.00
	02H/N/005		\$24.08
	02H/N/006		\$24.80
	02H/N/007		\$25.54
	02H/N/008		\$26.32
	02H/N/009		\$27.11
Attendance/Health Technician	02H/O/004		\$23.05
	02H/O/005		\$24.13
	02H/O/006		\$25.21
	02H/O/007		\$25.97
	02H/O/008		\$26.75
	02H/O/009		\$27.55
	02H/O/010		\$28.37
EL Testing	02H/P/001		\$25.00

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

Non-exempt classified employees who work over 225 days annually shall be entitled to 10 days of vacation each fiscal year prorated by FTE

14 Paid Holidays prorated by FTE

10 Sick Days prorated by FTE

BRIDGES
CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
2024-2025

POSITION	SCHEDULE	# OF DAYS	RATE	AC/01	AC/02	AC/03	AC/04	AC/05	AC/06	AC/07	AC/08	AC/09	AC/10
ADMIN COORDINATOR	AC225	1.0 FTE	ANNUAL	\$54,106.00	\$55,729.00	\$57,401.00	\$59,123.00	\$60,897.00	\$62,723.00	\$64,605.00	\$66,543.00	\$68,539.00	\$70,595.00
CONTRACT DAYS		225	Daily	\$240.47	\$247.68	\$255.12	\$262.77	\$270.65	\$278.77	\$287.13	\$295.75	\$304.62	\$313.76
			Hourly	\$30.06	\$30.96	\$31.89	\$32.85	\$33.83	\$34.85	\$35.89	\$36.97	\$38.08	\$39.22

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

EFFECTIVE: July 1, 2023

BOARD ADOPTED :

REVISED: June 13, 2024

BRIDGES
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE
2024-2025
HOURLY

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Sub Custodian	02H/01	\$16.00
Sub Extension Assistant	02H/02	\$16.00
Sub Office	02H/03	\$16.00
Sub Instructional Aide	02H/04	\$16.00

Positions do not accrue holiday/vacation pay or health benefits

EFFECTIVE: July 1, 2023
BOARD ADOPTED : REVISED:
January 10, 2024

BRIDGES
CERTIFICATED LEAD HOMESCHOOL TEACHER
SALARY SCHEDULE
2024-2025

[illegible]

Teacher days (176 Student days + 4 Professional Development Days + 5 Work Days) 185 Days *

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated
EFFECTIVE:

BOARD ADOPTED :

REVISÉ:

BRIDGES
CERTIFICATED LEAD HOMESCHOOL
TEACHER HOURLY SALARY SCHEDULE
2024-2025

	Lead Homeschool Hourly
STEP	
1	37.03
2	37.03
3	37.03
4	37.03
5	37.23
6	39.30
7	41.38
8	43.44
9	45.51
10	47.59

Teacher days (176 Student days + 4 Professional Development Days + 5 Work Days) 185 Days *

Health & Welfare Annual Cap: \$17,873.10 (\$1,787.31 per month for 10 months for full-time eligible employees) - 90%-99% FTE prorated

EFFECTIVE:

BOARD ADOPTED :

REVISED:

BRIDGES
HOMESCHOOL SALARY SCHEDULE
2024-2025

		Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
	Per student	1	2	3	4	5	6	7	8	9	10	17
Year 1	\$10.10	177.80	355.60	533.40	711.20	889.00	1,066.80	1,244.60	1,422.40	1,600.20	1,778.00	3,022.60
Year 2	\$10.59	186.20	372.40	558.60	744.80	931.00	1,117.20	1,303.40	1,489.60	1,675.80	1,862.00	3,165.40
Year 3	\$11.12	195.80	391.60	587.40	783.20	979.00	1,174.80	1,370.60	1,566.40	1,762.20	1,958.00	3,328.60
Year 4	\$11.68	205.60	411.20	616.80	822.40	1,028.00	1,233.60	1,439.20	1,644.80	1,850.40	2,056.00	3,495.20
Year 5	\$12.27	215.80	431.60	647.40	863.20	1,079.00	1,294.80	1,510.60	1,726.40	1,942.20	2,158.00	3,668.60
Year 6	\$12.86	226.40	452.80	679.20	905.60	1,132.00	1,358.40	1,584.80	1,811.20	2,037.60	2,264.00	3,848.80
Year 7	\$14.91	226.40	452.80	679.20	905.60	1,132.00	1,358.40	1,584.80	1,811.20	2,037.60	2,264.00	3,848.80

Sub Pay**8 students or more use regular schedule.**

New	0 students	1 student	2 students	3 students	4 students	5 students	6 students	7 students	8 students	9 students	10 students	
Teacher	\$120 per day	\$120	\$120	\$533.40	\$711.20	\$889.00	\$1,066.80	\$1,244.60	1,422.40	1,600.20	1,778.00	
Per Month	\$480	\$480	\$480	\$533.40	\$711.20	\$889.00	\$1,066.80	\$1,244.60	1,422.40	1,600.20	1,778.00	

* Model built utilizing 20 instructional days per month

**represents 4 days per month in classroom

Positions do not accrue holiday/vacation pay or health benefits

Coversheet

Renewal of CCSA Membership

Section:	VII. Business and Operations
Item:	B. Renewal of CCSA Membership
Purpose:	Vote
Submitted by:	
Related Material:	School Invoice (Single-Site) - BRIDGES Charter (2).pdf



California
Charter Schools
Association

PO Box 86087 Los Angeles, CA 90086 • www.ccsa.org

Membership Invoice

Attn: Accounts Payable
BRIDGES Charter
1335 Calle Bouganvilla
Thousand Oaks, CA 91360-6604

Invoice Date		Member ID	
6/25/24		A-03384	
Member Type	Current Expiration Date	Due Date	P.O. No.
Charter School Membership (Full Year)			
Description			
Charter School Membership ID A-03384 Membership through 6/30/2025			
We appreciate your support and participation! Please email membership@ccsa.org with any questions.			
Number of Students 378	Amount \$5,859.00		
Amount Paid:	\$0.00		
Total Amount Due:	\$5,859.00		

REMITTANCE STUB
(Please Return)

Initial Billing

CCSA membership through 6/30/2025 at \$15.50 a student

Please make checks payable to the
California Charter Schools Association.
Mail payments to:

Member ID: A-03384
BRIDGES Charter
1335 Calle Bouganvilla
Thousand Oaks, CA 91360-6604

California Charter Schools Association
PO Box 86087 Los Angeles, CA 90086

Questions: You can pay by credit card in
the member portal, or if you have
questions about your invoice email
membership@ccsa.org

Total Amount Due: \$5,859.00

Pay by Wire:


City National Bank
Account #: 401599800
Account Name: California Charter Schools
Association
Bank Routing #: 122016066
Swift Code: CINAUS6L
EIN: 51-0465703

Link to [W-9](#)

Coversheet

Annual Conflict of Interest BP 9270

Section:	VII. Business and Operations
Item:	C. Annual Conflict of Interest BP 9270
Purpose:	Vote
Submitted by:	
Related Material:	BP 9270 - Conflict of Interest Draft 8-12-24 (1).pdf

Bridges Charter School 	Board Policy Conflict of Interest	
Policy Number: 9270	Adopted: 07/11/11	Revised: 11/07/16, 12/05/16, 10/14/19 01/13/20, 10/10/22, <u>8/12/24</u>

PURPOSE:

Bridges Charter School Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the school and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

SCOPE

This policy applies to all **Bridges Charter School** Board members and their applicable actions.

GENEAL POLICY STATEMENT:

Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., **Bridges Charter School** hereby adopts the attached Conflict of Interest Code ("Code"), which shall apply to all corporate officers, governing board members, candidates for member of the governing board, and designated employees of **Bridges Charter School** ("Charter School"), as specifically required by California Government Code Section 87300.

POLICY DETAILS:

1.1. Designated Reporters

1.1.1. Employees of the Charter School, as well as corporate officers, governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be a "designated reporter". A complete list of the Designated Reporter positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

1.2. Statement of Economic Interests: Filing

1.2.1. Each Designated Reporter shall file a Statement of Economic Interest (Statement) at the time and manner prescribed below, disclosing reportable investments, interest in real property, business positions, and income required to be reported under the category or categories to which the position is assigned in "Exhibit A". An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Reporter by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set

forth in Exhibit B. All statements shall be filed with Clerk of the Ventura County Board of Supervisors.

1.3. Disqualification

- 1.3.1. No Designated Reporter shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

1.4. MANNER OF DISQUALIFICATION

1.4.1 Non-Governing Board Member Designated Employees

- 1.4.1.1 When a non-Governing Board Member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the BRIDGES Executive Director, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

1.4.2 Governing Board Member Designated Employees

- 1.4.2.1 Governing Board Members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board Member shall refrain from participating in the decision in any way (i.e. the Board Member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the BRIDGES' bylaws.

NON-COMPLIANCE TO POLICY:

Violations of this policy may result in the Board Member or employee being subject to Disciplinary action in accordance with Board disciplinary policy and administrative regulations.

CONFLICT OF INTEREST CODE

Bridges Charter School

The Political Reform Act, Government Code section 81000 et seq., requires local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code Regs., § 18730) which contains the terms of a standard Conflict of Interest Code, which may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act after public notice and hearings.

The terms of California Code of Regulations, Title 2, Section 18730, and any amendment to it duly adopted by the Fair Political Practices Commission, are hereby incorporated by reference as the Conflict of Interest Code for Bridges Charter School, and along with the attached Exhibit A, which designates positions requiring disclosure and Exhibit B, which sets forth disclosure categories for each designated position, constitute the Conflict of Interest Code of Bridges Charter School]. Persons holding positions designated in Exhibit A shall file Form 700

Statements of Economic Interests with the Clerk of the Ventura County Board of Supervisors. Form 700 must be filed annually and within 30 days of assuming or leaving office.

IN PREPARING THE FORM 700, DESIGNATED FILERS NEED ONLY DISCLOSE THOSE FINANCIAL INTERESTS FALLING WITHIN THE DISCLOSURE CATEGORIES DESIGNATED FOR THAT FILER'S POSITION AS STATED IN EXHIBITS A AND B.

APPROVED AND ADOPTED ~~this 13th day of January, 2020~~: October 20, 2022 August, 12, 2024

By: _____

Print Name: ~~Michael Louderback~~ Katerina Yevmenkina

Title: Board President

EXHIBIT A

Designated Positions

I. Persons occupying the following positions, as applicable, are designated employees and must disclose financial interests in the categories 1, 6 defined in “Exhibit B.”

II.

<u># of POSTIONS</u>	<u>POSITION TITLE</u>	<u>DISCLOSURE CATEGORIES</u> (From Exhibit B)	<u>FILING OFFICER</u> (Designate County Clerk of Board [COB] or Local Agency's Clerk fACI)
<u>5</u>	<u>Members of the Governing Board</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Executive Director</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Director of Daily Operations</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Director of Student Support</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Assistant Business Officer</u>	<u>Category 1</u>	<u>COB</u>
<u>as needed</u>	<u>Consultants¹</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Information Systems Technician</u>	<u>Category 1</u>	<u>COB</u>
<u>1</u>	<u>Purchasing Manager</u>	<u>Category 4</u>	<u>COB</u>
<u>as needed</u>	<u>Contractors</u>	<u>Category 4, 5, 6</u>	<u>COB</u>

I.

- A. Members of the Governing Board (5)
- ~~B. Candidates for Member of the Governing Board~~
- ~~C. B. Executive Director of Charter School (1)~~
- ~~C. Assistant Director of Daily Operations Charter School (1)~~
- ~~D. Director of Student Support Charter School (1)~~
- E. Consultants¹
- F. Assistant Business Officer

~~II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 4 of "Exhibit B."~~

- ~~A. Purchasing Manager~~

~~III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 4, 5 and 6 of "Exhibit B."~~

- ~~A. Information Systems Technician~~
- ~~B. Contractor~~

¹ The Executive Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B – DISCLOSURE CATEGORIES

The terms *italicized* below have specific meaning under the Political Reform Act. In addition, the financial interests of a spouse, domestic partner and dependent children of the public official holding the designated position may require reporting. Consult the instructions and reference pamphlet of the Form 700 for explanation.

Category 1 – BROADEST DISCLOSURE

[SEE FORM 700 SCHEDULES A-1, A-2, B, C, D and E]

- (1) All sources of *income, gifts, loans and travel payments*;
- (2) All *interests in real property*; and
- (3) All *investments and business positions in business entities*.

Category 2 – REAL PROPERTY

[SEE FORM 700 SCHEDULE B]

All interests in real property, including interests in real property held by business entities and trusts in which the public official holds a business position or has an investment or other financial interest.

Category 3 – LAND DEVELOPMENT, CONSTRUCTION AND TRANSACTION

[SEE FORM 700 SCHEDULES A-1, A-2, C, D and E]

All investments, business positions and sources of income, gifts, loans and travel payments, from sources which engage in land development, construction, or real property acquisition or sale.

Category 4 – PROCUREMENT

[SEE FORM 700 SCHEDULES A-1, A-2, C, D and E]

All investments, business positions and sources of income, gifts, loans and travel payments, from sources which provide services, supplies, materials, machinery or equipment which the designated position procures or assists in procuring on behalf of their agency or department.

Category 5 – REGULATION AND PERMITTING

[SEE FORM 700 SCHEDULES A-1, A-2, C, D and E]

All investments, business positions and sources of income, gifts, loans and travel payments, from sources which are subject to the regulatory, permitting or licensing authority of, or have an application or license pending before, the designated position's agency or department.

Category 6 – FUNDING

[SEE FORM 700 SCHEDULES A-1, A-2, C, D and E]

All investments, business positions and sources of income, gifts, loans and travel payments, from sources which receive grants or other funding from or through the designated position's agency or department.

APPENDIX - DESIGNATING OFFICIALS WHO

MANAGE PUBLIC INVESTMENTS

Pursuant to Government Code section 87200 et seq., certain city and county officials, as well as all “other officials who manage public investments,” are required to disclose their economic interests in accordance with the Political Reform Act. This Appendix provides the relevant definitions for determining which public officials qualify as “other officials who manage public investments,” designates the agency’s positions which qualify as such, and states the Filing Officer for each designated position.

