

Whole Child. Whole Family.  
Whole Community.



# Bridges Charter School

## Board Meeting

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### Date and Time

Monday August 11, 2025 at 6:15 PM PDT

### Location

#### ONSITE MEETING LOCATION

Bridges Charter School

|

1335 Calle Bouganvilla, Thousand Oaks, CA 91360

#### SATELLITE MEETING LOCATIONS

(required for board members joining remotely)

In Ventura County

:

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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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:15 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Katerina Yevmenkina	1 m
<b>B.</b> Call the Meeting to Order		Katerina Yevmenkina	1 m
<b>C.</b> Approval of Agenda	Vote	Katerina Yevmenkina	2 m
<b>D.</b> Approval of Minutes	Approve Minutes	Katerina Yevmenkina	3 m
Approve minutes for Board Meeting on June 16, 2025			
<b>II. Presentations</b>			<b>6:22 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Report from Marlo Hartsuyker, VCOE Director of Charter School Support and Oversight	FYI	Marlo Hartsuyker	2 m
<b>B.</b> Reports from the Directors Executive Director  Director of Daily Operations  Director of Student Support	FYI	Kelly Simon	5 m
<b>C.</b> School data presentation  Dr. Simon and Dr. Stifel will present data from the 2024-2025 school year.	Discuss	Kelly Simon	20 m

### III. Public Comments

*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

### V. Reports

### VI. Consent Items

**6:49 PM**

<b>A.</b> 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****6:51 PM**

<b>A.</b>	Bus for Yosemite SY 25-26 Approval of this item is recommended.	Vote	Cindy McCarthy	5 m
<b>B.</b>	CCSA Membership 25-26 approval of this item is recommended.	Vote	Kelly Simon	5 m
<b>C.</b>	Updated Bell Schedule SY25/26	Vote	Cindy McCarthy	5 m
<b>D.</b>	25-26 Employee Handbook approval of this item is recommended.	Vote	Cindy McCarthy	5 m
<b>E.</b>	25-26 Family Handbook approval of this item is recommended.	Vote	Cindy McCarthy	5 m
<b>F.</b>	Approval of a US Bank Credit Card for CFDA Grant  For purchases related to the grant, we are requesting that the board approve a credit card in the name of Khanh Tran and/or Rian Dempster to be utilized through the expiration of the grant. This will help us more clearly track expenditures related to the grant.	Vote	Kelly Simon	3 m
<b>G.</b>	25-26 Salary Schedule approval of this item is recommended.	Vote	Cindy McCarthy	5 m
<b>H.</b>	Overview of Budget Lisa Boulos at ExEd  Lisa Boulos will present the 2025-2026 budget trends as of August compared to the Board Adopted budget.	FYI	Kelly Simon	10 m

	Purpose	Presenter	Time
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**VIII. Parents and Community****IX. Curriculum and Instruction****X. Special Projects/Programs****XI. Special Education****XII. Pupil Personnel****XIII. Support Services****XIV. Facilities****XV. Charter Policies****7:34 PM****A. BP 6158: Independent Study Policy**

Vote

Kelly Simon

3 m

This policy has been slightly revised to include a statement indicating that parents must make their child available on site to take the state assessment.

Approval is recommended.

**B. AR 6158: Master Agreement**

5 m

**XVI. Closed Session****XVII. Personnel****XVIII. Closing Items****7:42 PM****A. Adjourn Meeting**

Vote

Katerina  
Yevmenkina

1 m

# Coversheet

## Approval of Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	D. Approval of Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board Meeting on June 16, 2025

APPROVED

Whole Child. Whole Family.  
Whole Community.



# Bridges Charter School

## Minutes

### Board Meeting

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#### Date and Time

Monday June 16, 2025 at 6:15 PM

#### Location

##### ONSITE MEETING LOCATION

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

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**Directors Present**

B. Yee, C. Dapello, H. Kruse, K. Yevmenkina, N. Hashemi

**Directors Absent**

*None*

**Guests Present**

C. McCarthy, I. Rhode, K. Brown, K. Simon, R. Calasin

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**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

K. Yevmenkina called a meeting of the board of directors of Bridges Charter School to order on Monday Jun 16, 2025 at 6:15 PM.

**C. Approval of Agenda**

H. Kruse made a motion to approve the agenda.

N. Hashemi seconded the motion.

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

**D. Approval of Minutes**

N. Hashemi made a motion to approve the minutes from Board Meeting on 05-12-25.

H. Kruse seconded the motion.

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

## II. Presentations

### A. Report from Marlo Hartsuyker, VCOE Director of Charter School Support and Oversight

### B. Local Control and Accountability Plan, Annual Update, and Budget Overview for Parents

B. Yee made a motion to approve the annual LCAP: Budget Overview for Parents.

N. Hashemi seconded the motion.

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

### C. LCAP Local Indicators

N. Hashemi made a motion to LCAP Local Indicators.

B. Yee seconded the motion.

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

### D. LCAP Federal Addendum

N. Hashemi made a motion to Approve LCAP Federal Addendum.

H. Kruse seconded the motion.

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

## III. Reports from the Directors

### A. End of 2024-2025 SY SEHS Universal Monitoring Results

Executive Director

- Required Ethics Training- if you haven't done the training, please do this as soon as possible.
- AB 84- advocating against the legislation of this bill.
- Update on CBO Certification- Dr. Kelly received her CBO Certification
- Transition from County Treasury to California Credit Union-

## IV. Consent Items

### A. Consent Items

B. Yee made a motion to approve consent items.

N. Hashemi seconded the motion.

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

## V. Business and Operations

### A.

### **Bridges Adopted Budget**

B. Yee made a motion to approve the Bridges Adopted Budget 25-26.

N. Hashemi seconded the motion.

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

### **B. Prop 30 SY 25-26**

N. Hashemi made a motion to approve the prop 30 for 25-26.

H. Kruse seconded the motion.

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

### **C. Salary Schedules for 2025-2026**

N. Hashemi made a motion to approve the salary schedules for 25-26.

B. Yee seconded the motion.

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

### **D. Local Agency Executive Compensation Report**

Rudy presented an oral report for the board on Local Agency Executive Compensation.

### **E. Certificate of Signatures**

### **F. Spring Release of Con App**

N. Hashemi made a motion to approve the spring release of the con app.

H. Kruse seconded the motion.

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

### **G. Prop 28 Report**

B. Yee made a motion to approve the prop 28 report.

N. Hashemi seconded the motion.

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

### **H. Approval of Year End Resolutions from BSA for Fiscal Year 2024-2025**

### **I. Job Descriptions for Stipends for 2025-2026 School Year**

H. Kruse made a motion to approve the job descriptions for stipends for 25-26 school year.

N. Hashemi seconded the motion.

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

### **J. Approve Rian Dempster Application for PIP**

B. Yee made a motion to approve the PIP for Rian Dempster.

N. Hashemi seconded the motion.

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

**K. School Calendar 25-26 (with edits)**

N. Hashemi made a motion to approve the school calendar for 25-26 SY.

B. Yee seconded the motion.

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

**L. Employee Handbook SY 25-26**

B. Yee made a motion to approve the employee handbook SY 25-26.

N. Hashemi seconded the motion.

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

**M. Job Description for Homeschool Supervising Teacher**

H. Kruse made a motion to approve the job description for the homeschool supervising teacher.

C. Dapello seconded the motion.

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

**N. Board Schedule 25-26 SY**

B. Yee made a motion to Approve the Board schedule for 25-26 SY.

N. Hashemi seconded the motion.

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

**VI. Curriculum and Instruction**

**A. Updated IXL quote for 25-26 SY**

H. Kruse made a motion to approve the IXL quote for 25-26 SY.

N. Hashemi seconded the motion.

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

**VII. Charter Policies**

**A. Learning Continuity Plan**

H. Kruse made a motion to approve the learning continuity plan.

N. Hashemi seconded the motion.

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

**VIII. Governing Board**

**A. Formation of Ad Hoc Committee for Analysis of Teacher Salary Schedules**

B. Yee made a motion to Formation of Ad Hoc Committee for Analysis of Teacher Salary Schedules.

N. Hashemi seconded the motion.  
The board **VOTED** to approve the motion.

**B. Fiscal Policies**

N. Hashemi made a motion to Approve Fiscal Policies.  
B. Yee seconded the motion.  
The board **VOTED** to approve the motion.

**C. Charter Safe Renewal 25-26**

H. Kruse made a motion to approve the charter safe renewal 25-26 SY.  
N. Hashemi seconded the motion.  
The board **VOTED** to approve the motion.

**D. Approval of 5 additional work days for Executive Director, Director of Daily Operations, Director of Student Support, and Administrative Coordinator**

B. Yee made a motion to approve the 5 additional days of work for executive director, director of daily operations, director of daily student support, and Admin Coordinator.  
H. Kruse seconded the motion.  
The board **VOTED** to approve the motion.

**IX. 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 8:31 PM.

Respectfully Submitted,  
K. Yevmenkina

# Coversheet

## Consent Items

Section:	VI. Consent Items
Item:	A. Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	Checks.pdf Purchase Order Detail.xlsx Amazon.pdf Personnel Report 8-11-25.docx Stipends.pdf

## ReqPay12a

## Board Report

## Checks Dated 08/08/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
VCH430000165	08/08/2025	Vitalize Occupational Therapy	620-5800		329.00
VCH430000166	08/08/2025	Bridges Charter School	620-9120		450,000.00
Total Number of Checks			2		<u><u>450,329.00</u></u>

## Fund Recap

Fund	Description	Check Count	Expensed Amount
620	Charter Enterprise	2	450,329.00
	Total Number of Checks	2	450,329.00
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		<u><u>450,329.00</u></u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## 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](#):

Purchase Order Detail.xlsx



Kami Brown &lt;kami.brown@bridgescharter.org&gt;

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## Your monthly spending summary

1 message

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amazon.com <no-reply@amazon.com>  
To: kami.brown@bridgescharter.org

Sun, Aug 3, 2025 at 12:03 PM



**Dear Amazon Business Customer,**

Here's what your organization spent on Amazon Business from 7/1/2025 through 7/31/2025.

### Numbers shown as of 8/3/2025

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Total spend <sup>1</sup>	\$240.09
	<a href="#">Detailed Report</a>
Number of orders	2
Average spend per order	\$120.04

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You can access this information with more details on Amazon Business Analytics.

[Go to Business Analytics](#)

## Bridges Charter School Personnel Report June. 16th, 2025

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### **Certificated**

#### **Certificated Employment:**

Bergman, Michelle: Response to Intervention Coordinator 1 FTE 01/27/2025  
Boyle, Stephanie: Teacher #138 .475 FTE 09/18/2023  
Bradley, Tanner: Resource Specialist 1.0 FTE 08/14/25  
Chisum, Megan: Teacher #62 1 FTE 08/12/2022 Grade 2  
Daley, Chelsea: Teacher #77 1 FTE 07/01/2023 Grade 4/5  
Dellibovi, Lauren: Teacher #13 1 FTE 08/15/2024 Middle School  
Dempster, Rian: Teacher .475 FTE 08/14/25 Middle School  
Fischer, Jess: Teacher #34 1 FTE 08/12/2022 Middle School  
Foster, Alana: long term sub for Cheslea 1.0 FTE 08/14/2025  
Frazier, Jill: Homeschool Lead Teacher Student Based 08/15/2024  
Gore, Marsi: Teacher #33 1 FTE 08/12/2022 Grade 1  
Heim, Jessica: Homeschool Teacher  
Holder, Carmen: Teacher #7 1 FTE 08/12/2022 Kindergarten  
Isaacson, Katherine: Teacher #6 .55 FTE 08/14/2025 Grade 3  
Kinglesey, 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  
Samuel, Ben: PE Specialist .8 FTE 01/06/2025  
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  
Harris, Jeff: Teacher #104 1 FTE 01/05/2025  
Quartararo, Lisa Teacher #6 .670 FTE 06/16/2025  
Campbell, Amy: Resource Teacher 1 FTE 06/16/2025  
Keller, Teri: Homeschool Teacher Student Based 08/18/2022  
Delgado, Norma: Teacher #101 1 FTE 08/01/202

#### **Certificated Change in Hours:**

**Classified****Classified Employment**

Beard, Lindsay: Intervention Specialist 1.0 FTE 01/06/25  
 Brown, Kami: Administrative Coordinator #20 1 FTE 08/18/2022  
 Cayce, Katherine: Homeschool Specialist #140 .0500 FTE 09/11/2023  
 Dempster, Rian: Environmental Ed and Nutrition Specialist #2 .075 FTE 08/15/2024  
 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 01/08/2023  
 Gonzalez, Arlyne: Instructional Aide 0.51875 FTE 08/19/25  
 Gonzalez Arlyne: Childcare Assistant 0.19375 FTE 08/19/2025  
 Gonzalez, Morylyn: Food Service Assistant 0.50000 FTE  
 Hinricher, Justyn: Childcare Leader #82 0.875 FTE 08/18/2022  
 Hultgren, Rochelle: Childcare Assistant 0.2625 FTE  
 Lyden, Amy: Food Service Supervisor, #109 0.72500 FTE 08/10/23  
 Marcinko, McKenzie: Instructional Assistant # 120 0.62500 FTE 10/06/2022  
 Parades, Veronica: Office Assistant #57 .81875 FTE 12/14/22  
 Paredes, Susie: Instructional Aide/Childcare Assistant  
 Rendon, Jose: Custodian #18 .75 FTE 01/15/2025  
 Paz, Juliana: Custodian #17 .8750 FTE 08/01/2022  
 Pollard, Summer EL Liaison #122 .640 FTE 08/18/2022  
 Pryor, Abigail, Instructional Aide #64 .5 FTE 08/21/2024  
 Pryor, Abigail, Childcare assistant #68 .375 FTE 08/21/2024  
 Ryan, Colleen: Instructional Aide #121 .63125 FTE 08/18/2022  
 Samuel, Ben: PE Specialist .8 FTE 01/06/2025  
 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  
 Thatcher, Suzie: Performing Arts  
 Tran, Khanh: Homeschool Specialist #143 .4375 FTE 02/05/2024  
 Tran, Khanh: Environmental Ed and Nutrition Specialist #148 .06250FTE 10/16/2024  
 VanHorn, Darla: Instructional Aide #64 .5750 FTE 08/18/2022

**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: Instructional Aide #127 0.53125FTE 02/9/2024  
 Mitchell, Cheyenne, Extensions #82 0.62500 FTE 02/22/24  
 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 0.18750 FTE 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  
 Gaughan, Ryan: Homeschool Specialist #113 .06250 FTE 01/03/2023  
 Freedman, Emily: Homeschool Specialist #134 .0375FTE 09/01/2024

Richmond, Fawnne: #105 Office Assistant Homeschool .20 FTE 10/18/2024  
 Paz, Julio: Custodian #18 .75 FTE 08/01/2022  
 Rose, Jenn, Instructional Aide #48 .4 FTE 09/16/2024  
 Cayce, Katherine: Extensions assistant #84 .2250 FTE 01/17/2025  
 Koski, Cheyenne: Instructional Aide #108 .45 FTE 6/16/2025  
 Levesque, Jennifer: Homeschool Specialist #130 .075 FTE 06/16/2025  
 Nelson, Jeanette: Cafeteria Support #107 .78750 FTE 05/28/2025  
 Uh, Maria: Instructional Assistant #124 0.56250 FTE 05/06/2025  
 Giegel, Jennifer: Childcare assistant #37 0.375FTE 08/21/2024  
 Koski, Courtney: Instructional Aide #88 .6250 FTE 08/18/2022

**Family Members on Staff:**

Cindy McCarthy and Lindsay Beard- mother and daughter  
 Darla Van Horn and Dr. Kelly Simon- mother and daughter  
 Veronica Paredes and Susie Paredes- mother and daughter  
 Arlyne Gonzalez and Morylyn Gonzalez- sisters

## **ELPAC Coordination Stipend – \$1250 – Laura Ornstein**

### **Split between October and March**

A stipend will be provided to a credentialed teacher who assumes the responsibilities of coordinating the administration of the English Language Proficiency Assessments for California (ELPAC). This role includes, but is not limited to, overseeing the testing schedule, training staff in proper testing protocols, ensuring compliance with state guidelines, managing secure testing materials, monitoring and documenting the progress of all English Learners, hosting reclassification meetings and coordinating reclassification, and coordinating with administration to support accurate and timely completion of all assessments.

The stipend acknowledges the additional time, effort, and expertise required to ensure successful implementation of the ELPAC assessments beyond the teacher's regular contractual duties. A multiple or single subject teaching credential is required.

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## **Middle School Program Lead Stipend – \$1250**

### **Jess Fisher, split in October and March**

A stipend will be provided to a designated Middle School Program Lead who supports the effective coordination and communication of key program elements beyond the scope of regular teaching duties. This leadership role includes the following responsibilities:

- 1. Facilitation of Staff Meetings**

Lead weekly Friday Middle School Staff Meetings by preparing and sharing an agenda in advance. Following each meeting, provide a summary report to administration. These meetings should include structured opportunities for student data analysis at least twice per academic year.

- 2. Alternative Schedule Design**

Develop and propose alternative schedules for the middle school program when needed (e.g., minimum days, testing periods, special events), and communicate finalized schedules clearly to the administration and relevant staff.

- 3. Independent Study Coordination**

Oversee all aspects of the middle school independent study program, including organizing assignments, collecting completed work, and maintaining a consistent and effective tracking system. Collaborate with attendance clerk to ensure the system is adaptable and usable for elementary students as well.

4. **Middle School Newsletter/Parentsquare Communication**

Prepare and distribute regular middle school newsletters to keep families informed of important updates, events, and student learning highlights.

5. **Testing Coordination and Family Communication**

Organize and manage the testing schedule for middle school assessments. Clearly communicate testing dates and related information to students, families, and staff.

6. **Intervention and Accountability System Coordination**

Plan and coordinate accountability programs and interventions (e.g. Finish Fridays) to support student success, ensuring clear communication with students and staff and providing any necessary materials or support.

This stipend compensates the Program Lead for the additional leadership, planning, and coordination required to support the success of the middle school program. A Multiple Subject or Single Subject Credential is required.

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## **Bilingual Spanish Stipend for Full-Time Credentialed Teachers, \$1,000**

### **Split between September and February**

**Jess Fisher**

**Kat McGivern**

A stipend will be provided to full-time credentialed teachers who demonstrate bilingual proficiency in Spanish and utilize their language skills to support students, families, and staff. This stipend recognizes the value of bilingual communication in enhancing equitable access to education, fostering inclusive family engagement, and supporting the academic and social-emotional needs of Spanish-speaking students and their families.

Eligible teachers consistently use their Spanish language skills in various capacities, including but not limited to:

- Supporting instruction and student learning in both English and Spanish
- Translating or interpreting during family meetings, conferences, or school events
- Communicating with Spanish-speaking families through written and verbal correspondence
- Collaborating with colleagues to support multilingual learners

This stipend is intended to acknowledge the additional contributions and responsibilities that come with serving as a bilingual educator within our school community and is available to full time credentialed teachers with a Multiple or Single Subject credential.

