



Bridges Charter School

Board Meeting

Date and Time

Monday February 9, 2026 at 6:15 PM PST

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
Opening Items			
A. Record Attendance and Guests		Katerina Yevmenkina	1 m
B. Call the Meeting to Order		Katerina Yevmenkina	1 m
C. Approval of Agenda	Vote	Katerina Yevmenkina	2 m
D. Approval of Minutes	Approve Minutes	Katerina Yevmenkina	1 m
		Approve minutes for Board Meeting on January 26, 2026	
E. Approval of Minutes	Approve Minutes	Katerina Yevmenkina	1 m
II. Presentations			6:21 PM

	Purpose	Presenter	Time
A. Cell Phone Policy and Cell Phones During Emergencies	Discuss	Kelly Simon	10 m

The purpose of this agenda item is to allow feedback and public comments on the development of a revised Campus Cell Phone policy and Emergency Procedures in response to AB 962.

Under California Education Code § 48901.7, LEA's must now involve “significant stakeholder participation” when developing a local policy to limit or prohibit smartphone use on campus. This language is now part of the new Phone-Free School Act, which every district/charter must implement by July 1, 2026. Historically, schools could *not prohibit* students from using phones during emergencies or perceived threats. AB 962 changes this: A school *may* prohibit the possession or use of a smartphone during an emergency or perceived threat *only if that prohibition is explicitly spelled out in the school’s Comprehensive School Safety Plan*.

The Board, with feedback from stakeholders, should consider how cell phones may be used during emergencies or perceived emergencies, educational or instructional exceptions, restrictions during instructional time or other school activities, and accommodations for medical needs or individualized education programs.

Our current Cell Phone Policy explicitly limits student access to cell phones while in classroom.

In compliance with California Education Code Section 48901.7 and AB 962 (2025-2026), Bridges may continue to restrict or prohibit student possession or use of smartphones during an emergency or in response to a perceived threat of danger *only as explicitly provided for in this school safety plan*. The school safety plan up for approval includes this detailed policy.

Definitions:

— *Emergency/Perceived Threat:* A situation that poses a clear risk to life, health, or safety, including but not limited to active assailant incidents, natural disasters, evacuation orders, or other critical events requiring immediate protective actions.

Our Suggested Policy:

During an emergency or perceived threat, students *may be required* to refrain from using or accessing personal smartphones unless directed otherwise by authorized school personnel (e.g., administrator, safety officer).

Purpose Presenter Time

This restriction is intended to:

- a. Minimize distractions and improve student and staff focus on emergency procedures and official instructions;
- b. Prevent the spread of unverified information that could cause panic or impede coordinated emergency response;
- c. Avoid inadvertent disclosure of student locations that might compromise safety or tactical response operations.

School personnel will make reasonable efforts to ensure students and families can communicate about well-being and reunification *as soon as it is safe to do so*.

Smartphone possession or use *is not prohibited* in emergencies when:

- a. A student has express permission from school personnel;
- b. Required for health or safety reasons certified by a licensed physician;
- c. Required by a student’s individualized education program (IEP).

The cell phone in emergency policy will be reviewed annually as part of the school safety planning and update process. Input from stakeholders can be considered as we revise BP 6163.5 in the April Board Meeting.

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. Reports

6:31 PM

A.	Director's Reports Executive Director	Discuss	Kelly Simon	8 m
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Purpose	Presenter	Time
<ul style="list-style-type: none"> • Programmatic Audit • Measure I Bond Oversight Committee Mtg. February 11th • Enrollment and Lottery Update • Homeschool Program Update • Form 700 -- deadline is April 1st 		

Director of Daily Operations

Director of Student Support

V. Consent Items 6:39 PM

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

- 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

VI. Personnel

VII. Business and Operations 6:41 PM

A. AR 5031 Draft Student Behavioral Health Referral Protocols	Vote	Skye Stifel	5 m
approval of this item is recommended			
B. Authorization to Solicit Insurance Bids	Vote	Kelly Simon	5 m

	Purpose	Presenter	Time
	We are requesting Board authorization to solicit competitive bids from insurance providers for the school's insurance coverage.		
	Our current insurance policies (including, but not limited to, general liability, professional liability, directors and officers, workers' compensation, and property coverage) are approaching renewal. We intend to renew with Charter Safe for the next Fiscal year, but in alignment with best practices for fiscal stewardship and risk management, administration recommends issuing a request for proposals (RFP) to qualified insurance carriers and/or brokers to ensure adequate coverage at competitive rates.		
	Should the board move to approve this item, Dr. Simon will draft a Request for Proposals to be considered at the March board meeting.		
	Approval of this item is recommended.		
C.	Teacher Salary Schedule	Vote	Kelly Simon
	The Ad Hoc Salary Schedule Committee has had 5 formal meetings during which we have collected input, reviewed data, analyzed the budget, considered different iterations of salary schedules, and ultimately, we have arrived at the attached proposal. This salary schedule proposal meets all of their requests. It also is manageable in our budget with certain strategic cuts.		10 m
	This item is open for discussion and feedback with the option for approval.		
D.	EL Reclassification Form	Vote	Cindy McCarthy
	approval of this item is recommended		4 m
E.	Bp 6174 Education for English Language Learners	Vote	Cindy McCarthy
	Approval of this item is recommended.		5 m
VIII.	Parents and Community		
IX.	Curriculum and Instruction		
X.	Special Projects/Programs		7:10 PM

	Purpose	Presenter	Time
A. Adoption of Comprehensive School Safety Plan	Vote	Kelly Simon	10 m

Annually before March 1st, the School Site Council, or Board of Directors must vote to "adopt" the Comprehensive School Safety Plan. The CSSP will continue to be developed by our school Safety Committee, and any changes will be brought forward in an updated CSSP to be approved by the board before October, 2026.

In this draft, changes have been made to address new legislation in the following sections:

- 1) Immigration policies and procedures (new)
- 2) Cyberbullying (new)
- 3) Professional Boundaries (new)
- 4) Student Cell Phones in Emergencies (new)
- 5) Trauma informed drill practices

B. Mid-Year LCAP Report	Vote	Kelly Simon	5 m
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At the mid-year point, implementation of the Local Control and Accountability Plan (LCAP) is proceeding as planned and remains aligned to the Board-approved goals, actions, and services. Preliminary data indicate progress toward annual benchmarks in key areas including academic achievement, attendance, and school climate, with continued prioritization of services for high-needs student groups.

LCAP-aligned expenditures remain on track and are being used as intended to support student success. Ongoing monitoring will continue through the end of the year.

Approval of the Mid-Year LCAP is recommended.

XI. Special Education

XII. Pupil Personnel

XIII. Support Services

XIV. Facilities

7:25 PM

	Purpose	Presenter	Time
A. Report from Facilities committee	Discuss	Kelly Simon	10 m
The board will hear a report from the facilities committee and will consider actionable next steps.			

XV. Charter Policies 7:35 PM

A. Retire BP 5145.13 Safe Schools for Immigrants Policy	Vote	Kelly Simon	2 m
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Each local education agency in California must adopt policies ensuring that public schools remain safe and accessible to all California residents regardless of immigration status. These policies need to comply with the originally adopted Model Policies, as well as the updated Model Policies from 2025. This policy needs to be retired so that we can replace our policy and procedures with the new state requirements.

B. BP 5145.3 Immigration Enforcement (replacement)	Vote	Kelly Simon	3 m
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Board Policy 5145.3 establishes clear procedures for responding to immigration-enforcement activity on campus. The policy outlines staff responsibilities when law-enforcement or immigration officers request access to school grounds, students, or records, including requirements for administrative notification, document review, legal consultation, and documentation of interactions.

It distinguishes between administrative warrants, judicial warrants, and subpoenas, and clarifies for staff when consent or compliance is required. The policy also affirms protections for students and families through parental notification requirements, staff training, and mandatory reporting to the California Department of Justice, ensuring the Charter School’s compliance with state law while safeguarding student rights and school operations.

This policy is aligned with the California Attorney General's model policy, and is required given AB 49.

Approval of this policy is recommended.

	Purpose	Presenter	Time
C. BP 5135.4 Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member (new)	Vote	Kelly Simon	3 m

Board Policy 5145.4 establishes procedures and safeguards to support students and families in the event a family member is detained or deported due to immigration enforcement. The policy affirms the school's commitment to student safety and continuity of care by outlining protocols for emergency contact information, release of students to designated caregivers, and limits on the use of family information. It also clarifies staff responsibilities regarding interactions with immigration enforcement and required reporting procedures, ensuring compliance with California law and protection of students' rights.

This policy has been reviewed by our Governance Committee. Approval of this policy is recommended.

D. BP 1240.1 Registration of Visitors and Guests (new)	Vote	Kelly Simon	3 m
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Schools are required to adopt model policies for monitoring and receiving visitors onto campus through Education Code section 234.7. This policy is drafted in compliance with the California Attorney General's model policy, and was drafted by CSDC.

Board Policy 1240.1 establishes uniform procedures for the registration, identification, and supervision of all visitors and guests on Charter School premises. The policy also outlines requirements for posted notices, visitor sign-in, visible identification, and circumstances under which visitor access may be denied or revoked to prevent disruption and protect student and staff safety.

The policy also aligns visitor procedures with the Charter School's immigration-enforcement response policies to ensure consistent, lawful, and safe campus operations.

Approval of this policy is recommended.

E. BP5111.1: Admissions and Enrollment (revision)	Vote	Kelly Simon	3 m
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The revised policy, 5111.1 reaffirms the School's non-discriminatory admissions practices and compliance with applicable California Education Code and charter law, including requirements related to age eligibility, transitional kindergarten, enrollment procedures, and public lottery processes when applications exceed capacity.

	Purpose	Presenter	Time
	<p>It clarifies application requirements, enrollment timelines, lottery preferences, and waiting list procedures, and strengthens provisions ensuring equitable access regardless of immigration status, citizenship, or national origin. The policy also outlines safeguards for sensitive student information and affirms the School’s commitment to fair, transparent, and lawful enrollment practices.</p> <p>This policy has been reviewed by the Governance Committee, and approval is recommended.</p>		
F.	BP 3580: Retention of Educational Records and School Documents (Revision)	Vote Kelly Simon	3 m
	<p>We propose a revision of Board Policy 3580, which governs the classification, retention, access, disclosure, and destruction of student education records and school documents. The revised policy aligns Charter School practices with current state and federal law, including FERPA and California Education Code, and clarifies definitions, parental and eligible student rights, timelines for access to records, and procedures for amendment requests.</p> <p>It also strengthens safeguards related to confidentiality, directory information, immigration-related requests, and recordkeeping requirements. The policy provides detailed guidance on record classification and retention schedules to ensure compliance, data integrity, and protection of student privacy.</p> <p>This policy has been reviewed by the Governance Committee; approval is recommended.</p>		
G.	BP 5032: Return to Learn Concussion Policy (new)	Vote Cindy McCarthy	3 m
	<p>Board Policy 5032 establishes a structured Return to Learn protocol for students who have sustained a concussion or mild traumatic brain injury.</p> <p>The policy outlines procedures for notification, medical documentation, and collaboration between families, healthcare providers, and school staff to support a student’s safe and gradual return to academic activities. It defines graduated stages of academic reintegration, temporary instructional accommodations, and criteria for medical clearance, while distinguishing academic return-to-learn requirements from athletic return-to-play rules governed separately by law. The policy reflects current</p>		

	Purpose	Presenter	Time
	CDC guidance and best practices to promote student health, safety, and academic success.		
	This policy has been reviewed by the Governance Committee and is recommended for approval.		
H.	BP 0410: Nondiscrimination (revised)	Vote	Cindy McCarthy
	Board Policy 0410 affirms Bridges Charter School’s commitment to providing a school environment free from discrimination, harassment, intimidation, bullying, and retaliation.		3 m
	The revised policy updates and expands protected classifications to align with current federal, state, and local nondiscrimination laws, and clearly applies protections to students, employees, applicants, and the broader school community.		
	It reiterates the School’s obligations under applicable civil rights statutes, including Title IX, Title VI, Section 504, the ADA, and relevant provisions of the California Education Code, and directs individuals to established grievance and complaint procedures for reporting and resolving concerns.		
	Approval of this revised policy is recommended.		

XVI. Governing Board

XVII. Pending Agenda Items

XVIII. Closed Session

XIX. Closing Items

7:58 PM

A.	Adjourn Meeting	Vote	Katerina Yevmenkina	1 m
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Coversheet

Approval of Minutes

Section: I. Opening Items
Item: D. Approval of Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 26, 2026

APPROVED

Whole Child. Whole Family.
Whole Community.



Bridges Charter School

Minutes

Board Meeting

Date and Time

Monday January 26, 2026 at 6:15 PM

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Directors Present

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

Directors Absent

H. Kruse

Guests Present

C. McCarthy, K. Brown, K. Simon, L. Boulos, S. Stifel

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 Jan 26, 2026 at 6:14 PM.