APPLICABLE DEFINITIONS

As set forth in 2 California Code of Regulations section 18701, the following definitions apply for the purposes of Government Code section 87200:

(1) “Other public officials who manage public investments” means:

(A) Members of boards and commissions, including pension and retirement boards or commissions, or of committees thereof, who exercise responsibility for the management of public investments;

(B) High-level officers and employees of public agencies who exercise primary responsibility for the management of public investments, such as chief or principal investment officers or chief financial managers. This category shall not include officers and employees who work under the supervision of the chief or principal investment officers or the chief financial managers; and

(C) Individuals who, pursuant to a contract with a state or local government agency, perform the same or substantially all the same functions that would otherwise be performed by the public officials described in subdivision (1)(B) above.

(2) “Public investments” means the investment of public moneys in real estate, securities, or other economic interests for the production of revenue or other financial return.

(3) “Public moneys” means all moneys belonging to, received by, or held by, the state, or any city, county, town, district, or public agency therein, or by an officer thereof acting in his or her official capacity, and includes the proceeds of all bonds and other evidences of indebtedness, trust funds held by public pension and retirement systems, deferred compensation funds held for investment by public agencies, and public moneys held by a financial institution under a trust indenture to which a public agency is a party.

(4) “Management of public investments” means the following non-ministerial functions: directing the investment of public moneys; formulating or approving investment policies; approving or establishing guidelines for asset allocations; or approving investment transactions.

Coversheet

2024 Local Agency Biennial Notice

Section:	VII. Business and Operations
Item:	D. 2024 Local Agency Biennial Notice
Purpose:	Vote
Submitted by:	
Related Material:	2024 Local Agency Biennial Notice Bridges (1).pdf

2024 Local Agency Biennial Notice

Name of Agency: _____

Mailing Address: _____

Contact Person: _____ Phone No. _____

Email: _____ Alternate Email: _____

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that *(check one BOX)*:

☐ **An amendment is required. The following amendments are necessary:**

(Check all that apply.)

- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other *(describe)* _____

☐ **The code is currently under review by the code reviewing body.**

☐ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2024**, or by the date specified by your agency, if earlier, to: **E-Mail to: form700clerk@ventura.org**

or
Mail to: Clerk of the Board of Supervisors
800 S. Victoria Avenue, L# 1920
Ventura, CA 93009-1920

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

FPPC Advice: www.fppc.ca.gov (866.275.3772)
advice@fppc.ca.gov

Page 1 of 1

Coversheet

Updated Bell Schedule 24-25

Section:	VII. Business and Operations
Item:	E. Updated Bell Schedule 24-25
Purpose:	Vote
Submitted by:	
Related Material:	Bell Schedule 2024-2025 Draft for 8-12-24.docx

Bridges Charter School: Bell Schedule 2024- 2025

Daily Schedule: Mon -Thurs TK	Friday & Minimum Day Schedule TK	Early Release Schedule TK
8:20 - 9:40 Instructional Block 1 (80)	8:20 - 9:40 Instructional Block 1 (80)	8:20-9:50 Instructional Block 1 (100)
9:40 - 10:00 Healthy Snack & Active Play (20)	9:40 - 10:00 Healthy Snack & Active Play (20)	10:00-10:20 Healthy Snack & PE (30)
10:00 -12:00 Instructional Block 2 (120)	10:00 -12:00 Instructional Block 2 (120)	10:20-12:00 Instructional Block 2 (100)
12:00-12:30 Lunch (30 minutes)	12:00-12:30 Lunch (30 minutes)	12:00-12:30 Lunch (30 minutes)
12:30 - 12:40 Closing Circle (10)	12:30 - 12:40 Closing Circle (10)	
SCHOOL ENDS AT 12:40 Daily	SCHOOL ENDS AT 12:40 Daily	
36650 Total Instructional Minutes (required 36,000) 170 Student Days @ 210 minutes 5 Student Days @ 190 minutes		

Approved 1-16-2024

Revised 4-8-2024 6-17-24 8-12-24

Bridges Charter School: Bell Schedule 2024- 2025

Daily Schedule: Mon -Thurs Kindergarten	Friday & Minimum Day Schedule Kindergarten	Early Release Schedule
8:20-9:50 Instructional Block 1 (90)	8:20-9:50 Instructional Block 1 (90)	8:20-9:50 Instructional Block 1 (90)
9:50-10:30 Healthy Snack & Active Play (40)	9:50-10:30 Healthy Snack & Active Play (40)	9:50-10:20 Healthy Snack & Active Play (30)
10:30-12:30 Instructional Block 2 (120)	10:30-12:30 Instructional Block 2 (120)	10:20-12:00 Instructional Block 2 (100)
12:30-1:00 Lunch (30 minutes)	12:30-1:00 Lunch (30 minutes)	12:00-12:30 Lunch (30 minutes)
SCHOOL ENDS AT 1:00 DAILY	SCHOOL ENDS AT 1:00 DAILY	
36600 Total Instructional Minutes (required 36,000) 170 Student Days @ 210 minutes 5 Student Days @ 190		

Approved 1-16-2024

Revised 4-8-2024 6-17-24 8-12-24

Bridges Charter School: Bell Schedule 2024- 2025

Daily Schedule: Mon -Thurs 1st – 3rd Grades	Friday & Minimum Day Schedule 1st – 3rd Grades	Early Release Schedule (Conference Week, and last 2 days of school)
<p>8:20-9:35 Instructional Block 1 (75)</p> <p>9:35-9:55 Nutrition/Active Play (20)</p> <p>9:55-11:10 Instructional Block 2 (75)</p> <p>11:10 -11:45 LUNCH (35)</p> <p>11:45 - 1:10 Instructional Block 3 (85)</p> <p>1:10-1:37 Active Play (27)</p> <p>1:37-2:45 Instructional Block 4 (68)</p> <p>50,734 Total Instructional Minutes (required 50,400) 176 Student Days 133@303 37@255 5@200</p>	<p>8:20-9:45 Instructional Block 1 (85)</p> <p>9:45-10:05 Nutrition/Active Play (20)</p> <p>10:05-11:10 Instructional Block 2 (65)</p> <p>11:10 -11:45 LUNCH (25), 11:35- 11:45 Active Play (10)</p> <p>11:45-1:30 Instructional Block 3 (105)</p>	<p>8:20-9:30 Instructional Block 1 (70)</p> <p>9:30-9:50 Nutrition/Active Play (20)</p> <p>9:50-11:00 Instructional Block 2 (70)</p> <p>11:00-11:30 LUNCH (30)</p> <p>11:30-12:30 Instructional Block 3 (60)</p>

Approved 1-16-2024

Revised 4-8-2024 6-17-24 8-12-24

Bridges Charter School: Bell Schedule 2024- 2025

Daily Schedule: Mon -Thurs 4th – 5th Grades	Friday & Minimum Day Schedule 4th – 5th Grades	Early Release Schedule (Conference Week and last 2 days of school)
8:20-10:10 Instructional Block 1 (110) 10:10-10:30 Nutrition/Active Play (20) 10:30-11:45 Instructional Block 2 (75) 11:45-12:10, lunch 12:10 - 12:20 active play LUNCH (25) Active Play (10) 12:20 - 2:45 Instructional Block 3 (145)	8:20-10:10 Instructional Block 1 (110) 10:10-10:30 Nutrition/Active Play (20) 10:30-11:45 Instructional Block 2 (75) 11:45-12:10, lunch 12:10 - 12:20 active play LUNCH (25) Active Play (10) 12:20-1:30 Instructional Block 3 (70)	8:20-9:50 Instructional Block 1 (90) 9:50-10:10 Nutrition/Active Play (20) 10:10-11:30 Instructional Block 2 (80) 11:30-12:00 LUNCH (30) 12:00-12:30 Instructional Block 3 (30)
54,325 Total Instructional Minutes (required 54,000) 176 Student Days 133@330 37@255 5@200		

Approved 1-16-2024

Revised 4-8-2024 6-17-24 8-12-24

Bridges Charter School: Bell Schedule 2024- 2025

Daily Schedule: Mon -Thurs 6th-8th Middle School	Friday & Minimum Day Schedule 6th-8th Middle School	Early Release Schedule (Conference Week, and last day of school)
8:20 – 8:55 1st period Homeroom (35) 8:55 - 8:58 Passing (3) 8:58 – 9:58 2nd Period (60) 9:58 - 10:13 Nutrition (15) 10:13 - 11:13 3rd Period (60) 11:13 -11:16 Passing (3) 11:16 -12:16 4th Period (60) 12:16-12:46 Lunch (30) 12:46-1:44 5th Period (58) 1:44 - 1:47 Passing (3) 1:47 - 2:45 6th Period (58) 56051 Total Instructional Minutes (required 54,000) 175 Student Days 133@340 37@263 5@220	8:20-8:35 1st Homeroom (15 minutes) 8:35 - 8:38 Passing 8:38 - 9:28 2nd Period (50 Minutes) 9:28 - 9:45 Nutrition (17 minutes) 9:45 - 10:35 3rd Period (50 minutes) 10:35 - 10:38 Passing 10:38 - 11:28 4th Period (50 Minutes) 11:28 - 11:31 Passing 11:31 -12:21 5th Period (50 minutes) 12:21 - 12:56 Lunch (35 minutes) 12:56 - 1:30 Homeroom (34 Minutes)	8:20-9:14 2nd MBW Homeroom (54) 9:14 -9:16 Passing Period (2) 9:16 -10:10 3rd Period (54) 10:10-10:40 Nutrition (30) 10:40-11:34 4th Period (54) 11:34-11:36 Passing Period (2) 11:36-12:30 5th Period (54)

Approved 1-16-2024

Revised 4-8-2024 6-17-24 8-12-24

Coversheet

Family Handbook 24-25 SY Updates

Section:	VII. Business and Operations
Item:	F. Family Handbook 24-25 SY Updates
Purpose:	Vote
Submitted by:	
Related Material:	Family Handbook 2024-2025 Final amended 8-12-24.pdf



1335 Calle Bouganvilla, Thousand Oaks, CA 91360

Phone: 805-492-3569

Fax 805-493-5447

www.bridgescharter.org

Student and Family Handbook

2024-2025

PARENT RIGHTS & RESPONSIBILITIES

Annual Notice for 2024-2025

Board Approved

Whole Child, Whole Family,

Whole Community

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Bridges Charter School

2024-2025

Board of Directors

Katerina Yevmenkina
Chase Dapello
Nicole Taylor
Heather Kruse
Nikkie Hashemi

Administration

Kelly Simon	Director
Cindy McCarthy	Director Daily Operations
Skye Stifel	Director Student Support and School Psychologist

Office Staff

Kami Brown	Administrative Coordinator
Hafiza Douglas	Health Technician/ Registrar
Veronica Paredes	Office Assistant

Support Staff

Speech Therapist	Mara Beck
School Counselor	Michelle Morgan

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

All email addresses for Bridges staff members are as follows:

firstname.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 2024-2025 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 and student/parent contact information and any updates will be done via Re-enrollment online in the Student Information System in Q starting early August and upon enrollment. For those families that do not have access to an online system a hard copy may be accessed in the front office of the school

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 if 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.

EXCUSED ABSENCES

Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. For an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205. It is the responsibility of the parent/guardian to notify the school office of any absences or tardies in written or verbal form within the timeframe prescribed by the school. Written notes should include the student's name, date(s) of absence, reason for absence, and parent's/guardian's signature and daytime contact number. A doctor's note may be requested by the site administrator or designee when a student has had more than 14 absences in the school year due to illness. Absences not cleared will remain unverified.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (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, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, 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 of the school district.
- (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.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12)
 - (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B)
 - (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused

- absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13)
- (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
- (i) To access services from a victim services organization or agency.
- (ii) To access grief support services.
- (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
- (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
- (14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (A) 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 therefor. 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.
- (B) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.
- (C) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (D) For purposes of this section, the following definitions apply:
- i. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - ii. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
 - iii. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
 - iv. "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

Additionally, a student, with written parent consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at their place of worship or other suitable place away from school property designated by the religious group, church, or denomination. The student must attend school at least the minimum school day and cannot be excused from school for such purpose on more than four days per school month. It is important for parents and students to understand that writing a note verifying an absence or a tardy does not excuse an absence. Absences are excused only if they meet the criteria listed under EC 48205. Absences that are not excused are marked unexcused in the student's records.

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 pertain to if the school were to return to a distance learning scenario. During Distance Learning all students 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. Students 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 at 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 any kind
- excessive coughing/sneezing
- congestion
- excessive crankiness/irritability
- mysterious rashes
- diarrhea
- vomiting

Children who have any of the above symptoms may need to be kept home for at least 24 hours for observation.

****If your child develops any of the symptoms during the school day or while at school parents will be contacted. Fever and/or vomiting will result in a request for your child to be picked up immediately. Children must be fever free and not vomiting for a minimum of 24 hours in order to return to school. This is for the health and well- being of the school community.**

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

STUDENT SOCIAL EMOTIONAL WELLNESS

Bridges employs a school psychologist and a school counselor to address the social emotional well-being of all students. Comprehensive information and contacts can be found on the website under Current Families.

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

At the beginning of each school year, the school psychologist and school counselor connect with teachers to identify the social emotional needs of the students and then tailor lessons to address those areas. Using a variety of research based social emotional learning (SEL) curricula, customize lessons that are dynamic and responsive to the students' current needs and interests each school year are created and implemented. At all grade levels, lessons on conflict resolution, friendships, identity development, empathy, equity and inclusivity, and other relevant topics are provided.

In alignment with state law and Bridges anti-discrimination and harassment policies, the nine legally protected classes are included in the topics and discussions that arise during SEL lessons. Terms are broadly explained and defined using accurate and age appropriate definitions. The intention is to provide safe space for students to share their personal experiences and as a group reflect on how we are an inclusive community. Students are reminded that all families may have varying beliefs about each category and that our expectation as a school community is to treat each other with kindness and respect; that all students are entitled to a safe learning environment. The SEL lessons bring the content of this handbook to life as it pertains to their everyday life and experiences.

These types of specific lessons are also considered discipline prevention - a first line of intervention. As is noted in our charter and mission statement, social emotional development and learning is embedded into every aspect of our program. All school SEL lessons align with our overall school mission and are therefore offered to all students.