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## **NWEA MAP Assessment Systems Support Stipend – \$500**

**Paid once in September**

**Alan Kingsley**

A stipend will be provided to a teacher who assists with the setup and management of systems for the NWEA MAP (Measures of Academic Progress) common assessments. This role is essential in ensuring the smooth implementation and administration of the assessment across grade levels.

Responsibilities include:

- Assisting with the initial setup and configuration of MAP testing sessions in the NWEA platform
- Organizing student rosters and ensuring accurate data entry
- Troubleshooting technical or logistical issues related to the assessment setup
- Collaborating with administrators to align testing windows and procedures
- Supporting teachers with access, scheduling, and administration of the MAP assessment
- Helping develop clear processes and documentation to streamline MAP assessment implementation
- Prepare reports and/or lead short PD for staff on how to access reports.

This stipend recognizes the additional time, technical knowledge, and coordination required to effectively support schoolwide assessment systems. This stipend requires a multiple or single subject credential.

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## **Yearbook Coordinator Stipend Description, \$850**

**Amy Lyden**

**Split between November and March**

A stipend will be provided to a designated Yearbook Coordinator responsible for leading the planning, design, and production of the school's annual yearbook. This role involves collaborating with staff, students, and external vendors to ensure a high-quality publication that reflects the school community and highlights key events and milestones.

Responsibilities include:

- Organizing and managing the yearbook timeline and production schedule
- Overseeing the collection of photos, student portraits, and written content
- Collaborating with students and staff to design and edit yearbook pages
- Coordinating with photographers, printers, and yearbook publishers
- Promoting yearbook sales and managing orders
- Ensuring the final product is accurate, inclusive, and delivered on time

This stipend acknowledges the significant creative, organizational, and leadership efforts required to successfully produce a yearbook that captures the spirit of the school year. A multiple or single subject credential is required for the assigned teacher.

---

### **Middle School Blended Course Instruction Stipend – \$15,000**

**Jessica Fisher**

#### **Split three times throughout the year**

A stipend will be provided to a middle school teacher who is responsible for designing and delivering an integrated curriculum that combines two courses such as English Language Arts and History. This role is differentiated in the fact that it involves the work typically assigned to two separate teachers and requires additional planning, content expertise, and instructional coordination to blend two courses.

Responsibilities include:

- Developing and implementing a cohesive, standards-aligned curriculum that meaningfully integrates two courses in 6th, 7th, and 8th grade.
- Designing assessments and learning experiences that address both subject areas
- Managing pacing guides, grading, and data tracking for two content areas
- Meeting the academic and developmental needs of students across both disciplines
- Attending and contributing to planning and data meetings relevant to both subject areas

This stipend recognizes the teacher's dual instructional role and the additional time, effort, and expertise required to successfully lead an integrated course that supports student achievement across two courses. A Multiple Subject or Single Subject Credential is required.

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### **Middle School Math Curriculum Development Stipend, \$5,000**

**Michelle Bergman**

## **Split between August and December**

A one time stipend will be provided to a teacher who is leading the development and assembly of a comprehensive middle school math curriculum. This project supports the creation of a high-quality, custom-designed instructional program that aligns with grade-level standards and reflects the specific needs of students at Bridges.

Scope of Work and Responsibilities:

- Unit Design: Develop 10 instructional units
    - Each unit will include:
      - Student notebook notes
      - Homework assignments with targeted practice and spiral review
      - Suggested instructional activities
      - Answer keys
      - A rough outline for the study guide and assessments
  - Lesson Development: Build approximately 100 lessons per course.
    - Lessons will be structured, clear, and ready for classroom implementation.
  - Notebook Creation: Compile all lessons into two student notebooks (Volumes 1 and 2). Each volume will be professionally printed and bound:
    - Volume 1 will be ready for distribution in August.
    - Volume 2 will be updated based on feedback from the first semester and printed in December or early January.
  - Bridges reserves the right to replicate the curriculum and materials for future years.
  - This stipend recognizes the significant time investment, instructional expertise, and organizational effort involved in writing a complete, spiraled middle school math curriculum. A single subject credential in math is required.
- 

## **Elementary Math Curriculum Pilot Stipend, \$600**

### **Split between August and November**

**Carmen Holder**

**Marsi Gore**

**Megan Chisum**

**Dendee Moss**

**Kallie Isaacson**

**Stephanie Boyle**

**Alanna Pecchi**

**Alan Kingsley**

**Kat McGivern**

A stipend will be provided to elementary teachers who are participating in the pilot new math curriculum established by the math committee. This stipend recognizes the additional time, flexibility, and professional reflection required to implement, evaluate, and provide feedback on instructional materials that are under review for future adoption.

Responsibilities include:

- Implementing two pilot math programs with fidelity in the classroom
- Participating in training sessions and professional learning related to the pilot programs
- Gathering and analyzing student work and assessment data
- Reflecting on lesson effectiveness with other piloting teachers
- Providing input and recommendations on the school math committee

This stipend acknowledges the additional planning, professional learning, and thoughtful instructional decision-making required to support a successful and informative pilot process. A multiple subject credential is required.

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## **Overnight Field Trip Stipend**

**TBA**

The Overnight Chaperone (Teacher) is responsible for ensuring the safety, well-being, and appropriate conduct of students during overnight school trips. This role requires supervision during travel, overnight stays, and scheduled activities, while upholding school policies and maintaining a supportive, structured environment.

### **Key Responsibilities:**

#### **Prior to trip:**

- Communicate with facility and work with administration to secure a date and contract.
- Communicate with families about dates, deposits, required paperwork, behavior expectations and host a parent meeting prior to the trip.

- Communicate with administration the number of students attending as outlined in contract and make arrangements for students not attending with grade level team.

### **During Trip:**

- Supervise students during all phases of the trip, including transportation, lodging, meals, and scheduled activities
- Enforce school rules and trip-specific guidelines to ensure student safety and appropriate behavior
- Conduct regular headcounts and room checks as scheduled
- Assist with student needs during the night, including emergencies or issues that may arise
- Communicate effectively with other chaperones, trip leaders, and school administrator
- Contact parent/guardian should the need arise
- Model professional behavior and serve as a role model for students
- Provide first-line support for student concerns or behavioral issues and escalate when necessary
- Maintain a calm and composed demeanor in unexpected situations or emergencies
- Ensure students are accounted for at all times and follow designated curfews and quiet hours

### **Working Conditions:**

- Overnight stays in shared accommodations such as hotels, dormitories, or camps
- Varying hours, including late nights and early mornings
- Physically active role including walking, standing, and supervising in different environments
- Must be available for the entire duration of the trip, including pre-trip preparation and post-trip debriefs unless an alternate arrangement has been approved in advance and a second chaperone is in place.

### **Requirements:**

- Current credentialed teacher in good standing
  - Prior experience working with students in extracurricular or travel settings preferred
  - Strong communication, organizational, and problem-solving skills
  - Ability to remain alert and responsive during overnight supervision
  - CPR/First Aid certification preferred or willingness to obtain
  - Must pass all background checks and clearance requirements
-

## Performing Arts Coordinator Stipend

### TBD

The Musical Theater Coordinator is a stipend position responsible for developing and leading the school's musical theater program, with a focus on providing performance opportunities for students in grades TK–8. This role includes directing two age-appropriate musical theater productions annually—one in the fall and one in the spring for students in grades TK–3—and one full length musical annually for students in grades 4–8. The Coordinator will also provide programming through the school's Expanded Learning Opportunity Program (ELOP). The Coordinator will cultivate students' creativity and confidence while fostering collaboration, discipline, and a love for the performing arts.

- **Design and direct the following programs:**
  - A **fall and spring showcase for lower grades (K–3)** featuring short performances or introductory musical theater scenes.
  - A **full-length musical for students in grades 4–8**, including auditions, rehearsals, and public performances.
- Integrate musical theater activities into the **Expanded Learning Opportunity Program (ELOP)**, providing structured, enriching experiences beyond the regular school day.
- Plan and implement all aspects of production, including casting, directing, choreography, music direction, rehearsals, costumes, sets, and stage management (with available support).
- Provide after school choir classes as assigned
- Create inclusive, developmentally appropriate experiences that engage students of all skill levels.
- Coordinate use of school spaces for rehearsals and performances.
- Collaborate with school staff, ELOP personnel, and families to encourage participation and support student success.
- Maintain attendance and participation records, and provide regular updates to school and program leadership.
- Promote a positive, supportive environment where students feel safe taking creative risks.
- Rehearsals typically occur after school, with additional time for tech week and performances.
- Occasional weekend or evening commitments required for performances and dress rehearsals.

### Qualifications:

- Demonstrated experience in musical theater production and/or direction, particularly with elementary and middle school students.
- Strong background in music, acting, dance, and/or stage management.

- Experience working with youth in an educational or enrichment setting.
- Excellent organizational, communication, and time management skills.
- Commitment to creating equitable and inclusive performing arts opportunities.
- Ability to work flexible hours, including after school and some evenings.
- Bilingual (preferred but not required).

A multiple or single subject teaching credential is required.

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**Position Title:** Data & Instructional Strategy Lead (NWEA)  
**Stipend Position for Credentialed Teacher**

**\$1250 split between September and February**

**Jess Fisher**

**Alan Kingsley**

**Overview:**

The Data & Instructional Strategy Lead supports teachers in leveraging NWEA MAP Growth assessment data to inform instruction, monitor student progress, and identify trends. This role blends data literacy with pedagogical expertise to ensure that assessment insights translate into meaningful academic outcomes.

**Key Responsibilities:**

- **Data Analysis & Interpretation:**
  - Analyze school-wide and individual MAP Growth data to identify patterns, gaps, and areas for targeted instructional improvement in elementary or middle grades.
  - Generate user-friendly reports for teachers and leadership teams that translate complex data into actionable next steps.
- **Instructional Coaching & Support:**
  - Support teachers in interpreting their students' NWEA data and using it to differentiate instruction and set meaningful goals.
  - Collaborate with educators to co-design instructional strategies and small-group plans responsive to assessment insights.
- **Professional Development:**
  - Lead professional learning sessions on grade level teams and create resources to build staff capacity around data use and instructional alignment.
  - Stay current on updates to NWEA MAP tools and best practices in data-driven instruction.

**Qualifications:**

- Valid California teaching credential
  - Experience with NWEA MAP Growth assessments strongly preferred
- 

**Position Title:** Intervention Specialist – Homeschool Program  
**Stipend Position for Credentialed Teacher**

**Kelly Kazmirchuk**

**\$2250**

**Split between September, December, March**

**Overview:**

The Intervention Specialist provides targeted academic support to students in our homeschool program, collaborates with families, and helps shape and implement a responsive intervention model. This educator plays a vital role in ensuring all students, regardless of their learning profile, have access to the supports they need to thrive.

**Key Responsibilities:**

- **Student Support:**
  - Design and lead small-group intervention sessions focused on literacy for identified students.
  - Deliver Dyslexia screener, mClass
  - Analyze student assessment data to inform parents and track progress over time.
  - Collaborate with teachers and parents to identify students in need of additional academic support.
- **Program Development:**
  - Develop and refine a homeschool-appropriate intervention framework
  - Recommend and curate high-quality intervention materials and resources aligned with student needs.
- **Family Engagement & Education:**
  - Provide coaching and workshops for parents/guardians to help them implement effective teaching strategies at home.
  - Communicate with families about student progress and provide practical, research-based guidance.

**Qualifications:**

- Valid California teaching credential
- Strong knowledge of evidence-based intervention practices



# Coversheet

## Bus for Yosemite SY 25-26

<b>Section:</b>	VII. Business and Operations
<b>Item:</b>	A. Bus for Yosemite SY 25-26
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BRIDGES CHARTER SCHOOL order# 25267.pdf Yosemite.pdf

# Confirmation

**CORPORATE COACH CHARTER & TOURS, INC.**  
**P.O. BOX 88688**  
**LOS ANGELES CA 90009**  
**PHONE: (310) 216-1171**  
**FAX: (310) 216-1181**  
**WWW.CCCTOURS.COM**  
**SALES@CCCTOURS.COM**  
**TCP: 16245**  
**US DOT: 759281**



**Order Number: 25267**  
 Order Date: May 6, 2025  
 Client: BRIDGES CHARTER SCHOOL  
 PO Number:  
 Contact: KAMI  
 Phone: 805-492-3569  
 Sales Person: MONICA AUSTIN  
 Email: MONICA@CCCTOURS.COM

BRIDGES CHARTER SCHOOL  
 1335 CALLE BOUGANVILLA  
 THOUSAND OAKS CA 91360

Deposit Required: \$3105.00  
 Deposit Due on: 8/11/2025  
 Balance Due on: 8/11/2025

UNIT: 50-54 PAX BUS (1)  
 DRIVER:  
 RATE: \$2,500.00++/TRANSFER

GROUP NAME: OTR YOSEMITE  
 START DATE: Monday, February 23, 2026  
 END DATE: Friday, February 27, 2026

## PICKUP INFORMATION

## DESTINATION DETAILS

DATE	TIME	LOCATION	DATE	TIME	LOCATION	AMOUNT
2/23/2026	06:00	BRIDGES CHARTER SCHOOL 1335 CALLE BOUGANVILLA THOUSAND OAKS CA 91360	2/23/2026	15:45	YOSEMITE NATURE BRIDGE	\$2,500.00
			Return: 2/23/2026		9040 VILLAGE DR	
			<b>Trip Hours: 9.75</b>		YOSEMITE VALLEY CA 95389	

### Equipment Type: 50-54 PAX BUS -----Passenger Count: 54

Passenger: KAMI BROWN - Mobile Number: 805-492-3569  
 2/23/26

06:00- PICK UP FROM BRIDGES CHARTER - 1335 CALLE BOUGANVILLA , THOUSAND OAKS, CA 91360

\*\*GROUP WILL DEPART AT 06:30\*\*

\*20 MIN WAIT GRACE TIME\*

ONE-WAY TRANSFER ONLY

\*\*\*2/24/26- DEADHEAD BACK TO CCC YARD\*\*\*

\*\*DRIVER CAN ONLY DRIVE FOR 10 HOURS AND BE ON DUTY FOR 14.5 HRS A DAY NO EXCEPTIONS\*\*

\*\*PLEASE NOTE IF CHAINS ARE REQUIRED A \$200.00 ADDITIONAL CHARGE WILL BE APPLIED\*\*

MISC: FUEL SURCHARGE (5%) \$125.00  
 PER DIEM (\$60/DAY) \$60.00  
 MISC: SERVICE CHARGE \$220.00  
 HOTEL ROOM & BUS PARKING \$200.00

# Confirmation

**CORPORATE COACH CHARTER & TOURS, INC.**  
**P.O. BOX 88688**  
**LOS ANGELES CA 90009**  
**PHONE: (310) 216-1171**  
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**Order Number: 25267**  
 Order Date: May 6, 2025  
 Client: BRIDGES CHARTER SCHOOL  
 PO Number:  
 Contact: KAMI  
 Phone: 805-492-3569  
 Sales Person: MONICA AUSTIN  
 Email: MONICA@CCCTOURS.COM

**BRIDGES CHARTER SCHOOL**  
**1335 CALLE BOUGANVILLA**  
**THOUSAND OAKS CA 91360**

Deposit Required: \$3105.00  
 Deposit Due on: 8/11/2025  
 Balance Due on: 8/11/2025

UNIT: 50-54 PAX BUS (1)  
 DRIVER:  
 RATE: \$2,500.00++/TRANSFER

GROUP NAME: OTR YOSEMITE  
 START DATE: Monday, February 23, 2026  
 END DATE: Friday, February 27, 2026

## PICKUP INFORMATION

## DESTINATION DETAILS

DATE	TIME	LOCATION
2/27/2026	12:00	YOSEMITE NATURE BRIDGE 9040 VILLAGE DR  YOSEMITE VALLEY CA 95389

DATE	TIME	LOCATION	AMOUNT
2/27/2026	20:00	BRIDGES CHARTER SCHOOL	\$2,500.00
Return: 2/27/2026		1335 CALLE BOUGANVILLA THOUSAND OAKS CA 91360	

**Trip Hours: 8.00**

### Equipment Type: 50-54 PAX BUS -----Passenger Count: 54

Passenger: KAMI BROWN - Mobile Number: 805-492-3569  
 \*\*2/26/25- DRIVER DEADHEAD TO YOSEMITE\*\*

2/27/26  
 12:00- PICK UP FROM YOSEMITE NATURE BRIDGE- 9040 VILLAGE DR, YOSEMITE, CA 95389

DROP OFF AT BRIDGES CHARTER- 1335 CALLE BOUGANVILLA, THOUSAND OAKS, CA 91360

\*20 MIN WAIT GRACE TIME\*

ONE-WAY TRANSFER ONLY

\*\*DRIVER CAN ONLY DRIVE FOR 10 HOURS AND BE ON DUTY FOR 14.5 HRS A DAY NO EXCEPTIONS\*\*  
 \*\*PLEASE NOTE IF CHAINS ARE REQUIRED A \$200.00 ADDITIONAL CHARGE WILL BE APPLIED\*\*

MISC: FUEL SURCHARGE (5%) \$125.00  
 PER DIEM (\$60/DAY) \$60.00  
 HOTEL ROOM & BUS PARKING \$200.00  
 MISC: SERVICE CHARGE \$220.00

<b>Totals:</b>	<b>\$5,000.00</b>
<b>Misc. Charges:</b>	<b>\$1,210.00</b>
<b>Amount Paid:</b>	<b>\$ .00</b>
<b>Balance Due:</b>	<b>\$6,210.00</b>

**BALANCE DUE AUTHORIZED BY CLIENT: \$6,210.00**

## CONTRACT TERMS AND CONDITIONS:

1. DEPOSIT DUE UPON BOOKING, 50% OF TOTAL COST; REMAINING BALANCE DUE 7 DAYS PRIOR TO SERVICE.

### FORMS OF PAYMENT:

- CREDIT CARD: VISA / MASTERCARD / AMERICAN EXPRESS
  - IF CREDIT CARD IS AUTHORIZED FOR THE TOTAL CONTRACTED AMOUNT, THE TOTAL CHARGE WILL BE ADJUSTED AT THE END OF THE TRIP IF SERVICE IS EXTENDED.
  - CHECKS MUST BE MADE OUT TO: CORPORATE COACH CHARTER & TOURS, INC.
  - CHECKS MUST BE MAILED TO: P.O. BOX 88688, LOS ANGELES, CA 90009
- WIRE TRANSFER/ACH - PLEASE EMAIL REQUEST FOR BANK INFORMATION