C. Approval of Agenda

B. Yee 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 12-08-25.

B. Yee 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. Reports from the Directors

- Smart Find Express Quote and Implementation-
- Teacher Salary Schedule Committee-
- Facilities Committee + CVUSD Measure I Bond Oversight Meeting-
- Enrollment-

III. Consent Items

A. Consent Items

N. Hashemi made a motion to approve consent items.

C. Dapello seconded the motion.

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

IV. Business and Operations

A. Board on Track

N. Hashemi made a motion to approve board on track.

B. Yee seconded the motion.

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

B. BRIDGES audit report and management letter for year end June 30, 2025

N. Hashemi made a motion to approve Bridges audit report and management letter.

C. Dapello seconded the motion.

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

C. 2026-2027 SY Calendar (Draft)

N. Hashemi made a motion to approve the draft calendar SY 26-27.

B. Yee seconded the motion.

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

D. 26-27 Draft Bell Schedule

N. Hashemi made a motion to approve the draft bell schedule SY 26-27.

C. Dapello seconded the motion.

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

V. Special Projects/Programs

A. Leadership Goals

- Current enrollment is at 425
- There will be 2 TK classes for next year. An AM/PM
- Marketing videos have been finalized, and we are ramping up videos on social media
- This year Bridges set out to revise 10 Board Policies. We have 6 more to go
- 212 Parent's attended our volunteer orientation this fall.
- Bridges Charter reached High Achieving Status as a Charter School
- Bridges Charter received Green ribbon status= Bronze level

VI. Charter Policies

A. BP 5031: Student Behavioral Health Referral Protocols (new)

N. Hashemi made a motion to Approve the BP 5031 Student Behavioral Health Referral Protocol.

B. Yee seconded the motion.

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

VII. Closed Session

A. Public Employee Discipline/Dismissal/Release (Government Code §54957)

The Board entered closed session at 6:53. No action was taken. The board returned to open session at 7:20

VIII. 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 7:23 PM.

Respectfully Submitted,
K. Yevmenkina

Coversheet

Consent Items

Section: V. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by:
Related Material: 6.1.3 - 2026-01 Bridges Purchase Orders.pdf
6.1.1 - 2026-01 BRIDGES CK & CC Registers.pdf
6.1.4 - 2026-01 Bridges Amazon Spending.pdf
6.2.pdf
K Simon Workflow Calendar January.pdf
February fundraisers - Google Docs.pdf

Purchase Order Detail with Split Reference Codes

Account Name	Vendor Name	Release Date	Order Id	Orderer	Order Date	PO Number	PO Amount	Unit Price	Quantity	Extended Price	Reference Code	Reference Code Amount	Item Number	Short Description	UoM
Bridges Charter School	edZOOcation	1/7/2026 06:22:51 PM	2929947	Jill Frazier	1/7/2026 04:37:59 PM	10055	\$44.95	\$44.95	1	\$44.95	4311-BCS1-0000-0-HOMESCH	\$44.95	1	edZooocation subscription box January Conservationist (Age 9-12) DISABLE AUTO-RENEW	EA
Bridges Charter School	RAINBOW RESOURCE CENTER	1/8/2026 12:19:05 PM	2930138	Jill Frazier	1/8/2026 11:54:34 AM	10057	\$97.95	\$97.95	1	\$97.95	4311-BCS1-0000-0-0	\$97.95	1	Draw-Write-Now Boxed set of 8	97819334
Bridges Charter School	RAINBOW RESOURCE CENTER	1/8/2026 12:19:37 PM	2930129	Jill Frazier	1/8/2026 11:42:49 AM	10056	\$82.90	\$17.95	1	\$17.95	4311-BCS1-0000-0-HOMESCH	\$17.95	2	All About Spelling Review Box	3932
Bridges Charter School	RAINBOW RESOURCE CENTER	1/8/2026 12:19:37 PM	2930129	Jill Frazier	1/8/2026 11:42:49 AM	10056	\$82.90	\$64.95	1	\$64.95	4311-BCS1-0000-0-HOMESCH	\$64.95	1	All About Spelling Level 1 Material Set (Color)	30356
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$29.95	1	\$29.95	4311-BCS1-0000-0-HOMESCH	\$29.95	2	Jumping Robot	EA
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$4.95	1	\$4.95	4311-BCS1-0000-0-HOMESCH	\$4.95	3	Wrap Rockets	EA
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$29.95	1	\$29.95	4311-BCS1-0000-0-HOMESCH	\$29.95	6	Moon Darts	EA
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$29.95	1	\$29.95	4311-BCS1-0000-0-HOMESCH	\$29.95	1	Domino Machine	EA
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$29.95	1	\$29.95	4311-BCS1-0000-0-HOMESCH	\$29.95	5	Civil Engineer Starter Kit	EA
Bridges Charter School	KIWI CRATE, INC.	1/10/2026 04:23:14 PM	2930729	Jill Frazier	1/10/2026 03:52:17 PM	10058	\$194.70	\$69.95	1	\$69.95	4311-BCS1-0000-0-HOMESCH	\$69.95	4	Chain Reaction Workshop	EA
Bridges Charter School	KIWI CRATE, INC.	1/15/2026 12:51:00 PM	2931999	Jill Frazier	1/15/2026 12:35:31 PM	10059	\$84.95	\$84.95	1	\$84.95	4311-BCS1-0000-0-HOMESCH	\$84.95	1	Lots of Bots! (3 pack)	EA
Bridges Charter School	Teacher Synergy LLC	1/15/2026 12:54:12 PM	2932002	Jill Frazier	1/15/2026 12:42:36 PM	10060	\$46.00	\$19.50	1	\$19.50	4311-BCS1-0000-0-HOMESCH	\$19.50	1912726	CSI Math Mysteries BUNDLE: Use Math to Solve! Google Classroom Distance Learning	EA
Bridges Charter School	Teacher Synergy LLC	1/15/2026 12:54:12 PM	2932002	Jill Frazier	1/15/2026 12:42:36 PM	10060	\$46.00	\$26.50	1	\$26.50	4311-BCS1-0000-0-HOMESCH	\$26.50	3018164	3rd Grade Math Center Games Packet Spiral Review Activities Fun Math Stations trip to Petty Ranch	EA
Bridges Charter School	DURHAM SCHOOL SERVICES	1/20/2026 03:32:27 PM	2932903	Kami Brown	1/20/2026 01:58:41 PM	10062	\$839.75	\$839.75	1	\$839.75	5812-BCS1-0000-0-0	\$839.75		trip number	EA
Bridges Charter School	Staples - Punch Out	1/21/2026 01:53:57 PM	2932900	Kami Brown	1/20/2026 01:55:26 PM	10061	\$1242.60	\$41.42	30	\$1,242.60	4311-BCS1-0000-0-0	\$1,242.60	1149611	Staples Multiuse Copy Paper, 8.5" x 11", 20 lbs., 94 Brightness, 500 Sheets/Ream, 8 Reams/Carton (26860 (r))	CT
Bridges Charter School	KIWI CRATE, INC.	1/22/2026 12:06:26 PM	2933545	Jill Frazier	1/22/2026 11:44:40 AM	10063	\$64.90	\$29.95	1	\$29.95	4311-BCS1-0000-0-0	\$29.95	1	Froggie Dissection Lab	EA
Bridges Charter School	KIWI CRATE, INC.	1/22/2026 12:06:26 PM	2933545	Jill Frazier	1/22/2026 11:44:40 AM	10063	\$64.90	\$34.95	1	\$34.95	4311-BCS1-0000-0-0	\$34.95	2	Science of Cooking: Ice Cream	EA
Bridges Charter School	Teacher Synergy LLC	1/29/2026 01:59:30 PM	2935209	Jill Frazier	1/29/2026 01:45:46 PM	10064	\$23.95	\$14.95	1	\$14.95	4311-BCS1-0000-0-0	\$14.95	1	Six Syllable Types Multisyllabic SOR Games,Worksheets, Activities Bundle + Fasel	EA
Bridges Charter School	Teacher Synergy LLC	1/29/2026 01:59:30 PM	2935209	Jill Frazier	1/29/2026 01:45:46 PM	10064	\$23.95	\$4.50	1	\$4.50	4311-BCS1-0000-0-0	\$4.50	3	Food Chains Sorting Cards & Control Charts - Ecology	EA
Bridges Charter School	Teacher Synergy LLC	1/29/2026 01:59:30 PM	2935209	Jill Frazier	1/29/2026 01:45:46 PM	10064	\$23.95	\$4.50	1	\$4.50	4311-BCS1-0000-0-0	\$4.50	2	Forms of Energy (Info, Sorting Cards & Control Chart) - Montessori Science	EA

BRIDGES CHARTER SCHOOL
Check Register
01/01/2026-01/31/2026

Check #	Vendor Name	Date	Description	Amount	Void Status
E025742	V000018 BAY ALARM COMPANY	01/07/26	02/01/26-04/30/26 - ACCT#2708052 - SECURITY ALARM MONITORING	381.69	
P083852	V000122 SLATER STRATEGIES LLC	01/07/26	01/26 - WEBSITE HOSTING - 2 STAR PACKAGE	1,500.00	
P083853	V000011 AMAZON	01/07/26	FY25-26 - BOOKS	10.02	
P083854	V000148 YOUNG, MINNEY & CORR, LLP	01/07/26	12/25 - LEGAL FEES	4,776.00	
P083855	V000027 CHARTERSAFE	01/07/26	02/26 - PACKAGE PREMIUM & WORKERS' COMPENSATION	8,929.00	
P083856	E000037 MICHELLE R MORGAN	01/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES	146.37	
P083857	V000143 VERIZON	01/07/26	11/20/25-12/19/25 - CELL PHONE SERVICE - #805-217-4555	165.37	
P083858	V000005 ERIN ABEL	01/07/26	01/26 - BRIDGES MONTHLY MARKETING RETAINER	1,550.00	
P083859	E000060 KHANH TRAN	01/07/26	REIM: FY25-26 - WINTER FARMSTAND, MILEAGE - CDFA	61.29	
P083860	V000029 CLIFTON LARSON ALLEN LLP	01/07/26	FY24-25 - AUDIT SERVICES - FOURTH INSTALLMENT	1,123.50	
A028775	V0034172 POWERSCHOOL HOLDINGS LLC	01/14/26	12/15/25-12/14/26 - LICENSE & SUBSCRIPTION FEES	2,681.25	
E025838	V000114 SAFE AND SOUND SECURITY INC.	01/14/26	01/26 - CAMERA SERVICE AND SENSORS	47.99	
E025839	V000066 HOUSE SANITARY SUPPLY	01/14/26	FY25-26 - JANITORIAL SUPPLIES	1,308.98	
P084183	V0031689 VENTURA COUNTY OFFICE OF EDUCATION	01/14/26	FY25-26 - 09/11/25 - NCPI LEVEL ONE TRAINING REGISTRATION - M. MORGAN, S. STIFEL	620.00	
P084184	V000010 ADAMS SILVA & MCNALLY LLP	01/14/26	12/25 - LEGAL FEES	1,704.60	
P084185	V0033751 U.S. BANK - RD	01/14/26	CREDIT CARD ENDING 3792 (RD)	926.31	
P084186	V000115 SANTA BARBARA ADVENTURE CO	01/14/26	03/25/26 - FIELD TRIP 4TH GRADE - SANTA BARBARA ROPES COURSE	3,393.00	
P084187	E000025 CARMEN T HOLDER	01/14/26	REIM: FY25-26 - CLASSROOM SUPPLIES	922.74	
P084188	E000012 RIAN R DEMPSTER	01/14/26	REIM: FY25-26 - FOOD - GARDEN ELECTIVE CLASS	16.99	
P084189	E000060 KHANH TRAN	01/14/26	REIM: FY25-26 - FOOD - MS ELECTIVE CLASS - RECIPE TESTING	333.82	
P084190	V000011 AMAZON	01/14/26	FY25-26 - BOOKS	29.08	
1056	V000118 SCHOOL SPECIALTY LLC	01/20/26	NVOICEPAY REFUND OF P077283-P - SCHOOL SPECIALTY LLC - INV# 208136193624	138.76	
1057	V000118 SCHOOL SPECIALTY LLC	01/20/26	NVOICEPAY REFUND OF P078293-P - SCHOOL SPECIALTY LLC - INV# 308104774759	119.33	
1058	V000091 NATUREBRIDGE	01/23/26	FY25-26 - FIELD TRIP - SCHOLARSHIP FEES	12,854.78	
A029019	V000144 VITALIZE OCCUPATIONAL THERAPY	01/23/26	01/01/26-01/16/26 - SPED SERVICES - OT	3,619.00	
E026055	V000111 RAINBOW RESOURCE CENTER	01/23/26	FY25-26 - HOMESCHOOL SUPPLIES	119.74	
P084845	V000128 TEACHER SYNERGY, LLC	01/23/26	MATH WORKSHEETS, MATH GAMES	46.00	
P084847	V0033106 CVUSD CHILD NUTRITION SERVICES	01/23/26	12/25 - AFTER SCHOOL SNACKS	468.75	
P084848	V000005 ERIN ABEL	01/23/26	01/26 - IG ADVERTISING REIMBURSEMENT	71.30	
P084849	V000060 GLESON LP DBA THE KITCHEN TERM	01/23/26	02/26 - MS ELECTIVE CLASS FACILITY, STORAGE, & RENTAL FEES	770.40	
P084850	V000032 CONEJO VALLEY UNIFIED SCHOOL DISTRICT/FISCAL SERVICES	01/23/26	12/25 - STUDENT MEALS - BREAKFAST	13,975.00	
P084851	V000011 AMAZON	01/23/26	FY25-26 - NURSE SUPPLIES, ADMIN SUPPLIES, TEACHER SUPPLIES	3,856.59	
P084852	V000138 U.S. BANK - CM	01/23/26	CREDIT CARD ENDING 7019 (CM)	3,191.46	
P084853	V000058 FRONTIER COMMUNICATIONS	01/23/26	01/19/26-02/18/26 - INTERNET SERVICES	154.97	
P084854	V0034243 LAURENE SMITH	01/23/26	FY25-26 - EMPLOYEE REIMBURSEMENT - FINGERPRINTS	66.99	
P084861	V000139 U.S. BANK - KS	01/23/26	CREDIT CARD ENDING 6543 (KS)	1,090.82	
E026108	V000111 RAINBOW RESOURCE CENTER	01/27/26	FY25-26 - HOMESCHOOL SUPPLIES	101.35	
E026109	V000124 STAPLES INC. & SUBSIDIARIES	01/27/26	COPY PAPER	1,332.69	
E026110	V0032782 APRICOT LANE FARMS OPERATIONS LLC.	01/27/26	01/23/26 - FIELD TRIP 4TH GRADE - APRICOT LANE FARMS	351.00	
E026111	V0031739 EVERWAY HOLDCO, LLC	01/27/26	06/12/25-06/11/26 - UNIQUE LEARNING SYSTEM SUBSCRIPTION	1,921.97	
P085040	V000036 CRITTER SQUAD, LLC	01/27/26	01/05/26-01/26/26 - ENRICHMENT CLASSES - HOMESCHOOL	1,440.00	