In alignment with our state [social emotional guidelines](#), the following SEL competencies guide our work within the school community:

- a) Self Management
 - (1) Managing Emotions & behavior to achieve one's goals
- b) Self-Awareness

- (1) Recognizing one's emotions & values, as well as one's strengths & challenges
- c) Responsible Decision Making
 - (1) Making ethical constructive choices about personal and social behavior
- d) Relationship Skills
 - (1) Forming positive relationships, working in teams, dealing effectively with conflict
- e) Social Awareness
 - (1) Showing understanding & empathy for other

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 available mental health resources in the community, contact Ventura County Behavioral Health at 866- 998-2243. Additional resources can be found on our website at:

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

GENERAL SCHOOL RULES

Community Norms

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 7:50 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
- Engage in discriminatory language and/or gestures, nor share discriminatory images that harass, threaten, or intimidate another student or staff creating an intimidating or hostile educational environment

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.

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/expression, 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.

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 students 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.

In order to ensure the safety of all students on field trips, the following agreement is shared and discussed with students in their classes. The agreement outlines student behavioral expectations prior to (student eligibility to attend the field trip) and during the field trip:

Field Trip Behavior Agreement

I understand that in order to attend off campus field trips and special activities, I must meet the requirements set forth in the contract. I understand if my behavior prior to the trip presents a safety concern, the administration may make a decision that I may not attend a planned field trip or activity.

During my time at these events:

- I will be respectful in my words and actions to all adults and peers.
- I will be responsible and stay with the assigned group and in designated areas.
- I will follow the directions of the adults/chaperones/guides.
- If a conflict situation arises, I will seek an adult for assistance.
- I understand that all school rules apply including the school policy on the use of electronic devices. Special rules may apply per facility.

I understand that if I do not follow these expectations, I may not be able to continue in the activity and may not be able to attend future special field trips.

Additionally, within any 3 week window of the planned field trip or special activity, I understand that the following criteria must be met to be eligible to attend these events:

- No conduct/discipline referrals
- No in school suspensions
- No out of school suspensions

Any students not attending the event or field trip will be offered an alternative program/assignment and will be expected to attend school.

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)

Parents regularly volunteering on field trips must have the following:

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

BRIDGES SIBLINGS ON A FIELD TRIP -

On occasion a classroom teacher may open a field trip to siblings enrolled at Bridges. In order for a student enrolled in Bridges to attend a field trip with their sibling, first the teacher of record must extend the invitation. Second, the student must obtain a permission slip from the teacher of record and then seek permission from their classroom teacher to attend. Approval will be based on factors to include if the student is missing any major assignment in their own class and if it can be made up, if they are meeting grade level standards, and their current attendance record. If approved, their permission slip must be turned in no later than 72 hours in advance to the teacher of record or to the front office to be cleared to attend.

SAFETY PROCEDURES POLICIES REQUESTS

TRAFFIC SAFETY

Safety for all students is a priority 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 during hours of drop off and pick up. THIS BLOCKS

TRAFFIC

- 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. Please be courteous of neighboring families. YOU MAY BE TICKETED.
- PLEASE use caution when entering/exiting the parking lot during the pick-up or drop-off times. IF you enter with a LEFT turn **yield** to the entering traffic. When exiting, please watch carefully for students in the crosswalk and any ongoing traffic.
- **The parking lot is reserved for faculty and staff only.** Please do NOT park in a reserved parking space. YOU WILL BE ASKED TO MOVE YOUR CAR IMMEDIATELY IF PARKED IN A RESERVED SPOT.
- 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 and you are following all state and city laws accordingly.
- Follow directions of all Bridges employees directing traffic.
- All adults and visitors are expected to use appropriate language and tone on campus when interacting with staff and students. Speaking in an aggressive hostile tone or with profanity creates a hostile environment. We ask that any concerns be directed to the administration.
- There are two gates on our campus. The gates will be closed and secured once the school day begins and opened at the end of the day unless we have a special event or activity on campus during the day. Please plan to enter at the front office once the gates are secured with an ID.
- Parents of TK, kindergarten or homeschool students that are interested must park in neighborhood streets in order to walk their students to their classrooms. 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 students who need more careful supervision immediately after school. Registration details are available in the front office.

Surveillance

BRIDGES Board of Directors and Administration is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. We have identified appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded. Recordings may be used in disciplinary proceedings, matters captured by the camera may be referred to local law enforcement, as appropriate. Students and staff shall not tamper or interfere with surveillance equipment and those that do may be subject to disciplinary measures. In regards to student records, recorded images of an identifiable student that are not maintained by the school will not be considered student records. To the extent that any image from the school's surveillance system creates a student record, the administration or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, any Board policy and/or administrative regulation in place. The current lifecycle for recordings is 30 days.

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.

"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 read and acknowledge 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.

****Should staff decide to check out devices to students for school use both student and parent/guardian accept financial responsibility as listed above for any damages and/or repairs necessary due to any damage or loss while in the students possession.**

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 TM 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 sight during the school day.
- Watches connected to any cellular or internet data must be in “school time” 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

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.
8. Direct communication with parents about a child's schoolwork is the responsibility of the school's professional staff.
9. 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
10. . A volunteer speaks constructively of all professional staff but should report difficulties involving the welfare of students or school to the Administration Team.
 11. 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.
 12. A volunteer is to serve in a capacity that is helpful to the classroom teacher and community. We recognize many parents and volunteers may have creative ideas and suggestions on how to improve the learning environment for our students. However, we ask that you please respect our classroom teachers and staff on campus as the professionals leading the classroom as well as our office staff and defer to their best judgment when volunteering on campus.
 13. 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.
 14. 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/Raptor in 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 and 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.

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.

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

9. 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.
10. Parents who urgently need to speak to their child during instructional time must report to the office.
11. 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.
12. Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
13. 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.
14. Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
15. 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.
16. 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 depend 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 hours 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 year 2024-2025. 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.

Classroom Treats and Parties

Each class will be limited to celebrations that involve food during the school day to no more than one party per class per month. Each party must meet the school's nutrition standards for foods and beverages. The school will disseminate a list of healthy party ideas to parents and teachers. To be in compliance with the County Department of Health and FDA, food items must be prepackaged with ingredients and nutritional value on wrapper, except for fresh fruit or vegetables which are always welcome. A food item should not have more than 35% of its calories from fat (excluding nuts, seeds, peanut butter and other nut butters). WE ARE A NUT FREE CAMPUS SO ANY ITEMS SENT FOR A CLASS PARTY/CELEBRATION MUST BE INLINE WITH THIS POLICY. NO MORE THAN 10% of its calories from saturated fats. A food item will have no more than 35% of its weight from added sugars. We encourage non-food items as options for 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) provided 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

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. 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

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

☐ 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 non nutritive 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.
- Acceptable Behaviors
 - 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

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 and Annual Notifications

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

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/expression, 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.

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 parents 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

Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. For an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205. It is the responsibility of the parent/guardian to notify the school office of any absences or tardies in written or verbal form within the timeframe prescribed by the school. Written notes should include the student's name, date(s) of absence, reason for absence, and parent's/guardian's signature and daytime contact number. A doctor's note may be requested by the site administrator or designee when a student has had more than 14 absences in the school year due to illness. Absences not cleared will remain unverified.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (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, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, 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 of the school district.
- (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.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12)
 - (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B)
 - (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13)
 - (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency.
 - (ii) To access grief support services.
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
 - (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
- (14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (A) 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 therefor. 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.
 - (B) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.
 - (C) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (D) For purposes of this section, the following definitions apply:
 - v. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - vi. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.

- vii. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- viii. “Victim services organization or agency” has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

Additionally, a student, with written parent consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at their place of worship or other suitable place away from school property designated by the religious group, church, or denomination. The student must attend school at least the minimum school day and cannot be excused from school for such purpose on more than four days per school month. It is important for parents and students to understand that writing a note verifying an absence or a tardy does not excuse an absence. Absences are excused only if they meet the criteria listed under EC 48205. Absences that are not excused are marked unexcused in the student’s records.

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*

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 by English learners in California. Documents are posted on the CDE website at: <http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp>.

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.

Cancer Prevention Act: (EC § 48980.4

The parents and guardians of pupils admitted or advancing to the sixth grade level are hereby notified that the State of California advises that pupils adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the Federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary and middle school (EC § 48980.4

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, Chief Human Resources Officer, at 5189 Verdugo Way, Camarillo, CA 93012 or at (805) 383-1910 or 805-383-9311

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 spells 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 files 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.

Type II Diabetes - (EC § 49452.7)

Info for parents/ guardians of incoming 7th grade students: The District shall provide an information sheet, which include, but not limited to: a description of Type II Diabetes, a description of the risk factors and warning signs associated with Type II Diabetes, a recommendation that pupils displaying or possibly suffering from risk factors or warning signs associated with Type II Diabetes should be screened for Type II Diabetes, a description of treatments and prevention methods of Type II Diabetes, a description of the different types of diabetes screening tests available. <https://bridgescharter.org/current-families/health-and-wellness-and-community-resources/>

Type I Diabetes - (EC § 49452.6).

Info for parents/ guardians of elementary grade students: The District shall provide an information sheet, which include, but not limited to: a description of Type I Diabetes, a description of the risk factors and warning signs associated with Type I Diabetes, a recommendation regarding those pupils displaying warning signs associated with type 1 diabetes that the parents or guardians of those pupils should immediately consult with the pupil's primary care provider to determine if immediate screening- for type 1 diabetes is appropriate. A description of the screening process for type 1 diabetes and the implications of test results. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist (EC § 49452.6). <https://bridgescharter.org/current-families/health-and-wellness-and-community-resources/>

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.

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*

See Chronic Absenteeism

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:

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.

1. 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.

2. 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.

3. 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.).
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent is available.

https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf (example plan)

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 Michelle Morgan michelle.morgan@bridgescharter.org have been designated as the foster care and homeless educational liaisons for the Bridges Charter School.

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
 - 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.

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 a locked container in a locked trunk of vehicle. Peacekeepers, military, and armored vehicle guards engaged in job duties are also defined and exempt.

Firearms Safety - Safe Gun Storage- EC 48986 *et seq.*

The purpose of this notice is to inform and to remind parents and legal guardians of all students at Bridges Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home.

Guns are now the leading cause of death for minors in the country. Virtually every day, children are shot and injured, or sometimes killed, by firearms improperly stored. About 75 percent of shootings at schools are due to minors having access to guns at home. Over 80 percent of teens who commit suicide with a gun used one that belonged to someone in their home. Gun ownership is a right in the US, and it comes with substantial responsibilities. It is a crime to store a loaded firearm where a child might gain access to that firearm. Information about gun safety and the safe storage of firearms can be found at:

<https://oag.ca.gov/firearms/tips>. [EC 48986, 49392; PC 25100]

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 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> for information.

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 medication 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 a 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
Director of
Daily Operations
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 Art
- 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) 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.

- (f) Committed or attempted to commit robbery or extortion.
- (g) Caused or attempted to cause damage to school property or private property.
- (h) Stole or attempted to steal school property or private property.
- (i) 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.
- (j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (l) (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.
- (m) Knowingly received stolen school property or private property.
- (n) 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.
- (o) 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.
- (p) 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.
- (q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- (r) 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.
- (s) 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:
 - (I) 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 other than 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: [BP 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,
Director of Daily Operations
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.

Synthetic Drugs - (EC § 48985.5)

The school shall inform the parents or guardians of each enrolled pupil about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl. Parents or guardians shall also be informed of the possibility that dangerous synthetic drugs can be found in counterfeit pills. The

information shall be annually provided to parents or guardians at the beginning of the first semester or quarter of the regular school term. The information may be provided to parents or guardians pursuant to Section 48980. If the District maintains an internet website, the District shall post the information on their internet website and shall ensure that each individual school within the District maintains an individual internet website and also posts the information on that school's internet website.

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 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, Director of Daily Operations, 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.

Middle School - HPV Immunization EC § 48980.

The parents and guardians of pupils admitted or advancing to the sixth grade level are hereby notified that the State of California advises that pupils adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the Federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary and middle school

Coversheet

ExEd Contract

Section:	VII. Business and Operations
Item:	G. ExEd Contract
Purpose:	Discuss
Submitted by:	
Related Material:	Bridges Charter - ExED Agreement 24-25.pdf

EXCELLENT EDUCATION DEVELOPMENT MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This Management and Accounting Services Agreement (the “Agreement”) is entered into as of the 31st day of December 2024 (the “Effective Date”) by Bridges Charter School, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development, a California nonprofit public benefit corporation (“ExED”), with reference to the following facts:

BACKGROUND

ExED is a non-profit organization that exists to advance the purpose of giving every child access to an excellent public education that opens the doors to opportunity and provides a pathway out of poverty for those in need.

ExED will support Client with an articulated suite of services (defined as the “Services below”) at a fixed monthly price to fulfill Client’s need for the financial expertise, skills and integrity required to operate at the highest level.

In furtherance of Client’s long-term financial and organizational initiatives, ExED may make additional services available based upon the periodic or specific needs of Client and in accordance with an agreed upon fee for such additional services.

ExED is driven to help Client create efficiencies and implement sound business practices that will allow Client’s leadership to direct more of their time and energy to the classroom.

ExED’s expectation is that Client will observe the highest standards in its governance and management, and that it will dedicate itself to delivering a high-quality education to its students.

ExED believes in sustained collaboration on Client’s work and has structured this management agreement to provide services for period that is longer than a single school year. During the initial school year covered by this Agreement, ExED will begin providing Client with services as of the Effective Date. Subsequently, this Agreement will renew and extend for one-year periods, beginning next year, as described in more detail below. This structure allows ExED to attend to financial matters such as closing financial statements and audits that occur in subsequent school or fiscal years, and to prepare budgets for use in forthcoming years. This structure also offers consistency and predictability to ExED and Client and their respective staffs and governing boards.