### 2. CANCELLATION POLICY:

- NO CHARGE IF SERVICE IS CANCELLED 5 DAYS PRIOR TO DATE OF SERVICE.
  - CANCELLATIONS BETWEEN 3 – 5 DAYS PRIOR TO SERVICE = 25% OF TOTAL FEES CHARGED
  - CANCELLATIONS BETWEEN 72 – 48 HRS. = 50 % OF TOTAL FEES CHARGED
  - CANCELLATIONS BETWEEN 48 – 24 HRS. OR NO SHOW = 100% OF TOTAL FEES CHARGED
3. **CORPORATE COACH CHARTER & TOURS, INC.** RESERVES THE RIGHT TO ADD A \$150.00 CLEAN UP FEE IF EXCESSIVE CLEAN UP IS NEEDED ONCE THE SERVICE IS COMPLETE FOR FOOD DEBRIS/TRASH.
4. **CORPORATE COACH CHARTER & TOURS, INC.** RESERVES THE RIGHT TO REFUSE DRIVING ON ANY ROADS WHERE THE CONDITIONS ARE CONSIDERED UNSAFE.
5. **CORPORATE COACH CHARTER & TOURS, INC.** IS NOT RESPONSIBLE OR LIABLE FOR ANY BELONGINGS STOLEN OR LEFT ON THE BUS.
6. **CORPORATE COACH CHARTER & TOURS, INC.** WILL NOT ISSUE A REFUND FOR UNUSED HOURS.
7. CLIENT IS RESPONSIBLE FOR ALL TOLLS & PARKING FEES INCURRED DURING THE SERVICE.
8. TRANSFER RATES ALLOW ONLY 20-30 MINUTES GRACE WAIT TIME STARTING AT REQUESTED PICK-UP TIME. ADDITIONAL WAIT TIME WILL BE CHARGED AT THE HOURLY RATE AGREED UPON.
9. ABSOLUTELY NO SMOKING OR NARCOTICS ALLOWED IN THE BUSES AT ANY TIME. NON-COMPLIANCE WILL RESULT IN IMMEDIATE TERMINATION OF SERVICES WITHOUT ANY REFUND.
10. ALCOHOL ON BOARD ONLY ALLOWED IF AGREED UPON PRIOR TO SERVICE. A REFUNDABLE DEPOSIT OF \$200.00 CASH MUST BE GIVEN TO THE DRIVER AT THE BEGINNING OF SERVICE. DEPOSIT MAY BE REFUNDED ONCE THE SERVICE IS COMPLETE UPON FINAL INSPECTION OF THE BUS BY THE DRIVER ON DUTY. ABSOLUTELY NO GLASS BOTTLES ALLOWED.
11. SNOW TRIPS THAT REQUIRE CHAINS WILL HAVE A \$200.00 FEE ADDED AS NEEDED PER TRIP PER BUS.
12. NO MORE THAN 10-HOURS OF DRIVING ALLOWED EACH DAY PER DOT REGULATIONS.
13. **SPAB/YOUTH GROUPS:** CLIENTS ARE REQUIRED TO PROVIDE A CHAPERONE THAT IS 21 YEARS OLD OR OLDER ON ANY OF OUR VEHICLES FOR ANY SCHOOL SERVICES OR FOR SERVICES WITH CHILDREN UNDER 18 YEARS OF AGE. CHAPERONE GUIDELINES WILL BE PROVIDED TO THE SCHOOL/ORGANIZATION & CHAPERON ON BOARD.
14. **OUT-OF-TOWN SERVICE:** PER DIEM, MEAL MONEY, WILL BE INCLUDED (MIN. \$60 PER DAY OUT-OF-TOWN PER DRIVER) UNLESS OTHERWISE ARRANGED BY CUSTOMER.
15. **OUT-OF-TOWN SERVICE:** GRATUITY FOR THE DRIVER WILL BE INCLUDED (MIN. \$120-\$140 PER DAY OUT-OF-TOWN) UNLESS OTHERWISE ARRANGED BY CUSTOMER.
16. **OUT-OF-TOWN SERVICE:** DRIVER'S HOTEL ROOM & BUS PARKING EXPENSES ARE NOT INCLUDED IN THE CONTRACT AND MUST BE TAKEN CARE OF BY CUSTOMER. HOTEL CONFIRMATION NEEDED PRIOR TO TRIP DEPARTURE. CORPORATE COACH CHARTER & TOURS, INC. CAN ADD THE FEE OF \$200.00 PER NIGHT UPON CLIENT REQUEST.
17. **OUT-OF-TOWN SERVICE:** DAY RATE ALLOWS FOR 10-HOURS OF SERVICE. OVERTIME AFTER 10-HOURS SHALL BE CHARGED AT THE HOURLY RATE AGREED UPON. MAX 14-HOURS OF DRIVER ON DUTY PER DAY ALLOWED.
18. CDC COMPLIANT CLEANING SOLUTIONS ARE BEING USED TO PREVENT THE SPREAD OF COVID-19 ON THE SEATS, HANDRAILS, SEATBELTS, AND ALL OTHER VISIBLE SURFACES.
19. PASSENGERS PRESENTING ANY SIGNS AS LISTED BY CDC FOR COVID-19 WILL NOT BE PERMITTED ON BOARD ANY OF OUR VEHICLES.
20. CLIENT WILLINGLY AGREES TO COMPLY WITH THE STATED AND CUSTOMARY TERMS AND CONDITIONS FOR PARTICIPATION AS REGARDS TO THE PROTECTION AGAINST INFECTIOUS DISEASES. IF, HOWEVER, THE CLIENT OBSERVES ANY UNUSUAL OR SIGNIFICANT HAZARD DURING HIS/HER PRESENCE OR PARTICIPATION, THEY WILL REMOVE THEMSELVES FROM PARTICIPATION AND BRING SUCH TO THE ATTENTION OF THE NEAREST OFFICIAL IMMEDIATELY.
- PLEASE SIGN THIS AGREEMENT AND RETURN TO CONFIRM YOUR TRIP. PRICE IS BASED ON TIME OR MILES GIVEN WHEN ORDERED AND FINAL COST MAY BE ADJUSTED ACCORDINGLY.

---

SIGNATURE

---

PRINTED NAME

---

ORDER#

---

DATE

# Coversheet

## CCSA Membership 25-26

<b>Section:</b>	VII. Business and Operations
<b>Item:</b>	B. CCSA Membership 25-26
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	School Invoice (Single-Site) - BRIDGES Charter (3).pdf



California  
Charter Schools  
Association

PO Box 86087 Los Angeles, CA 90086 • [www.ccsa.org](http://www.ccsa.org)

## Membership Invoice

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

<b>Invoice Date</b>		<b>Member ID</b>	
6/24/25		A-03384	
<b>Member Type</b>	<b>Current Expiration Date</b>	<b>Due Date</b>	<b>P.O. No.</b>
Charter School Membership (Full Year)			
<b>Description</b>			
Charter School Membership ID A-03384 Membership through 6/30/2026			
<b>We appreciate your support and participation! Please email <a href="mailto:membership@ccsa.org">membership@ccsa.org</a> with any questions.</b>			
<b>Number of Students</b> 420	<b>Amount</b> \$6,720.00		
<b>Amount Paid:</b>	\$0.00		
<b>Total Amount Due:</b>	<b>\$6,720.00</b>		

**REMITTANCE STUB**  
(Please Return)

**Initial Billing**

CCSA membership through 6/30/2026 at \$16.00 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](mailto:membership@ccsa.org)

**Total Amount Due: \$6,720.00**

**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

## Updated Bell Schedule SY25/26

<b>Section:</b>	VII. Business and Operations
<b>Item:</b>	C. Updated Bell Schedule SY25/26
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Bell_Schedule 2025-2026 .docx Board meeting August 2025.pdf

:

## Bell Schedule 2025-2026

<b>Daily Schedule: Mon -Thurs TK</b>	<b>Friday &amp; Minimum Day Schedule TK</b>	<b>Early Release Schedule TK</b>
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	
36,600 Total Instructional Minutes (required 36,000) 170 Student Days @ 210 minutes 5 Student Days @ 190 minutes		

approved 2/10/2025 amended 8/11/25

:

<b>Daily Schedule: Mon -Thurs Kindergarten</b>	<b>Friday &amp; Minimum Day Schedule Kindergarten</b>	<b>Early Release Schedule</b>
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	9:50-10:30 Healthy Snack & Active Play	9:50-10:20 Healthy Snack & Active Play
(40) 10:30-12:30 Instructional Block 2 (120)	(40) 10:30-12:30 Instructional Block 2 (120)	(30) 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 2/10/2025 amended 8/11/25

:

<b>Daily Schedule: Mon -Thurs</b> <b>1<sup>st</sup> – 3<sup>rd</sup> Grades</b>	<b>Friday &amp; Minimum Day Schedule</b> <b>1<sup>st</sup> – 3<sup>rd</sup> Grades</b>	<b>Early Release Schedule</b> <b>(Conference Week)</b>
8:20-9:35 Instructional Block 1 (75)	8:20-9:45 Instructional Block 1 (85)	8:20-9:30 Instructional Block 1 (70)
9:35-9:55 Nutrition/Active Play (20)	9:45-10:05 Nutrition/Active Play (20)	9:30-9:50 Nutrition/Active Play (20)
9:55-11:10 Instructional Block 2 (75)	10:05-11:10 Instructional Block 2 (65)	9:50-11:00 Instructional Block 2 (70)
11:10 -11:45 LUNCH (35)	11:10 -11:45 LUNCH (25), 11:35- 11:45 Active Play (10)	11:00-11:30 LUNCH (30)
11:45 - 1:10 Instructional Block 3 (85)	11:45-1:30 Instructional Block 3 (105)	11:30-12:30 Instructional Block 3 (60)
1:10-1:37 Active Play (27)		
1:37-2:45 Instructional Block 4 (68)		
<b>50,686</b> Total Instructional Minutes (required 50,400) 175 Student Days 132@303 38@255 5@200		

approved 2/10/2025 amended 8/11/25

:

<b>Daily Schedule: Mon -Thurs</b> <b>4<sup>th</sup> – 5<sup>th</sup> Grades</b>	<b>Friday &amp; Minimum Day Schedule</b> <b>4<sup>th</sup> – 5<sup>th</sup> Grades</b>	<b>Early Release Schedule</b> <b>(Conference Week)</b>
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)
<b>54,250</b> Total Instructional Minutes (required 54,000) 175 Student Days 132@330 38@255 5@200		

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<b>Daily Schedule: Mon -Thurs 6<sup>th</sup>-8<sup>th</sup> Middle School</b>  8:20 – 8:55 1st period (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)  <b>55,784</b> Total Instructional Minutes (required 54,000) 175 Student Days 132@340 38@258 5@220	<b>Friday &amp; Minimum Day Schedule 6<sup>th</sup>-8<sup>th</sup> Middle School</b>  8:20-8:35 1st (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 6th (34 Minutes)	<b>Early Release Schedule (Conference Week)</b>  8:20-9:14 2nd Period (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)
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approved 2/10/2025 amended 8/11/25

# Coversheet

## 25-26 Employee Handbook

**Section:** VII. Business and Operations  
**Item:** D. 25-26 Employee Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2025-2026 Employee Handbook draft for August 2025 board meeting.docx



BRIDGES CHARTER SCHOOL

EMPLOYEE HANDBOOK

2025-2026

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## SECTION 1 WELCOME

### WELCOME TO Bridges Charter School!

We are happy to have you join us at Bridges Charter School. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of Bridges Charter School, its personnel policies and procedures, and your benefits as a Bridges Charter School employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No Bridges Charter School guideline, practice, manual or rule may alter the “at-will” status of your relationship with Bridges Charter School.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, Bridges Charter School reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever Bridges Charter School determines that such action is warranted. For these reasons, we urge you to check with the Administrative Coordinator to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at Bridges Charter School.

Sincerely,

Kelly Simon, Executive Director & Cindy McCarthy Director of Daily Operation

## SECTION 2 GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Bridges Charter School. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Administrative Coordinator. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other Bridges Charter School document confers any contractual right, either express or implied, to remain in Bridges Charter School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by Bridges Charter School or you may resign for any reason at any time.

No supervisor or other representative of Bridges Charter School except the Directors, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside Bridges Charter School, other than to individuals affiliated with Bridges Charter School whose knowledge of the information is required in the normal course of business.

## SECTION 3 OUR MISSION/VISION/PHILOSOPHY

### MISSION STATEMENT

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

### VISION STATEMENT

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

## SECTION 4 EMPLOYMENT

### EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

### AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and Bridges Charter School will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, Bridges Charter School may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Director of Bridges Charter School, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be signed by the Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict Bridges Charter School's right to terminate at-will.

### EQUAL EMPLOYMENT OPPORTUNITY

Bridges Charter School is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity, color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also, in accordance with applicable law, the school prohibits discrimination against any qualified employee or applicant with a physical or mental disability.

These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodation for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes he or she requires accommodation in order to perform the essential functions of the job should contact the Administrative Coordinator and request such

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accommodation, specifying what accommodation he or she needs to perform the job. The school will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

## HARASSMENT

It is the policy of Bridges Charter School to ensure equal employment opportunity without discrimination or harassment on the basis of race, religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Bridges Charter School prohibits any such discrimination or harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

### What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).

- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment). ○ Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (quid pro quo” harassment). ○ Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

#### What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests.
- Use of derogatory remarks, insults and/or epithets
- Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

#### What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity may be unlawful and will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

### Responsibility

All Bridges Charter School employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

### Reporting

Bridges Charter School strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Administration. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the Administration. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Administration, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within Bridges

Charter School. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. Bridges Charter School is serious about enforcing its policy against harassment; however, Bridges Charter School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Bridges Charter School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be made in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

### Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

Bridges Charter School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Bridges Charter School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have another relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent of a consistent loop with adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with Bridges Charter School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, Bridges Charter School will provide regular progress updates, as appropriately, to those directly involved. Bridges Charter School will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

Bridges Charter School may investigate conduct in the absence of a formal complaint if the Bridges Charter School has reason to believe that an individual has engaged in conduct that violates Bridges Charter School policies or applicable law. Further, Bridges Charter School may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which Bridges Charter School believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Bridges Charter School believes appropriate under the circumstances. Due to privacy protections, the Bridges Charter School may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

### Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. Bridges Charter School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with the Administrative Coordinator or Directors.

If you believe you have experienced discrimination, harassment, or abusive conduct, we encourage you to report and seek resolution at the site level. However, you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

### Training Requirements

Bridges Charter School requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

## WHISTLEBLOWER POLICY

Bridges Charter School is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Bridges Charter School policy, specifically the policies contained in Bridges Charter School's Employee Handbook.

An employee who wishes to report a suspected violation of law or Bridges Charter School policy may do so confidentially by contacting the President of the Board of Directors.

Bridges Charter School expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Bridges Charter School. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

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Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Administrative Coordinator or Directors. Any supervisor or coordinator that receives complaints of retaliation must immediately inform the Administrative Coordinator or Directors.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Board of Directors and/or a member of Bridges Charter School management will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

## OPEN COMMUNICATION POLICY

We want to hear from you. Bridges Charter School strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Bridges Charter School is interested in all our employees' success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Administrative Coordinator or Directors. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Bridges Charter School will attempt to keep the employees' concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

## LACTATION ACCOMMODATION POLICY

Bridges Charter School provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employees' work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery powered breast pump. In addition, the school should provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employees' work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Administrative Coordinator. The school will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or Administrative Coordinator to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.
3. Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources (Administrative Coordinator) or Directors. Discrimination against and harassment of lactating employees in any form is unacceptable that it will not be tolerated at Bridges Charter School and will be handled in accordance with Bridges Charter School's policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: [www.dir.ca.gov/dlse/DistrictOffices.htm](http://www.dir.ca.gov/dlse/DistrictOffices.htm). The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

## PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship between the school, its employees, students, parents and the general public. The public impression of Bridges Charter School and its interest in our school will be formed in part by Bridges Charter School employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Bridges Charter School and our school's services.

Below are several things' employees can do to help leave people with a good impression of Bridges Charter School.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

## SECTION 5 – THE EMPLOYMENT PROCESS

### EMPLOYEE CLASSIFICATIONS

Each Bridges Charter School employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 40 hours each week. Part-time employees are those regularly scheduled to work less than 40 hours each week. Temporary employees are employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

**Exempt employees:** This category includes all regular employees who are determined by the school to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

**Non-exempt employees:** This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double-time pay as well as meal and rest breaks, as prescribed by law.

**Certificated Employee:** Certificated Employees are those employees hired by Bridges Charter School that may require the employee to hold a valid California Teaching Certificate for a teaching position or other position that requires a Certification such as Administrator, Counselor, Speech Therapist, or School Psychologist and aligns with the Charter and state policies.

**Classified Employee:** Classified Employees includes those employees hired by Bridges Charter School that DOES NOT REQUIRE a Teaching Certification, such as positions in the Business Office such as Secretary, Food Service, Maintenance, Technology, Paraprofessionals, and Health Clerk.

### WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or Director of Daily Operations will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with the Administrative Coordinator or your supervisor. All schedule changes or modifications must be approved by the Executive Director or Director of Daily Operation.

Bridges Charter School reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required

you to attend and work at the function and has written approval from Administration to provide additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

#### Full Time Exempt and/or Non-Instructional Employees:

Work schedule and hours are subject to each individual employee's job description and may not align with the regular instructional school day or hours.

#### Full Time Certificated Instructional Employees:

Typical work hours for instructional employees are from 7:45 a.m. to 3:45 p.m. At the discretion of administration these hours may be adjusted by individual contracts. Although not a legal mandate, the school will do its best to support a ten (10) minute rest break as well as a thirty (30) minute meal break. Instructional Employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. It is expected that teachers (certificated staff) will participate in activities outside of regular business hours such as instructional prep, back to school night, information sessions, evening and Saturday family workshops or special meetings.

The administration must approve any exceptions to the regular work schedule or work day to include arriving late or leaving early for instructional employees.

Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities.

#### Non-Instructional and/or Classified Employees:

Administration will determine the normal working hours for non-instructional and/or employees. Nonexempt, non-instructional and/or employees are entitled a 10-minute rest break for every 4 hours worked and a thirty (30) minute unpaid meal break when working 5 or more hours in a day and are entitled to overtime and double-time pay as required by law. Non-instructional and or classified employees work per their assigned work calendar.

## SCHOOL HOLIDAYS

The school observes the following paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday (local holiday)
- Washington's Birthday
- Good Friday (local holiday)
- Juneteenth

- Memorial Day
- Labor Day
- Local Holiday Yom Kippur Change (local holiday)
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving (local holiday)
- Christmas Day

To be eligible for holiday pay, an employee must be an hourly employee. Employees will receive time off with pay at their normal base rate and based on their regular work schedule if they are scheduled to work on any of the Bridges observed holidays. (The number of hours assigned for a holiday will be based on their typical hours worked on that particular day or an average of hours worked in a typical week on their assigned schedule). Classified specialists must be full-time to receive holiday pay. Bridges will designate either Friday or the Monday adjacent to the weekend as a paid day off. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to Administration. The employee may use paid vacation (or PTO) if the employee has unused paid time off available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent from an undue hardship.

## ACADEMIC FREEDOM

Academic freedom is not absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods.
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

## ATTENDANCE AND PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the Bridges Charter School. Regular attendance and punctuality are considered an essential function of each position. Therefore, Bridges Charter School expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day. If an employee is unable to report for work on any particular day or any portion of their day, they must call or text the Administrative Coordinator and/or their supervisor and use the absence management system to record their absence, at a minimum the evening before or not later than 6:00 a.m. on the day scheduled to work. If an employee calls in less than one hour before the scheduled time to begin work, they will be considered tardy. (See chart below). Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases; advance notice is not possible. In these cases, notify the Administrative Coordinator or Administration personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

In the case of a teacher's absence, it is expected that substitute plans will be left in the classroom with clear instructions or sent to the Administrative Coordinator in advance with all materials needed. All teachers are expected to have an emergency sub plan clearly labeled ready to go in their room should the need arise. Failure to have sub plans on a repeat basis will be documented on an employee's review.