BRIDGES CHARTER SCHOOL
Check Register
01/01/2026-01/31/2026

Check #	Vendor Name	Date	Description	Amount	Void Status
P085041	V000032 CONEJO VALLEY UNIFIED SCHOOL DISTRICT/FISCAL SERVICES	01/27/26	02/26 - PRO-RATA SHARE OF FACILITY COSTS - CVUSD	16,811.43	
P085042	V000011 AMAZON	01/27/26	FY25-26 - CLASSROOM SUPPLIES - WELLNESS GRANT	1,395.92	
P085043	V0031957 EXCELLENT EDUCATION DEVELOPMENT	01/27/26	08/25 - MANAGEMENT CONTRACT FEE	9,687.17	
P085044	V0031957 EXCELLENT EDUCATION DEVELOPMENT	01/27/26	10/25 - MANAGEMENT CONTRACT FEE, PAYCHEX FEE CREDIT	9,458.44	
P085045	V000032 CONEJO VALLEY UNIFIED SCHOOL DISTRICT/FISCAL SERVICES	01/27/26	FY25-26 - ELECTRICITY USAGE - Q2	27,241.26	
P085046	V0031957 EXCELLENT EDUCATION DEVELOPMENT	01/27/26	09/25 - MANAGEMENT CONTRACT FEE	9,687.17	
P085047	V0031957 EXCELLENT EDUCATION DEVELOPMENT	01/27/26	11/25 - MANAGEMENT CONTRACT FEE	9,687.17	
P085048	V0031957 EXCELLENT EDUCATION DEVELOPMENT	01/27/26	12/25 - MANAGEMENT CONTRACT FEE, PAYCHEX FEE CREDITS	9,180.73	
GRAND TOTAL				169,468.19	

**BRIDGES CHARTER SCHOOL
CREDIT CARD EXPENSES
01/01/26-01/31/26**

Obj Code	Object Title	Name	Document Number	Line Description	Document Date	Debit	Credit
4111	Core Curricula Materials	U.S. BANK - CM	STD12/08/25-7019	PEAR DECK - 12/05/25-06/30/26 - PREMIUM SUBSCRIPTION - CORE	12/8/2025	\$ 213.11	
4311	Student Materials	U.S. BANK - KS	STD12/08/25-6543	STAPLES - COPIES - MIDDLE SCHOOL	12/8/2025	\$ 1,957.96	
4311	Student Materials	U.S. BANK - SS	STD12/08/25-8243	WPS PUBLISHING - SPECIAL EDUCATION MATERIALS	12/8/2025	\$ 112.08	
4351	Office Supplies	U.S. BANK - KS	STD12/08/25-6543	DOLLAR TREE - ADMIN SUPPLIES - GIVING TREE	12/8/2025	\$ 8.30	
4351	Office Supplies	U.S. BANK - CM	STD12/08/25-7019	DOLLAR TREE - ADMIN SUPPLIES	12/8/2025	\$ 17.16	
4391	Food (Non Nutrition Program)	U.S. BANK - CM	STD12/08/25-7019	VONS - FOOD - ELOP	12/8/2025	\$ 69.54	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	A-Z RANCH - FOOD - CDFA	12/8/2025	\$ 5.00	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	SMART AND FINAL - FOOD - HARVEST FESTIVAL - PAC	12/8/2025	\$ 144.80	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	RALPHS - FOOD - CDFA	12/8/2025	\$ 45.06	
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD12/08/25-6543	NAMASTE SPICELAND - FOOD - HARVEST FESTIVAL	12/8/2025	\$ 833.36	
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD12/08/25-6543	VONS - FOOD - POPSICLE PARTY	12/8/2025	\$ 30.78	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	THOUSAND OAKS FARMERS MARKET - FOOD - CDFA	12/8/2025	\$ 107.10	
4391	Food (Non Nutrition Program)	U.S. BANK - CM	STD12/08/25-7019	SUBWAY - FOOD - ELOP	12/8/2025	\$ 22.00	
4391	Food (Non Nutrition Program)	U.S. BANK - CM	STD12/08/25-7019	MCDONALDS - FOOD - ELOP	12/8/2025	\$ 72.20	
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD12/08/25-6543	ROAN MILLS - FOOD - CDFA	12/8/2025	\$ 87.72	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	GOLDEN SUN RANCH - FOOD - CDFA	12/8/2025	\$ 270.00	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	SMART AND FINAL - FOOD - CDFA	12/8/2025	\$ 161.94	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	RALPHS - FOOD - HARVEST FESTIVAL - PAC	12/8/2025	\$ 69.82	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	ESPINOSA FARM - FOOD - CDFA	12/8/2025	\$ 27.30	
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD12/08/25-6543	YAO CHENG FARM - FOOD - CDFA	12/8/2025	\$ 38.74	
4391	Food (Non Nutrition Program)	U.S. BANK - CM	STD12/08/25-7019	CHICK-FIL-A - FOOD - ELOP	12/8/2025	\$ 70.14	
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD12/08/25-6543	A-Z RANCH - FOOD - CDFA	12/8/2025	\$ 38.01	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	SMART AND FINAL - FOOD - FARMSTAND	12/8/2025	\$ 47.34	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD12/08/25-3792	VONS - FOOD - ELECTIVE CLASS - CDFA	12/8/2025	\$ 60.57	
5211	Travel & Conferences	U.S. BANK - KS	STD12/08/25-6543	CCSA - 02/23/25-02/26/25 - REGISTRATION - CALIFORNIA CHARTER SCHOOL	12/8/2025	\$ 438.61	
5211	Travel & Conferences	U.S. BANK - CM	STD12/08/25-7019	CCSA - FY25-26 - 02/23/26-02/26/26 - REGISTRATION - CALIFORNIA CHARTER	12/8/2025	\$ 600.00	
5812	Field Trips & Pupil Transportation	U.S. BANK - CM	STD12/08/25-7019	DISCOVERY CUBE - 12/17/25 - FIELDTRIP - 2ND GRADE	12/8/2025	\$ 234.00	
5831	Advertisement & Recruitment	U.S. BANK - KS	STD12/08/25-6543	YELP - 11/01/25-11/30/25 - ADVERTISING FEES	12/8/2025	\$ 21.93	
5861	Non Instructional Software	U.S. BANK - CM	STD12/08/25-7019	MICROSOFT - 11/27/25-11/26/26 - MICROSOFT 365 SUBSCRIPTION	12/8/2025	\$ 99.99	
5861	Non Instructional Software	U.S. BANK - KS	STD12/08/25-6543	OPEN AI - 11/23/25-12/23/25 - CHATGPT BUSINESS SUBSCRIPTION	12/8/2025	\$ 43.86	
5861	Non Instructional Software	U.S. BANK - KS	STD12/08/25-6543	GOOGLE - 11/25 - GOOGLE WORKPLACE SUBSCRIPTION	12/8/2025	\$ 9.54	
SUBTOTAL						\$ 5,957.96	\$ -
GRAND TOTAL						\$ 5,957.96	

2026-01 AMAZON PAYMENTS

Check #	Vendor Name	Date	Description	Amount
P083853	AMAZON	1/7/2026	FY25-26 - BOOKS	\$ 10.02
P084190	AMAZON	1/14/2026	FY25-26 - BOOKS	\$ 29.08
P084851	AMAZON	1/23/2026	FY25-26 - NURSE SUPPLIES, ADMIN SUPPLIES, TEACHER SUPPLIES	\$ 3,856.59
P085042	AMAZON	1/27/2026	FY25-26 - CLASSROOM SUPPLIES - WELLNESS GRANT	\$ 1,395.92
				<u>\$ 5,291.61</u>

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 2/6/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/NEW POSITION
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
#01	Simon, Kelly R	Director - Executive	Salary	Certificated	1.00000	07/01/17	CE214/DR/09
#02	McCarthy, Cindy A	Director - Daily Operations	Salary	Certificated	1.00000	08/18/11	01/CL2/ 9
#03	Stifel, Skye	Director - Student Support Services	Salary	Certificated	1.00000	08/24/20	AD214/AD05
#04	Ornstein, Laura M	Teacher - Art	Salary	Certificated	1.00000	10/17/13	01/CL4/ 12
#05	Frazier, Jill M	Teacher - Homeschool Lead	Salary	Certificated	1.00000	08/15/24	01/HSLT/10
#06	Able, Nissa	Teacher - TK	Salary	Certificated	1.00000	08/15/24	01/CL3/8
#07	Villalpando, Tracy M	Teacher - TK/K	Salary	Certificated	1.00000	09/30/21	01/CL3/ 7
#08	Holder, Carmen T	Teacher - K	Salary	Certificated	1.00000	04/11/14	01/CL5/ 14
#09	Gore, Marsi A	Teacher - 1A	Salary	Certificated	1.00000	09/02/10	01/CL5/15
#10	Moss, Dendee L	Teacher - 1B	Salary	Certificated	1.00000	08/12/22	01/CL5/11
#11	Chisum, Megan P	Teacher - 2	Salary	Certificated	1.00000	08/17/17	01/CL2/17
#12	Boyle, Stephanie A	Hourly Teacher - 3	Hourly	Certificated	0.72500	02/28/23	01/CL2/8
#12	Isaacson, Katherine M	Hourly Teacher - 2/3	Hourly	Certificated	0.55000	08/17/17	01H/CL5 /11
#13	Rusconi-Pecchi, Alanna	Teacher - 3	Salary	Certificated	1.00000	08/23/13	01/CL5/17
#14	McGivern, Kathleen J	Teacher - 4	Salary	Certificated	1.00000	08/15/24	01/CL2/9
#15	Foster, Alana	Teacher - 5	Salary	Certificated	1.00000	10/17/25	01/CL3/2
#16	Kernochan, Chelsea L	Teacher - 5	Salary	Certificated	1.00000	10/24/22	01/CL4/ 9
#17	Dellibovi, Lauren C	Teacher - MS	Salary	Certificated	1.00000	08/15/24	01/CL5/6
#18	Bergman, Michelle	Teacher - RTI Coordinator	Salary	Certificated	1.00000	01/27/25	RTIC/01/10
#19	Fisher, Jessica C	Teacher - RTI Coordinator	Salary	Certificated	1.00000	08/01/23	RTIC/01/07
#20	Bradley, Tanner	Teacher - Resource	Salary	Certificated	1.00000	08/08/25	01/CL2/9
#21	Hardisty, Courtney A	Teacher - Resource	Salary	Certificated	1.00000	03/07/25	01/CL3/11
#22	Pollard, Summer L	Hourly Teacher - RTI Liaison	Hourly	Certificated	0.35000	08/17/23	6/5/2004
#23	Cayce, Katherine I	Hourly Teacher - Independent HS	Hourly	Certificated	0.20000	09/13/21	HSH/004/1
#24	Campbell, Amy M	Hourly Teacher - Mentor	Hourly	Certificated	up to 100 HRS	08/07/25	CL5/15
#25	Dempster, Rian R	Hourly Teacher - Middle School (.0625 FTE Env.Ed)	Hourly	Certificated	0.70000	08/15/24	01/CL1/1 (39.01)
#26	Thatcher, Susan	Hourly Teacher - Music	Hourly	Certificated	0.32500	08/20/25	02H/CL5/11
#27	Heim, Jessica A	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	12/09/24	HSST/11
#28	Kazmirche, Kelly	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	08/20/25	ST/11
#29	Ouerbacker, Darcie L	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	08/25/14	ST/10
#30	Samuel, Benjamin Y	School Counselor	Hourly	Certificated	0.10000	04/27/22	Counsel 1/1
#40	Morgan, Michelle R	School Counselor	Salary	Certificated	0.87500	09/09/20	COUNSEL 1/3
#41	Brown, Kami M	Administrative Coordinator	Salary	Classified	1.00000	12/01/21	AC225/AC/10
#42	Douglas, Hafiza R	Attendance & Health Tech	Hourly	Classified	0.87500	08/02/21	02H/O /007