Now therefore, in consideration of the premises, and of the mutual covenants and conditions contained herein, Client and ExED agree as follows:

1. DEFINITIONS.

The following terms will have the meanings ascribed to them herein:

- a. “ADA” means the average daily attendance, reported as required by the California Department of Education, which must be filed by the Client with the State of California in accordance with applicable laws and regulations.
- b. “Additional Services” means any supplemental services to be provided by ExED at request of Client. If Additional Services are part of this Agreement, they are described in a Schedule entitled “Additional Services Scope of Work to be Performed by ExED” and attached hereto. Additional Services supplement the Basic Services provided by ExED under this Agreement.
- c. “Affiliate” means nonprofit corporations or limited liability companies that are controlled by or under common control with Client. In this Agreement, the following corporation(s) or limited liability companies are Affiliates of Client: Not Applicable.
- d. “Auditor” means an independent certified public accountant selected by Client to prepare annual audited financial statements for Client, as required by California Education Code 41020.
- e. “Basic Services” means the services provided by ExED as selected by Client and described in Schedule A.
- f. “Board” means the governing body of the Client.
- g. “Budget” means the current and future budgets of the Client prepared by ExED in coordination with the Client as described in this Agreement and adopted by the Board.
- h. “California Department of Education” means The California Department of Education, which is the governmental agency within the State of California that oversees public education.
- i. “Categorical Funding Applications” means State funding programs for which the Client may be eligible and apply for and not included within the Local Control Funding Formula (LCFF).
- j. “Chartering Authority” means the local school district or county office of education or state board of education that has issued a charter to Client to operate a School.
- k. “Client Administrator” means one or more Client staff or Board member(s) in leadership positions authorized to work with ExED with respect to the services outlined in this Agreement. Unless otherwise notified in writing, the Client Administrator herein shall be (i) the chief executive officer, executive director or equivalent, (ii) the presiding officer of the Board, and (iii) the principal or head of school for matters pertaining to any specific School operated by Client.
- l. “Confidential Information” means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without limitation, information acquired from a student information systems used to

maintain individual-level data (including student demographics, course data, discipline, assessments, staff demographics, staff assignments), financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of Client and ExED under this Agreement.

Confidential Information does not include information that: (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party, or through any violation of law or contract becomes generally known or available; (b) is known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.

- m. “Effective Date Year” means the calendar year in which the Effective Date occurs.
- n. “Fiscal Year” means the accounting period between July 1 and June 30.
- o. “myExED Portal” means the ExED client portal (myexed.org) and the associated applications made available to select Client staff via this website.
- p. “Notice of Non-Renewal” means written notice from Client, substantially in the form attached hereto as Exhibit 2, delivered to ExED no later than 60 days from delivery by ExED of a Notice of Terms Supplement, that Client will not be renewing ExED’s Services under this Agreement for the coming Fiscal Year.
- q. “Notice of Terms Supplement” means written notice from ExED, substantially in the form attached hereto as Exhibit 1, and delivered to Client each year following the Effective Date Year.
- r. “P-1/P-2/P-3/Annual” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.
- s. “Payroll Provider” means the third-party human capital management software provider (e.g., Paychex or Paycom) that Client has contracted with to provide payroll processing and other human resource services.
- t. “Proprietary Property of ExED” means all right, title and interest in and to the materials and systems developed and used by ExED in the performance of the Agreement including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by ExED in the furtherance of its operations and in performance of its obligations under this Agreement.

Proprietary Property also includes ExED work product, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts and summaries thereof that do not contain or embody Client's Confidential Information. Proprietary Property includes "ExED Core Business Components," defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to ExED's primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody Client's Confidential Information. Proprietary Property also includes "ExED Knowledge Capital," which means ExED materials existing prior to commencement of the Agreement, or developed outside the scope of the Agreement, that are proprietary to ExED, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and modifications are developed as part of the Agreement.

- u. "School" means each charter school that Client has been authorized to operate by a Chartering Authority, which is actually operated by Client and included in the scope of the Services described herein.
- v. "Standard Financial Reports" means the financial reports prepared by ExED for Client Administrators or the Board. See Schedule A for a list of reports included.
- w. "State Budget" means the current budget of the State of California as approved and signed by the Governor of the State of California for the current Fiscal Year.
- x. "Term" means the period of time during which this Agreement is in effect between the parties, which shall commence as of the Effective Date (or, if the Client and ExED have an existing service agreement in effect on Effective Date, the date immediately after the expiration of such existing service agreement), and terminated upon receipt by ExED of the Client's Notice of Non-Renewal, unless and until earlier terminated in accordance with the terms and conditions hereof, and subject to any provisions which, by their express terms, survive expiration or termination of the Agreement.

2. THE SERVICES

- a. Basic Services. During the Term of this Agreement, ExED will provide Client with the Basic Services described on Schedule A. ExED shall provide Client a non-exclusive, non-assignable license to use the Proprietary Property of ExED solely for Client operations, at no additional cost, during the Term of this Agreement. Client specifically acknowledges that the Services do not include any services not specifically included on Schedule A (or additional schedules which outline Additional Services), including without limitation, those services expressly listed as Exclusions therein.
- b. Additional Services. Client may request ExED to provide additional Services. If ExED agrees to provide Additional Services, the Additional Services will be described in detail in a separate Schedule to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Services will be adjusted as described in the separate schedule.
- c. Prior Term Services. Client may request ExED to provide services pertaining to a period prior to the Term of the Agreement or to prior Fiscal Years under Agreement (which request (i) is made to ExED after May 15th following the applicable Fiscal Year end, and (ii) not the result of ExED's default in the provision of such Services) ("Retroactive Services"). If ExED agrees to provide Retroactive Services, the services will be described in a separate schedule to be added to this Agreement as Schedule B and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Retroactive Services will be adjusted as described in that Schedule. For purposes of this Agreement, Retroactive Services shall be deemed to be Additional Services.
- d. Services to Affiliates. ExED does not provide any services to Affiliates of Client under this Agreement. Client shall cause its Affiliates to engage ExED for a separate scope of services or shall manage the financial affairs of its Affiliates without ExED assistance. If ExED has been engaged by one or more Affiliates to provide services, and Client has been designated to pay for such services (in lieu of paying higher rent, otherwise required for the Affiliate to pay directly, for example), Client agrees that ExED fees for such services will be billed to and due from Client. This direct billing and payment arrangement will be described in a separate agreement between ExED, the Client and the Affiliate, or, at ExED's election, a separate schedule to be added to this Agreement and signed by authorized representatives of both parties. Any termination or modification (including, without limitation through a Notice of Non-Renewal or Notices of Terms Supplements, respectively) applicable to this Agreement shall also apply to the rendering of services to such Client affiliate, unless the Client affiliate services are set forth in a separate agreement.

3. PAYMENT AND TERMS

- a. Fees and Charges. In addition to any other fees set forth herein, during the Term of this Agreement, Client will pay ExED for the Basic Services as outlined below.

Service	2024-25 Annual	2024-25 Monthly	2024-25 Fee Schedule	2025-26 Fee Schedule	2026-27 Fee Schedule	Comments
Fee Calendar		Effective Date - June 30, 2025		July 1, 2025 - June 30, 2026	July 1, 2026 - June 30, 2027	
School Finance & Accounting	\$ 87,500.00	\$ 7,291.67	1.75% of total revenue assuming BCS total revenue of \$5.0 million	1.75% of total revenue	1.75% of total revenue	Based on the total revenue in the board-approved budget.
Payroll Processing & Retirement Reporting	\$ 9,600.00	\$ 800.00	Fee equivalent to \$20.00 per employee per month assuming 40 employees	\$20.50 per employee per month.	\$21.00 per employee per month.	Based on the number of employees assumed in the board-approved budget.
Data Management - Attendance Reporting	\$ 2,940.00	\$ 245.00	\$7.00 per student assuming 420 students	\$7.20 per student	\$7.40 per student	Based on the enrollment (P-2) assumed in the board-approved budget.
Data Management - Nutrition Reporting	\$ 2,100.00	\$ 175.00	\$5.00 per student assuming 420 students	\$5.15 per student	\$5.30 per student	Based on the enrollment (P-2) assumed in the board-approved budget.
Total	\$ 102,140.00	\$ 8,511.67				

- b. The annual fees for fiscal years 2025-26 and 2026-27 will be determined based on the board-approved budget, and ExED will communicate the fees via a Notice of Terms Supplement.
- c. Client will reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the Basic Services as provided for in Schedule A. These out-of-pocket expenses will not exceed \$150 per month without prior, written authorization from the Client.
- d. One-Time Fee. Not applicable.
- e. Invoicing. ExED will invoice Client monthly for services.
- f. Payment Terms. Payment is due thirty (30) days from the date of delivery of the monthly invoice.
- g. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of delivery of the monthly invoice, ExED reserves the right to suspend part or all of its performance of duties under this Agreement, including the rendering of Services, until all amounts for Services that are due and payable are paid in full. In the event Client disputes all or any portion of the invoice that is due, Client shall notify ExED in writing within 20 days of receipt of the invoice and initiate the dispute resolution process under Section 10 hereof, but shall pay the invoice in full, pending the outcome of such process.
- h. Taxes. Except as expressly stated in this Agreement, ExED and Client are responsible for any and all taxes on their respective incomes, and for payment

and withholding of all applicable taxes, including but not limited to income, property and sales taxes.

- i. Late Payments. Payments made after the 30-day period set forth in Section 3.c. are subject to a late payment penalty equal to a monthly rate of 1%, not to exceed the maximum allowed under applicable law.
- j. Notice of Terms Supplement. The prices and related charges for the Services are subject to change each year, beginning June 30th of the year following the Effective Date Year. ExED shall deliver a Notice of Terms Supplement each year following the Effective Date Year, which Notice of Terms Supplement shall be in the form as attached hereto as Exhibit 1, and shall detail any applicable changes in Service prices, and related costs, including without limitation, with respect to expense reimbursements, and any other amendments, changes, or supplements to the terms and conditions of this Agreement. If Client determines not to renew ExED's Services under this Agreement, it shall timely deliver a Notice of Non-Renewal no later than 60 days from delivery by ExED of a Notice of Terms Supplement. Failure by Client to timely deliver a Notice of Non-Renewal shall be deemed to be Client's agreement to renewal of this Agreement, as modified by the terms and conditions contained in the Notice Terms Supplement. In consideration of the Service fees set forth in Section 3(a), which Service fees ExED agrees to maintain (and not change via a Notice of Terms Supplement) until June 30th of the third year following the Effective Date Year, notwithstanding anything to the contrary set forth herein, Client hereby waives its right to issue a Notice of Non-Renewal until after receipt of the Notice of Terms Supplement issued hereunder in connection with the renewal of the Agreement on June 30th of the third year following the Effective Date Year. For the avoidance of doubt, (i) ExED will not change its Service fees hereunder prior to June 30th of the third year following the Effective Date Year, but reserves the right to modify non-Service fee related terms and conditions through a Notice of Terms Supplement (including, without limitation, out-of-pocket expenses for which ExED may be reimbursed without prior Client approval, rush check fees, and late payroll information fees) (ii) ExED reserves the right to charge additional fees for any Additional Services the Client and ExED determine to add to this Agreement, in accordance with Section 2(b) above.

4. RELATIONSHIP OF THE PARTIES

- a. Independent Contractors. ExED and Client are independent contractors. No representations or assertions shall be made, nor actions taken by either party that would create any joint venture, partnership, employment, fiduciary, or trust relationship between the parties with respect to the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or a Schedule attached hereto, neither party has any authority or power to act as an agent of the other, or to enter into any agreement, contract or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.

- b. No Benefits. No ExED employee is eligible to participate in any benefits programs offered by Client to its employees, nor in any pension plans, insurance plans or other similar plans offered by Client to its employees.
- c. Employees. Each party will exercise day-to-day control over and supervision of their respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline and discharge. All work assignments, instruction, scheduling, staffing and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.
- d. Subcontractors. ExED reserves the right to subcontract with other individuals and businesses for the Services. ExED will be responsible for its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by its subcontractors, if any. All subcontractors, if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting Client Confidential Information.

5. THE CLIENT'S OBLIGATIONS.

- a. Authorized Personnel. The Client Administrator(s) identified herein are authorized to work with ExED and authorize their staff to work with ExED with respect to the services outlined in this Agreement.
- b. Alternative Contacts. The Board may also identify, in writing to ExED, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues; as well as an alternate contact in the event the Client Administrator cannot or should not serve as the Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the Board shall have such authority.
- c. Financial Records and Audit.
 - (i) The Client will maintain customary and reasonably correct, complete and accurate records and other supporting information which will enable ExED to render the Services hereunder. The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by ExED and provided to Client. If Client submits required supporting documentation after monthly close deadline, ExED cannot guarantee on-time submission of financial reports for Client management review and/or Client board meetings.
 - (ii) The Client will obtain an annual audit of its books and records at the end of each Fiscal Year from a state-approved Auditor and immediately provide ExED with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs ExED to work with Client's Auditor on any matter or issue pertinent

to the Services and will confirm such authorization upon request by ExED.

- (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from the Chartering Authority, any governmental investigating or funding authority or Client's Auditor, to the extent required by law, including exceptions noted in any independent accountant's report, in each case, to the extent required by law and to effectively render the Services.

d. Coordination and Cooperation. Client will cause the Client Administrator(s) and other authorized staff members to work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of ExED for information or documents from the Client.

- (i) Client covenants to assist ExED in reconciling outstanding invoices, and to provide ExED with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by ExED.
- (ii) Client staff with access to the myExED Portal will take reasonable steps to maintain the confidentiality of their myExED login credentials. Client staff will notify ExED in writing if the confidentiality of their myExED login credentials has been compromised.
- (iii) Client staff will take reasonable steps to ensure the security of the devices used to access the myExED Portal and will use their best effort to notify ExED in writing if the security of a device has been compromised.
- (iv) Client staff will only use the myExED Portal for work-related activities.

e. Payroll. Client will provide all necessary and proper data to ExED for payroll processing and retirement reporting, if applicable.

- (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client Site.
- (ii) If necessary, Client will use, and purchase if necessary to use, commercially reasonable time clocks for timekeeping purposes.
- (iii) Client will sign, or has signed, a service agreement with Payroll Provider for the necessary services so that ExED can process payroll using the Payroll Provider service.
- (iv) Payroll Provider will file Client's annual forms W-2/W-3.
- (v) Payroll Provider will file the Federal, State Withholding, and State Disability taxes and tax returns, quarterly and annual, associated with payrolls processed through Payroll Provider's system. If necessary,

Payroll Provider may request ExED to file the tax returns it cannot do so.