More than three instances of tardiness by a nonexempt employee or instructional employee during any twelve-month period are considered excessive and will be documented on an employee's review. Any unexcused absence is considered excessive. A consistent presence, including punctual attendance, is a critical piece to the success of the school and will be taken into consideration for continued employment.

If you fail to report for work without any notification to the Administrative Coordinator and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES		
	OCCURRENCES/DAYS	STEP AND ACTION
<b>TARDINESS</b>	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.
<b>ABSENCES</b>	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
<b>NO CALL/NO SHOW</b>	3 consecutive days	Considered job abandonment, which can lead to termination.

## TIME RECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Non-exempt employees are not allowed to work "off the clock." All the time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record.

Exempt employees must report full days of absence from work.

## OFF THE CLOCK WORK

Bridges Charter School prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet and approved in advance by administration. This includes the use of laptops, computers, PDAs or cellphones to check work email, voicemail or to send text messages after hours.

## MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meals and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to school policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by the workers' compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

### Meal Periods

Nonexempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday is completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Administrative Coordinator and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Administrative Coordinator and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time, and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

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Rest Periods

Nonexempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or use towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Nonexempt employees must observe assigned working hours, the time allowed for rest periods and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to the Administrative Coordinator or Administration.

## PAYDAYS

Paydays for all employees will fall on the 15th and LAST DAY OF EACH MONTH. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be processed the preceding business day.

If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

## PAYROLL WITHHOLDINGS

Bridges Charter School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, Bridges Charter School must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, Bridges Charter School will work in good faith to resolve errors as soon as possible. The employee should notify the Administrative Coordinator of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the Administrative Coordinator to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by logging into the Employee Portal. Bridges Charter is not allowed to provide any form of tax advice to an employee.

## SECTION 6 – CONDITIONS OF EMPLOYMENT

### IMMIGRATION LAW COMPLIANCE

Bridges Charter School employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with Bridges Charter School within the past three years or if their previous I-9 is no longer retained or valid.

### CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, transcripts, and test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

**You are also responsible for keeping the required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Administrative Coordinator with verification of renewals.** Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail recertification, training, or testing, Bridges Charter School is required to remove you from the work schedule until you meet the requirements or renew your credential.

### TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay of your ability to begin work or termination.

The results of these tests are strictly confidential. A bubble TB Clearance is good for four years, a chest x-ray clearance is good for 10 years, and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

## CRIMINAL BACKGROUND CHECK

Bridges Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Bridges Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnishes the school with a criminal record summary.”

All employees must have Live Scan fingerprint results on file with Bridges Charter School. Proof of Live Scan fingerprinting is a requirement of employment, and the results must be provided to Bridges Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Bridges Charter School may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee.

All fingerprint and background information must be completed and the results in the possession of Bridges Charter School before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with Bridges Charter School.

Bridges Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification and after an individualized assessment is conducted in accordance with applicable law.

For additional information on background checks, please contact the Administrative Coordinator.

## CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is Bridges Charter School's policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

“Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.”

While each employee has the responsibility to ensure the reporting of any child, he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should immediately report the suspicions as required.

It is extremely important that Bridges Charter School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The Director of Daily Operation is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without Bridges Charter School's

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assistance, he or she is required to notify Bridges Charter School of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with Bridges Charter School.

## PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Administrative Coordinator. All requests should be put in writing and will be retained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

## CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Administrative Coordinator about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as closely as possible, but no later than 30 days following the change.

## SECTION 7 – PERFORMANCE

### EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees bi-annually but may conduct them annually based on need. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employees and supervisors discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully and participate in them fully.

Bridges Charter School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at will or limit the Bridges Charter School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employees and Bridges Charter School. Accordingly, either the employee or Bridges Charter School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

### Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is Bridges Charter School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While Bridges Charter School strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of Bridges Charter School and depend upon many factors in addition to performance. Positive performance evaluations, however, do not guarantee increases in salary or promotions. Increases may be determined on the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties per job description, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

## SECTION 8 – LEAVES

### Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

#### 1. Employee Eligibility Criteria:

- a. To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

#### 1. Events That May Entitle an Employee to FMLA Leave:

- a. The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:
  - b. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the school, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
  - c. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the school's separate pregnancy disability policy).
  - d.

- i. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
- ii. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
- iii. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
- iv. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- e. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) - month period to provide said care.
- f. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

## 2. Amount of FMLA Leave Which May Be Taken

- a. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
- b. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- c. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- d. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the school’s business activity has temporarily ceased for some reason and employees are

generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

### 3. Pay during FMLA Leave

- a. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the school and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
- b. An employee on FMLA leave for childcare or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- c. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave unless the employee is eligible for Parental Leave.
- d. The receipt of sick leave or Parental Leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrued during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
- e. A regular employee who is disabled as a result of pregnancy, or becomes a new parent through childbirth, adoption, or foster placement, including domestic partners of new parents through childbirth, adoption, or foster placement, shall be entitled to take up to sixty (60) days of Parental Leave. You must first exhaust all available sick leave, including all accumulated sick leave, and continue to be absent from your duties on account of parental leave in order to gain access to differential pay. The 12-work-week differential period is reduced by any period of sick leave, including accumulated sick leave, taken during parental leave. Differential pay is the difference between their salary (daily rate of pay) and the cost of a substitute per day or 50% of their regular salary (daily rate). Differential pay shall be paid at a rate of no less than 50% of the employee's salary.
- f. No employee may receive more than sixty (60) days of Parental Leave per year, or per childbirth, adoption, or foster placement. Temporary and substitute employees are not eligible for Parental Leave. If an employee does not return after a Parental Leave s/he shall reimburse the school for health and welfare benefits paid during the summer months

### 4. Health Benefits

The provisions of the school's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the school during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the school will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the school will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

BRIDGES CHARTER SCHOOL may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
  2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.
5. Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act ("USERRA") shall be credited, upon his or her return to the school, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

6. Medical Certifications
- a. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the school. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the school's request for certification) may result in denial of the leave request until such certification is provided.
  - b. The school will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The school may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
  - c. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the school may request a second opinion by a health care provider of its choice (paid for by the school). If the second opinion differs from the first one, the school will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
  - d. Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

7. Procedures for Requesting and Scheduling FMLA Leave

- a. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the director. An employee asking for a Request for Leave form will be given a copy of the school's then-current FMLA leave policy.
- b. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- c. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school's operations.
- d. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- e. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the school will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- g. The school will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employees' obligations and the consequences of failing to satisfy them.

## 8. Return to Work

- a. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- b. When a request for FMLA leave is granted to an employee (other than a "key" employee), the school will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

- c. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider so that he/she is able to resume work.
- d. If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

## 9. Limitations on Reinstatement

- a. BRIDGES CHARTER SCHOOL may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the school’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the school’s employees within seventy-five (75) miles of the employee’s worksite.
- b. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the school will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the school to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

## 10. Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the school’s written permission. An employee who accepts such employment without the school’s written permission will be deemed to have resigned from employment at the school.

## Pregnancy Disability Leave

This policy explains how the school complies with the California Pregnancy Disability Act, which requires the school to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.
- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro-rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

## Pay during Pregnancy Disability Leave

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period. Upon exhaustion of sick and/or vacation leave, an employee on pregnancy disability leave may utilize Parental Leave.

- The receipt of vacation/sick leave/Parental Leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrued during any period of unpaid pregnancy disability leave until the end of the month in which the unpaid leave began.

## HEALTH BENEFITS DURING DISABILITY LEAVE

BRIDGES CHARTER SCHOOL shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. BRIDGES CHARTER SCHOOL can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:

## WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Administrative Coordinator will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Administrative Coordinator.

## BEREAVEMENT LEAVE

Bridges Charter School guarantees all employees who have worked for the school for at least 30 days five days of unpaid bereavement leave from work after the death of an immediate family member. This includes a parent (including an in-law and stepparent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. Employees may use your accrued paid time off such as vacation and sick time. Employees must take bereavement leave within three months of the death. Employees have the choice to take off the days all together or separately over the three months.

## JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Employees will be granted paid time off for jury duty up to five (5) working days per 12-month period. Paid leave for jury duty is available only to an employee who has been working at Bridges Charter School for a minimum of one full academic year. All other employees will receive time off without pay for the entire duration of jury duty. Likewise, any time beyond 5 days necessary to complete jury duty will be without pay for those employees receiving paid jury duty for the first 5 days. However, employees may elect to substitute accrued Personal Necessity Leave or Compensated Time Off (discussed below) during any unpaid leave due to jury duty. An employee receiving pay while on jury duty (whether Jury Duty pay, or CTO) will be paid at his or her regular rate of pay for the hours the employee was scheduled to work that day, regardless of the time actually spent at jury duty.

Employees must inform the Administration of the need for jury duty as soon as they receive the summons or subpoena to appear. Once jury duty is completed, the employee must submit a receipt from the court verifying the time spent in court to the Administrative Coordinator. Employees may keep any travel allowance they received from the court.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

## TIME OFF TO VOTE

The school will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without a loss of pay to vote. The request must be made for at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the school and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

## SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid, but the employee may choose to use accrued vacation, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

## CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, stepchild, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advance notice to the school by providing documentation of the proceedings. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing.
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid, but the employee may choose to use accrued vacation, sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

## DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE

If you are a victim of domestic violence, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault.
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for accommodation. The School will maintain confidentiality regarding any requests for accommodations under this policy.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

Bridges Charter School is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked Bridges Charter School for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating or retaliating against an employee who is a victim of domestic violence or the victim of sexual assault for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation. If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213897-6595 or visit a local office by finding the nearest one on the website: [www.dir.ca.gov/dlse/DistrictOffices.htm](http://www.dir.ca.gov/dlse/DistrictOffices.htm). The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

## SECTION 9 – BENEFITS

### SICK LEAVE

#### Sick Leave Policy for Classified and/or hourly Employees

Bridges Charter School provides sick leave benefits to support the health and well-being of our valued classified staff. This policy outlines provisions for both part-time and full-time classified employees in accordance with **California Education Code §45191** and **California Labor Code §246**.

#### Part-Time Classified Staff - hourly employees

- **Eligibility:** Part-time classified hourly employees working less than full time but on a regular schedule are eligible for sick leave. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Part-time classified staff are provided **40 hours of paid sick leave per school year**, front-loaded at the start of each academic year.
- **Carryover:** Sick leave for part-time employees **does not carry over** from year to year and will not be paid out upon separation from employment.
- **Usage:**
  - The employee's own illness, injury, or preventive medical care;
  - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
  - Leave related to domestic violence, sexual assault, or stalking;

### Full-Time Classified Staff (hourly employees) and Designated Essential Office Staff

- **Eligibility:** Classified staff working full time (defined as 40 hours per week on a 10-month schedule) or staff designated as essential office staff are eligible for full sick leave benefits. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.

**\*\*Essential office staff shall be defined by administration as critical to the operation of the school opening and closing and work more than 200 days per year.**

- **Allocation:** Full-time classified employees are granted **80 hours (10 days)** of paid sick leave annually, in compliance with **Education Code §45191**.
- **Carryover:** Unused sick leave may be **carried over** from year to year with no cap on accrual for the purpose of retirement, as required by state law. Accrued sick leave is not cashed out upon resignation or termination.
- **Usage:**
  - Any employee will have an annual cap of up to 80 hours in a school calendar year accessible for sick leave:
  - The employee's own illness, injury, or preventive medical care;
  - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
  - Leave related to domestic violence, sexual assault, or stalking;

### General Provisions

- Sick leave must be used in increments consistent with the employee's scheduled work hours.
- Employees may be required to provide documentation from a healthcare provider if absent for more than three consecutive days but in line with state law.
- Abuse of sick leave may result in disciplinary action.
- Accrued sick leave may be transferred between public school districts within California if employment is continuous per **Education Code §45202**.

### Sick Leave Policy – Certificated and Administrative Staff

Bridges Charter School provides sick leave benefits in support of the health and well-being of all employees. Sick leave may be used for the employee's own illness or preventive care, or that of a qualifying family member, and is administered in compliance with **California Education Code §44978, Labor Code §246**, and applicable state regulations.

### Certificated Part-Time Staff

- **Eligibility:** Certificated employees working part-time are eligible for paid sick leave.
  - However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Part-time certificated staff are granted **40 hours of paid sick leave per school year**, front-loaded at the beginning of each school year.
- **Carryover:** Unused sick leave **carries over from year to year with no cap** on accrual for the purpose of retirement.
- **Usage:**
  - Any employee will have an annual cap of up to 80 hours in a school calendar year accessible for sick leave:
  - The employee's own illness, injury, or preventive medical care;
  - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
  - Leave related to domestic violence, sexual assault, or stalking;
- **Reporting:** Employees must follow school protocols for reporting absences and may be asked to provide documentation for extended absences.

### Certificated Full-Time Staff

- **Eligibility:** Certificated employees working full-time (typically on a 10-month academic school year) are entitled to annual sick leave. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Full-time certificated staff are provided with **ten (10) days of sick leave** (80 hours) per school year, credited at the beginning of the year.
- **Carryover:** Unused sick leave **carries over indefinitely**, with **no cap** on accumulation, in accordance with **Education Code §44978**.
- **Usage & Transfer:**
  - The employee's own illness, injury, or preventive medical care;
  - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
  - Leave related to domestic violence, sexual assault, or stalking;
  - Accrued sick leave is transferable between California school districts if the break in service does not exceed one year (**Education Code §44979**).

### Coordination of Sick Leave Benefits with Other Benefits

**Bridges** will pay sick leave benefits (to the extent they have been accrued) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, **Bridges** will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from other insured unemployment disability plans. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including California State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

### Personal Necessity Leave

Up to seven days of accrued sick leave may be used for reasons of personal necessity pursuant to Ed Code 45207. The employee may not use more than seven (7) in a single school year for personal necessity. Once an employee reaches the maximum amount of personal necessity days, any further days will be taken without pay:

1. Illness of immediate family members,
2. Death of a member of the employee's immediate family,
3. Accident involving the person or property of the employee or immediate family,
4. Appearance in court, or
5. Other reasons **as approved by the administration**. Requests must be submitted with reasonable advance notice. A standard expectation of 72 hours.

### Administrative 12-Month Staff

- **Eligibility:** School employees in 12-month administrative positions are entitled to a full year of sick leave benefits.

- **Allocation:** Administrative staff working year-round are granted **96 hours (12 days)** of paid sick leave annually, credited at the beginning of the fiscal year (July 1).
- **Carryover:** Any unused sick leave **carries over from year to year with no cap on accrual.**
- **Usage:**
  - The employee's own illness, injury, or preventive medical care;
  - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
  - Leave related to domestic violence, sexual assault, or stalking;
  - Documentation may be required for absences longer than three consecutive days.

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### General Provisions for All Groups

- Sick leave is not payable upon separation or resignation.
- Abuse or misuse of sick leave privileges may result in disciplinary action.
- All employees must notify their supervisor or designated contact as early as possible when using sick leave.

## Catastrophic Leave

Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Governing Board, may donate accrued vacation and/or sick leave credits to the requesting employee. Donations shall be given in workday equivalents only (i.e. if eight hours is a workday donated to a three- hour employee, those eight hours will count as the three-hour employee's entire workday).

Eligible leave credits may be donated to an employee for a catastrophic illness or injury if all of the following requirements are met:

- The employee who is, or whose family member is, suffering from a catastrophic illness or injury requests that eligible leave credits be donated and provides verification of catastrophic injury or illness as required by the governing board of the school in which he or she is employed.
- The governing board of the school determines that the employee is unable to work due to the employee's or his or her family member's catastrophic illness or injury.
- The employee has exhausted all accrued paid leave credits.
- If the transfer of eligible leave credits is approved by the governing board of the school, any employee may, upon written notice to the governing board of the school, donate eligible leave credits at a minimum of eight hours, and in hour increments thereafter.
- An employee who receives paid leave pursuant to this section shall use any leave credits that he or she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.
- Employees may donate no more than five workday equivalents per school year per person requesting catastrophic leave.
- To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 20 days.
- Upon resigning from the school, an employee may donate a maximum of five workday equivalents of accrued vacation and/or sick leave credits to the requesting employee. All unused donated leave credit shall be given back to the donors in reverse order of contribution.
- All donations are confidential.
- The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months.
- An employee who receives paid catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program.
- No donated sick leave may be accrued by the recipient for the purposes of retirement, vacation, or any other use beyond that of the original documented need request.
- Donations made under the catastrophic leave program shall be strictly voluntary.

## VACATION

### Standard Vacation Policy

The following full-time, regular employees are eligible for vacation benefits: Classified employees who work over 225 days annually shall receive vacation benefits on a basis equal to that percentage that the actual work month bears to full-time. (For example, a full-time employee will earn 1 day of vacation per 1 month of service credit up to 10 days per calendar year). No more than 10 vacation days may be accrued. Vacation credit shall accumulate from the first day of regular employment. Vacation days will not accrue during any unpaid leave of absence. Please note that an equivalent of no more than one week of earned vacation may be carried over into a new fiscal year. The employee shall be paid for any vacation balance in excess of the maximum carryover at the end of each fiscal year using the employee's current rate of pay as of June 30th.

Requests to use vacation days by these employees must be submitted in writing at least 2 weeks in advance to the Administrative Coordinator. These employees will not be approved for more than 10 days of vacation in a single academic year.

Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although Bridges Charter School will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon termination of employment the eligible employees listed above will be paid for all accrued, but unused vacation time at their current rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.

## INSURANCE BENEFITS.

Full-time employees are entitled to insurance benefits offered by Bridges Charter School. These insurance benefits will include medical, dental, and vision. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by Bridges Charter School. This amount will be determined on an annual basis. The employee's portion of the monthly premiums may be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on leave of absence, please contact the Administrative Coordinator.

## COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Bridges Charter School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Bridges Charter School group rates plus an administration fee. Bridges Charter School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under "CHARTER SCHOOL's health insurance plan. The notice contains important information about the employee's rights and obligations.

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## SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security (nor is Social Security withdrawn from your pay). When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

Bridges Charter School withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security) for temporary employees and Medicare withholding and matching programs as required by law.

## WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

## CHILDCARE

As a benefit of employment at Bridges Charter School, classified and certificated employees can send their children to our after-school Extensions program as a complimentary service. Fees for after school enrichment classes still apply, however.

### **This benefit is available with the following parameters:**

- You must be a current full-time employee at Bridges Charter School
- You must be on site when using the childcare service
- Children must be currently enrolled as students at Bridges Charter School
- A maximum of 20 hours per week can be utilized per staff member
- Employees must submit all paperwork for the children enrolled and maintain sign-in and sign-out records with Extensions
- Children must follow all rules and policies as outlined in the Extensions Handbook

## SECTION 10 – EMPLOYEE COMMUNICATIONS

### COMMUNICATIONS POLICY

Every employee is responsible for using the Bridges Charter School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Assistant Director.