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 2/6/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/NEW POSITION
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
#43	Hinricher, Justyn R	Child Care Supervisor	Hourly	Classified	0.71250	11/29/21	02H/I/008
#44	Pryor, Abigail C	Child Care Lead	Hourly	Classified	0.24375	08/21/24	02H/I/009
#45	Gonzalez, Arlyne	Child Care Assistant	Hourly	Classified	0.19375	08/05/25	02H/H/008
#46	Hultgren, Rochelle	Child Care Assistant	Hourly	Classified	0.26250	08/18/25	02H/H/007
#47	Paredes, Susana	Child Care Assistant	Hourly	Classified	0.23125	08/18/25	02H/H/008
#48	Johnson, Marty	Child Care Assistant	Hourly	Classified	0.25000	10/20/25	02H/H/008
#49	Paz, Juliana	Custodian	Hourly	Classified	0.87500	01/08/18	02H/B/009
#50	Rendon-Natividad, Jose A	Custodian	Hourly	Classified	0.71875	01/15/25	02H/B /008
#51	Lyden, Amy R	Food Services Supervisor	Hourly	Classified	0.72500	08/10/23	02H/L /009
#52	Cayce, Katherine I	Instructional Aide	Hourly	Classified	0.30000	09/13/21	02H/F/009
#52	Gonzalez, Morlyn	Food Services Assistant	Hourly	Classified	0.71875	08/19/25	02H/M/006
#53	Fogg, Joni L	Instructional Aide	Hourly	Classified	0.72500	01/11/24	02H/F/011
#54	Gonzalez, Arlyne	Instructional Aide	Hourly	Classified	0.51875	08/19/25	02H/F/008
#55	Marcinko, McKenzie J	Instructional Aide	Hourly	Classified	0.68750	10/06/22	02H/F /009
#56	Paredes, Susana	Instructional Aide	Hourly	Classified	0.46250	08/18/25	02H/F/009
#57	Pryor, Abigail C	Instructional Aide	Hourly	Classified	0.75625	08/21/24	02H/F/009
#58	Rose, Julianna	Instructional Aide	Hourly	Classified	0.53125	08/21/25	02H/F/026
#59	Ryan, Colleen M	Instructional Aide	Hourly	Classified	0.68750	09/09/14	02H/F /011
#60	Van Horn, Darla D	Instructional Aide	Hourly	Classified	0.68750	09/16/24	02H/F/027
#61	Cortez, Valerie	Instructional Aide	Hourly	Classified	0.51875	08/26/25	02H/F/008
#62	Paredes, Veronica L	Office Assistant	Hourly	Classified	0.70000	10/31/22	02H/D/008
#63	Schletewitz, Rebekah A	Specialist - Art/Librarian	Hourly	Classified	1.00000	08/29/12	SPC HRLY/AS05
#64	Petty, Ellen L	Specialist - Environ Ed & Nutrition	Hourly	Classified	0.36230	10/21/24	SPC HRLY/EEN/ 05
#65	Tran, Khanh	Specialist - Environ Ed & Nutrition	Hourly	Classified	0.27500	02/05/24	SPC HRLY/EEN04
#66	Tran, Khanh	Specialist - Homeschool	Hourly	Classified	0.07500	02/05/24	SPC HRLY/HS/05
#67	Evans, Cody M	Specialist - Information Technology	Hourly	Classified	0.31250	01/01/23	SPC HRLY/ITS/06
#69	Rose, Julianna	Specialist - Music	Hourly	Classified	0.18125	08/21/25	SPC HRLY/AS01
#70	Samuel, Benjamin Y	Specialist - Phys Ed	Hourly	Classified	0.90000	04/27/22	SPC HRLY/PES05
#71	Garcia, Nick	Specialist - ELOP Electives	Hourly	Classified	0.08125	10/16/25	SPC HRLY/AS05
#72	Smith, Laurene	Specialist - Intervention	Hourly	Certificated	0.60000	01/07/26	CL5/11
#73	Beard, Lindsay T	Instructional Aide	Hourly	Classified	0.46875	02/02/26	02H/F/031
#74	Dugatkin Roszkin, Laura	Teacher - EL	Hourly	Certificated	0.01000	01/29/26	02H/F/031
TOTAL FTE:					43.57		

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 2/6/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/NEW POSITION
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
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SUBSTITUTES

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
SUB01	Sharts, Michele J	Substitute	Hourly	Certificated	Varies	09/02/14	SUBSTITUTE
SUB02	Nelson, Jeanette	Substitute (Food Supervisor)	Hourly	Certificated	Varies	08/20/19	SUBSTITUTE
SUB03	Lynn, Suzanne W	Substitute	Hourly	Certificated	Varies	11/18/24	SUBSTITUTE
SUB04	Chapman, Mitchell A	Substitute	Hourly	Certificated	Varies	02/21/25	SUBSTITUTE
SUB05	Smollin, Leah	Substitute	Hourly	Certificated	Varies	03/17/25	SUBSTITUTE
SUB06	Zamora, Carla C	Substitute	Hourly	Certificated	Varies	03/20/25	SUBSTITUTE
SUB08	Todesco, Danielle M	Substitute	Hourly	Certificated	Varies	08/21/25	SUBSTITUTE
SUB09	Reszneky, Christina	Substitute	Hourly	Certificated	Varies	08/28/25	SUBSTITUTE
SUB10	Hession, Ashley	Substitute	Hourly	Certificated	Varies	09/17/25	SUBSTITUTE
SUB11	Walker, Lance	Substitute	Hourly	Certificated	Varies	09/30/25	SUBSTITUTE

TERMINATED

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Termed
#17	Delgado, Norma	Teacher	Salary	Certificated	1.00000	07/24/10	07/21/25
#54	Koski, Courtney	Instructional Aide	Hourly	Classified	0.62500	08/18/22	08/13/25
SUB07	Fenske, Stephen	Substitute	Hourly	Certificated	Varies	08/14/25	11/17/25
#16SUB	Foster, Alana	Teacher - 5 (Long-Term Sub)	Daily	Certificated	SUB TERMED	08/11/25	10/17/25
#15	Kingsley, Alan C	Teacher - 4/5	Salary	Certificated	1.00000	08/15/24	10/16/25
#68	Beard, Lindsay T	Specialist - Intervention	Hourly	Classified	1.00000	08/25/14	02/01/26

District/Charter: Bridges Charter School
 Employee: Kelly Simon
 Position: Executive Director

Fiscal Year: 2025/2026

																																*Do not enter into these calculated cells		*Initial At Month End	Contract Days	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days Worked	Leave		214
Jul-25	N	1	1	1	H	X	X	1	1	N	N	N	X	X	N	1	1	1	1	X	X	N	1	1	N	1	X	X	1	1	N	N	13	0	KS	
Aug-25	1	X	X	1	1	1	1	1	X	X	1	1	1	1	1	X	X	1	1	1	1	1	X	X	1	1	1	1	1	X	X	21	0	KS		
Sep-25	H	1	1	1	1	X	X	1	1	N	N	N	X	X	1	1	1	1	N	1	X	X	1	1	1	1	1	X	X	1	1	17	0	KS		
Oct-25	1	H	1	X	X	1	1	1	1	X	X	1	1	1	1	1	1	X	X	1	1	1	1	1	X	X	1	1	1	1	1	22	0	KS		
Nov-25	X	X	1	1	1	1	1	X	X	1	H	1	1	1	X	X	1	1	1	1	1	X	X	1	N	N	H	H	X	X	1	1	15	0	KS	
Dec-25	1	1	1	1	1	X	X	1	1	1	1	1	X	X	1	1	1	1	1	1	X	X	1	1	1	H	N	X	X	N	N	H	18	0		
Jan-26	N	1	X	X	1	1	1	1	X	X	1	1	1	1	1	X	X	H	1	1	1	1	X	X	1	1	1	1	1	1	X	20	0			
Feb-26	X					X	X			H	X	X	H					X	X			X	X			X	X					0	0			
Mar-26	X					X	X			X	X							X	X			X	X			X	X					0	0			
Apr-26			H	X	X					X	X							X	X			X	X			X	X					0	0			
May-26		X	X					X	X						X	X					X	X	H					X	X			0	0			
Jun-26					X	X				X	X							H	X	X						X	X					0	0			
		Total Days																														126	0			

Legend (*Copy and paste code accordingly)	
1	Regular Worked Day
1	Worked Weekend/Holiday
N	Non Work Days (Vacation/Non Paid)
S	Sick Leave
P	Personal Necessity
B	Bereavement (Relationship _____)
J	Jury Dury (*Attach Attendance Receipt)
H	Holiday (Non Paid)
X	Weekends

Total Days Worked + Leave=	126
Contract Days Remaining=	88
Days Worked Over Contract=	0

February Fundraisers

Feb 21st: Dine out for Bridges at Panera Bread (Thousand Oaks location). This is the first time we are doing a fundraiser with Panera but we are getting 25% back on proceeds. There is a requirement of \$100 min in sales to make any profit. We typically earn about \$50-\$200 for each Dine Out event. Since there is a minimum, we will send additional ParentSquare posts for this one.

Feb 12th: Valentines Day Bake Sale: We host a bake sale every year around Valentines Day after school on the front lawn. Baked goods are donated from families at the school and sold. We typically make about \$200-\$400 depending on the weather.

Feb 8th: Super Bowl pool: Squares are sold to individuals (the amount per square has not been determined yet). Winners win amazon gift cards. We earn about \$1500-\$2000. I will send an update once we have the square amount.

February 18th: The Used Book Sale is the culminating event of the 2nd grade Endangered Species Project. In the past we've raised between \$200 and \$500. Our goal is \$60 to be able to adopt an animal from the WWF. This year my class has chosen to focus on Amur Leopards. Any money we make over \$60 is used to adopt more animals, specifically endangered animals that we've learned about as part of our project. We've always used all the money for symbolic adoptions through the WWF exclusively.

Coversheet

AR 5031 Draft Student Behavioral Health Referral Protocols

Section: VII. Business and Operations
Item: A. AR 5031 Draft Student Behavioral Health Referral Protocols
Purpose: Vote
Submitted by:
Related Material: AR 5031 Draft STUDENT BEHAVIORAL HEALTH REFERRAL.docx

 <p>Bridges Charter School</p>	<p>Board Policy: AR</p> <p>STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS</p>	
<p>Policy Number AR 5031</p>	<p>Adopted:</p>	<p>Revised:</p>

Related Board Policy: Student Behavioral Health Referral Protocols

Purpose and Campuswide Application

This Administrative Regulation (“AR”) is adopted to implement and supplement the Board Policy on Student Behavioral Health Referral Protocols. While California Education Code requires adoption of behavioral health referral protocols for students in grades 7–8, Bridges Charter School (“BCS”) is a TK–8 campus and affirms a unified, whole-child approach to student wellness.

Accordingly, BCS applies the principles, practices, and procedures outlined in the Board Policy across all grade levels (TK–8) in a manner that is developmentally appropriate and consistent with the school’s educational philosophy, resources, and student needs.

This AR establishes operational procedures to ensure that behavioral health supports are:

- Preventative rather than punitive whenever possible;
- Equitable and culturally responsive;
- Integrated into the daily functioning of the campus; and
- Scaled appropriately to meet the developmental needs of students at different grade levels.