- (vi) Client will be responsible for all fees and charges assessed by Payroll Provider.
- (vii) Client will submit all necessary payroll and time and attendance data within the Payroll Provider's software.
- (viii) Client will be responsible for maintaining employee information, not related to payroll processing, within the Payroll Provider's software.
- (ix) Client will be responsible for working with Payroll Provider to setup and track any payroll accruals (e.g., vacation, sick, etc.). ExED should be informed of these requests and will assist where possible with this setup.
- (x) Client will approve all final check calculations. ExED will follow the California Labor Code when calculating an employee's final check unless directed by the Client to follow the calculation method commonly used by school districts.
- (xi) Client is responsible for complying with the retirement enrollment and reporting rules for the retirement program(s) in which the Client participates (e.g., CalSTRS, CalPERS) and is responsible for communicating to ExED the following information (it being acknowledged and understood that Client's failure to timely provide the following information completely and accurately to ExED may impact ExED's ability to timely and accurately perform retirement program reporting, classification and other retirement program-related Services hereunder):
 - (1) A determination of which retirement system a job should be reported to, based on job description and applicable education code(s)
 - (2) Staff job classification and applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools
 - (3) Staff eligibility of enrollment into an applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools
 - (4) Details of time worked, pay rates and wages earned, as necessary for retirement reporting per the rules of the respective retirement program(s)
- (xii) Client is responsible for providing ExED with accurate health and welfare deductions for each Client employee.

- f. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.
 - (i) Client is responsible for taking daily attendance records compliant with the California Education Code. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.
- g. Grant and Funding Requirements. Client covenants to comply with all material grant and funding requirements, as the same may impact the rendering of ExED's Services hereunder, including record keeping, reporting, management and financial controls and policies and procedures.
 - (i) Client to prepare Semiannual Certifications and/or Personnel Activity Reports to account for wages paid for with federal funds.
- h. Chartering Authority Requirements. Client covenants to comply with all material requirements, as the same may impact the rendering of ExED's Services hereunder, including policies and procedures of the Chartering Authority to the extent applicable to the Client.
- i. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to human resources, payroll administration, internal financial controls, accounts payable and other disbursements and, if applicable, competitive bid procedures for vendors.
- j. Insurance. Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. ExED shall be entitled to request and receive evidence of such coverage.
- k. Notice and Information. Client covenants that it will provide ExED with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by the Chartering Authority or any other governmental authority, to the extent permitted by law. Client will promptly provide ExED with copies of every report or notice provided to the Chartering Authority or any other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.
- l. Designation of ExED. Client hereby designates employees and subcontractors of ExED whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.
- m. Protection of Proprietary Property of ExED. Client shall maintain the confidentiality of all Proprietary Property of ExED and shall not divulge such information to any third parties both during the Term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. Client shall take

reasonable precautions against disclosure of any Proprietary Property of ExED to any unauthorized person by any of its officers, directors, employees or agents. Client shall not directly or indirectly, without the express prior written permission of ExED, use the Proprietary Property of ExED for any purpose except to the limited extent necessary for the conduct of its operations in accordance with this Agreement. Upon termination of this Agreement for any reason, Client shall cease all use of Proprietary Property of ExED and discard and destroy any tangible portion of the Proprietary Property in its possession or control.

- n. Integrity and Financial Responsibility. Client will act in good faith and alert the management of ExED to any fraudulent activity which is reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that ExED's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.

6. REPRESENTATIONS AND WARRANTIES OF CLIENT

- a. Organization of Client. Client is a California nonprofit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization which has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as they are now being conducted.
- b. Corporate Power and Authorization. Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by Client have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by Client and constitutes the valid and legally binding obligation of Client enforceable in accordance with its terms and conditions. Client need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.
- c. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which Client is subject or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which Client is a party or by which it is bound or to which any of its assets is subject.

- d. **No Litigation.** Other than as disclosed to ExED, there are no pending or threatened legal actions, arbitrations or other proceedings against Client, nor are there any pending or threatened proceedings as to unpaid or disputed tax liabilities of Client which may adversely impact its operations or ability to perform its obligations under this Agreement.

7. REPRESENTATIONS AND WARRANTIES OF ExED

- a. Corporate Power and Authorization. ExED has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by ExED have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by ExED and constitutes the valid and legally binding obligation of ExED enforceable in accordance with its terms and conditions. ExED need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.
- b. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which ExED is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which ExED is a party or by which it is bound or to which any of its assets is subject.
- c. Insurance. ExED will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to the Services being rendered under this Agreement.
- d. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with Client's obligations hereunder, ExED may become aware of instances of non-compliance by Client with its own policies, procedures or other obligations described in Section 5 of this Agreement. ExED may bring such failures to the attention of the Client Administrator or chief executive officer or the presiding officer of the Board, but shall have no obligation to do so, unless the failure directly and materially affects ExED's ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.
- e. Confidentiality. ExED shall use commercially reasonable efforts to keep all Confidential Information made available to it under this Agreement confidential to the extent required by law; provided that nothing herein shall be

construed as restricting ExED in performing the Services, which require routine disclosure of such information to Auditors, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by ExED, its employees and subcontractors as follows:

- (i) Except as set forth in (vi) below, ExED shall not use the Confidential Information disclosed by the Client pursuant to this Agreement for any purpose other than carrying out its obligations under this Agreement.
- (ii) ExED and any ExED subcontractors granted access to Client Confidential Information, will take reasonable steps to maintain the confidentiality of Client's Confidential Information and will notify Client if the confidentiality has been compromised.
- (iii) ExED and any ExED subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access Client Information and will use their best effort to notify Client if the security of a device has been compromised.
- (iv) ExED shall maintain reasonable security measures to safeguard the Confidential Information.
- (v) ExED may, but shall not be required to, destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by ExED, upon termination of this Agreement, ExED shall provide copies to Client at Client's expense. ExED shall require its employees and subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.
- (vi) Notwithstanding the foregoing, ExED shall have the right to use Client Confidential Information in a non-identifiable way, as part of its overall database of information about public charter schools. For example, Client salaries may be included in overall information ExED compiles, and provides to Client, about the range of salaries offered by similar schools.

- f. Limited Services Warranty. ExED represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

8. INDEMNITIES, DISCLAIMERS AND LIMITATION OF LIABILITY.

- a. Subject to the terms of Section 8(d) below, Client and ExED agree to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions

in violation of the terms of this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

b. Disclaimer of all Other Warranties.

THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY MADE IN SECTION 7 OF THIS AGREEMENT. ExED DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, OR ANY THIRD-PARTY SOFTWARE OR HARDWARE USED IN CONNECTION THEREWITH, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

c. Limited Remedy. Client's exclusive remedy for a default in the provision of Services hereunder is to (i) provide written notice detailing the default to ExED and, following review and a determination of fault by ExED, to have ExED perform or reperform the applicable Service at ExED's expense, and/or (ii) to terminate this Agreement in accordance with Section 9(b) below.

d. Limitation of Liability.

EVEN IF ExED CANNOT OR DOES NOT PERFORM OR RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES') TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION AT LAW OR IN EQUITY SHALL NOT EXCEED ExED'S TOTAL AGGREGATE FEES ACTUALLY PAID FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT DURING THE PRIOR 12 MONTH PERIOD ENDING ON THE DATE THE CLAIM GIVING RISE TO SUCH LIABILITY IS MADE HEREUNDER. IN NO EVENT SHALL ExED BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO ExED. NO DIRECTOR, OFFICER OR EMPLOYEE OF ExED SHALL BE LIABLE TO CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF ExED, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF ExED, OR THE THEORY OF LIABILITY ASSERTED AGAINST ExED OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF ExED, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.

- e. Allocation of Risk. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any default in Services, as between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of such risk.
- f. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.
- g. Survival. The terms of this Section 8 shall survive the expiration or earlier termination of the Agreement.

9. TERM, EXPIRATION AND EARLY TERMINATION.

- a. The Term. This Agreement shall continue in full force and effect during the Term. The Term of this Agreement shall renew and extend automatically for one year, on June 30th of the year following the Effective Date Year, and on each year anniversary thereafter, unless Client duly delivers a Notice of Non-Renewal to ExED. Notice of Non-Renewals delivered after 60 days from delivery by ExED of a Notice of Terms Supplement shall be deemed to be a termination for convenience on the part of Client under Section 9(d) below.
- b. Termination for Uncured Breach. If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty days from receipt of notice unless the defaulting party cures such default within said thirty-day period.
- c. Insolvency. In the event that either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.
- d. Termination for Convenience. Either party may terminate this Agreement upon 30 days written notice to the other party, without cause. During the notice period, the parties shall cooperate to wind up and complete the pending Service work for the current month and payment for Services hereunder shall be made through the end of the month in which termination occurs. After a termination of this Agreement for convenience, the Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.
- e. Immediate Termination for Cause. ExED may immediately terminate this Agreement in the event it determines that (i) it cannot provide the Services in a timely or professional manner, due to the actions or inaction of the Client with respect to financial controls, management or operations, or (ii) Client has

engaged or been accused of engaging in material misconduct inconsistent with ExED's mission or nonprofit purpose; in such event, ExED will cooperate with Client to transition its duties to Client personnel or another vendor and ExED shall be entitled to payment of its fees and reimbursable expenses for each month ExED is involved with such transition of duties.

- f. Non-Renewal. If Client timely delivers a Notice of Non-Renewal to ExED ending the Term of this Agreement, ExED shall be entitled to a close out fee equal to two month's fees for completion of any financial reporting Services pertaining to the last Fiscal Year covered by this Agreement. After this time, Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.
- g. Other Rights. Subject to the terms of Section 8(c), (i) the rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative, and (ii) the exercise of any right or remedy under this Section 9 does not preclude the exercise of any other right or remedy.
- h. Proration of Service Fees Upon Termination. If this Agreement is terminated early, as provided for above in Section 9(b)-9(e), in addition to any fees and other amounts due and owing to ExED as may be set forth in each such Section, ExED's Service fees and expense reimbursements shall prorated to the date of such termination, and ExED shall have the right to payment for all Services rendered and reimbursable expenses incurred up to the date of termination of this Agreement.

10. DISPUTE RESOLUTION.

Any dispute, controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 10.

- a. Resolution Sequence. The claiming party with respect to the Dispute shall provide written notice of the Dispute to the non-claiming party, with reasonable detail regarding the claiming party's position and supporting facts. The parties shall have their chief executive officers meet and confer in good faith, in person if reasonably possible, within thirty (30) days of receipt such written notice regarding the Dispute, in an effort to resolve the Dispute in a mutually acceptable manner. If the Dispute cannot be settled by good faith negotiation between the chief executive officers of the parties, ExED and Client will submit the Dispute to the judicial reference process pursuant to California Code of Civil Procedure Section 688, et seq. Any Dispute brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Section 10, in lieu of the jury trial waivers otherwise provided for in this Agreement.

- b. Referee Qualifications. The referee shall be a retired California state court judge, or an attorney licensed to practice law in the State of California with at least ten (10) years' experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all parties.
- c. Referee Selection. If the parties are unable to agree upon a referee within ten (10) calendar days after the thirty (30) day negotiation period referenced above has ended, then the referee will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).
- d. Reference Procedure. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.
- e. Expenses. During the pendency of any Dispute which is submitted to judicial reference in accordance with this Agreement, each of the parties to such Dispute shall bear their own legal expenses, and equal shares of the fees charged, and costs incurred by the referee in performing the services described in this Section 10. The compensation of the referee shall not exceed the prevailing rate for like services. Following adjudication of a Dispute, the prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.
- f. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of ExED there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party may, at its option, seek temporary, preliminary, and permanent injunctive relief, and other provisional or ancillary remedies, and, subject to the terms of Section 8(d) hereof, to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's Proprietary Information and

Confidential Information confidential and secure, or the unauthorized use or release of any such Proprietary Information and Confidential Information. Each party will notify the other party in writing immediately upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.

- g. Bankruptcy Proceedings. In addition, the foregoing provisions of this Section 10 shall not be deemed to apply to or limit the right of the claiming party to pursue rights against the non-claiming party in a bankruptcy or insolvency proceeding.
- h. Exercise of Rights & Remedies Not A Waiver. The exercise of the rights and remedies set forth in Section 10(f)-(g) which are not subject to the judicial reference process described in this Section 10 shall constitute a waiver of the right of any party, including, but not limited to, the claiming party in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies.
- i. THIS SECTION 10 CONSTITUTES A “REFERENCE AGREEMENT” BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.
- j. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

11. GENERAL.

- a. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any and all prior agreements or understandings pertaining to the subject matter hereof and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.
- b. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.
- c. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any and all of the terms and conditions herein set forth.
- d. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by electronic mail, registered, certified or express

mail, postage prepaid or prepaid courier service, addressed to such party at the address listed on its website or to such other addresses as such party shall designate by written notice given to the other party, and shall be deemed to have been made, given or provided on the date of receipt.

- e. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and in consideration of the skill, qualifications and representations of, and trust and confidence reposed in, ExED and its employees and its selected subcontractors. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party, except that ExED may assign this Agreement to an affiliate which ExED controls. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.
- f. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement, except for the payment of money as and when due, when such delay or failure arises from circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay. In order to avail itself of rights under this Section 11(f), a party claiming force majeure excusal must provide written notice to the other party of the circumstances constituting force majeure within 15 days of their occurrence. The provisions of this Section 11(f) shall not excuse the payment of money by the parties when and as due, regardless of force majeure.
- g. Publicity. Client may act as a reference for ExED with respect to the Services upon ExED's reasonable request. ExED may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading and approved by Client in writing, in advance, in each instance.
- h. Headings. The headings of the several articles and sections are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.
- i. Governing Law. This Agreement shall be governed by the laws of the State of California, without regard to principles of conflicts of law.
- j. Counterparts. This Agreement (and its schedules) may be executed in several counterparts, including electronic counterparts (such as facsimile or .pdf), each of which shall be deemed to be an original, and all of which together shall

constitute one agreement binding on all parties hereto, notwithstanding that all of the parties shall not have signed the same counterpart.