The Communication Systems are the property of Bridges Charter School and have been provided for use in conducting Bridges Charter School business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are Bridges Charter School records and property of Bridges Charter School. The Communication Systems are to be used for school purposes only. Employees may, however, use Bridges Charter School technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Bridges Charter School business, and does not violate any Bridges Charter School policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

#### No Expectation of Privacy

Bridges Charter School has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, Bridges Charter School may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of Bridges Charter School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Bridges Charter School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish Bridges Charter School's right to monitor and access materials on its Communication Systems or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to Bridges Charter School for any reason that Bridges Charter School, in its discretion, deems appropriate. Further, employees should be aware that deleting any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though Bridges Charter School has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Administration.

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### Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Bridges Charter School letterhead.

### Offensive and Inappropriate Material

Bridges Charter School's policy against discrimination and harassment, sexual or otherwise, applies fully to Bridges Charter School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Bridges Charter School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Administration.

Bridges Charter School may (but is not required to) use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Bridges Charter School networks. Notwithstanding the foregoing, Bridges Charter School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Bridges Charter School's blocking software.

### Solicitations

Bridges Charter School's Communication Systems may not be used to solicit political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Administration is required before anyone can post any information on commercial on-line systems or the Internet.

### Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Bridges Charter School's "Confidential Information" policy, contained herein, for a general description of what Bridges Charter School deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

### Copyrights and Trademarks

Bridges Charter School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Administration. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

## Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Bridges Charter School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Bridges Charter School's network.

If you suspect that a virus has been introduced into Bridges Charter School network, notify Director of Daily Operations Administrative Coordinator immediately.

## Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

### Amendment and Modification of this Policy

Bridges Charter School reserves the right to modify this policy at any time, with or without notice. Bridges Charter School may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

### Acknowledgement

Employees acknowledge this policy by signing the receipt of this handbook.

## SOCIAL MEDIA POLICY

Bridges Charter School has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.
- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the school's background check procedures.
- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.
- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the school."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the school. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.
- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Executive Director or Director of Daily Operations. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts his/her effectiveness as a school employee at risk. Bridges Charter School encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Administrative Coordinator.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Administrative Coordinator.

Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with Bridges Charter School's social media policy will result in disciplinary action, up to, and including, immediate termination.

## EQUIPMENT POLICY

Bridges Charter School attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

### Laptop Computers

Each staff member assigned a laptop for professional use will be charged for any damage, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secure environment when not being used;

- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
- Immediately report the incident to his/her immediate supervisor and Chief representative; and obtain an official police report documenting the theft or loss; and provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the school. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

## CELL PHONE POLICY

If you are required to perform business on a cell phone for Bridges Charter School while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by Bridges Charter School or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

## TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected.

Bridges Charter School expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job, this includes staff meetings and professional development.

## CELL PHONE COMPENSATION

Permanent employees with a regular assignment will receive a stipend if they are required to use their personal cell phones for work-related purposes. Employees will receive a monthly cell phone stipend to partially offset the cost of their mobile plan, provided they adhere to company guidelines regarding appropriate usage and data security.

## NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, Bridges Charter School has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by Bridges Charter School.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by Bridges Charter School employees is prohibited at all times in all working areas on school premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by Bridges Charter School.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The Directors must approve any posting prior to posting.

Bridges Charter School reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

### Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Administrative Coordinator or Administration. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to

your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Administrative Coordinator or Administration.

## NEPOTISM POLICY

Bridges Charter School permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Bridges Charter School, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. Bridges Charter School will use sound judgment in the placement of related employees in accordance with the following guidelines:

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

The Directors must approve any exceptions to this policy.

## BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a BUILDING KEY DISBURSEMENT FORM upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Administrative Coordinator.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

## INTERNAL INVESTIGATIONS & SEARCHES

From time to time Bridges Charter School may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, at Bridges Charter School's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Bridges Charter School property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to Bridges Charter School. Bridges Charter School will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

## VIOLENCE IN THE WORKPLACE

Bridges Charter School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Bridges Charter School, or which occur on Bridges Charter School property will not be tolerated.

Per Labor Code section 6401.9, "workplace violence" is defined as any act of violence or threat of violence that occurs in a place of employment. This includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The four types of workplace violence defined in Labor Code section 6401.9.

Below are the four types of defined violence:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee

Note: "Workplace violence" does not include lawful acts of self-defense or defense of others.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy Bridges Charter School property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

Bridges Charter School's prohibition against threats and acts of violence applies to all people involved in Bridges Charter School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on Bridges Charter School property. Violations of this policy by any individual on Bridges Charter School property will lead to disciplinary action,

up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Director, Director of Daily Operation or the Administrative Coordinator.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Executive Director or Director of Daily Operations or the Administrative Coordinator.

Employees should immediately inform their supervisor or Administrative Coordinator about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

All staff will be provided annual training on the Workplace Violence Prevention Plan to include how to report concerns.

A full copy of the Work Place Violence Prevention Plan is included

## SECTION 11 – STANDARDS OF CONDUCT

### BRIDGES CHARTER SCHOOL Progressive Discipline Policy

Absent serious misconduct, the school shall utilize a discipline process which shall include the following progression as applicable: verbal warning/conference memo; written reprimand; suspension without pay; and release/termination. In determining the appropriate level of disciplinary action, the school shall consider the nature of the employee's prior misconduct, prior disciplinary action taken against the employee, and the employee's response to the disciplinary action.

Although employment for certain employees at the school is "at-will," meaning that either the employee or the school may terminate the employment relationship at any time, with or without cause or advance notice, the school shall utilize progressive discipline for at-will employees when appropriate, and for employees who have greater employment rights by contract.

- a. **Verbal Warning(s)/Conference Memo(s):** A verbal warning may result in a post- conference summary memorandum.

- b. **Written Reprimand(s):** Unless conduct warrants a reprimand in the first instance, a written reprimand shall not be used unless the employee has been verbally warned about similar actions within the last three (3) school years. The School, in its discretion, may also issue a performance improvement plan ("PIP") concurrent with the written reprimand.
- c. **Suspension without Pay:** The School, in its discretion, may choose to place the employee on unpaid suspension in lieu of releasing an at-will employee, or terminating an employee for cause. However, placement on unpaid suspension does not bar the School from releasing or terminating the employee should disciplinary issues continue. The school, in its discretion, may also issue a PIP concurrent with the suspension.
- d. **Release from At-Will Employment/Termination for Cause:** Release from at-will employment or termination for cause shall be the final step of progressive discipline and shall generally be used when prior steps of progressive discipline have failed, or unless the basis for the release/termination constitutes misconduct or significant unsatisfactory job performance.

Employees shall have the right to have a written response attached to any of the aforementioned disciplinary documents which shall be retained in the employee's personnel file.

The school reserves the right in all instances to determine the appropriate level of disciplinary action, where progressive steps may not always be taken. Neither this policy nor any action taken or not taken by the school in relation to employee discipline alters the at-will nature of relationship at the school.

## PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other Bridges Charter School staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The administration will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

## DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Bridges Charter School that no teacher or other staff member 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.

## STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members 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 professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

### Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *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 employees study this policy thoroughly and apply their 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 Executive Director or Director of Daily Operations, along with the rationale, therefore.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- 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 or other staff members 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
- “Dating” or “going out with” a student
- 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 for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director or Director of Daily Operations and 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
- Allowing students at your home and/or rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives” and hand slapping
- When age appropriate, touching face to check temperature, wiping 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
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the Executive Director or Daily Operations or 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
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- 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 administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- 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 and/or coworkers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

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 Cardiopulmonary 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 is also allowed. 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 member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director or Director of Daily Operations promptly. Reasonable suspicion means something perceived in spite of 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 staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

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#### Investigating

Administration will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, 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) 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 members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

## CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Administrative Coordinator. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Directors.

## PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any timecard, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of school equipment, time, materials, facilities, or the school's name.
- Sleeping or malingering on the job. Failure to observe working schedules, including the required rest and meal periods.

- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of Sick Leave
- Violation of the Acceptable Use Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leads to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

## CONFIDENTIAL INFORMATION

You may, during the course of your duties, be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment.

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;

- Without the written consent of the school, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the school, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the school all property of the school in as good a condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the school.

Although some written and electronic materials owned by the school may be considered to be public records, employees must refer any person seeking school records or information to the Administrative Coordinator for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

## CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Administration to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

**\*\*It is considered a conflict of interest for a staff member to provide tutoring or support services for a fee to any student enrolled at Bridges Charter School.**

### Outside Employment

If you are a full-time employee we expect that you will devote your professional effort to your position at Bridges Charter School. If you wish to participate in outside work activities, you are required to obtain written approval from Administration prior to starting those activities.

Approval will be granted unless the activity conflicts with Bridges Charter School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at Bridges Charter School.
- Involve organizations that are doing or seek to do business with Bridges Charter School including actual or potential vendors.
- Violate provisions of law or Bridges Charter School policies or rules.
- When the employee is on medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to Bridges Charter School must be given priority. Full-time employees are hired and continue employment with the understanding that Bridges Charter School is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

## EXPENSE REIMBURSEMENT POLICY

Bridges Charter School expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodation, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

Bridges Charter School does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. Bridges Charter School will not be responsible for fuel, maintenance, traffic or parking violations.

### General guidelines

- Original receipts are required for reimbursement of all expenses.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the Executive Director or Director of Daily Operations. All expenses and summaries must be submitted within 30 days to the Administrative Coordinator for payment.

### Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent midsize or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodation. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses based on current state reimbursement standards. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance

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- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

## SECTION 12 – SAFETY

### SUBSTANCE AND ALCOHOL POLICY

It is the intent of Bridges Charter School to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises.
- Refusing to submit to an inspection or testing when requested by administration.

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Administration who will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served or while entertaining clients and prospective clients of the school. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.

## SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground.

## SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of people loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Custodian, other employees push a panic button in a classroom or call 911. Report any suspicious persons or activities to the office. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area.

## PARKED VEHICLES

Employees are responsible for their own parked vehicles and personal possessions within while parked on Bridges Charter School property. Vehicle break-ins are on the rise throughout California. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

## USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct Bridges Charter School business must be insured by the employee's personal automobile insurer. Bridges Charter School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does Bridges Charter School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

## PERSONAL PROPERTY

Bridges Charter School cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on Bridges Charter School's premises, including the parking area, or away from school property while on school business.

## SAFETY POLICY

Bridges Charter School is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Administrative Coordinator immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for

which the school is responsible, bring it to the attention of your supervisor or Administration immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Administration regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Administrative Coordinator.

Bridges Charter School has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

## ERGONOMICS

Bridges Charter School has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Administration.

## CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Administrative Coordinator. Bridges Charter School uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employees must follow all labeling requirements.

# SECTION 13 – TERMINATION

## VOLUNTARY TERMINATION

Bridges Charter School will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from Bridges Charter School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Bridges Charter School for three consecutive work days. Bridges Charter School requests that employees provide at least two weeks' written notice of a voluntary termination. All Bridges Charter School property must be returned immediately upon terminating employment. Bridges Charter School retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

## INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of Bridges Charter School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its

at-will policy, Bridges Charter School reserves the right to terminate an employee at any time, with or without advance notice and with or without cause.

## EXIT INTERVIEWS

Employees who leave employment at Bridges Charter School may be asked to take part in an exit interview with the Directors to communicate their challenges and growth while employed at Bridges Charter School. Information shared during an exit interview will be treated as confidential to the extent possible.

## VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Administrative Coordinator. Only the Administration and the Administrative Coordinator are authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, Bridges Charter School will disclose only the dates of employment, and the title of the last position held. Bridges Charter School will verify or disclose additional information about the employee only if the employee provides written authorization for Bridges Charter School to provide the information. However, Bridges Charter School will provide information about current or former employees as required by law or court order.

## APPENDIX A--HARASSMENT COMPLAINT FORM

*It is the policy of the school that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Executive Director or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*Bridges Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific

statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: \_\_\_\_\_

Signature of Complainant

Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B--COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Name of Person(s) you have a complaint against:

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: \_\_\_\_\_ Signature of Complainant \_\_\_\_\_

Print Name \_\_\_\_\_

## APPENDIX C - Workplace Violence Prevention Plan

**BRIDGES CHARTER SCHOOL has adopted a Zero Tolerance Policy for workplace violence.**

Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect BRIDGES employees, or which occur on BRIDGES property will not be tolerated.

### DEFINITIONS

**Emergency** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**Engineering controls** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

**Log** - The violent incident log required by LC section 6401.9.

**Plan** - The workplace violence prevention plan required by LC section 6401.9.

**Serious injury or illness** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

**Threat of violence** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**Workplace violence** - Any act of violence or threat of violence that occurs in a place of employment.

**Workplace violence** includes, but is not limited to, the following:

The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.

An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.

The following four workplace violence types:

**Type 1 violence** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

**Type 2 violence** - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

**Type 3 violence** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

**Type 4 violence** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

**Workplace violence** does not include lawful acts of self-defense or defense of others.

**Work practice controls** - Procedures and rules which are used to effectively reduce workplace violence hazards

## RESPONSIBILITY

The Administrative Coordinator for BRIDGES CHARTER SCHOOL shall oversee the WVPP, and has the authority and responsibility for implementing the provisions of this plan for the school. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title Position	WVPP Responsibility(ies)	Phone #	Email
Kelly Simon	Executive Director	<b>Overall responsibility for the plan;</b> <i>approves the final plan and any major changes.</i>	805 -492-3569	kelly.simon@bridgescharter.org
Kami Brown	HR Manager	<b>Responsible for employee involvement and training.</b>  <i>organizes safety meetings, updates training materials, and handles any reports of workplace violence.</i>	805 -492-3569	kami.brown@bridgescharter.org
Cindy McCarthy	Daily Operations	<b>Responsible for emergency response,</b> <i>coordinates emergency response procedures, and updates routine safety procedures and protocols on campus to include regular drill schedule.</i>	805-492-3569	cindy.mccarthy@bridgescharter.org
Jose Rendon  Juliana Paz	Custodian	<b>Hazard identification, and coordination of cleanup,</b> <i>conducts safety inspections, assists with emergency response procedures, and communicates any need for facility repair and responds to hazardous spill cleanup.</i>	805-492-3569	jose.rendon@bridgescharter.org  Juliana.paz@bridgescharter.org

## EMPLOYEE RESPONSIBILITIES

BRIDGES CHARTER SCHOOL's prohibition against threats and acts of violence applies to all persons involved in the school's operation, including but not limited to the staff, outside contractors and temporary workers and anyone else on the school site. Violations of this policy by any individual on the school site, by any individual acting as a representative of the school while off the school site will be enforced as well.

Every employee and every person on Bridges site is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to the Director or Administrative Coordinator, the reporting individual's immediate supervisor, or another supervisory employee if the immediate supervisor is not available. Nothing in this policy alters any other reporting obligation established in policies or in state, federal or other applicable law.

## ADMINISTRATION/SUPERVISOR RESPONSIBILITIES

Administration/Supervisors have a crucial role in making BRIDGES a safe and secure working environment by reducing the potential for employee workplace violence through appropriate and consistent use of sound supervisory practices and by applying timely corrective action when necessary. Adherence to BRIDGES policies, workplace rules and regulations, documentation of employee performance problems appropriately identifying early warning signs, appropriate workplace conduct, and/or conflict resolution will greatly assist in the prevention of potential workplace violence.

It is the responsibility of all staff to report incidents for investigations into alleged violations of this policy to the Administrative Coordinator on potential employee workplace violence situations as appropriate. It is the responsibility of the Administrative Coordinator to coordinate an investigation with the Assistant Director. The Administrative Coordinator should document all violations of the workplace violence prevention procedures so that appropriate corrective action can be taken.

## EMPLOYEE ACTIVE INVOLVEMENT

BRIDGES CHARTER SCHOOL ensures the following policies and procedures to obtain the active involvement of employees in developing and implementing the plan:

- Administration will work with and allow employees to participate in:
  - Identifying, evaluating, and determining corrective measures to prevent workplace violence.
  - Administration will have **triannual** safety meetings with employees to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures. Faculty will be encouraged to send any concerns to the administration to be addressed at weekly/monthly faculty meetings as well.
  - Designing and implementing training.
  - Employees are encouraged to participate in designing and implementing training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident. An annual survey will be conducted to gather staff feedback and to assess any new areas of concern after the initial survey to create the plan.

- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

## EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees in the provisions of BRIDGES Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that all staff comply with the WVPP.
  - Include an overview in the Employee Handbook
  - Include time in back-to-school professional development to review WVPP
  - Provide all new-hire training in WVPP within 30 days of hiring
  - Provide 5 minute Q/A as needed monthly at faculty meetings
  - Encourage attendance at triannual safety meetings.
  - Provide retraining to employees whose safety performance is deficient with the WVPP.
  - Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by acknowledging on annual employee reviews.
  - Discipline employees for failure to comply with the WVPP. (Document on annual performance review.)

## COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our administration and staff about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between administration and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards.
- Effective communication between employees and administration about workplace violence prevention and violence concerns. For example, ensure that administration and all employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.

How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.

- Report to Administrative Coordinator
- Employees can anonymously report a violent incident, threat, or other violence concerns. This can be done by calling WeTip: [\(844\) 805-4738](tel:8448054738)

- Safety App may be used to alert Administration of an emergency
- Panic Button may be engaged if faced with an intruder or dangerous situation

Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.

- Updates on the status of investigations and corrective actions are provided to employees through email and at safety meetings. These updates could include information about the progress of investigations, the results of investigations, and any corrective actions taken
- Updates during daily/weekly/monthly/triannual meetings to discuss the plan and any updates. These meetings could involve sharing updates to the plan, discussing recent incidents, and coordinating training sessions.

## WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

BRIDGES CHARTER SCHOOL will implement the following effective procedures to ensure that:

All threats or acts of workplace violence are reported to an employee's supervisor or administration, who will inform the WVPP administrator. This will be accomplished by either emailing, texting, or calling them directly. If that's not possible, employees will report incidents directly to the WVPP administrator, Kami Brown, Administrative Coordinator.

- Employees can anonymously report a violent incident, threat, of other violence concerns. This can be done by calling WeTip: [\(844\) 805-4738](tel:8448054738)
- Submit an online form for WeTip: <https://www.wetip.com/submit-a-crime-tip/>
- Signal App may be used to alert Administration of an emergency
- Panic Button may be engaged if faced with an intruder or dangerous situation

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively. An employee who retaliates against a coworker for reporting an incident could face disciplinary action up to and including termination.

## EMERGENCY RESPONSE PROCEDURES

BRIDGES CHARTER SCHOOL has in place the following specific measures to handle actual or potential workplace violence emergencies:

Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:

- Alarm system and PA announcements will be used to alert employees of emergencies.
- Signal App will be engaged and a notice sent to notify staff of any potential danger, actions steps needed, any possible intruder w/ locations if known and to send out updates in real time.

- BRIDGES will have evacuation or sheltering plans. Evacuation routes, locations of emergency exits are discussed with faculty regularly and posted on the campus, and instructions for sheltering in place are reviewed in safety meetings. Safety binders will be maintained in central locations throughout the campus.
- How to obtain help from staff, security personnel, or law enforcement.