Guiding Principles

BCS’s behavioral health referral practices are guided by the following principles:

1. Whole-Child Support
Behavioral, social-emotional, and mental health are integral to academic success at all grade levels.
2. Early Identification and Intervention
Early recognition of concerns in younger students supports long-term well-being and reduces the need for more intensive interventions later.
3. Developmental Appropriateness
Referral indicators, communication, and interventions shall be tailored to students’ age, maturity, and developmental stage.
4. Restorative and Supportive Practices
Whenever possible, behavioral health referrals will be used in lieu of disciplinary action and will not be restricted due to disciplinary status.
5. Family Partnership
Parents and guardians are essential partners in supporting student behavioral health, consistent with student privacy laws.

Scope and Grade-Level Application

1. Grades 7–8
For students in grades 7–8, BCS shall fully implement all requirements of the Board Policy and applicable provisions of Education Code section 49428 et seq.
2. Grades TK–6

For students in grades TK–6, BCS shall apply the same referral framework with modifications that:

- Emphasize observation, early support, and school-based interventions.
- Use age-appropriate screening tools and referral indicators.
- Prioritize family engagement and coordination with existing supports such as SST, IEP, or 504 processes.

Roles and Responsibilities

The Executive Director or designee is responsible for campuswide oversight of behavioral health referral practices. Implementation responsibilities may include, but are not limited to:

- Director of Student Support (IEP/504)
- School counselors, psychologists, or social workers
- Foster Youth Liaison
- Homeless Liaison
- Site administrators
- Classroom teachers and support staff (within scope of practice)

All staff shall act within the limits of their credential or license and follow established referral pathways.

Referral Procedures (TK–8)

BCS shall maintain written procedures that include the following steps, applied in a developmentally appropriate manner:

1. Identification of Concern
Behavioral, emotional, or social concerns may be identified through observation, staff reports, student self-referral (as age-appropriate), or parent/guardian input.
2. Documentation
Concerns shall be documented using approved school processes and maintained in compliance with FERPA and applicable privacy laws.
3. Triage and Level of Response
The designated staff member shall determine whether the concern is:
 - Non-crisis and appropriate for school-based supports; or
 - A crisis requiring immediate response and referral to licensed professionals or emergency services.
4. Parent/Guardian Notification
Parents or guardians shall be notified consistent with legal requirements and best practices, taking into account student age and safety considerations.
5. Referral and Linkage
Students may be referred to:
 - School-based supports;
 - School-linked behavioral health professionals; or
 - Community providers, as appropriate.
6. Follow-Up and Monitoring
BCS shall schedule follow-up checks to monitor student progress and adjust supports as needed.

Support for High-Risk and Vulnerable Student Groups

Consistent with the Board Policy, BCS shall ensure equitable access to behavioral health supports for identified high-risk student groups across all grade levels, including but not limited

to:

- Students with disabilities;
- Foster youth and students experiencing homelessness;
- Students experiencing grief or trauma;
- LGBTQ+ students;
- Students affected by substance use or mental health concerns.

Referral protocols shall be coordinated with existing student support plans and liaisons.

Staff Training and Capacity Building

BCS shall provide ongoing professional development for staff serving TK–8 students that:

- Reflects grade-level differences in behavioral health indicators;
- Reinforces early intervention strategies;
- Clarifies referral pathways and staff roles;
- Emphasizes confidentiality and legal compliance; and
- Reinforces that diagnosis and treatment are limited to appropriately licensed professionals.

Training frequency and content may vary by role and grade span while remaining aligned with the Board Policy.

Evaluation and Continuous Improvement

BCS shall monitor and evaluate the effectiveness of behavioral health referral practices on a campuswide basis. Data may be disaggregated by grade span to inform improvements and ensure alignment with student needs.

Findings and recommended improvements shall be reported to the Board annually in conjunction with reporting required under the Board Policy.

Compliance and Limitations

No BCS employee shall diagnose or treat behavioral health conditions unless licensed and authorized to do so. All referrals shall comply with state and federal law, including FERPA and other applicable privacy protections.

Coversheet

Teacher Salary Schedule

Section: VII. Business and Operations
Item: C. Teacher Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Teacher Salary Schedule Revised Proposal for Board Final.pdf

Bridges Teacher Salary Schedule REVISED Proposal 2

	Column I	Column II	Column III	Column IV	Column V
1	\$66,352.00	\$66,352.00	\$66,352.00	\$66,352.00	\$66,352.00
2	\$66,352.00	\$66,352.00	\$66,352.00	\$66,867.00	\$67,679.00
3	\$66,352.00	\$66,352.00	\$66,867.00	\$67,382.00	\$69,651.00
4	\$66,352.00	\$66,352.00	\$67,382.00	\$67,896.00	\$71,044.00
5	\$66,352.00	\$66,867.00	\$67,896.00	\$68,412.00	\$72,465.00
6	\$66,352.00	\$67,382.00	\$68,412.00	\$70,464.00	\$73,914.00
7	\$66,352.00	\$67,896.00	\$68,926.00	\$72,579.00	\$75,392.00
8	\$66,352.00	\$68,412.00	\$69,442.00	\$72,607.00	\$76,900.00
9	\$66,352.00	\$68,926.00	\$70,144.00	\$74,786.00	\$79,207.00
10		\$71,683.00	\$72,950.00	\$77,777.00	\$82,375.00
11		\$72,409.00	\$76,597.00	\$80,888.00	\$85,670.00
12		\$72,916.00	\$79,661.00	\$84,124.00	\$89,097.00
13		\$73,426.00	\$80,219.00	\$86,647.00	\$92,661.00
14		\$73,940.00	\$80,780.00	\$87,254.00	\$95,441.00
15		\$74,458.00	\$81,346.00	\$87,865.00	\$96,395.00
16		\$74,979.00	\$81,915.00	\$88,480.00	\$97,359.00
17		\$75,504.00	\$82,488.00	\$89,099.00	\$98,333.00
18		\$76,032.00	\$83,066.00	\$89,723.00	\$99,316.00
19		\$76,564.00	\$83,647.00	\$90,351.00	\$100,309.00
20		\$77,100.00	\$84,233.00	\$90,983.00	\$101,312.00
21		\$77,871.00	\$84,822.00	\$91,620.00	\$102,123.00
22		\$78,650.00	\$85,416.00	\$92,261.00	\$102,940.00
23		\$79,437.00	\$86,014.00	\$92,907.00	\$103,763.00
24		\$80,231.00	\$86,616.00	\$93,558.00	\$104,593.00
25		\$81,033.00	\$87,223.00	\$94,213.00	\$105,430.00
26		\$81,844.00	\$87,833.00	\$94,872.00	\$106,274.00
27		\$82,662.00	\$88,448.00	\$95,536.00	\$107,124.00
28		\$83,489.00	\$89,067.00	\$96,205.00	\$107,981.00
29		\$84,324.00	\$89,691.00	\$96,878.00	\$108,845.00

Coversheet

EL Reclassification Form

Section: VII. Business and Operations
Item: D. EL Reclassification Form
Purpose: Vote
Submitted by:
Related Material: Bridges_EL_Reclassification_Form_IEP_NonFillable.pdf

Bridges Charter School

English Learner Reclassification Form

(Based on California Education Code § 313(f) and 5 CCR 11303)

I. Student Information

Student Name: _____
Grade: _____ Student ID: _____ DOB: _____
Teacher: _____ School Year: _____
Date of Review: _____ IEP? Yes No 504 Plan? Yes No

II. English Language Proficiency Assessment (Criterion 1)

Assessment: ELPAC Alternate ELPAC IEP Team Determination
Date Administered: _____
Overall Performance Level: _____ Result: Met Not Met

III. Teacher Evaluation (Criterion 2)

Teacher Name: _____
Content Area(s): _____
Evidence Reviewed: Academic performance, class participation, writing proficiency, reading comprehension.
 Meets overall teacher evaluation criteria Does not meet criteria
Teacher Signature: _____ Date: _____

IV. Parent/Guardian Consultation (Criterion 3)

Parent/Guardian: _____
Date Contacted: _____ Method: In Person Phone Email Conference
Parent/Guardian Comments:

Parent/Guardian Signature: _____ Date: _____

V. Comparison of Performance in Basic Skills (Criterion 4)

Assessments Used: CAASPP ELA Local Benchmark MAP Other _____
Result: Meets Benchmark Does Not Meet Benchmark

VI. Reclassification Decision

Reclassified to RFEP Continue EL Support
Date of Reclassification: _____ Effective Term: _____

Reclassification Based on IEP Team Decision:

The IEP team reviewed ELPAC/Alt ELPAC results, classroom data, IEP goals, and academic progress.
 Reclassified through IEP Team Decision Continue EL Services

IEP Team Signatures:

EL Coordinator: _____ Case Manager: _____
General Education Teacher: _____ Parent/Guardian: _____
Administrator: _____ Date: _____

VII. Monitoring Plan (Post-Reclassification)

Student will be monitored for four years following reclassification.
Year 1 Review: _____ Year 2 Review: _____
Year 3 Review: _____ Year 4 Review: _____

Coversheet

Bp 6174 Education for English Language Learners

Section: VII. Business and Operations
Item: E. Bp 6174 Education for English Language Learners
Purpose: Vote
Submitted by:
Related Material:
UBP 6174 Education of English Learners Revised - Updated Draft for Febraury 2026.docx

 <p>Bridges Charter School</p>	<p>Board Policy- Education for English Language Learners</p>	
<p>Policy Number: 6174</p>	<p>Adopted: 11/18/13</p>	<p>Revised: 03/13/17 09/14/20</p>

Bridges Charter School’s Board intends to provide English language learners (EL) with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. Bridge’s program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Director or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their reclassification based on criteria adopted by the Board and specified in administrative regulations.

1. Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey.

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the Initial English Language Proficiency Assessments for California (ELPAC)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration.

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's

individual needs.

Note: Under state law, “initial enrollment” does **not** include enrollment in a **Transitional Kindergarten (TK)** program for purposes of initial ELP assessment. (Ed Code §313 as amended)

2. Bridges Programs for ELs

English Language Mainstream (ELM) classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English (Education Code 306)

Structured English Immersion (SEI) means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

3. Reclassification of EL Students

Bridges will use the following criteria to establish reclassification policies and procedures:

Assessment of English Language Proficiency

Students shall demonstrate English language proficiency using the state-approved Summative ELPAC (English Language Proficiency Assessments for California). The Board requires an Overall Performance Level (PL) 4 on the Summative ELPAC to meet the English language proficiency criterion for reclassification.

Effective July 1, 2026, subject to enactment of AB 1360, students may also qualify for reclassification by earning an English Learner Progress Indicator score of 3H or higher on the Summative ELPAC, provided all other multiple-measures criteria are met.

Multiple Measures for Reclassification

Reclassification decisions shall also include the following:

A. Teacher Evaluation

A review of the student’s curriculum mastery and classroom performance appropriate to grade level.

B. Parent/Guardian Consultation

Parents/guardians shall be informed of progress toward reclassification,

provided the opportunity for input, and included in the reclassification process.

C. Comparison of Performance in Basic Skills

Student performance in basic skills compared to English-proficient peers of the same age, using statewide and local assessments, including **CAASPP ELA and NWEA.**

4. Reclassification of EL Students with Disabilities

Students with disabilities, including those with the most significant cognitive disabilities, shall be afforded the same opportunities for reclassification as students without disabilities.

Individualized Education Program (IEP) teams may determine appropriate measures of English language proficiency (ELP) and performance in basic skills, as well as minimum proficiency levels on those measures, that are equivalent to those of an English-proficient peer with similar disabilities, consistent with local reclassification policies and the state definition of ELP (Education Code section 313(f)).

For students with the most significant cognitive disabilities who participate in the Summative Alternate ELPAC, an Overall Performance Level (PL) 3 shall be considered the standardized statewide criterion.

In accordance with federal and state law, IEP teams may consider additional criteria to supplement the four required reclassification criteria in Education Code section 313(f), as needed to ensure an individualized and appropriate reclassification determination for each student.

~~EDUCATION CODE 300-340 English Language education for immigrant children
430-446 English Learner and Immigrant Pupil
Federal Conformity Act 33308.5
CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sun setting of programs~~

Coversheet

Adoption of Comprehensive School Safety Plan

Section: X. Special Projects/Programs
Item: A. Adoption of Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material: 2025-2026 Comprehensive School Safety Plan.pdf

BRIDGES Charter School

2025-2026

Comprehensive School Safety Plan

Plan Developed By: Bridges Charter School Leadership Team and the School Safety Committee

Administrator: Kelly Simon, Cindy McCarthy, Skye Stifel

Teacher:

Parent: Kate Harrison

Classified Employee: Kami Brown, Administrative Coordinator

Law Enforcement Representative:

Student Representative:

Other: Michelle Morgan, School Counselor

Board Meeting/Public Hearing Date:

Date adopted by School Site Council: February 9th, 2026

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I. Assessment of Current Status

School Description and Profile:

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

Our mission is to engage TK-8 students in an academically rigorous education through arts integration, outdoor education, and inquiry-based study in a community that focuses on social and emotional learning. Teachers implement research-based curriculum in order to prepare students to become the next generation of creative thinkers. Students are empowered to develop a sense of self in an environment that fosters belonging, purposeful learning, and opportunities to develop as leaders and responsible citizens.