- k. Waiver of Jury Trial; Venue. TO THE EXTENT PERMITTED BY LAW, THE PARTIES WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT OR THE SERVICES RENDERED HEREUNDER, AND AGREE THAT ANY SUCH ACTION OR PROCEEDING SHALL BE TRIED BEFORE A COURT AND NOT BEFORE A JURY. TO THE FULLEST EXTENT PERMITTED BY LAW, THE VENUE FOR ANY ACTIONS OR PROCEEDINGS ARISING IN CONNECTION WITH THIS SHALL BE LAID IN LOCAL OR FEDERAL COURTS LOCATED IN LOS, ANGELES, CALIFORNIA. THE PARTIES HEREBY WAIVE ANY DEFENSE OF INCONVENIENT FORUM.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

CLIENT:

By: _____ Dated: _____,

Name: Dr. Kelly Simon

Title: Director

ExED:

By: _____ Dated: _____,

Name: Tait Anderson

Title: CFO/COO

SCHEDULE A:

SUMMARY OF BASIC SERVICES TO BE PERFORMED BY EXED

School Finance & Accounting Services

- 1) Budgeting, Financial Reporting, and Forecasting
 - A) Budget Development
 - 1) Work with Client Administrator to develop an annual budget for each School for the subsequent Fiscal Year, beginning in March of each year, for approval by Client's governing board no later than June 30th.
 - B) Budget Revisions
 - 1) Upon the approval of the State Budget, ExED will work with Client Administrator to perform any needed revisions to the Budget to reflect the legislation adopted.
 - C) Standard Financial Reports
 - 1) Prepare and email and/or make electronically available Standard Financial Reports, or subset of Standard Financial Reports approved by Client Administrator, by the 10th of the month following month-end reconciliation. For example, financial reports for September will be available by November 10th.
 - 2) In this Agreement, "Standard Financial Reports" shall mean:
 - (a) Financial Dashboard (excluded from July Financial Package)
 - (b) Cash Flow Forecast (excluded from July Financial Package)
 - (c) Financial Analysis (excluded from July Financial Package)
 - (d) Income Statement
 - (e) Balance Sheet
 - (f) Check Register
 - (g) Credit Card Register, if appropriate
 - D) Financial Dashboard
 - 1) Prepare a dashboard which displays key indicators of financial health – income statement summary with variances and forecast, cash flow charts with actuals and forecast for the year, ADA chart with actuals and forecast, and balance sheet summary.
 - E) Cash Flow Forecast
 - 1) ExED will prepare a Cash Flow Forecast report for each School throughout the year as part of the Standard Financial Reports.
 - F) Financial Analysis
 - 1) ExED will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow.
 - G) Client & Board Meetings
 - 1) At a minimum once every quarter, ExED shall prepare and review Client's financials with Client Administrator.
 - 2) Prepare and present Client's financial health to the Board as appropriate, but no less than once every quarter, and including special Board meetings.
 - 3) Prepare and present Client's financial reports to Finance Committees as appropriate.
 - 4) Provide analytical support and training to assist management and governing board

in interpreting financial statements and generally managing financial challenges facing the organization.

H) Chartering Authority Financial Reporting

- 1) Complete and submit all financial reporting required to Chartering Authority including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.

2) Accounting and Bookkeeping Services

A) General Ledger Maintenance

- 1) Establish and maintain Client's general ledger per the account codes mandated by the California Department of Education. ExED will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.

B) Bookkeeping

- 1) Record all transactions into accounting system with appropriate coding to enable the required reporting.
- 2) Perform lease accounting that complies with the new lease accounting standards (ASC 842).
- 3) Establish Client-specific tracking codes to support Client's reporting and budget management needs.
- 4) Complete the fiscal year-end closing.

C) Balance Sheet Reconciliation

- 1) Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item.
- 2) Record monthly depreciation entries and update asset values for capitalized items.

D) Accounts Payable

- 1) Process vendor invoices for payments, in accordance with Client fiscal policies.
- 2) Complete 1099s for independent contractors.
- 3) Process credit card transactions and employee reimbursements based on information provided by Client.

E) Accounts Receivable

- 1) Monitor receipt of revenue to ensure the Client receives all entitlements. Perform collection activities to receive past due funding from government agencies, not including initiation of legal proceedings.

F) Training and Support

- 1) Train school personnel on accounting processes, myExED applications, and internal control procedures.
- 2) Provide accounting consultation on coding, procurement, compliance, and process changes to improve accuracy in accounting.

3) Audit Preparation, Tax Preparation, and Authorizer Oversight

A) Audit Preparation

- 1) Collect, or arrange for Client to provide, all information required by Auditors for testing and audit report drafting.
- 2) Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance

- sheet account detail, etc.).
- 3) Serve as the point of contact for all communication with the Auditors regarding financial data maintained by ExED.
- 4) Work and meet with Client's Audit Committee as needed.
- 5) Prepare the adjusting journal entries as required by the auditors during the audit.
- B) Tax Preparation
 - 1) Prepare and collect the required information for the Auditor to complete the 990 tax return.
- C) Charter Authorizer Oversight
 - 1) Prepare fiscal materials requested for oversight reviews from charter authorizers and governmental agencies and participate in oversight reviews.
- 4) Cash Management
 - A) Cash Position Reports
 - 1) Prepare and distribute weekly cash position report to the Client summarizing current bank balance, checks issued and accounts payable balance.
 - B) Loans & Lines of Credit
 - 1) Analyze working capital needs and assist client in preparing or renewing loan or line of credit applications if needed. In the case of state cash deferrals, prepare application for deferral exemptions if eligible.
 - C) Invoice Payment
 - 1) Manage the timing of invoice payment.
- 5) Compliance and Fiscal Reporting
 - A) Categorical Funding Applications
 - 1) Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Mandated Block Grant, Consolidated Application (ConApp), Title III Consortium Application English Learner, the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.
 - 2) Assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.
 - B) Compliance and Fiscal Reporting
 - 1) Prepare the preliminary Budget report and submit to Chartering Authority in the required format.
 - 2) LCAP Reporting
 - (a) Provide Local Control Funding Formula (LCFF) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for Local Control and Accountability Plan (LCAP).
 - (b) Assist with budget estimates related to the actions and services included in LCAP. ExED expects the development of the LCAP to be an iterative, ongoing process that is developed over multiple months. For each iteration, ExED requires 10 business days to provide budget estimates. If ExED is not provided sufficient time to develop budget estimates or if Client

develops LCAP in a short time frame, ExED may not be able to provide budget estimates and Client will need to develop these estimates.

- (c) Assist with completing the financial portions of the mid-year and annual LCAP updates.
 - 3) Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
 - 4) Prepare and submit Title I, II, III, IV and V reporting as appropriate.
 - 5) If appropriate, complete After School Educational & Safety program reporting.
 - 6) Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
 - 7) Prepare school expenditure section of the Civil Rights Data Collection.
 - 8) Prepare the Every Student Succeeds Act Per Pupil Expenditure Report.
 - 9) Prepare and submit federal and state expenditure reporting as appropriate, including expenditure reporting for one-time funding sources (ESSER, GEER, In Person Instruction, Expanded Learning Opportunity Grant, Arts Music and Instructional Materials Discretionary Block Grant, Learning Recovery Emergency Block Grant, Educator Effectiveness, and the Universal Pre-K Planning Grant)
 - 10) Submit Federal Cash Management reports and prepare calculations for interest earned on federal funds.
 - 11) Provide assistance, as appropriate, to prepare for Federal Program Monitoring visits.
- 6) Charter Authorizer Support
 - A) Support the Client with all financial and business communications with Charter Authorizer. ExED will:
 - 1) Prepare regular financial reporting (budget and interim reporting)
 - 2) Provide financial documents and reports as requested
 - 3) Work with Client Administrator to meet with authorizer staff to discuss fiscal health and outlook of the school
 - B) Assist in the charter renewal process by preparing the required forecasts and cash flow projections.
 - 7) Strategic Planning
 - A) Partner with Client Administrator(s) and the Client's board of directors to assess long-term planning needs to best prepare the school for long-term success.

Payroll Processing and Retirement Reporting

- 8) Payroll Processing and Retirement Reporting
 - A) Payroll Processing
 - 1) Review the information Client maintains within the Payroll Provider software, in a manner consistent with the information given to ExED including, (i) employee information related to payroll processing and (ii) non-tax payment information, such as voluntary deductions and garnishments.
 - 2) Calculate and submit to federal and state authorities federal and state payroll tax payments and reports and state unemployment taxes and quarterly returns if Payroll Provider requests/requires assistance for reports it does not file.

- 3) Provide the Client a payroll schedule for the calendar year which includes accrual period and deadlines for ExED to receive from the Client the following information: new hire documentation, personnel change forms and payroll time data for each respective pay period. The Client is responsible to submit all information by the deadlines established per Client's payroll schedule.
 - 4) If Client is closed for school break and cannot receive payroll package, Client can approve payroll package to be mailed to ExED. ExED will deliver the payroll package to Client at the next scheduled school meeting or via an agreed upon delivery mechanism. At Client's direction and Client's expense, ExED can mail out each individual employee's paystub.
 - 5) Create or review employee earning, deduction, and benefit codes.
 - 6) Process supplemental payroll runs as needed, including supplemental checks for terminations, stipends, and bonuses.
 - 7) Process garnishments.
 - 8) Oversee W-2 and W-3 process.
 - 9) Set up the coding to track payroll expenses related to restricted grants, LCAP, multiple school sites, etc.
 - 10) Create the payroll journal entry to record detailed payroll expenses in the general ledger ensuring coding is correct.
 - 11) Assist with general payroll-related questions.
- B) Retirement Reporting
- 1) STRS/PERS
 - (a) Submit monthly the required information to the local county office of education or the designated 3rd party administrator and comply with all retirement program requirements. This shall also include coordinating the remittance of STRS/PERS contributions with the accounting department at the county office of education.
 - (b) Calculate and report all retirement benefits for STRS and PERS in alignment with the information provided by Client based on employee and payroll data provided by the Client unless Client does not provide the required data. If Client does not provide the required employee and payroll data, ExED will use its knowledge of the respective retirement program to report the necessary information but cannot guarantee it will comply with all retirement program requirements.
 - (c) ExED will coordinate remittance of STRS/PERS contributions with the county office of education accounting department via check, ACH or debit from Client's apportionment account.
 - 2) Other retirement plans (e.g., 403B, 401K, 457, etc.) – ExED will process appropriate deductions for employees upon receipt of appropriate paperwork from the Client. ExED will submit payment to the applicable retirement company based on Client payroll schedule.

Data Management Services

- 9) Attendance Reporting
 - A) Prepare PENSEC 20-Day, P-1, P-2, and Annual attendance reports from Client-provided records and submit to the Chartering Authority as required.

- B) Prepare and submit monthly attendance reports, if required to be submitted by Chartering Authority.
- C) Submit monthly attendance revisions.

10) Nutrition Claims Reporting

- A) Prepare monthly claim information for federal and state meal programs, as appropriate, and transfer information into Child Nutrition Information and Payment System (CNIPS) based on Client-provided records. Client reviews ExED has prepared, notifies ExED of any discrepancies, and submits final monthly claim information in CNIPS.
- B) Prepare and submit year-end Cost and Revenue reporting.
- C) Provide assistance in preparing for the financial components of the School Nutrition Program administrative review.

ExED Systems and Other Items

11) Support Systems, Tools, and Services

- A) myExED Portal
 - 1) Provide secure access to the myExED Portal (myexed.org) for relevant Client staff to access ExED applications and exchange necessary information.
 - 2) From within the myExED Portal, or direct login, ExED will provide select Client staff access to various applications, including but not limited to the following:
 - (a) Box - FileShare
 - (b) Power BI - Financials
 - (c) ScreenSteps - Knowledge Base
 - (d) SpendBridge - Marketplace
 - (e) ExED Business Guide

12) EXCLUSIONS & ADDITIONS.

- A) The following services, responsibilities and activities are hereby expressly excluded from the Services, together with any services, responsibilities and activities by ExED on behalf of the Client not specifically set forth on this Schedule A:
 - 1) Managing or designing Human Resources processes to ensure Client compliance as the employer of record.
 - 2) Managing or confirming accuracy of vacation and sick accrual balances.
 - 3) Identifying or applying for private grants. Should a client receive a private grant, client is responsible for tracking and informing ExED of financial reporting requirements.
 - 4) Developing Local Control and Accountability Plan (LCAP) goals and actions or identifying actions that contribute to increasing or improving services for unduplicated pupils.
 - 5) Drafting the narrative sections of the Budget Overview of Parents.
 - 6) Ensuring compliance for programs paid for with restricted funds, including determining allowable expenses and completing time and effort reporting.
 - 7) Preparing and filing property tax exemption forms.

- 8) System for Award Management (SAM) registration or renewal registration.
 - 9) Maintaining corporation/non-profit status including Statement of Information filings.
 - 10) Obtaining or renewing liability and worker's compensation insurance.
 - 11) Ensuring Brown Act compliance or providing Brown Act training.
- B) The following services, responsibilities and activities are available as part of the Services, as requested by the Client in writing, for the additional charges and fees described below:
- 1) For new charter school petitions, ExED will prepare the budget to be submitted with the petition for an additional fee of \$3,650.
 - 2) Rush Checks: Rush checks are strongly discouraged. The Client will be allowed one rush check a month. After that, the Client will be charged a fee of \$38.00 per rushed check requested by the Client or as a result of the Client's acts or omissions (e.g., invoices held up at the Client site). The Client will also be charged the cost of delivery, if applicable. Rush Checks are defined as checks requested to be sent out immediately, outside the normal weekly processing schedule.
 - 3) Payroll
 - (a) Late Payroll Submission: If a client consistently does not submit payroll information by the deadline or submits incomplete information and ExED has to submit additional information after the payroll deadline, the Client will be charged a late fee of \$140.00 per payroll period and/or a fee of \$55.00 per supplement check.
 - (b) Prior Period Adjustment: Client may request ExED to make a prior pay period adjustment to payroll and/or retirement reports for an employee. If ExED agrees to make the requested adjustment, it will charge a fee of \$330.00. Client will be responsible for any additional fees charged by the payroll provider, retirement program, or other 3rd party entities that result from the adjustment.
 - 4) ExED has established an hourly rate ("Supplemental Fee Schedule") it will charge for Additional Services Client requests that are outside the Basic services defined in the Agreement and ExED agrees to perform. The Supplemental Fee Schedule sets the hourly rate at:

VP or Director:	\$145
Manager:	\$83
Other Staff:	\$55
 - 5) ExED will charge \$145/hour for making prior period CalPERS or CalSTRS adjustments or corrections or for any Retroactive Services related to a prior term.
 - 6) ExED will charge \$145/hour for work related to securing facility financing (e.g., providing financial analysis, developing financial scenarios, and preparing financial reporting that is required to assist Client in securing (or applying for) facility financing.