In the event of an emergency, including a Workplace Violence Emergency, contact or use the following:

- 911
- Panic Button
- Signal App
- Local Police Department: 805-494-8256
- Ventura County Sheriff: 805-654-2380

## **WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION**

The following policies and procedures are established and required to be conducted by BRIDGES to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.
- Review all submitted/reported concerns of potential hazards:
  - Daily or weekly review of all submitted and reported concerns.
- Workplace Violence Hazards suggestion box
- Voicemail/email/text messages
- Agenda item on weekly leadership meeting to discuss any areas of concern
- Weekly check-in with custodians to review and address any potential facility hazards

## **PERIODIC INSPECTIONS**

- Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted:

- Annually with Charter Safe during their annual report (Administrative Coordinator)
- Annually during the first week back on campus (Administrative Coordinator)
- Annually during staff development (Administration)
- Routinely during weekly cleaning of campus (Custodians)

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

<b>Specific Person Name/Job Title</b>	<b>Area/Department/Specific location</b>
Custodian(s) Julio/Julian Paz	Classrooms/Office/Yard/MPR/Bathrooms (facility)
Administrative Coordinator	Outdoor Classroom/Office/Facility
Administration	Kelly Simon Cindy McCarthy Sky Stifel

Inspections for workplace violence hazards include assessing:

- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during any criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Adequacy of workplace security systems, such as door locks/lock blocks, entry codes, physical barriers, and working panic buttons.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance: working PA system, Signal APP with all employees, and alarms and panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.
- The availability of employee escape routes.
- How well our establishment's administration and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by administration, or other employees, former employees, or community members.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

## **WORKPLACE VIOLENCE WARNING SIGNS**

Acts or threats of violence include conduct that is sufficiently severe, offensive, or intimidating to alter the employment conditions or to create a hostile, abusive, or intimidating work environment for one or several BRIDGES employees. Examples of workplace violence include, but are not limited to, the following:

- a. All threats or acts of violence occurring on BRIDGES premises, regardless of the relationship between BRIDGES and the parties involved in the accident.
- b. All threats or acts of violence occurring off BRIDGES premises involving someone who is acting in the capacity of a representative of BRIDGES.
- c. All threats or acts of violence occurring off BRIDGES site involving a BRIDGES employee if the threats or acts affect the legitimate interests of BRIDGES.
- d. Any acts or threats resulting in the conviction of an employee or of an individual performing services for BRIDGES on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affect the legitimate interests and goals of BRIDGES.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- a. Hitting or shoving an individual.
- b. Threatening an individual or his/her family, friends, associates, or property with harm.
- c. Intentionally destroying or threatening to destroy BRIDGES property.
- d. Making harassing or threatening phone calls.
- e. Performing harassing surveillance or stalking.
- f. Suggesting or intimating that violence is appropriate.
- g. Unauthorized possession of firearms or weapons on BRIDGES property.

## **STRATEGIES TO DE-ESCALATE THREATENING BEHAVIOR**

The following conflict resolution strategies may be helpful to de-escalate situations where an individual is exhibiting threatening or intimidating behavior:

- a. Project calmness; move and speak slowly, softly, and confidently.
- b. Encourage the person to talk; listen actively and patiently.
- c. Maintain a relaxed but attentive posture.
- d. Position yourself at an angle to the person rather than directly in front.
- e. Arrange yourself so your access to an exit is not blocked.
- f. Seek assistance; ask someone to sit in or signal to call for additional support.
- g. Acknowledge the person's feelings.
- h. Make small, specific requests such as asking the person to move to a quieter area, open area, or

to move outside.

- i. Do not isolate yourself from the individual.
- j. Provide the person with time to calm down.
- k. Point out options, break big problems into smaller ones.
- l. Avoid sudden movements and maintain 3–6-foot distance.
- m. From reception, use the call button to call an adjacent department for assistance.
- n. Lock down buildings and department to prevent intruders' entry.
- o. Notify the Administrative Coordinator.

Any emergency, perceived emergency, or suspected criminal conduct shall be immediately reported to the Police Department. If someone is acting violently or is threatening someone, call 911 for an immediate police response.

## INCIDENT MANAGEMENT

The degree to which employees can survive an actual act of violence in the workplace may depend upon recognition of potential problems and the measures taken in advance of an incident.

The following are basic building blocks for the development of a safety plan:

In the event of a medical emergency, immediately call 911 and administer appropriate first aid (if trained) or make the individual as comfortable as possible without being moved until first aid can be administered.

- a. Identify the physical security needs of the workplace.
- b. Discuss and coordinate emergency strategies with employees.
- c. To the extent possible, arrange for limited and authorized access to the affected work area.
- d. Establish protocol for calling the Police (emergency/non-emergency).
- e. Develop prearranged office procedures to alert others to the need for help.
- f. Develop a procedure to cease normal operations and secure the premises.
- g. Outline emergency evacuation procedures.
- h. Evaluate the need for security alarms, call buttons, surveillance cameras, security personnel, etc.

Employees should mentally “map out” a personal survival strategy in the event of workplace violence.

Workplace violence incidents will differ, and each situation will dictate a different response. The circumstances of a given situation will suggest which of, and in which order, the following should occur:

- a. Report to the Police by dialing 911 at the safest opportunity.
- b. Alert others (email, phones, signals, call button).
- c. Activate prearranged safety and security plan.
- d. Secure surroundings, lock doors.
- e. If appropriate, evacuate employees/leave the area.

## MANAGING THE AFTERMATH OF AN INCIDENT

Police and other emergency response personnel will be available to manage all emergencies. Police will deal with criminal activity. However, it remains the responsibility of BRIDGES employees/staff to work together to try to normalize the workplace following an incident. The aftermath of a violent situation can be traumatic, characterized by confusion and disorientation. The wave of uncertainty, panic and disbelief will pass and, in its place, will be the task of normalizing the workplace. Depending on the severity of the incident and the recommendations of the Administration team, the

Administrative Coordinator will normally coordinate post incident normalization. The Administrative Team and office staff will be expected to take the lead in initiating and participating in debriefings following a violent act, normally within 72 hours of an incident.

## EMERGENCIES

The school site has a disaster plan in case of an earthquake or other major disaster. Be familiar with the plan for our site. It is available to each employee and is on file in your school's office.

In the event of a bomb threat, learn as much as you can while on the phone. Complete the bomb threat checklist found in your teacher handbook. Call 911 without delay. Be sure to identify yourself and the location. Notify administration immediately.

**In the event of a medical emergency, immediately call 911 and administer appropriate first aid (if trained) or make the individual as comfortable as possible without being moved until first aid can be administered.**

## EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Bridges Charter School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding Bridges Charter School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Bridges Charter School's policies.

Just as I am free to terminate the employment relationship with Bridges Charter School at any time, Bridges Charter School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and Bridges Charter School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Directors of Bridges Charter School, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director or Director of Daily Operations. This is the entire agreement between Bridges Charter School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with Bridges Charter School, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Bridges Charter School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than Bridges Charter School Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ (Initial) I have read and received a copy of the Work Place Violence Prevention Plan

\_\_\_\_\_ (Initial) I understand I must complete mandated trainings as assigned in a timely manner

# Coversheet

## 25-26 Family Handbook

<b>Section:</b>	VII. Business and Operations
<b>Item:</b>	E. 25-26 Family Handbook
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Family-Handbook-2025-2026 Draft board meeting Aug 2025.docx



1335 Calle Bouganvilla, Thousand Oaks, CA 91360

Phone: 805-492-3569

Fax 805-493-5447

[www.bridgescharter.org](http://www.bridgescharter.org)

# Student and Family Handbook

**2024-20252025-2026**

## PARENT RIGHTS & RESPONSIBILITIES

Annual Notice for **2024-20252025-2026**

Board Approved

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

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# Bridges Charter School

~~202025-2624-~~

~~2025~~

**Board of Directors**

Katerina Yevmenkina  
Chase Dapello  
~~Nicole Taylor~~  
Heather Kruse  
Nikkie Hashemi  
Dr. Brandy Yee

**Administration**

Kelly Simon	Director
Cindy McCarthy	Director Daily Operations
Skye Stifel	Director Student Services 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](http://www.bridgescharter.org)

All email addresses for Bridges staff members are as follows:

firstname.lastname@bridgescharter.org (ex: [sam.smith@bridgescharter.org](mailto:sam.smith@bridgescharter.org)).

**Please use our website ([www.bridgescharter.org](http://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 Bridges Charter School Families,**

Welcome! We're thrilled to have you as part of our vibrant and caring school community at Bridges Charter School. Whether you're joining us for the first time or returning, you'll find dedicated educators, a supportive network of families, and a nurturing environment that meets each child's academic, social, and emotional needs.

Our goal is to provide a rich and engaging learning experience—one that's both rigorous and tailored to your child's interests. Feel free to reach out to your child's teacher anytime to arrange a conference or discuss individualized progress.

We are committed to delivering high-quality instruction through classroom-based and hybrid learning models. This handbook outlines our programs, policies, and practices—please review it together with your child and use it as a reference throughout the year. Should there be any minor updates, you'll find the most current information on our website at [www.bridgescharter.org](http://www.bridgescharter.org).

Your involvement is key to our success. Whether it's participating in the classroom or joining school-wide initiatives, your engagement helps foster your child's growth and strengthens our community.

We are so pleased to welcome you to our school family. Here's to a wonderful and inspiring school year ahead! As always, your questions and suggestions are warmly welcomed.

**Sincerely,  
The Bridges Charter School Staff**

**Bridges Charter School Daily Bell Schedule:****Or the BRIDGESS CHARTER SCHOOL ANNUAL CALENDAR**

2025-2026 School Calendar																											
July 2025							January 2026							February 2026							March 2026						
Student Days: 0							Student Days: 13							Student Days: 13							Student Days: 21						
4, Holiday Independence Day							16 End 1st Semester Grades 6-8							13 Local Holiday Lincoln Birthday (No School)							6 Staff Development (No School)						
ELOP 0 ESY 0							20 Staff Development (No School)							27 End 2nd Trimester Grades TK - 5							ELPAC Window March 16 - April 2						
Student Days: 8							Student Days: 13							Student Days: 13							Student Days: 19						
1st School Office Opens							13 Local Holiday Washington Birthday (No School)							20 - 24 Conference week Grades TK-8 Early Release 12:30							25 Holiday Memorial Day (No School)						
14, 15, 19, Staff Development (No School)							22 End 2nd Trimester Grades TK - 5							27 End 2nd Trimester Grades TK - 5							27 - May 1 CAASPP ELA Performance Window						
18 Teacher Workday (No School)							ELOP Jan 2, 20							ELOP Mar 6							ELOP Apr 6, 7, 8, 9, 10						
20 First Day of School, and 20, 21, 22 Minimum Days							ELOP Aug 18, 19							ELOP May 11 - 15							ELOP May 18 - 21						
ELPAC window for initial Aug 20 - October 1							ESY Aug 1, 4-8, 11-13 (9 days)							ELOP June 8 - 12, 15 - 18, 22 - 24							ESY June 10 - 12, 15 - 18, 22 - 25 (11 days in June)						
Student Days: 21							Student Days: 21							Student Days: 19							Student Days: 6						
1 Holiday Labor Day (No School)							3 Local Holiday (No School)							6-10 Spring Break Non Instructional Day (No School)							13 - 17 SCIENCE CAST						
ELPAC window closes on Oct 1							ELOP Oct, 3							20 - 24 Conference week Grades TK-8 Early Release 12:30							27 - May 1 CAASPP ELA Performance Window						
Student Days: 13							Student Days: 13							Student Days: 19							Student Days: 6						
3 Staff Development (No School)							11 Holiday Veteran's Day (No School)							14 End of 1st Trimester (TK - 5)							24-26 Fall Break Non Instructional Days (No School)						
11 Holiday Veteran's Day (No School)							24-26 Fall Break Non Instructional Days (No School)							27 Holiday - 28 Local Holiday (No School)							ELOP Nov 3, 24, 25, 26,						
14 End of 1st Trimester (TK - 5)							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,						
24-26 Fall Break Non Instructional Days (No School)							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,						
27 Holiday - 28 Local Holiday (No School)							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,						
ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,							ELOP Nov 3, 24, 25, 26,						
Student Days: 16							Student Days: 16							Student Days: 16							Student Days: 16						
22-31 Winter Break (No School)							22-31 Winter Break (No School)							22-31 Winter Break (No School)							22-31 Winter Break (No School)						
25 Holiday (No School)							25 Holiday (No School)							25 Holiday (No School)							25 Holiday (No School)						
ELOP Dec 29, 30, 31							ELOP Dec 29, 30, 31							ELOP Dec 29, 30, 31							ELOP Dec 29, 30, 31						
Student Days: 13							Student Days: 13							Student Days: 13							Student Days: 13						
135 Student Days							135 Student Days							135 Student Days							135 Student Days						
8 Staff Development Days (no school)							8 Staff Development Days (no school)							8 Staff Development Days (no school)							8 Staff Development Days (no school)						
2 Teacher Work Days (no school)							2 Teacher Work Days (no school)							2 Teacher Work Days (no school)							2 Teacher Work Days (no school)						
Non Instructional Days (No School)							Non Instructional Days (No School)							Non Instructional Days (No School)							Non Instructional Days (No School)						
Local Holiday (No School)							Local Holiday (No School)							Local Holiday (No School)							Local Holiday (No School)						
Legal Holidays (No School)							Legal Holidays (No School)							Legal Holidays (No School)							Legal Holidays (No School)						
ESY Extended School Year 38 days							ESY Extended School Year 38 days							ESY Extended School Year 38 days							ESY Extended School Year 38 days						
ELOP - Child Care 38 days							ELOP - Child Care 38 days							ELOP - Child Care 38 days							ELOP - Child Care 38 days						
Approved 2/10/2025							Approved 2/10/2025							Approved 2/10/2025							Approved 2/10/2025						

PLEASE VISIT:

[WWW.BRIDGESCHARTER.ORG](http://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 pre-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 in the event that we need to reach you. A change during the school year in any of the following must be reported to the school immediately. If you cannot access the parent portal please notify the office as soon as possible of any changes to the following:**

- Home phone number, address, cell phone
- Parents’ business phone number and/or address
- Doctor’s name and phone number
- Names, addresses, and phone numbers of friends or relatives you have designated on the emergency card. These are contacts the office may call in case of illness or emergency. They do not necessarily have permission to remove your child from school for any other reason.
- Please be sure to list all the 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 current 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 sick. **Please 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.

## Short Term - Request for Independent Study

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 fifteen(15) 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, and age, and gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived. Short term independent study will not be approved for the purpose of vacations. Please be sure to refer to the school calendar and plan accordingly.

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

- Illness of a student (not a parent or a sibling) to include mental health
- \*\*A dependent child that must accompany someone in the household to a doctor's appointment and cannot be present in an online virtual class meeting during school closures.
- Quarantine under a city official's order
- A doctor, dental, or optometry appointment
- Death of an immediate family member
- Funeral services or grieving for a member of the pupil's immediate (or closely associated) family—up to five days per incident.
- Appearance in court and/or jury duty
- Justifiable personal reasons (with prior written parental request and school approval)—such as:
  - Court appearances
  - Religious ceremony or holiday observance
  - Religious retreat – limited to one school day per semester
  - Employment or educational conferences (e.g. related to legislative/judicial process)
- Observance of a religious holiday
- Attendance at naturalization ceremony
- Spending time with an immediate family member on active duty (called to duty, leave, or returning from deployment) up to 3 days excused.
- Civic or political events (middle school only), with prior notice:
  - One full-day absence per year only
- \*\*Connectivity issues that interfere with the intent to be present during synchronous learning during school closures. Proof and completion of work must be submitted in lieu of attendance. 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 **100.4 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

**Gates open at 7:50AM and close at 8:20AM. Any student arriving after 8:20 must enter thru the front office where they will need to sign in and receive a tardy slip to enter class.**

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 or in their lockers for 6-8.

**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.**

\*\*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.

## 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

STAY HOME IF any new illness or symptom prevents a child from participating meaningfully in routine activities.

- **Fever:** STAY HOME IF a fever is of 100.4°F (38°C) or higher. RETURN WHEN fever went away over the night and is gone in the morning without the use of medications such as Tylenol®, Advil®, or Motrin® (acetaminophen or ibuprofen).runny nose with cloudy, yellow or green mucus or excessive/constant running nose of any kind. 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.
- **Sore Throat:** OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older. STAY HOME AND SEEK MEDICAL ATTENTION for difficulty breathing or swallowing, or continuous drooling. RETURN WHEN IMPROVING. If an antibiotic is prescribed, take the first dose at least 12 hours before returning
- **Cold symptoms, such as cough, stuffy/runny nose, sneeze:** OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older. STAY HOME AND SEEK MEDICAL ATTENTION for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication (like albuterol). RETURN WHEN IMPROVING. If your child needs medication after returning, contact the site to let them know. **(Be sure to have proper medication form on file.)**
- **Rash -** OK TO ATTEND WITH MILD SYMPTOMS. STAY HOME AND SEEK MEDICAL ATTENTION if rash is worsening, causing pain, has blisters, or is not healing. RETURN WHEN IMPROVING or as guided by health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies, and pinworms, your child may return as soon as they start appropriate treatment.
- **Diarrhea -** STAY HOME IF your child's stool is likely to leak from the diaper, or if they are unlikely to make it to the toilet in time (if potty trained). If the stool looks bloody or black, seek medical attention. RETURN WHEN improving. Recommend frequent hand washing.

- **Vomiting** - STAY HOME IF vomiting has occurred 2 or more times in 24 hours. RETURN WHEN vomiting has ended overnight, and your child is able to hold down liquids and food. Recommend frequent handwashing.
- **Ear or eye irritation, including pink eye:** OK TO ATTEND WITH MILD SYMPTOMS. Recommend frequent handwashing. STAY HOME AND SEEK MEDICAL ATTENTION for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate.
- Excessive Crankiness/Irritability – monitor closely and use your best discretion.

\*\*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 (upon school entry, K, 2, 5, 8)
- Hearing Screening (upon 1st school entry 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 they pertain 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 6<sup>th</sup>-8<sup>th</sup> grade students.
- Restrooms at the end of the outdoor classroom (nearest library) are for 1<sup>st</sup>-5<sup>rd</sup> 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 WILL be confiscated and held by a teacher or a staff member or sent to the office until the end of the day. If a student is found to be in violation of the policy on a repeat occasion(s) it will 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/Recess.
- 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, stuffies) 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 medication that has 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 start from Bridges Charter School and return to the school. All students must report to the school on the day of the field trip 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. However, if the field trip does not extend to the end of the school day all students (and chaperones) are expected to return to campus in the same form of transportation where a parent/guardian may check their child out in the front office if they need to leave school prior to the end of the school day. Students should not be checked out of school or absent from their own class in order to attend another school sponsored Bridges field trip or activity with a sibling.