~~Bridges Charter School is a TK-8 learning community of learners who share the priority to provide developmentally appropriate opportunities for our students to reach their intellectual, creative, and leadership potential through learning opportunities that evoke curiosity, compassion, independence, resourcefulness, and a respect for diversity.~~

~~In the past several years, as a result of the COVID-19 pandemic, it has been necessary for our school to adapt to many different challenges. Despite these challenges, we continue to keep Whole Child education at the center of our identity. We also continue to implement Inquiry Based Learning, and we continue to see healthy Family Partnerships as a central mission of our school.~~

~~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 are enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for Diversity.~~

~~Our core philosophies at Bridges in whole child learning, inquiry, and family integration allow our teachers to help prepare students to work in careers that have not yet been invented; to think both critically and creatively; to evaluate information, solve complex problems, communicate well as for college and careers in the 21st century, and to adapt well to the changing nature of our society.~~

~~Our educational programs are designed with the knowledge that children need to feel safe socially and emotionally in order to reach their full academic potential. In our classrooms, students have many opportunities to solve complex problems, to collaborate, and to engage in real-world interdisciplinary learning that is guided by genuine inquiry. Students also are co-creators of classroom norms and expectations, and ultimately become informed participants in the democracy of our school.~~

~~Our educational programs, school resources, and school personnel are intentionally selected in alignment to and in support of our school's vision, mission, and goals.~~

Vision

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

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.~~

Our Goal

~~Bridges Charter School is committed to providing a high quality, effective, and standards-based program through the education of the whole child, whereby the individual student~~

Summary of School Crime Data:

Bridges Charter School Faculty and Staff reviewed data from the California Healthy Kids Survey (CHKS), student discipline records, and School Climate data on our Dashboard, alongside our Universal Monitoring surveys to assess the current status of school crime and general school safety. Bridges Board Committees that include a committee focused on Charter Excellence, have met three times annually to assess school data and to determine priorities for focus.

Other Data:

Every year, Bridges administers a parent survey to the families of all students that collects data about perceptions of school safety and student connectedness along with other feedback. The survey is compiled and presented to the board annually and is used for making decisions about improving both physical safety and emotional well-being of students.

As Bridges Charter School is founded in the whole child philosophy, our classrooms have many embedded social and emotional supports. For example, students meet within their classrooms for "Circle Time" to share feelings and discuss problems with regard to social emotional dynamics at school. Our **Director of Student Support** school psychologist and school counselor push-in to classrooms to provide additional social emotional support and conflict resolution. Teachers and support staff are trained annually in implementing conflict resolution strategies and restorative practices. Bridges also **is piloting a new social emotional learning curriculum, Emozi, in all classrooms. A parent education night was held by the Director of Student Support and School Counselor in the new curriculum as well.** ~~implements a social emotional growth curriculum, Toolbox that was implemented to help ensure systematic instruction and support for social emotional learning.~~

Bridges uses the California Healthy Kids Survey annually to students in grades 5 and 7 to collect data on the effectiveness of our social emotional learning curriculum and its' impact on various ages and sub groups of students. Additionally, we are in our fourth year of implementing Universal Monitoring in partnership with UC Santa Barbara's School of Psychology (www.covitality.com). The data we gather from universal monitoring is used to support general education interventions and assists us in the development of a more robust multi-tiered system of support for our students and their families. Social emotional learning and whole child education is an area that we continue to invest resources in. ~~In 2021, we increased hours for our school counselor and school psychologist, we increased our intervention staff, we increased hours for paraprofessionals in each grade level, and we hired a second full time special education teacher. We have been able to maintain those positions in the 2023-2024 school year.~~

Summary of Data

Based upon school Dashboard data, Bridges suspension rate

The data from our Healthy Kids Survey showed positive trends in the social emotional health of our students. Students in 5th and 7th grade answered that they agreed or strongly agreed about the following indicators:

Target Indicators for Grade 5 in 2023

- School Environment (Feel safe at school) -- 100% (up 8% from 2022)
- Grownups at the School Treat Each other with Respect -- 100% (same as 2022)
- Students know what the rules are -100% (same as 2022)
- School teaches students how to understand how other students think and feel --100% (up from 96% from 2022)
- School helps students feel responsible for the way that they act --96% (up 4% from 2022)
- School teaches students to respect and care for one another -- 100% (same as 2022)

Target Indicators for Grade 7 in 2023

- I feel safe at this school:82% (down 10% from 2022)y school is usually clean and tidy -- 77% (down 1% from 2022)
- Teachers at this school communicate with parents about what students are expected to learn -- 94% (down 6% from 2022)
- There is a teacher or another adult on campus who cares about me: 70% (not measured in 2022)
- I try hard to make sure I am good at my schoolwork --94% (up 6% from 2022)

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

It is a priority of the administration and staff at BRIDGES Charter school that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but there is also a positive school climate in all activities both in and out of the classroom.

We desire to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievement.

Our administration encourages staff to teach students the meaning of equality, human diversity, mutual respect, and employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students have opportunities to voice their concerns about school policies and practices to share responsibility for solving problems that affect their school. School staff also encourages success and achievement, participation in community projects, and positive student conduct.

We promote conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Our faculty and staff receive training which implements and supports conflict resolution and alternatives to suspension (California Education Code Sections 32230- 32239, 35160, 35160.1, 44806).

Goal Statement

To thoughtfully integrate social emotional learning into our school community through a Multi-Tiered System of Support (MTSS).

Objective #1

Implement a Campus-Wide MTSS Program

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
School wide events coordinated with Middle School Leadership Students	Online resources	Teachers School Psychologist School Counselor Administrators Librarian	Monthly	
Morning Meeting and Circle	Training during staff meetings	Administration Teachers	Daily	100% student participation
Parent Engagement	Staff Administration Consultants Educational Articles	Student leaders School Psychologist School Counselor Interns	Monthly	

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Social Emotional Groups led by School Psychologist and Counselor	supplemental curriculum, staff	School Psychologist Counselor Classroom teachers Parents	As needed	All 4th-8th grade students
Emozi Curriculum	Emozi materials and website	Teachers, Director of Student Support, Counselor	As needed	100% participation in grades K-5
Family Literacy Nights	School Library Specialist and local literacy resources	Library Specialist	Monthly	Up to 60 families participate 6 offered annually
Universal Monitoring Surveys and Associated Classroom Interventions	Covitality Survey	Director of Student Support, Classroom Teachers, Resource Specialist	Offered twice annually	All 3rd-8th grade students
Tier II Intervention Plans for Behavior and Academics	Teacher plans	Teachers, Administration, Resource Specialists	Plans designed once annually	100% participation

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Our behavior management focuses on proactive strategies that enhance intrinsic motivation to learn and succeed. For students who need additional behavior support, we implement positive behavior plans to facilitate pro-social

interactions.

In the classroom, we incorporate creative, effective teaching methods which include project-based assignments, hands-on activities, differentiation, and flexibility while meeting (and often exceeding) the Common Core State Standards, NEXT Generation Science Standards (NGSS), and Appendices.

Our TK-8 school is an intentionally small, safe, and positive learning community where teachers and parents value whole child education.

Goal Statement

To create a small, safe, and positive learning community where teachers and parents value whole child education

Objective #1

To give students a variety of learning spaces within their environment to enhance intrinsic motivation and educational success.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Individual Seating Choices- flexible	Standing Desks Rockers Floor Seating variety of table heights Balance Balls Couches	Teachers Administration	Daily	Visible in 100% of classrooms
Small Groups and Differentiated Instruction	Trained Parent Volunteers and Teachers	Staff, Teachers	Daily	Visible in Lesson Plans and Formal/Informal Observations
Hands on Inquiry Based Activities	Lesson plans Observations	Teachers	On-going	100% participation
Staff Development on Supporting SEL for Students	Administration	Administration, Counselor	On-going	100% Staff Participation

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

IV. Procedures for Complying With Existing School Safety Laws

Child Abuse Reporting

Child Abuse Prevention

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Procedures for reporting child abuse shall be included in the school comprehensive safety plan. (Education Code 32282) (cf. 0450 - Comprehensive Safety Plan)

Mandated Reporters

Employees who are mandated reporters as defined by law and administrative regulation are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or healthcare provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Child Abuse Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station 2101 E. Olsen Road Thousand Oaks, CA 91360 805-654-9511 OR Ventura County Suspected Adult and Child Abuse 4245 Market Street, Suite 204 Ventura, CA 93003 805-654-3200 Fax: 805-654-5597 Police 805-494-8200

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

IV. Procedures for Complying With Existing School Safety Laws (continued)

Disaster Procedures

Bridges Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following section of this plan will outline the basic responsibilities for all staff for specific incidents.

Bridges Charter school has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

Suspension, Expulsion, or Mandatory Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Bridges Charter School. In creating this policy, Bridges Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. Bridges Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed

and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

Bridges Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the school's main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity e) Cyber-bullying as per Bridges Charter School's policy.

B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the 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, which 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 section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission 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, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.

(2) "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.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

3) An act of cyber sexual bullying

i. 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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. ii. 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.

4) Notwithstanding subparagraphs (1) and (2) above, 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.

w) 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, 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 (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: 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.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in or attempted to engage in hazing. For the 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

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an educational institution, which 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 section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result

in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission 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, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (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.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

3) An act of cyber sexual bullying.

i. 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.

ii. 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.

4) Notwithstanding subparagraphs (1) and (2) above, 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.

v) 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, 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 (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) 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.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including,

but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Bridges Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Bridges Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Bridges Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Bridges Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Bridges Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Bridges Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Bridges Charter School shall maintain records of all student suspensions and expulsions at Bridges Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Bridges Charter School as Bridges Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Bridges Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Bridges Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as

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assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Bridges Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with

Disabilities 1. Notification of SELPA

Bridges Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Bridges Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Bridges Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School,

the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Bridges Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Bridges Charter School had knowledge that the student was disabled before the behavior occurred.

Bridges Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Bridges Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Bridges Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Bridges Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Bridges Charter School pending the results of the evaluation.

Bridges Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Bridges Charter School reserves the right to intervene with claims of cyber bullying when these cases are reported outside of school hours, not on school devices, if it is determined by the administration that the claims of cyberbullying are impacting the wellbeing of students at school.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Procedures to Notify Teachers of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. (Pursuant to Education Code 49079)

The administration shall inform the teachers and staff annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

Education Code 48900 subdivision [except subdivision (h)] Education Code 48900.2 (sexual harassment) Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The director/teacher shall keep this information in confidence and must not further disseminate.

The director or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. The following steps will be taken:

Student will be flagged in our student data system. Upon receipt of any new incoming Cumulative files, data will be reviewed reviewed by Administrative Staff and flagged for potentially dangerous students. If a student is flagged, a meeting will be scheduled with assigned teacher and site administrator at the teacher's request to review any questions or concerns, and to establish support strategies as appropriate. Teacher will sign an acknowledgement form which will be kept in student's cumulative file.

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Sexual Harassment Policy

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or

any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in the Uniform Complaint Procedures. The Director is responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under the board policy for Uniform Complaint and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

Board Policies can be found at the website:
<https://bridgescharter.org/about/board-of-directors>

Professional Boundaries and Student Safety Policy

The purpose of this policy is to establish clear professional boundaries and supervision procedures to protect pupils from abuse, neglect, and sex offenses, and to promote safe, respectful, and well-supervised school environments in accordance with California law.

This policy applies to all school employees, volunteers, board members, contractors, and other adults who interact with pupils during or outside of the school day.

Boundaries Between Pupils and Adults

Professional boundaries shall be maintained at all times between pupils and school employees, adult volunteers, board members, and contractors.

1. Appropriate Conduct
 - All interactions with pupils must be professional, age-appropriate, transparent, and related to school-authorized activities.
 - Adults shall avoid behaviors that could be reasonably interpreted as grooming, favoritism, or inappropriate familiarity.
2. Prohibited Conduct
 - Private, unsupervised meetings with pupils in secluded or non-visible locations, unless approved and documented for a legitimate educational purpose.
 - Any physical contact that is inappropriate, sexualized, or exceeds what is reasonable for student safety or care.
 - Sharing personal information unrelated to educational purposes.
 - Engaging in personal relationships with pupils.

Boundaries Among and Between Pupils

The school shall promote a safe environment that establishes clear behavioral expectations among pupils.

- Bullying, harassment, sexual harassment, hazing, or inappropriate physical or digital conduct is prohibited.
- Staff shall intervene and report concerns related to boundary violations among pupils in accordance with school procedures and mandated reporting laws.