EXHIBIT 1**Excellent Education Development Management and Accounting Services Agreement - NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between Bridges Charter School, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 31st day of December 2024 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless a Notice of Non-Renewal is received by ExED within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from June 30th of the year in which this Notice of Terms Supplement (“Notice”) is delivered, on the same terms and conditions as contained in the Agreement, except as expressly set forth below.

1. SERVICE FEES AND RELATED EXPENSES.

- a. ExED’s fees and related charges are hereby amended, modified and/or supplemented as follows:
 - (i) ExED’s monthly fees for [Basic Services/Additional Services] are hereby [increased to ____] effective [July 1st of the current year].
 - (ii) ExED’s out-of-pocket-expenses will not exceed [\$____] per month without the prior, written authorization from Client.
 - (iii) ExED’s [late payment charge for Service fees/rush check fee /late payroll information fee/ ____] is hereby [increased to ____] effective [July 1st of the current year].
 - (iv) [_____].

2. OTHER CHANGES.

- a. The Agreement is hereby amended, modified and/or supplemented as follows:
 - (i) [_____].

3. AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notice) shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice,

Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for your continued collaboration,

ExED:

By: _____ Dated: _____,

Name: _____

Title: _____

EXHIBIT 2

Excellent Education Development Management and Accounting Services Agreement - NOTICE OF NON-RENEWAL

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between Bridges Charter School, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 31st day of December 2024 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

The Client is in receipt of a Notice of Terms Supplement from ExED as provided for under the Agreement, and as per the terms of the Agreement and the Notice of Terms Supplement, Client has 60 days to issue a Notice of Non-Renewal terminating the Agreement.

1. **NOTICE OF NON-RENEWAL.**

- a. Client hereby elects to issue this Notice of Non-Renewal, terminating the Agreement, effective as of June 30th of the year in which this Notice of Non-Renewal is delivered. Those provisions of the Agreement which by their express terms survive expiration or termination of the Agreement shall remain in full force and effect.

Client:

By: _____

Dated: _____,

Name: _____

Title: _____

Coversheet

Job Description for Lead Homeschool Teacher

Section:	VII. Business and Operations
Item:	H. Job Description for Lead Homeschool Teacher
Purpose:	Vote
Submitted by:	
Related Material:	Home School Lead Supervising Teacher.docx.pdf

BRIDGES Charter School Homeschool Lead Teacher Job Description

Title: Homeschool Lead Teacher
Classification: Certificated
Credential Required: California Multiple Subject, CLAD or BCLAD

Definition: Under the direction of the Administrative team, the Lead Homeschool Teacher performs a broad range of functions in the delivery and support of the long term independent study program at Bridges Charter School.

Work Year: 185 days, Exempt

Duties: The Lead Homeschool Teacher will serve as an educational leader in the homeschool program. Duties may consist of any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but it is intended to accurately reflect the principle job elements.

- Promote the mission, vision and values of Bridges Charter School with students, families, teachers, staff and the Ventura County community;
- Explain independent study program policies, the educational program, and procedures to students, parents, and prospective families.
- Clarify the educational and legal responsibilities the parent or guardian assumes when signing the Master Agreement;
- Assess each student's educational needs, abilities, interests, motivation, learning style and demonstrated achievement to implement an appropriate personalized educational plan.
- Offer curriculum that nurtures and stimulates the cognitive, social, emotional and cultural needs of the child as outlined in the School's Charter and that satisfy state mandates and address California State Standards;
- Provide a Personalized Learning Plan for each student enrolled in the Independent Study program;
- Prepare appropriate instructional materials to enhance learning;
- Teach enrichment classes when scheduled

Board Approved:
Page 1

Home School Lead Teacher -

- Substitute for enrichment teachers when necessary
- Ensure that master agreements and student work assignment records and Learning Records are completed accurately and in accordance with all legal requirements; check for accuracy, compliance and for any absences at each Learning Record meeting
- Act as teacher of record and provide oversight of non-credentialed enrichment teachers
- Perform basic attendance accounting and other business services as required
- Maintain accurate records of student assignments, agreements, and assessments
- Maintain required amounts of student work samples in student files
- Meet with the student and his/her parent(s) on a regular basis to teach, share instructional materials or provide other resources to meet the needs of the student and meet California State Standards
- Use existing educational training tools, classes, venues, materials, frameworks, blueprints, facilities and other resources, as needed and as required
- Use authentic assessments of students on an on-going basis. Involve both the student and his/her parent in the evaluation processes
- Inspire students to take active ownership of their learning
- Offer opportunities for homeschool families to be both involved and supportive of the school community;
- Maintain confidentiality of records and information of staff and families;
- Communicate with parents to address: instructional strategies, program policies, child development issues or other concerns related to their child.
- Check and acknowledge emails and phone calls promptly during the work week;
- Participate in Student Study Team (SST), Section 504 team, and Individual Education Plan (IEP) meetings as necessary;
- Be on campus on Mondays and Wednesdays to assist with homeschool

Board Approved:

Home School Lead Teacher -

Page 2

program.

- Assist with coordination and facilitation of state testing
- Manage curriculum and supply according to policy in collaboration with Administrative Coordinator
- Provide weekly communication to families
- Assist in coordination of monthly field trips
- Communicate with prospective families about homeschool program
- Perform a variety of clerical duties in support of the Homeschool program
- Initiate and answer telephone calls and electronic communication, relay messages as appropriate and maintain records as assigned; assist with processing and maintaining confidential records, monitoring of student attendance, enrollment, scheduling.
- Order all homeschool supplies for teachers and current families.
- Processes requisitions for supplies, equipment, and reimbursements.
 - Maintains records for accounts payable and receivable, work with current vendors and receive W-9 for new vendors, balances and reconciles accounts, verifying proper supply ordering, and authorized use of designated funds.
-

Knowledge, Skills and Abilities:

Knowledge and skills:

- Have home schooling experiences either as a parent or teacher or both strongly desired;
- Have the ability to build and create individualized curriculum based on a wide range of learning modalities and styles;
- Have knowledge, experience and/or expertise in progressive/constructivist education methodologies;
- Have awareness of the cognitive, social, emotional and physical needs of children;

- Understand the value of providing students with the opportunity to learn by: project-based, multicultural, anti-biased, cooperative learning, integrated thematic units, with a focus on the process over the product and the goal to empower students to become lifelong learners.

Ability To:

- Demonstrate excellent verbal and written communication, presentation and interpersonal skills;
- Demonstrate unlimited patience, creativity, compassion and flexibility accompanied by a personal desire for growth;
- Manage and track numerous tasks, people, individual student progress and enrichment programs while at the same time create new programs and events;
- Operate a computer with a variety of software programs and communicate via email;
- Work collaboratively with parents, teachers, community specialists, volunteers and staff;
- Participate in professional developmental opportunities and continuously engage in reflection to improve the focus required to meet the needs of the children and families, while honoring the vision and values of the school;
- Demonstrate a passion for teaching and a love of the learning process to inspire students, parents, and staff;
- Nurture respectful relationships and display sensitivity and acceptance of the variety of cultural backgrounds, socioeconomic levels and personality styles.

Must be able to perform the following essential functions:

- Mental ability to organize and facilitate instructional programs at multiple-levels; follow school procedures, rules and requirements regarding the supervision of the instructional program and make decisions regarding student assignments, progress or other related instructional issues;
- Facility to see and read, with or without vision aids, printed materials related to the instructional program;
- Facility to hear and understand speech at normal levels, and other sounds as

it would relate to the instructional program;

- Facility to speak clearly and be understood;
- Ability to sit, walk, reach, stoop, climb, bend, kneel and be mobile for extended periods of time;
- Ability to attend all regular and special meetings, scheduled either during the day or after regular school hours;
- Ability to observe, hear and respond appropriately to the needs of children, staff, community specialists and teachers.

Reasonable accommodations will be made to enable qualified individuals with disabilities.

Special Requirements:

T.B. test clearance, every four years

Current Multiple Subject Teaching Credential

Fingerprint clearance for the California Department of Education

Coversheet

Master Agreement

Section:	XV. Charter Policies
Item:	A. Master Agreement
Purpose:	Vote
Submitted by:	
Related Material:	KSMaster Agreement 2024 (YMC Edits) (4883-9533-2310.v2) 2.pages

Notice


The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

KSMaster Agreement 2024 (YMC Edits) (4883-9533-2310.v2) 2.pages

Coversheet

Independent Study Policy Revisions

Section:	XV. Charter Policies
Item:	B. Independent Study Policy Revisions
Purpose:	Vote
Submitted by:	
Related Material:	BP6158 IS Policy (YMC Edits) (4885-0916-6038.v2).docx

Bridges Charter School 	Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>

INDEPENDENT STUDY POLICY

Bridges Charter School (the “Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. As necessary to meet student needs, independent study may be offered on a full- time basis or on a part-time basis in conjunction with part-time classroom study.

Bridges Charter School operates: (1) a traditional classroom-based program for which occasional, short-term independent study may be permitted; and (2) Bridges Homeschool, which offers a personalized learning program to families who wish to homeschool their children under the guidance of a credentialed supervising teacher.


Students enrolled in the classroom-based program may be permitted to participate in short-term independent study, upon request, at the sole discretion of the Director or designee. Short-term independent study may be permitted for students who will be absent for a period of a minimum of one (1) to a maximum of ~~fourteen~~ ~~fifteen~~ (15) ~~14~~ cumulative school days in one school year. The Director’s or designee’s considerations for approving independent study may include, but are not limited to, the student’s current academic standing, the student’s grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, Multi-Tiered Systems of Support (“MTSS”) team or Individualized Education Program (“IEP”) team as applicable. The Director or designee shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived. In exceptional circumstances, the Director or designee may approve independent study for ~~six~~ ~~fifteen~~ (16) ~~5~~ or more cumulative school days per school year for students enrolled in the classroom-based program, based upon extraordinary circumstances, such as illness, injury, mandatory quarantine, or a documented health restriction.

Students enrolled in Bridges Homeschool shall participate in long-term independent study for the duration of the school year, upon enrollment into Bridges Homeschool. Students participating in Bridges Homeschool have selected this program at enrollment and are not eligible to enter the classroom-based program during the school year.

¹ Supported by a note from a physician.

Commented [CB1]: Please update the revision date in the header and footer upon board approval.

Commented [CB2]: Does the footnote align to illness, injury, quarantine or a documented health restriction or all of the above?

Bridges Charter School 	Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>

The following written policies have been adopted by the Bridges Charter School Board of Directors for implementation at Charter School:


1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the times an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. Students engaging in independent study must be residents of Ventura County or an adjacent county and must be made available on site for state standardized testing during the months of April and May. If a family declines participation, students must be made available on site during April and May to complete an alternative assessment.
3. The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of twenty (20) School days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Common Assessments such as NWEA, i-Ready, and California Assessment of Student Performance and Progress ("CAASPP") interim assessments which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

4. The Charter School shall provide content aligned to grade level standards that is ~~provided at level of quality and intellectual challenge~~ substantially equivalent to in-person instruction.

BP Independent Study
 Adopted 12/09/2013 Replaced 10/23/2017, 08/16/2021
 Revised 11/08/2021, 05/09/2022, 08/08/2022, 04/03/2023

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Bridges Charter School		Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>	

~~5. Students engaging in independent study must be residents of Ventura County or an adjacent county and must be made available on-site for standardized testing during the months of April and May.~~

Commented [CB3]: Stated in #2

~~6.5.~~ The Charter School has adopted tiered reengagement strategies for the following pupils:

- All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or ~~ten~~ (10) percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

~~7.6.~~ These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil;
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
- A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.^{*2}

~~8.7.~~ The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- For pupils in transitional kindergarten through grade 3, inclusive, the ~~Charter School shall plan to~~ provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned ~~supervising teacher~~ ~~teacher or teachers of record~~ shall be as follows:

- Bridges credentialed teachers will provide "Synchronous instruction" using a blend of classroom instruction, designated small group or one-on-one instruction delivered in person, via the internet, and via telephonic communications that involves live two-


~~•² The tiered reengagement strategies shall not apply to pupils who participate in an independent~~

BP Independent Study

Adopted 12/09/2013 Replaced 10/23/2017, 08/16/2021

Revised 11/08/2021, 05/09/2022, 08/08/2022. 04/03/2023

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Bridges Charter School 	Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>

~~study program for fewer than 15 schooldays in a school year. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.~~


way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

- ~~b.a.~~ For pupils in grades 4-8, inclusive ~~Bridges-the Charter School's~~ credentialed teachers and ~~non-certificated~~ ~~classified~~ staff ~~will-shall~~ provide opportunities for daily live ~~instruction-interaction~~ and will use a blend of synchronous instruction in the classroom, designated small group or one-on-one instruction delivered in person, via the internet, and via telephonic communications that involves live two-way communication between the ~~teacher-a certificated or non-certificated employee of the Charter School~~ and ~~all~~ pupils throughout the school year. Synchronous instruction shall be provided by the teacher ~~or teachers~~ of record for that pupil pursuant to Section 51747.5.*³

~~9.8.~~ The following plan shall be utilized to transition pupils whose families wish to return to in- person instruction from independent study expeditiously, and, in no case, later than five instructional days*:

- Students enrolled in the classroom-based program participating in independent study, whose families wish to return to in-person instruction from independent study must submit a written request to the Charter School office. The student will be offered a spot in the classroom-based program within five (5) instructional days of the written request.
- Students enrolled in Bridges Homeschool have selected this program at enrollment and are not eligible to enter the classroom-based program through the transition to in-person instruction during the school year. Families who wish to return to in-person instruction from Bridges Homeschool may submit an application to the classroom-based program, and shall be provided with other options for in-person instruction within their district of residence or the surrounding areas within five (5) instructional days of a written request to transition to in-person instruction from Bridges Homeschool.