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 suspensions

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

## FIELD TRIP– DRIVING

Each class may take multiple field trips throughout the year, which parents may help organize. A bus will 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 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. **IT IS THE RESPONSIBILITY OF THE PARENT DRIVER TO BE SURE THEY HAVE CLEARED ALL OF REQUIRED PAPERWORK WITH THE FRONT OFFICE BEFORE EACH TRIP. (KEEP IN MIND INSURANCE MAY EXPIRE)**

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 security system in the front office 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 Application and Acknowledgments Page
- Picture of State ID on File
- Negative COVID test- should this still apply or health mandates as they apply
- Attend Volunteer Orientation

## BRIDGES SIBLINGS ON A FIELD TRIP

On a rare 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. Any Bridges student that is not in attendance at school **may not** attend a school sponsored field trip or activity. Parents and/or guardians may not bring other siblings with them on a school sponsored field trip when serving as a chaperone. Please plan accordingly.

## 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.**

- Please drop-off and pick 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. DO NOT EVER PARK IN THE FIRE LANE(S)
- Parents may not 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.
- Do not enter the parking lot from the wrong direction.
- **The parking lot is reserved for faculty & 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. BE KIND
- 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. Administration may ask anyone compromising the safety and peaceful learning and work environment to immediately leave the premise.
- 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. Once the gates are closed all parents/guardians and visitors must enter/exit and sign in/out through the main office. Please be sure to have a proper ID.
- Any parent wishing to walk their child to class will need to park in neighborhood and not block the driveway or use staff or reserved parking. Parents MAY NOT 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. (This is a law!)
- ALL PARENTS/Guardians walking their child to class MUST EXIT THE CAMPUS BY 8:20 unless otherwise arranged to be on campus.
- Volunteering is done on an arranged/scheduled basis and not on a drop-in basis.

### **Student Release Times and Procedures**

**Please refer to the bell schedule: [www.bridgescharter.org](http://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 and the parent will be expected to pay a fee for child care or into the office to call a parent or guardian for immediate pick up. Continued pattern may result in a call to the proper authorities.
- 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 office. The spots available will be based on income eligibility. A priority list will be created. Please

be sure to notify the school if you are in need and to receive an application.

## 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 regard 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 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 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 pure 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 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™ 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 – ALL CELL PHONES (INCLUDING WATCHES WITH CONNECTIVITY)**

ARE RESTRICTED DURING THE SCHOOL DAY TO INCLUDE LUNCH AND RECESS. Any student needing to make a call during the day will need to seek permission from an adult staff member. Phones may be accessed in the office as needed and/or appropriate. Please do not text/call your child during the school day. You may call the office and leave a message and staff will do their best to deliver the message at an appropriate time as soon as possible.

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 the 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

## 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 2025-2026. 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 in regards to class celebrations that involve food during the school day. Any class celebration 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. In lieu of food it is suggested to consider donating a book to the classroom or the library or consider donating to the garden. Discuss ideas with the classroom teacher in advance to any special celebration. Any food items sent without being cleared in advance will not be allowed. We appreciate you helping us keep our campus safe for ALL students.

## 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](http://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](mailto: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 titlefor 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 - Synthetic Drug Awareness

### Synthetic Drugs Awareness

In compliance with California Education Code § 48985.5, our school provides the following essential information annually at the start of the school year:

1. **Dangers of Synthetic Drugs**

Synthetic drugs—not prescribed by a physician—such as fentanyl, pose significant health risks, including fatal overdose. [California.Public.LawLegiScan](#)

2. **Counterfeit Pills Risk**

These dangerous substances can be found in counterfeit pills—many of which look like legitimate medications but contain lethal doses. [California.Public.LawLegiScan](#)

3. **Social Media Marketing Risks**

### Why This Matters

- **Widespread Threat:** Fentanyl is an extremely potent synthetic opioid—dozens of times stronger than morphine—and is often mixed into pills or substances without user awareness. [Grace Hudson Language AcademyCalifornia School for the Blind](#)
- **Invisible Danger:** It cannot be detected by sight, smell, or taste, making it nearly impossible to recognize contaminated drugs. [Grace Hudson Language Academy](#)
- **Protect Your Child:** Encourage open, judgment-free conversations with your child about these dangers and reinforce safe behaviors. [New Designs Charter SchoolsGrace Hudson Language Academy](#)

### Recommended Resources for Parents & Guardians

- **DEA – “One Pill Can Kill”:** Offers facts and shatter myths, warning how a single counterfeit pill may contain lethal fentanyl [San Diego County Office of Educationdelhiusd.org](#)
- **California Department of Public Health (CDPH):** Provides overview of fentanyl’s potency and overdose risks—including alarming trends such as “rainbow fentanyl”—and prevention toolkits [CDPH+1solanocoe.net](#)
- **National Institute on Drug Abuse (NIDA):** Free lesson plans and discussion guides designed for parents and educators to foster substance use prevention conversations [super.ucla.edu](#)
- **Operation Prevention (DEA + Discovery Education):** No-cost multimedia toolkits (available in English & Spanish) to initiate life-saving discussions about synthetic drugs with students (grades 3–12) [gsdacademy.com](#)
- **Get Smart About Drugs & Socio-Local Resources:** Includes fact sheets, conversation guides, and “exit strategies” for youths to navigate peer pressure safely [San Diego County Office of Education](#)
- **Parent’s Guide to Fentanyl:** A bilingual (English/Spanish) guide with warning signs, tips, videos, and articles to help parents recognize and act early [bhs.smuhsd.org](#)
- **Helpful Community Platforms:** Some districts link to local initiatives like “OD Free Marin” or county-level toolkits for localized support [rossbears.org](#)

## Suggested Action Steps for Families

### 1. **Initiate Open, Honest Conversations**

Prepare beforehand—familiarize yourself with facts about fentanyl and synthetic drugs—and use clear, calm, age-appropriate language to share your values and concerns. Avoid scare tactics; focus on understanding and connection [California School for the Blind](#).

### 2. **Model Safety Practices**

Encourage your child:

- *Never accept pills or substances from unverified sources*
- *Don't use medications not prescribed to them*
- *Treat social media-based "offers" as potentially dangerous*

### 3. **Stay Alert to Behavioral & Physical Warning Signs**

Look for sudden lethargy, disorientation, respiratory changes, or unresponsiveness—indicators of possible overdose—and act immediately by calling **911**.

### 4. **Learn and Keep Naloxone (Narcan) Accessible**

Educate yourself and others about administering overdose reversal medication—Naloxone—and how to access it locally.

### 5. **Leverage Educational Resources Together**

Watch videos like "*One Pill: The Dangers of Fentanyl*" or explore tools like Operation Prevention with your child to strengthen awareness and resilience [hope-esd.org](https://hope-esd.org) [SharpSchoolsAcademy.com](https://SharpSchoolsAcademy.com).

### 6. **Promote Healthy Outlets & Support**

Encourage participation in positive youth programs, hobbies, and peer groups.

## Appendix K - Title IX

**Cindy McCarthy** - Director of Daily Operations  
1335 Calle Bouganvilla, Thousand Oaks, CA 91360  
[cindy.mccarthy@bridgescharter.org](mailto:cindy.mccarthy@bridgescharter.org)  
805-492-3569

### **How may I file a complaint of discrimination under Title IX?**

You may file a complaint of discrimination on the basis of sex, including sexual harassment, by contacting Charter School's Title IX Coordinator. A report of sexual harassment as defined under the Title IX regulations can be made to any Charter School employee. Otherwise, a discrimination complaint may be filed with the Office for Civil Rights:

San Francisco Office for Civil Rights

U.S. Department of Education

50 United Nations Plaza

Mail Box 1200, Room 1545

San Francisco, CA 94102

(415) 486-5555

[ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

[United States Department of Education Office for Civil Rights Complaint Form](#)

[United States Department of Education Office for Civil Rights Complaint Assessment System](#)

### **Is there a statute of limitations for filing an alleged incident of harassment or discrimination?**

Consistent with Charter School's Uniform Complaint Procedures Policy ("UCP"), a complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by Charter School for good cause upon written request from the complainant.

A report or complaint regarding sexual harassment as defined under the Title IX regulations is not subject to the six-month timeline in the UCP.

### **How are discrimination complaints investigated?**

Complaints of sexual harassment filed with Charter School are investigated in accordance with Charter School's Title IX Policy and Grievance Procedures. All other complaints of discrimination are investigated under the UCP.

For federal guidance on how complaints may be further pursued, please see the following

link:

[United States Department of Education Office for Civil Rights](#)

### **Where can I get more information on the rights of a pupil and the public and the responsibilities of the public school under Title IX?**

The following Internet resources are available to find more information regarding rights and responsibilities under Title IX:

[California Department of Education Office of Equal Opportunity](#)

[United States Department of Education Office for Civil Rights](#)

In addition, California law, like Title IX, prohibits discrimination on the basis of sex and affords individuals certain rights. You can access those rights here: [Rights Afforded Under Education Code Section 221.8](#). Specifically, you have the right to (when applicable):

1. Fair and equitable treatment and you shall not be discriminated against based on your sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the athletic director of your school as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all of the following: (i) equipment and supplies; (ii) scheduling of games and practices; (iii) transportation and daily allowances; (iv) access to tutoring; (v) coaching; (vi) locker rooms; (vii) practice and competitive facilities; (viii) medical and training facilities and services; and (ix) publicity.
6. Have access to a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
9. Pursue civil remedies if you have been discriminated against.
10. Be protected against retaliation if you file a discrimination complaint.

## **APPENDIX L - Uniform Complaint Procedures – Annual Notice**

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, including but not limited to allegations of discrimination, harassment, intimidation, or bullying or noncompliance with law relating to all programs and activities that are subject to the UCP. Each PUC School shall investigate and seek to resolve such complaints as set forth herein.

Most issues are best handled informally, and the Board and Bridges administration encourage the early resolution of complaints at the site level whenever possible. If you have a concern, you can always come and talk to an administrator at our office. If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

Bridges Charter School (“BCS”) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, and bullying against any protected group, and all programs and activities that are subject to the UCP (see below). BCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (“UCP”) adopted by our Governing Board.

Below is a list that will fall under the UCP:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Unlawful discrimination, harassment, intimidation, or bullying complaints against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, including any actual or perceived characteristic as set forth in Penal Code section 422.55, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any BCS program or activity that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes noncompliance with Education Code sections 243(a) and 244(a).
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in BCS, pupils who are migratory, and pupils participating in a newcomer program
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes (n/a Mega Waiver)
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs

- School Plans for Student Achievement
- School site Councils
- State Preschool (n/a – we do not operate a preschool)
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing (we do not operate a preschool)
- Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

A security deposit, or other payment, that a pupil is required, to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. (Does not apply to a request for donations or contributions)

Complaints of noncompliance with laws relating to pupil fees may be filed with the Director or designee. A complaint regarding pupil fees or LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support the complaint. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

**Cindy McCarthy** – Director of Daily Operations

Bridges Charter School

1335 Calle Bouganvilla

Thousand Oaks, CA 91360

Telephone: (805) 492-3569

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Director or their designee in writing. All other complaints shall be filed not later than one (1) year from the date the alleged violation occurred, except that this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints relating to LCAPs, the date of the alleged violation is the date when the reviewing authority approves the LCAP or the annual update that was adopted by BCS.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with applicable law and BCS's procedures.

The complainant has a right to appeal BCS's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) days of the date of the Decision. The appeal must include a copy of the complaint filed with the School and a copy of BCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of BCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the BCS Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director.

# Appendix M- Parent Rights and Annual Notifications

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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

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
1. Due to his or her illness.
  2. Due to quarantine under the direction of a county or city health officer.
  3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  5. For the purpose of jury duty in the manner provided for by law
  6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

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

**Bridges Board Policies listed below may be accessed at the following**

**link: <https://bridgescharter.org/current-families/handbooks-and-policies/>**

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

Educational Equity *EC 234.7*

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

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

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

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

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

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

### **California Healthy Youth Act – EC 51930-51939**

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

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

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
  - a. The date of the instruction

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

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

**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](mailto: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.

### **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>.

### **District-Wide Parental Involvement - CE 11500-11506**

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

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

### **Dress Code – EC 35183**

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

### **Electronic Listening or Recording Device – EC 51512**

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

### **Electronic Nicotine Delivery Systems (e-cigarettes)**

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

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

### **Electronic Signaling Device – EC 48901.5**

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

### **Emergency Treatment for Anaphylaxis – EC 49414**

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

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

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

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

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

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

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

### **Excused Absences – *EC 46014 and 48205***

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

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

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  1. Due to his or her illness.
  2. Due to quarantine under the direction of a county or city health officer.
  3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  5. For the purpose of jury duty in the manner provided for bylaw.
  6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her

religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
  11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

### **Family Educational Rights and Privacy Act (FERPA)**

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

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](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](mailto: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](mailto:kelly.simon@bridgescharter.org) and Cindy McCarthy [cindy.mccarthy@bridgescharter.org](mailto:cindy.mccarthy@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:

- i. Every local education agency designates a staff person to act as the educational liaison for students in homeless situations.
- j. 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.

- k. The parent/guardian determines which school is in the child's best interest.
- l. 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.
- m. Students will be provided free/reduced lunch.
- n. Students will be provided Title 1 services.
- o. School districts will establish a dispute resolution process to resolve disagreements between parents and the district.
- p. 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](https://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 mediation is to be taken requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.***

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

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

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

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

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

### **The Menstrual Equity for All Act of 2021**

All public schools with grades 6 through 12 are required to stock **all** school restrooms with an adequate and free supply of menstrual products in the women's and all-gender restrooms, and at 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  
Assistant Director  
1335 Calle Bouganvilla  
Thousand Oaks, CA 91360 805-492-3569

### **Pesticide Products – EC 17612 and 48980.3**

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

### **Physical Assessments – EC 49426, 49451 and 49452**

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

### **Physical Examination – EC 49451**

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

### **Property Damage – EC 48904**

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

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

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

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

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

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

### **Safe Place to Learn Act - EC 234 and 234.1**

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

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

### **School Support and Accountability**

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

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

### **School Accountability Report Card (SARC)**

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

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

### **School Rules – EC 35291**

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

### **School Safety Plan – EC 32280 *et seq.***

Bridges Charter School has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office or on line at [www.bridgescharter.org](http://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 5145.3](#) 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, Assistant Director, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. If the school finds merit in a complaint, the school shall provide a remedy to all affected pupils, parents/guardians.

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

### **Walking or Riding a Bike to School – Vehicle Code 21212**

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

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### **ADDITIONAL NOTIFICATIONS FOR ELEMENTARY & MIDDLE SCHOOLS ONLY**

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#### **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 31<sup>st</sup> of the pupil's first school year.



# Coversheet

## 25-26 Salary Schedule

<b>Section:</b>	VII. Business and Operations
<b>Item:</b>	G. 25-26 Salary Schedule
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Bridges-25-26-Salary-Schedule- final edit Aug 2025.docx

**BRIDGES**  
**CERTIFICATED MANAGEMENT SALARY SCHEDULE**  
**2025-2026**

POSITION	SCHEDULE	# OF DAYS	RATE	DR/01	DR/02	DR/03	DR/04	DR/05	DR/06	DR/07	DR/08	DR/09
DIRECTOR	CE214	1.0 FTE	ANNUAL	\$106,090.00	\$111,394.00	\$116,964.00	\$122,812.00	\$128,951.00	\$135,400.00	\$142,170.00	\$149,278.00	\$153,241.00
CONTRACT DAYS		214	Daily	\$495.75	\$520.53	\$546.56	\$573.89	\$602.57	\$632.71	\$664.35	\$697.56	\$716.08

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	AD214	1.0 FTE	ANNUAL	\$96,445.00	\$101,268.00	\$106,331.00	\$111,647.00	\$117,229.00	\$123,091.00	\$129,245.00	\$135,707.00	\$139,310.00
CONTRACT DAYS		214	Daily	\$450.68	\$473.21	\$496.87	\$521.71	\$547.80	\$575.19	\$603.95	\$634.14	\$650.98
DIRECTOR OF STUDENT SUPPORT SERVICES	AD214	1.0 FTE	ANNUAL	\$96,445.00	\$101,268.00	\$106,331.00	\$111,647.00	\$117,229.00	\$123,091.00	\$129,245.00	\$135,707.00	\$139,310.00
CONTRACT DAYS		214	Daily	\$450.68	\$473.21	\$496.87	\$521.71	\$547.80	\$575.19	\$603.95	\$634.14	\$650.98

Health & Welfare Annual Cap: \$19,660.30 for fulltime staff

EFFECTIVE:

BOARD ADOPTED :

REVISED: July 1, 2025

CERT MGMT

**BRIDGES**  
**CERTIFICATED SALARY SCHEDULE**  
**2025-2026**

	01/CL1 CLASS I BACHELOR'S	01/CL2 CLASS II BACHELOR'S	01/CL3 CLASS III BACHELOR'S	01/CL4 CLASS IV BACHELOR'S	01/CL5 CLASS V BACHELOR'S
STEP	DEGREE	PLUS 15 *	PLUS 45 *	PLUS 60 *	PLUS 75 MA & DOC *
1	57,732.00	57,732.00	57,732.00	57,732.00	57,732.00
2	57,732.00	57,732.00	57,732.00	57,732.00	58,599.00
3	57,732.00	57,732.00	57,732.00	57,732.00	59,469.00
4	57,732.00	57,732.00	57,732.00	57,732.00	60,937.00
5	57,732.00	57,732.00	60,041.00	60,221.00	64,130.00
6	57,732.00	57,732.00	60,041.00	63,380.00	67,332.00
7	57,732.00	58,348.00	65,581.00	66,546.00	70,530.00
8	57,732.00	61,431.00	65,581.00	69,708.00	73,731.00
9	57,732.00	64,530.00	68,708.00	72,866.00	76,941.00
10		67,608.00	71,838.00	76,035.00	80,136.00
11		70,687.00	74,962.00	79,183.00	83,340.00
12		70,687.00	74,962.00	82,351.00	86,538.00
13		70,687.00	74,962.00	85,507.00	89,747.00
14		70,687.00	74,962.00	85,507.00	93,007.00
15		70,687.00	74,962.00	85,507.00	93,007.00
16		70,687.00	74,962.00	85,507.00	93,007.00
17		70,687.00	74,962.00	85,507.00	93,007.00
18		70,687.00	74,962.00	85,507.00	93,007.00
19		71,581.00	75,856.00	86,400.00	93,839.00
20		71,581.00	75,856.00	86,400.00	93,839.00
21		71,581.00	75,856.00	86,400.00	93,839.00
22		71,581.00	75,856.00	86,400.00	93,839.00
23		71,581.00	75,856.00	86,400.00	93,839.00
24		72,476.00	76,751.00	87,296.00	94,733.00
25		72,476.00	76,751.00	87,296.00	94,733.00
26		72,476.00	76,751.00	87,296.00	94,733.00
27		72,476.00	76,751.00	87,296.00	94,733.00
28		72,476.00	76,751.00	87,296.00	94,733.00
29		73,370.00	77,646.00	88,189.00	96,310.00

185 Teacher days (175 Student days and 10 professional development)

Health & Welfare Annual Cap: \$19,660 for fulltime staff

PLACEMENT RULES: Credit will be given for up to 10 years full-time verified previous teaching experience at an accredited institution or at the discretion of the Executive Director based on successful years' experience

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

\* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE:

BOARD ADOPTED :

REVISED: July 1, 2025

**BRIDGES**  
**CERTIFICATED HOURLY SALARY SCHEDULE**  
**2025-2026**

	01H/CL1 CLASS I BACHELOR'S	01H/CL2 CLASS II BACHELOR'S	01H/CL3 CLASS III BACHELOR'S	01H/CL4 CLASS IV BACHELOR'S	01H/CL5 CLASS V BACHELOR'S
STEP	DEGREE	PLUS 15 *	PLUS 45 *	PLUS 60 *	PLUS 75 MA & DOC *
1	39.01	39.01	39.01	39.01	39.01
2	39.01	39.01	39.01	39.01	39.59
3	39.01	39.01	39.01	39.01	40.18
4	39.01	39.01	39.01	39.01	41.17
5	39.01	39.01	40.57	40.69	43.33
6	39.01	39.01	40.57	42.82	45.49
7	39.01	39.42	44.31	44.96	47.66
8	39.01	41.51	44.31	47.10	49.82
9	39.01	43.60	46.42	49.23	51.99
10	0.00	45.68	48.54	51.38	54.15
11	0.00	47.76	50.65	53.50	56.31
12	0.00	47.76	50.65	55.64	58.47
13	0.00	47.76	50.65	57.78	60.64
14	0.00	47.76	50.65	57.78	62.84
15	0.00	47.76	50.65	57.78	62.84
16	0.00	47.76	50.65	57.78	62.84
17	0.00	47.76	50.65	57.78	62.84
18	0.00	47.76	50.65	57.78	62.84
19	0.00	48.37	51.25	58.38	63.40
20	0.00	48.37	51.25	58.38	63.40
21	0.00	48.37	51.25	58.38	63.40
22	0.00	48.37	51.25	58.38	63.40
23	0.00	48.37	51.25	58.38	63.40
24	0.00	48.97	51.86	58.98	64.01
25	0.00	48.97	51.86	58.98	64.01
26	0.00	48.97	51.86	58.98	64.01
27	0.00	48.97	51.86	58.98	64.01
28	0.00	48.97	51.86	58.98	64.01
29	0.00	49.57	52.46	59.59	65.07

185 Teacher days (176 Student days and 10 professional development days) \*

Health & Welfare Annual Cap: \$19,660.30 for fulltime staff

PLACEMENT RULES: Credit will be given for up to 10 years full-time verified previous teaching experience at an accredited institution or at the discretion of the Executive Director based on successful years' experience.