Boundaries Among Adults

All adults employed by, volunteering for, or under contract with the school shall maintain professional conduct with one another.

- Adults shall model appropriate behavior and language at all times.
- Conduct that undermines a safe school environment, including harassment, discrimination, or failure to report concerns, is prohibited.

Electronic Communication and Social Media Boundaries

To protect students and maintain transparency, the following limits apply to electronic communication:

1. Permissible Communication
 - Communication with students must be school-related, professional, and conducted through school-approved platforms when possible.
 - When electronic communication occurs, the students' parent/guardian should be included or have access

to the communication whenever practicable.

2. Prohibited Communication

- One-to-one private messaging with students via personal social media accounts, text messages, direct messages, or other electronic platforms without parent/guardian inclusion or knowledge.
- Communication of a personal, secretive, romantic, or sexual nature.
- Sharing photos, videos, or content unrelated to school purposes.

Facilities Use and Supervision

The school shall adopt and maintain written policies governing the use of school facilities to promote safe environments that are easily supervised.

1. Classroom and Non-Classroom Environments
 - Classrooms, offices, and meeting spaces shall be arranged to allow visibility (e.g., open doors, windows, or line-of-sight).
 - Use of isolated or unsupervised spaces for pupil interactions shall be limited and documented.
2. Supervision
 - Adequate adult supervision shall be provided during instructional time, extracurricular activities, before- and after-school programs, and school-sponsored events.
 - Volunteers and contractors shall not supervise pupils independently unless authorized and trained.

Procedures to Protect Students from Abuse, Neglect, and Sex Offenses

The school shall implement procedures designed to supervise and protect pupils, including:

- Clear expectations for professional conduct and boundaries.
- Training on recognizing and reporting suspected abuse or neglect.
- Immediate reporting of suspected child abuse or neglect in accordance with mandated reporting laws.
- Cooperation with law enforcement and child protective services as required.

Mandated Reporter Training and Compliance

Beginning **July 1, 2026**, the school shall comply with updated California mandated reporter requirements.

1. **Training Requirements**
 - All mandated reporters shall complete annual mandated reporter training, including instruction on child abuse reporting.
 - Training must be completed:
 - Within the first six weeks of each school year,
 - Within the first six weeks of employment, or
 - Within six weeks of commencing volunteer service.
2. **Who Must Complete Training**
 - All employees
 - Volunteers
 - Board members
 - Contractors who work with pupils outside the immediate supervision of a staff member
3. **Proof of Completion**
 - Proof of completion shall be maintained by the school.
 - Proof completed within the previous 12 months is acceptable.

Immigration Rights, Student Privacy, and School Safety Policy

The purpose of this policy is to ensure that all students and families, regardless of immigration status, can safely access and participate fully in the educational environment and that the school complies with applicable California law and Attorney General (AG) recommendations regarding immigration enforcement and student information protections.

Non-Discrimination and Access to Education

1. **Equal Access:** The school affirms that all students have the right to attend school and participate in school

- programs without discrimination or denial of services based on immigration status, citizenship, or national origin.
2. **Safe and Respectful Environment:** The school prohibits harassment, discrimination, or bullying toward any pupil or family based on immigration status, national origin, ethnicity, or related characteristics.

Information Collection and Privacy

1. **Prohibited Inquiries:** School staff shall not inquire about or record a student's or family member's immigration status or citizenship status as part of the enrollment, registration, or school record process, except as required by federal or state law.
2. **Sensitive Information:** The school shall not disclose, disseminate, or use school records or database information in a manner that would create a registry based on immigration status or national origin, nor shall such information be used to assist immigration enforcement absent a valid judicial warrant, subpoena, or court order.
3. **Student Records:** Requests for access to student records by federal immigration enforcement authorities must comply with federal and state law, including limitations under FERPA and Education Code section 234.7. Absent a valid judicial subpoena, warrant, or court order, the school shall not provide personally identifiable information to immigration enforcement.
4. **Directory Information:** When the school makes directory information public, parents/guardians shall be notified and given the option to opt out of the release of such information where permitted under law.

Access to School Grounds and Enforcement Requests

1. **Definitions:** "Schoolsite" includes the school campus, school-sponsored activity sites, school buses, and any areas used for school activities including, but not limited to the front lawn where students gather for dismissal.
2. **Requests for Access:** School staff shall **not** allow immigration enforcement officers to enter non-public areas of a schoolsite (e.g., offices, classrooms, private spaces) unless presented with a valid judicial warrant, subpoena, or court order.
3. **Protocol for Enforcement Engagement.**
 - o Staff should immediately notify the school administrator or designee if any law enforcement officer seeks access to the school site for immigration enforcement activities.
 - o The school shall follow established procedures for verifying authority prior to granting access, consulting legal counsel first when plausible.
4. **Student and Family Notification.**

Except where prohibited by law (e.g., exigent circumstances involving safety), the school shall notify parents/guardians promptly if a student is detained or questioned on school grounds by immigration enforcement.

Response to Detention or Deportation of Family Members

1. **Student Support:** In the event that a student's family member is detained, deported, or otherwise unavailable, the school shall assist with continuity of education, ensure ongoing communication with the designated caregiver, and support the student through appropriate school resources.
2. **Family Safety Plans.**

The school encourages families to complete and share with the school an updated emergency contact list and caregiver authorization as appropriate for local authority compliance.

Complaints and Reporting

Students, families, and staff are encouraged to report concerns regarding potential violations of this policy to the school's designated Civil Rights Coordinator or administration. The school will investigate complaints promptly and take corrective action as appropriate.

Schoolwide Dress Code

Anyone on the Bridges campus must wear clothing that is "suitable" by covering the chest, torso, and undergarments. The administration and staff will make every effort to address any dress code concern in the least restrictive and disruptive manner.

1. Parents and students share responsibility with the school to ensure that the dress of students is not disruptive to the learning environment.
2. Shoes are always required when safety is a factor. Closed toed appropriate shoes are required for PE and shoes must be worn when outside the classroom.
3. Caps or hats may be worn in the classroom at the discretion of the teacher.
4. Sunglasses should not be worn in the classroom unless a special circumstance is noted.
5. Gang-related apparel has been determined to be hazardous to the health and safety of the school environment and therefore is not allowed. (Education Code 35183).
6. Clothing, jewelry, and personal items, such as backpacks and book bags, with language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, contain threats, or that promote illegal or violent content such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, are prohibited.

Repeated violations of the dress code will be dealt with through the Bridges Discipline Behavior Plan.

Procedures for Safe Ingress and Egress

Drop-off and Pick-up

- Students may be dropped-off and picked-up in the circular parking lot.
- If parents would like to park and walk their child into school or park to wait for their child at the end of the day, street parking should be utilized.
- Parents are not to drop their students off in the middle of the street in front of the school.
- Parking in the parking lot is reserved for faculty and staff only.
- There is no left turn into the parking lot from the main street Calle Bouganvilla during the hours of 7:45-8:20 and from 2:15-3:30 due to the flow of traffic.
- At least one staff member will be assisting with traffic and student safety between 8:00-8:20am and 2:45-3:05pm Parent volunteers should utilize the ample nearby street parking.
- Parents should drive slowly and conscientiously, always on the lookout for pedestrians. Speed of cars should not exceed 5mph in the parking lot.
- There are two gates on our campus. The gate nearest kindergarten will be opened for all students between 7:45-8:20am. Both gates will be closed once the school day begins at 8:20 AM for security reasons. After 8:20 AM, parents should sign in at the front office via the security system Raptor before entering the campus. All visitors and volunteers must wear their ID badges.
- Kindergarten is released at 1 pm. All other grades are released at 2:45pm. Bridges has implemented a digital alert system for dismissing students. Students who are designated walkers by their parents are dismissed first along with students enrolled in our after school extensions program. Middle School students are dismissed collectively and must wait in the designated sidewalk beside the MPR. All other students are assigned to wait in their classrooms until their teacher receives a notification on their device that the child's ride has arrived. All children not picked up by 3:05 will go to the front office where they can call their parents. Gates are secured no later than 3:20pm.
- Parents picking students up from after-school care (Extensions) will enter through the gate near kindergarten by buzzing in or calling the Extensions office. They should wait to be escorted or met by an Extension staff member.
- Students should walk bikes, skateboards, or scooters when on campus at all times while school or any school programs are in session.

Minimizing Interruptions to the School Day

- The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited.
- In order to provide for uninterrupted learning, the following guidelines will be followed:
- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Parents should lease make arrangements for after-school activities before dropping their child off at school.
- Drop off area is located in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal items. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in. A private area may be arranged to meet with their child.

- Requests for homework for absent students should be made through the office by 11:00 AM on the day of the absence. For extended absences other than illness, parents should contact the office to request Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled and approved by the administration during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Leaving Campus

No child is permitted to leave the school 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 as indicated on the student's emergency card unless the office is notified of other arrangements.

Cell Phone Use During Emergencies and Threats of Danger

In accordance with California Assembly Bill 962 (AB 962), student possession and use of personal cell phones and other personal communication devices is prohibited during any emergency, lockdown, evacuation, or perceived threat of danger while on campus or during school-sponsored activities.

During such situations, the use of student cell phones poses significant safety risks and interferes with emergency response procedures. To ensure student and staff safety, all communication during emergencies will be directed and managed by school administration and emergency personnel.

Staff and Teachers may utilize cell phones, the land-lines in the classrooms, and the internal emergency communication app. Students must follow staff instructions regarding device use at all times. Failure to comply may result in disciplinary action consistent with school policy.

Safety Risks Posed by Student Cell Phone Use During Emergencies

Student access to and use of cell phones during emergencies or perceived threats of danger may:

- Distract students from following critical instructions from school staff or emergency responders
- Cause panic or escalation through the rapid spread of rumors, misinformation, or unverified information
- Interfere with emergency response efforts, including law enforcement operations, reunification procedures, and incident management
- Compromise campus security by revealing sensitive information such as lockdown locations, evacuation routes, or staff movements
- Overload communication systems, making it more difficult for emergency responders and school officials to communicate effectively
- Increase emotional distress for students by exposing them to alarming messages, images, or social media content during a crisis
- Delay accountability and supervision, as students may hide, move, or act independently rather than remaining where directed

For these reasons, restricting student cell phone use during emergencies is a necessary safety measure designed to protect students, staff, and first responders.

Threats at School are a Crime (SB 19)

Any person who willfully threatens, including by an image posted online, to commit a crime that will result in death or great bodily injury to another person at a school, with specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, if the threat on its face and under the circumstances is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution, and if that threat causes a person to reasonably be in sustained fear for their own safety or of others at the school, is guilty of a crime (misdemeanor/felony). If the threat is made by someone under 18, the person may be prosecuted as misdemeanor or referred to juvenile service.

A Safe and Orderly Environment

An important part of our school culture is that students take responsibility for their behavior, and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

Model mutual respect for all adults and students.

Respect school property.

Come to school ready to learn.

Put forward the best effort, every day.

Students maintain personal responsibility for adhering to the rules, policies, and procedures as outlined in student and family handbook.

The staff supports our students in meeting these expectations by:

Making expectations known and clear

Providing explicit instruction regarding how to effectively navigate and negotiate conflict

Providing guided opportunities for learning about peaceful conflict resolution when conflicts

arise Providing feedback and support as necessary

Holding students accountable for their behavior and for keeping agreements

Model for Professional Learning

- All decisions made by administration and the Bridges Board of Directors will remain in philosophical alignment with our Charter's Vision, Mission, and Goals
- We hire teacher leaders who are invested in professional learning so that we can become a model school for innovative, creative teaching methods in alignment with whole child education, inquiry based learning ~~project based learning~~, and community partnerships.
- Teachers are provided with learning opportunities that prioritize time for creative collaboration with partner teachers, progressive group discussion, and ongoing professional learning.
- We partner with other schools and universities in order to advance our own professional learning and to offer our knowledge to the wider community in support of student learning.

Visitors:

All school visitors must enter through the main office and obtain a visitor's pass to remain on school grounds. Visitors without a visible badge will be directed back to the office. One gate will be open and monitored by a Bridges staff member from 7:45am-8:00am during drop-off and from 2:40pm-3:05pm during release time. Outside of those time frames, the gates will be closed and secured.

Non-compliant Visitor:

If there is a non-compliant visitor on campus, staff will direct the person to report to the front office and meet with administration. If the visitor is non-compliant, a lockdown can be initiated and law enforcement will be contacted.

The Director, Assistant Director, or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Director, Assistant Director, or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

The Director, Assistant Director, or designee may seek the assistance of the police in managing or reporting any visitor in violation of BP1240, the Volunteer and Visitor Policy.