~~*3-The plan for -synchronous instruction, and live interaction, the tiered reengagement strategies, and plan to~~

Bridges Charter School		Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>	

~~transition pupils whose families wish to return to in-person instruction shall not apply to: (1) pupils that who participate in an independent study program for fewer than 165 schooldays in a school year; The plan for synchronous instruction and live interaction shall not apply to (2) independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions; or (3) pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.~~

~~⁴ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year. The plan to transition pupils whose families wish to return to in-person instruction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.~~

A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:


- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other

BP Independent Study

Adopted 12/09/2013 Replaced 10/23/2017, 08/16/2021

Revised 11/08/2021, 05/09/2022, 08/08/2022, 04/03/2023

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Bridges Charter School 	Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>

measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

~~h.~~ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

~~h.~~


~~i.~~ ~~i.~~ For a pupil participating in an independent study program that is scheduled for more than ~~154~~ school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and ~~all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code,~~ the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. ~~Beginning in the 2022-23 school year, if~~ or a pupil participating in an independent study program that is scheduled ~~for less than~~ 15 school days ~~or fewer~~, each written agreement shall be signed ~~within 10 school days of the commencement~~ of the first day of the pupil's enrollment during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

BP Independent Study

Adopted 12/09/2013 Replaced 10/23/2017, 08/16/2021

Revised 11/08/2021, 05/09/2022, 08/08/2022, 04/03/2023

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Bridges Charter School		Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>	

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10.9. In the event that a school district or an individual school of the school district experiences a school closure or material decrease in attendance pursuant to Education Code (EC) Section 46393 (i.e. Wildfire, public safety power shutoff, unforeseen inclement weather, impassable roads, earthquake, epidemic, imminence of a major safety hazard, etc.) the District Superintendent (or Director) will certify the following requirements were met in regard to independent study:

a. Pursuant to Education Code (EC) Section 46393, for Form J-13A submissions due to a school closure and/or material decrease in attendance occurring after September 1,

2021, a school district, county office of education, or charter school that provides a Form J-13A affidavit to the Superintendent, or Director pursuant to EC Section 41422 (school closure) or EC Section 46392 (material decrease), shall certify that it has a plan for independent study will be offered to students, pursuant to Article 5.5 (commencing with EC Section 51745) of Chapter 5 of Part 28 of Division 4. The independent study plan shall comply with all the following:

i. Independent study is offered to any student impacted by any of the conditions listed in EC Section 46392 within 10 days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to paragraph (9) of subdivision (a) of EC Section 56345 and may participate in an independent study program.

ii. Require reopening for in-person instruction as soon as possible unless prohibited under the direction of the local or state health officer.


iii. Notwithstanding subdivision (c) of EC Section 51745 or

BP Independent Study

Adopted 12/09/2013 Replaced 10/23/2017, 08/16/2021

Revised 11/08/2021, 05/09/2022, 08/08/2022, 04/03/2023

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Bridges Charter School		Board Policy- Independent Study Policy		
Policy Number: 6158	Adopted: 12/09/2013	Revised: 11/08/2021 08/08/2022 05/09/2022 04/03/2023	Replaced: 10/23/17 08/16/21 <u>[INSERT DATE]</u>	

subparagraph (F) of paragraph (9) of subdivision (g) of Section 51747, include information regarding establishing independent study master agreements in a reasonable amount of time.

11. The Charter School shall comply with Education Code sections 5174⁴⁵ through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
12. The Director may establish regulations to implement these policies in accordance with the law.

Commented [JR4]: We would typically use this language in its own standalone policy

Coversheet

Attendance Policy Revision BP 5110

Section:	XV. Charter Policies
Item:	C. Attendance Policy Revision BP 5110
Purpose:	Vote
Submitted by:	
Related Material:	Bridges Attendance Policy BP 5110 draft 8-12-24.pdf

Bridges Charter School	Board Policy- Student Attendance, Absence and Truancy	
Policy Number: 5110	Adopted: 6/21/17	Replaced: 6110 Absences and Excuses 5110.10 Student Attendance Review Team 5111 Chronic Absence and Truancy Revised: 05/09/22 Revised: 11/7/22 Revised 8-12-2924

PURPOSE:

The Board of Directors ("Board") of Bridges Charter School ("Charter School") recognizes that Compulsory Attendance is integral to student learning, and that parents are legally required to send their children, between the ages of 6 to 18, to school regularly and to make certain they are on time each day. (EC 48200)

SCOPE:

This policy applies to all Bridges parents/guardians and students.

GENERAL POLICY STATEMENT:

The Board authorizes the creation of and adherence to an attendance policy and the creation of a Student Attendance Review Team to support compulsory attendance.

This policy is intended to address both chronic absenteeism and truancy, California Education Code (EC) Section 60901 defines a chronic absentee as a student who has missed 10 percent or more of school days for any reason, including unexcused or excused absences and suspensions, during the days enrolled. California Education Code (EC) Section 48260 defines truancy as missing three days of school or being more than 30 minutes late to class without a valid excuse three times in one school year.

POLICY DETAILS:

The Director will ensure that an annual notification regarding excused absences and the school attendance policy is sent to parents/guardians.

DEFINITIONS

- "Tardy": Charter School starts at [INSERT TIME]. Students shall be classified as tardy if the student arrives after that time.
- "Unexcused Absence": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "Truant": A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy

Board Policy 5110 Student Attendance
Adopted/Ratified: 06/21/17
Revision Date: 11/7/22

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or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

- “Habitual Truant”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- “Chronic Truant”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- “School Attendance Review Team (“SART”): The SART panel will be composed of the attendance clerk, one (1) staff member, and one (1) administrator. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Mandatory Saturday school
 - i. Required remediation plan as set by the SART
 - j. Notification to the County District Attorney
 3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

EXCUSED ABSENCES - ~~Reasons for Excused Absences Not withstanding Section 48200, a~~

A pupil shall be excused from school when the absence is:

~~4. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:~~

1.1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. ~~The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.~~

1.2. Due to quarantine under the direction of a county or city health officer.

1.3. For the purpose of having medical, dental, optometrical, or chiropractic ~~services~~ services rendered.

~~1.4. For the purpose of attending the funeral services of a member of the pupil's~~

~~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~~

~~or outside California.~~

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1.4 For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

1.5 For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

a. To access services from a victim services organization or agency.

b. To access grief support services.

c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

1.5. For the purpose of attending jury duty in the manner provided for by law.

1.6. Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.

~~1.5.1.7.~~ Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for

which the school shall not require a note from a doctor.

1.8. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

~~4.6.1.9.~~ 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 the pupil's religion, attendance at a religious retreat, 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~~ pursuant to uniform standards established by the governing board of the school district.

~~4.7.1.10.~~ For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

~~4.8.1.11.~~ 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.

~~4.9.1.12.~~ For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

1.13. For the purpose of participating in a cultural ceremony or event.

1.14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

1.10-1.15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

~~4.11.~~ Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse, as described in subdivision

~~4.12. (c) of Section 48260.~~

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 therefor. 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.

- ~~a) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.~~
- ~~b) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.~~
- ~~c) For purposes of this section, the following definitions apply:~~
 - ~~i. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.~~
 - ~~ii. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.~~

2. ATTENDANCE MONITORING

- 2.1 Attendance monitoring will fall within the duties of the Attendance Clerk or alternative employee as defined by the Director. Daily attendance will be monitored through Q Attendance. Every recorded absence will be followed up with a phone call to the student's residence to verify reason of absence.
- 2.2 Attendance reports are generated weekly for teacher review. Teachers validate the accuracy of the report, then sign and file it for future reference. Reports are submitted monthly to the Business Services Authority ("BSA"). Attendance reporting for periods P1, P2, P3 is submitted to the BSA and California Department of Education (COE).

3. ASSIGNMENT MAKEUP WORK

- 3.1 A student absent from school with an excused absence shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided.
- 3.2 Makeup assignments and tests must be made up in a reasonable period of time.
 - 3.2.1 Unless otherwise agreed to with teacher upon return from absence, makeup assignments/tests must be completed within a period of time equal to the length of the absence. (e.g. 1 day absence = 1 additional day to make up assignments, 2 day absence = 2 additional days to make up assignments, etc.)
 - 3.2.2 Makeup assignments and tests that are not completed within the agreed upon time period will be considered as non-completed for student grading purposes.

4. VERIFICATION OF ABSENCES

- 4.1 The school must receive appropriate verification of a legally excused absence by the end of the third day (72 hours) after the student returns for the absence to be considered excused. Otherwise, the absence will be recorded as an unexcused absence.
- 4.2 All absences must be verified by a parent or guardian via phone or in writing establishing that the pupil was absent for an excused reason.
- 4.3 For students who have been reported as ill on more than ten (10) days total for the school year to date, parents may be required by the school to file a doctor's note verifying that the student was too ill to attend school on those days reported. If the requested report is not filed by the parent, then any additional days beyond the ten (10) of illness will be recorded as unexcused absences.

~~5—Truant~~

~~5.1 Any student who is absent from school without valid excuse for three full days in one school year; or tardy or absent for more than 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 student's parent or guardian first class mail or other reasonable means.~~

~~5.1.1—As clarification, a student with a 4th in unexcused absence during the school year would be considered truant. All consecutive days of unexcused absence within that 4th unexcused absence occurrence would be a continuation of the 1st truancy, not a separate 2nd truancy.~~

~~5.2 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.~~

~~6—Parent or Guardian Notification of truancy (EC 48260.5)~~

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PROCESS FOR ADDRESSING TRUANCY

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the SART.

~~At the first and each subsequent determination of truancy for a student, the school shall notify the student's parent or guardian by first class mail or other reasonable means of the following (Exhibit "A" — Initial Letter Regarding Attendance): That the student is truant.~~

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~~That the parent or guardian is obligated to compel the attendance of the student at school.~~

~~That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (EC 48290) of Chapter 2 of Part 27.~~

~~That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.~~

~~That it is recommended that the parent or guardian accompany the student to school and attend classes with the student for one day.~~

~~7—School Attendance Review Team Referral~~

~~student deemed to be a habitual truant or to have irregular attendance at school may be referred to the School Attendance Review Team for further action. The parent 1st may also be cited by law enforcement for violation of the compulsory attendance laws.~~

~~The Director or designee shall notify the parent or guardian of the referral.~~

~~After three unexcused absences or tardies of more than 30 minutes during the school year, or for absences or tardies constituting 10% or more of the school year (on or after October 1st of each school year), the school sends the parent or guardian Truancy Letter #1 (Exhibit "B"). This initiates the SART referral process.~~

~~After four unexcused absences during the school year, or continued unexcused absences or tardies following Truancy Letter #1, Truancy Letter #2 (Exhibit "C") is sent. Note the clarification within section 5.1.1. of this policy related to accounting of unexcused absences.~~

~~School Representative will make at least one documented or phone call attempt to parent or guardian to inform them verbally of the components contained in Truancy Letter #2~~

~~After five unexcused absences during the school year, or continued unexcused absences or tardies following Truancy Letter #2, Truancy Letter #3 (Exhibit "D") is sent.~~

~~Note the clarification, within section 5.1.1. of this policy related to accounting of unexcused absences.~~

~~At this time the school will hold a SART meeting. The SART will formalize a contract with the student and the parent or guardian to resolve the problem. (The contract is signed by the student, parents, or guardians. The contract is an agreement by the parents to improve the child's attendance or face escalated actions (Exhibit "E" SART Pare Attendance Contract). The SART committee consist of a minimum 5^f members which shall be made up of the Attendance Clerk, 2 (two) Bridges teachers, 1 (one) Bridges Board Member, and the Director or designee.~~

5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including an involuntary removal from the school, consistent with the involuntary removal process described below. If the student is disenrolled after the involuntary removal process has been followed,

notification will be sent within thirty (30) days to the student's last known district of residence.

6. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.
8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

PROCESS FOR STUDENTS WHO ARE NOT IN ATTENDANCE AT THE BEGINNING OF THE SCHOOL YEAR

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to

respond to the Charter School and request a hearing before disenrollment.

5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

INVOLUNTARY REMOVAL PROCESS

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice").

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

- 1) the charges against the pupil;
- ~~4)2)~~ ~~and~~ an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action; ~~and~~
- 3) The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Charter School will abide by all additional legal requirements afforded to students with disabilities, including convening a manifestation determination review ("MRD") meeting prior to involuntary removal. For special education students, before consideration of involuntary withdrawal, the Charter School must hold an Individualized Education Program ("IEP") meeting to review: 1) the appropriateness of the student's educational placement; 2) the student's current academic difficulties; 3) the student's physical or behavioral health issues. Additionally, the IEP team must comprehensively assess a student, including the student's functional performance and social/emotional functioning.

If the results of these assessments identify a need, the results will be utilized to develop an appropriate Positive Behavior Support Plan.

If the results of these assessments do not identify a need, and the truant behavior continues, then the Charter School may hold a manifestation determination meeting.

Unexcused Absence and Truancy counts are refreshed each school year. All unexcused absence or truancy counts accrued at the end of a school year are not carried over to the next school year.

REFERRAL TO APPROPRIATE AGENCIES OR COUNTY DISTRICT ATTORNEY

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

NON-DISCRIMINATION

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

REPORTS

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Board Policy 5110 Student Attendance
Adopted/Ratified: 06/21/17
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NON-COMPLIANCE TO POLICY:

~~Violations of this policy may result in the student being subject to return to their home school/district and/or the parent guardian being referred to the District Attorney's office for legal action (Exhibit "F" - Truancy).~~

GOVERNANCE:

The Bridges Board and Director will be responsible for monitoring adherence to the policy.

REVIEW CYCLE:

The Bridges Board will be responsible for reviewing the policy every two years or more frequently as required.

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