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

\* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE:

BOARD ADOPTED :

REVISED: July 1, 2025

**BRIDGES**  
**MISCELLANEOUS CERTIFICATED SALARY SCHEDULE**  
**2025-2026**

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	\$392.97
COUNSELOR	COUNSEL1/2	\$416.87
COUNSELOR	COUNSEL1/3	\$442.29

POSITION	SCHEDULE	DAILY RATE
RESPONSE TO INTERVENTION	06/5/1	\$403.41
RESPONSE TO INTERVENTION	06/5/2	\$409.54
RESPONSE TO INTERVENTION	06/5/3	\$415.78
RESPONSE TO INTERVENTION	06/5/4	\$422.03
RESPONSE TO INTERVENTION	06/5/5	\$428.36
RESPONSE TO INTERVENTION	06/5/6	\$434.79

POSITION	SCHEDULE	ANNUAL RATE
LEARNING CENTER COORDINATOR 195 Days	LCC/01/01	\$78,035.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/02	\$80,376.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/03	\$82,788.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/04	\$85,272.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/05	\$87,830.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/06	\$90,466.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/07	\$93,180.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/08	\$95,977.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/09	\$98,856.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/10	\$101,822.00

**BRIDGES**  
**MISCELLANEOUS CERTIFICATED SALARY SCHEDULE**  
**2025-2026**

POSITION	SCHEDULE	ANNUAL RATE
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/01	\$78,035.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/02	\$80,376.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/03	\$82,788.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/04	\$85,272.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/05	\$87,830.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/06	\$90,466.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/07	\$93,180.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/08	\$95,977.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/09	\$98,856.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/10	\$101,822.00
POSITION	SCHEDULE	ANNUAL RATE
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/01	\$57,644
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/02	\$58,509
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/03	\$59,386
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/04	\$60,277
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/05	\$61,181
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/06	\$62,099

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

POSITION	SCHEDULE	DAILY RATE
SUBSTITUTE TEACHER	06/1/1	\$200.00 (Hourly 26.67)
LONG TERM SUBSTITUTE TEACHER (11+ days)	06/1/2	\$260.00 (Hourly \$34.67)
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

STIPENDS	SCHEDULE	RATE
CELL PHONE STIPEND (Monthly) *Employees with regular assignments* Effective 2/1/2025	ST1/1	\$10.00

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED

**HOMESCHOOL SALARY SCHEDULE 2025-2026****LEAD TEACHER**

STEP	Salary 10 months 185 Days	Hourly Rate
1	60,500.00	40.88
2	60,500.00	40.88
3	60,500.00	40.88
4	60,500.00	40.88
5	62,000.00	41.89
6	62,500.00	42.23
7	66,000.00	44.59
8	68,000.00	45.95
9	71,250.00	48.14
10	74,600.00	50.41
11	77,550.00	52.40
12	77,550.00	52.40
13	77,550.00	52.40
14	77,550.00	52.40
15	77,550.00	52.40

Lead HS Teacher: Teacher Days 185 (175 student days, 2 PD days, 8 work Days) 185 Days TOTAL

**SUPERVISING TEACHER**

STEP	Salary 10 months 180 days	Hourly Rate
1	57,732.00	\$40.09
2	57,732.00	\$40.09
3	57,732.00	\$40.09
4	57,732.00	\$40.09
5	60,041.00	\$41.70
6	60,041.00	\$41.70
7	63,581.00	\$44.15
8	65,581.00	\$45.54
9	68,708.00	\$47.71
10	71,838.00	\$49.89
11	74,962.00	\$52.06
12	74,962.00	\$52.06
13	74,962.00	\$52.06
14	74,962.00	\$52.06
15	74,962.00	\$52.06

Supervising Teacher: Teacher Days 180 (175 student days + 2 PD and 3 work days) 180 Days Total

**BRIDGES**  
**SPECIALIST SALARY SCHEDULE**  
**2025-2026**

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Art Specialist	SPC HRLY/AS01	\$34.44
	SPC HRLY/AS02	\$35.48
	SPC HRLY/AS03	\$36.54
	SPC HRLY/AS04	\$37.63
	SPC HRLY/AS05	\$38.76
Environmental Education and Nutrition Specialist	SPC HRLY/EEN01	\$34.44
	SPC HRLY/EEN02	\$35.48
	SPC HRLY/EEN03	\$36.54
	SPC HRLY/EEN04	\$37.63
	SPC HRLY/EEN05	\$38.76
Band Specialist	SPC HRLY/BS01	\$34.44
	SPC HRLY/BS02	\$35.48
	SPC HRLY/BS03	\$36.54
	SPC HRLY/BS04	\$37.63
	SPC HRLY/BS05	\$38.76
Foreign Language Specialist	SPC HRLY/LAN01	\$34.44
	SPC HRLY/LAN02	\$35.48
	SPC HRLY/LAN03	\$36.54
	SPC HRLY/LAN04	\$37.63
	SPC HRLY/LAN05	\$38.76
Library Specialist	SPC HRLY/LIB05	\$27.13
	SPC HRLY/LIB06	\$27.97
	SPC HRLY/LIB07	\$28.79
	SPC HRLY/LIB08	\$29.66
	SPC HRLY/LIB09	\$30.55
Music Specialist	SPC HRLY/MS01	\$34.44
	SPC HRLY/MS02	\$35.48
	SPC HRLY/MS03	\$36.54
	SPC HRLY/MS04	\$37.63
	SPC HRLY/MS05	\$38.76
P.E. Specialist	SPC HRLY/PES01	\$34.44
	SPC HRLY/PES02	\$35.48
	SPC HRLY/PES03	\$36.54
	SPC HRLY/PES04	\$37.63
	SPC HRLY/PES05	\$38.76
Homeschool Specialist	SPC HRLY/HS01	\$34.44
	SPC HRLY/HS02	\$35.48
	SPC HRLY/HS03	\$36.54
	SPC HRLY/HS04	\$37.63
	SPC HRLY/HS05	\$38.76
Intervention Specialist	SPC HRLY/RTI01	\$34.44
	SPC HRLY/RTI02	\$35.48
	SPC HRLY/RTI03	\$36.54
	SPC HRLY/RTI04	\$37.63
	SPC HRLY/RTI05	\$38.76
Information Technology Specialist	SPC HRLY/ITS01	\$40.27
	SPC HRLY/ITS02	\$41.08
	SPC HRLY/ITS03	\$42.31
	SPC HRLY/ITS04	\$43.57
	SPC HRLY/ITS05	\$44.88
	SPC HRLY/ITS06	\$46.23

Credential not required

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

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

**BRIDGES**  
**CLASSIFIED SALARY SCHEDULE**  
**2025-2026**  
**HOURLY**

<b>HOURLY POSITIONS</b>	<b>SCHEDULE</b>	<b>HOURLY RATE</b>
Custodian	02H/B/005	\$19.38
	02H/B/006	\$19.96
	02H/B/007	\$20.56
	02H/B/008	\$21.18
	02H/B/009	\$21.83
Attendance/Health Clerk Office Assistant	02H/D/006	\$20.96
	02H/D/007	\$21.59
	02H/D/008	\$22.25
	02H/D/009	\$22.91
	02H/D/010	\$23.58
Instructional Assistant (Level 1)*	02H/F/006	\$16.76
	02H/F/007	\$17.87
	02H/F/008	\$18.41
	02H/F/009	\$18.96
	02H/F/010	\$19.53
Instructional Assistant (Level 2)**	02H/F/011	\$20.11
	02H/F/026	\$20.13
	02H/F/027	\$21.14
	02H/F/028	\$22.32
	02H/F/029	\$23.43
Child Care Assistant	02H/F/030	\$24.35
	02H/F/031	\$25.46
	02H/H/005	\$16.72
	02H/H/006	\$17.22
	02H/H/007	\$17.74
Child Care Leader	02H/H/008	\$18.27
	02H/H/009	\$18.82
	02H/I/008	\$18.36
	02H/I/009	\$18.91
	02H/I/010	\$19.48
Child Care Supervisor	02H/I/011	\$20.06
	02H/I/012	\$20.67
	02H/J/005	\$20.67
	02H/J/006	\$21.30
	02H/J/007	\$21.94
	02H/J/008	\$22.59
	02H/J/009	\$23.25
	02H/J/010	\$23.94
	02H/J/011	\$24.66
	02H/J/012	\$25.41

**BRIDGES**  
**CLASSIFIED SALARY SCHEDULE**  
**2025-2026**  
**HOURLY**

Outreach Coordinator Enrollment Coordinator	02H/K/001	\$19.38
	02H/K/002	\$19.96
	02H/K/003	\$20.56
	02H/K/004	\$21.18
	02H/K/005	\$21.83
Food Service Supervisor	02H/L/005	\$17.96
	02H/L/006	\$18.50
	02H/L/007	\$19.05
	02H/L/008	\$19.62
	02H/L/009	\$20.22
Food Service Assistant Food Service Assistant	02H/M/001	\$14.12
	02H/M/005	\$17.57
	02H/M/006	\$18.11
	02H/M/007	\$18.65
	02H/M/008	\$19.21
	02H/M/009	\$19.78
EL Liaison	02H/N/004	\$23.46
	02H/N/005	\$24.56
	02H/N/006	\$25.30
	02H/N/007	\$26.05
	02H/N/008	\$26.85
	02H/N/009	\$27.65
Attendance/Health Technician	02H/O/004	\$23.51
	02H/O/005	\$24.61
	02H/O/006	\$25.71
	02H/O/007	\$26.49
	02H/O/008	\$27.29
	02H/O/009	\$28.10
	02H/O/010	\$28.94
EL Testing	02H/P/001	\$25.00

**Instructional Assistant (Level 2)**

\* Placement on Level 2 requires an established history of experience working in the program as well as appropriate

**Bilingual Shift Differential for Para educator Level 1 or Level 2 \$0.50 Per Hour**

Non-exempt classified employees who work over 225 days annually shall be entitled to 10 days of vacation

EFFECTIVE:

BOARD ADOPTED :

REVISED:

**BRIDGES**  
**CLASSIFIED CONFIDENTIAL SALARY SCHEDULE**  
**2025-2026**

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	\$58,549.00	\$60,305.00	\$62,115.00	\$63,977.00	\$65,897.00	\$67,874.00	\$69,910.00	\$72,007.00	\$73,447.00	\$74,916.00
CONTRACT DAYS		225	Daily	\$260.22	\$268.02	\$276.07	\$284.34	\$292.88	\$301.66	\$310.71	\$320.03	\$326.43	\$332.96
			Hourly	\$32.53	\$33.50	\$34.51	\$35.54	\$36.61	\$37.71	\$38.84	\$40.00	\$40.80	\$41.62

Health & Welfare Annual Cap: \$19,660.30 for fulltime staff

EFFECTIVE:

BOARD ADOPTED :

REVISED:

CLASS CONFID

BRIDGES  
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE  
2025-2026

HOURLY

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Sub Custodian	02H/01	\$16.50
Sub Extension Assistant	02H/02	\$16.50
Sub Office	02H/03	\$16.50
Sub Instructional Aide	02H/04	\$16.50

Positions do not accrue holiday/vacation pay or health benefits


STIPENDS	SCHEDULE	RATE
CELL PHONE STIPEND (Monthly) *Employees with regular assignments* Effective 2/1/2025	ST1/2	\$10.00

EFFECTIVE:  
BOARD ADOPTED :  
REVISED:

# Coversheet

## BP 6158: Independent Study Policy

<b>Section:</b>	XV. Charter Policies
<b>Item:</b>	A. BP 6158: Independent Study Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BP6158 IS Policy (YMC Edits) (4885-0916-6038.v2).docx.pdf

Bridges Charter School 	Board Policy-  <b>Independent Study Policy</b>		
Policy Number:  <b>6158</b>	Adopted:  <b>12/09/2013</b>	Revised: <b>11/08/2021</b> <b>08/08/2022</b> <b>05/09/2022</b> <b>04/03/2023</b> <b>8/12/2024</b>	Replaced: <b>10/23/17</b> <b>08/16/21</b>

### **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 fifteen (15) 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 sixteen (16) 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.


<sup>1</sup> Supported by a note from a physician.

Bridges Charter School 	Board Policy-  <b>Independent Study Policy</b>		
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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 time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. Students must be made available for the state assessment; if the students are not in a testing grade, or if students opt out of the state assessment, then they must be made available for an alternative assessment given by the supervising teacher.
3. 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.
4. 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

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California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
  6. The Charter School has adopted tiered reengagement strategies for the following pupils:
    - a. 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;
    - b. 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
    - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).
  7. These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:
    - a. Verification of current contact information for each enrolled pupil;
    - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation;
    - c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
    - d. 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.\*
  8. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
    - a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned 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


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internet, and via telephonic communications that involves live two-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.. For pupils in grades 4-8, inclusive the Charter School's credentialed teachers and non-certificated staff shall provide opportunities for daily live 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 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.\*
9. 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\*:
  - a. 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.
  - b. 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.

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\*The plan for synchronous instruction, and live interaction, the tiered reengagement strategies, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to: (1) pupils who participate in an independent study program for fewer than 16 schooldays in a school year; (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,

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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.

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 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


Bridges Charter School 	Board Policy-  <b>Independent Study Policy</b>		
Policy Number:  <b>6158</b>	Adopted:  <b>12/09/2013</b>	Revised: <b>11/08/2021</b> <b>08/08/2022</b> <b>05/09/2022</b> <b>04/03/2023</b> <b>8/12/2024</b>	Replaced: <b>10/23/17</b> <b>08/16/21</b>

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.

- i. For a pupil participating in an independent study program that is scheduled for more than 15 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 , the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled 15 school days or fewer, each written agreement shall be signed 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.

- 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. 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, impassible roads, earthquake, epidemic, imminence of a major safety hazard, etc.) the District

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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.

11. Notwithstanding subdivision (c) of EC Section 51745 or 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. The Charter School shall comply with Education Code sections 51744 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.

# Coversheet

## AR 6158: Master Agreement

**Section:** XV. Charter Policies  
**Item:** B. AR 6158: Master Agreement  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
AR6158MasterAgreementBridgesCharterSchoolREVISEDAPPD110821.pdf

Bridges Charter School	Board Policy		
	<b>Independent Study –Master Agreement</b>		
Policy Number:	Adopted:	Revised:	Replaced:
<b>AR 6158</b>	12-03-18	11/08/21, 08/14/2025	08-16-21

**BRIDGES CHARTER SCHOOL**  
**Master Agreement for Independent Study**

<b>Student Name: Agreement Duration:</b>
<b>Student Number: Beginning Date:</b>
<b>DOB: End Date:</b>
<b>Address: Grade Level:</b>
<b>Phone: Program Placement:</b>

**1) 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:**

- a. **Manner of Reporting:** • One-on-one in-person • Small group in person • One-on-one virtual • Small group virtual • E-mail • Fax.
- b. **Time:** At least once every twenty (20) school days.
- c. **Frequency:** At least every twenty (20) school days.
- d. **Place:** In person or via internet communication
- e.

1. **Objectives:** The pupil shall engage in content selected by the pupil's parent/guardian, co-educator, which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

- 2) Method of Study:** Specific methods of study will be designated on the Learning Log incorporated herein. Examples of methods of study for the student will include but are not limited to: • Independent Reading • Textbook Activities • Problem Solving • Study Projects • Drill & Practice • Experiential Learning • Computerized Curriculum • Web/Internet Research • Library Research • Field Trips • Learning Center Courses • Other\_\_\_\_\_.

- 3) Method of Evaluation:** Specific methods of evaluation will be designated on the

Learning Log incorporated herein. Examples of acceptable methods of evaluation include but are not limited to: • Teacher-made Tests • Parent Assessments • Student Conferences • Progress/Report Cards • Chapter/Unit Tests • Work Samples • Observations • Portfolios • State Standards Testing • Learning Journals • Presentations • Quizzes • Labs • Finals • Other\_\_\_\_\_.

**4) Resources:** As requested by the pupil's parent/guardian, co-educator, The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and Chromebooks adequate to participate in the educational program and complete assigned work.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- b. 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:
  - i. When any pupil fails to complete three (3) assignments during any period of twenty (20) school days.
  - ii. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Independent Study Policy, BP 6158. which considers ALL of the following indicators:
    1. 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).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

<b>Courses</b>	<b>Credits or Other Measures of Academic Achievement</b>

- 7) **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its student information system, and referrals through the SST process to identify special populations of students. We will utilize common assessments such as iReady, NWEA Map, and CAASPP interim assessments to identify academic needs. Further, Bridges will address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.
- 8) **Voluntary Statement:** It is understood 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 Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- 9) **Academic Assessment:** Parents are required to make their student available on site for state assessments. If the student is not in an assessment grade, or if the parent opts the student out, then the parent must make the student available for an alternative assessment on site administered by a supervising teacher.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions*

*set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		

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\_ MASTER AGREEMENT FOR INDEPENDENT STUDY PAGE 4 OF 4 BOARD APPROVED: 12/03/2018  
 REPLACED: 08/16/2021  
 REVISED: 11/08/2021  
 REVISED: 08/14/2025