V. Emergency Procedures for a Medical Emergency

(Blood-Born Pathogen or Communicable Disease) CPR and First Aid

All procedures or other job-related tasks that involve an inherent potential for mucus-membrane of the skin contact with blood, body fluids, tissues, or a potential for spills or splashes of them are to follow the established Universal Precautions at all times. Use of appropriate protective measures are required for all employees engaged in these tasks.

Universal Precautions:

Barrier protection. All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:

1. Gloves.
2. Dust masks and protective eye wear.
3. Disposable smock and aprons.
4. Personal Protective Equipment (PPE) kits
 - Wash hands if they come in contact with blood or other body fluids.
 - Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs and placed in a puncture-resistant container for disposal.
 - Avoid direct mouth-to-mouth resuscitation. Use protective mask.
 - Decontaminate all surfaces and devices after use.

Puncture-resistance containers will be carried as part of a blood or body fluid clean-up kit. These containers will be labeled "Biological Waste".

Pre-Emergency Procedures:

- Awareness of Ventura County Health Department reporting criteria regarding various communicable diseases. •

Immunization tracking following state mandated requirements.

- Follow Ventura County Health Department directives (each case will be different).

Prepare a list of non-immunized/medical fragile students, parents, and staff so they may be notified.

Immediate Action:

- Notify support services, as needed.

Communication:

- Notify school Administration.
- Notify staff, parents, and Board if appropriate.

Responding to an Opioid Crisis

Deaths from opioids have reached epidemic levels and may be preventable through the timely provision of an opioid antagonist, along with the summoning of emergency responders. Under Ed Code §49414.3, schools may provide emergency opioid antagonists to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Board of Directors shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist.

Authority

Each school may designate one or more employee volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of opioid antagonists from the qualified person designated by an authorizing physician and surgeon. The school shall distribute a notice at least once per school year to all staff with the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to administer opioid antagonists to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind his or her offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after training.

Training:

The Executive Director should consult with organizations with expertise in administering opioid antagonists in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others. Training shall be consistent with the most recent guidelines for medication administration issued by the department and include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of opioid antagonists.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school to call 911 and contact the student's parent or guardian.
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

Prescriptions:

The California State Public Health Officer has issued a CDPH statewide standing order to increase access to opioid antagonists (specifically naloxone hydrochloride).

Stocking & Expiration Date Tracking:

The Executive Director or designated administrator shall restock the medication no later than two weeks after it is used. Additionally, the medication shall be restocked prior to its expiration date.

Recordkeeping:

The school shall maintain records regarding the training, acquisition, and disposition of opioid antagonists for a period of three years from the date the records were created.

Liability:

Under the Good Samaritan Law, a person cannot be liable for any civil damages that result from providing of emergency care, if: the person acted in good faith, and not for compensation; the person provided either emergency medical care or nonmedical care; and the care was provided at the scene of an emergency. Under the Drug Overdose Treatment Liability Law, civil and criminal liability is eliminated for individuals that administer naloxone to someone suspected of experiencing an overdose after receiving it along with required training.

Students with Disabilities

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities (Special Education and General Education).

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before

an emergency occurs.

Lists of students with specific needs should be kept in the school Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid Team. Both of these teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. Additionally, teams should be aware and have on hand any needed supplies (i.e. diapering supplies, medication supplies, etc.) for students with disabilities.

Trauma Informed Drills

Parental Opt-Out Option:

Parents or guardians have the right to opt their child or children out of participating in school safety drills. If you wish to exercise this option, please contact the school office, our counselor, Ms. Michelle Morgan at michelle.morgan@bridgescharter.org, or our school psychologist, Dr. Skye Stifel at skye.stifel@bridgescharter.org

Best Practices for Supporting Children After Drills:

- Remind your child that drills are *practice* to help us be safe, just like practicing a sport or musical instrument.
- Reassure them that there was no real danger today.
- Encourage them to share their feelings and let them know it is normal to feel nervous or have questions.
- Help them practice calming strategies such as deep breathing, positive self-talk, or grounding exercises ("look for 5 things you can see, 4 things you can touch...").

Support Resources:

School-Based Resources:

- **School Counselor, Ms. Michelle Morgan** – michelle.morgan@bridgescharter.org
- **School Psychologist, Dr. Skye Stifel** – skye.stifel@bridgescharter.org

Community-Based Resources:

- **Ventura County Crisis & Referral Line:** ☎ 1-866-998-2243 – 24/7 support for children and families experiencing stress or crisis.
- **California Parent & Youth Helpline:** ☎ 1-855-427-2736 – daily support for parents and youth.
- **National Disaster Distress Helpline:** ☎ 1-800-985-5990 – support if drills bring up stress related to past emergencies.
- **Interface Children & Family Services**
Offers comprehensive services including mental health and trauma treatment, youth crisis and homeless services, and domestic violence prevention.
☎ Call **211** or text your zip code to **898211** for assistance.
🌐 [Interface Services](#)
 - **Ventura Counseling & Wellness Center**
A nonprofit providing affordable therapy and family counseling.
☎ **(805) 620-8046**
🌐 [Ventura Counseling & Wellness](#)
- **Aspira Counseling Services**
Offers behavioral health services with in-person and online options, accepting most insurances.
🌐 [Aspira Counseling Services](#)

🛡️ Violence Prevention & Support Services

- **The Partnership for Safe Families & Communities**
Serves as the Child Abuse Prevention Council for Ventura County, providing resources and advocacy to prevent child abuse and family violence.
📍 **2601 Palma Dr, Suite #3, Ventura, CA 93003**
☎ **(805) 535-4489**
🌐 [The Partnership](#)
- **Coalition for Family Harmony**
Provides direct services to victims of domestic violence and sexual assault, including emergency safe housing and counseling programs.

 [Coalition for Family Harmony](#)

- **211 Ventura County**

A comprehensive information and referral service offering assistance with mental health, substance use disorders, and various social services.

 **Call 211** or text your zip code to **898211** for personalized assistance.

 [211 Ventura County](#)

Emergency Procedures for Fire

If the building is on an automatic system, sensors will detect any fires and an alarm will sound.

For buildings that are not on an automatic system, once a fire is detected by any staff member, a manual alarm will need be pulled.

In either system, once a student or staff member becomes aware of a fire, immediately notify the office.

Never attempt to fight a fire larger than a wastebasket.

If you are using a fire extinguisher, remember:

- o P – PULL safety pin from the handle
- o A – AIM at the base of the fire.
- o S – SQUEEZE the trigger handle
- o S – SWEEP from side to side

If caught in a fire, when exiting the building: (1) Stay low, (2) Do not open doors hot to the touch. ?

If your clothing catches fire: STOP, DROP, and ROLL.

In case of a notification of a fire:

A. Evacuation Signal/Notifications:

1. The Director/designee will sound the signal for an evacuation due to a fire, which is an intermittently sounding bell or horn.

2. The Director/designee will call 911 for an emergency, and notify the County Fire Department (805-371-1111) for non-emergency, Director/designee and CVUSD Maintenance and Operations (805-498-4557).

B. Evacuation Procedures:

1. At the evacuation signal, employees are to evacuate their classroom following the established route to a predesignated area on the blacktop. If the blacktop is not available, students will evacuate to the large field on the N/E end of the campus.

Emergency Procedures for Fire:

- At the evacuation area, employees in charge of students are to:
- Take attendance (copy of roll sheet should be in rolling backpack)
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
- Designated office staff will check with teachers for missing students and will report to administrative staff.
- Teachers will remain with students until an "all clear" to return to class or until all students are released. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation.
- If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
- If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area. The designated triage areas will be determine at the time of the incident for Bridges Charter School.

At the Command Center, Director/Designee will:

- Command Center will be determined at the time of incident: ~~1 of 4 possible locations~~.
- Use established flowchart to organize teams.
- Verify student attendance.
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
- When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.
- Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
- Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the field.
- All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained bell or until school is closed and students are released.

Emergency Procedures for Earthquake

A. During the earthquake:

Remain calm - do not rush outside.

Initiate a "Duck and Cover":

- Move away from windows, shelves, overhead hanging objects
- Take cover under a desk, table, counter, etc.
- Hold to your cover.
- If outside, duck and cover against the nearest solid object.
- If outside, do not touch any fallen power lines.

Remain in "Duck and Cover" until all movement ceases.

After the earthquake - Before the evacuation signal:

- Be prepared for aftershocks.
- Check for injuries. Do not move the seriously injured.
- Administer first aid.
- Check the damage in your area for reporting to the Command Center, located in the School Office.
- Extinguish any small fires.
- Check for gas. If gas is smelled, do not turn lights on or off and do not light any matches.
- Make sure to shut off valve
- Contact the gas company

Evacuation Procedure:

- Teachers will determine when it is safe to evacuate to their designated area.
- Office staff will take the Crisis Response Kit and radios for communication to the Command Center.
- Designated staff members will take first aid kits assigned to them to the first aid area.
- Employees in charge of students are to take the Red Binder containing student information and reporting forms with them.

Evacuation Area:

At the evacuation area, employees in charge of students are to:

1. Take attendance (copy of roll sheet should be in rolling backpack)
2. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
3. Designated office staff will check with teachers for missing students and will report to administrative staff.
4. Teachers will remain with students until an "all clear" to return to class or until all students are released.

5. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation. If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
6. If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area.
7. The designated triage areas will be determined at the time of the incident for Bridges Charter site.

Command Center

At the Command Center, Director/designee will:

1. Command Center will be determined at the time of incident
2. Use established school flowchart to organize teams
3. Verify student attendance.
4. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
5. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.
6. Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
7. Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the blacktop/ field.
8. All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained Bell or until school is closed and students are released.

Command Center Responsibilities

Custodians:

1. Shut off gas, electricity, and water
2. Check for fallen power lines
3. Report to the Command Center to set up, give damage report, and receive emergency assignment Command Center:

The Director of Daily Operations:

1. Will initiate the evacuation signal.
2. Will take the communication radios, battery-powered radio, and bullhorn.

The Attendance Clerk:

1. Will take the Crisis Response Kit and all other student and staff information as needed.
2. ~~The designated staff members~~ will take the first aid supplies to the first aid area

Extensions Supervisor:

1. Check that evacuation routes are open
2. Lock the gates and open emergency vehicle access gates

All staff members assigned to the Command Center will report for set up and for their schoolwide emergency assignment.

Search and Rescue:

1. Search and Rescue teams are to assemble at the Command Center to be assigned their specific area to cover.
2. Teams are to take with them first aid materials and transport for injured persons
3. Teams are to take lists of any missing persons.

4. In searching their specific areas, teams are to scan for missing persons
5. Teams are to assess the situation, administer first aid as needed.
6. Injured persons are to be transported to the first aid area by some team members while the remainder of the team continues the search. Members transporting injured persons should return to their team as soon as possible.
7. After each room/area is checked, the outside door is marked with a large "X".

Medical - First Aid:

1. Staff assigned to medical are to set up the triage area.
2. Treat injured parties as per priorities on injury as to be determined by staff.
3. Complete a Student Release form for all students removed to the hospital by emergency medical personnel.
4. Complete a Student Release Form, provide status reports on the number of injured, dead, and released to the hospital to the Command Center.

Security:

1. Custodians will lock gates, doors, and generally secure the campus.
2. Aides will report to front gates to direct parents to the staging area.
3. Staff will route fire and police to areas of need.
4. Staff will route emergency medical personnel to the first aid area.

Communication Plan

- In the event of an emergency, the Director or Designee will contact media personnel at VCOE as a central communication hub for communication for the media.
- Internal communication for families will be sent via the parentsquare alert system.
- Parents should refrain from calling the school or District office.
- Phone lines, if working, will be used for emergency communication. School staff will be busy responding to the emergency and preserving student safety. Please be calm.
- Please refrain from going to your child’s school unless you have received direction from the school. Traffic around the school may delay the ability of emergency responders from entering or exiting the campus. In addition, the school will be closed to all but emergency responders until the situation is resolved.
- Prepare information regarding the incident related to the school/site/district/COE

Communication Plan Roles and Responsibilities

<u>Role</u>	<u>Name</u>	<u>Tasks</u>
Team Leader	<p>Executive Director</p> <p>If not on site, then:</p> <p>Director of Daily Operations</p> <p>Director of Student Support</p>	Overall coordination Decision making Liaison with VCOE, responding emergency crew Strategic direction Team guidance and support
Spokesperson	<p>Executive Director</p> <p>VCOE Public Relations Dept.</p>	Media relations Message development Message delivery Crisis Monitoring

		Crisis documentation
Information Coordinator	Director of Daily Operations Director of Student Support School Counselor	Manage, coordinate, organize, gather, disseminate information. Monitor news outlets. Fact Check Information coverage Handle sensitive information, adhering to privacy regulations
Public Relations Specialist	Executive Director	Reputation Management Stakeholder communication Message development and storytelling Social media management Crisis recovery and post crisis evaluation
Technical Expert	Director of Daily Operations Administrative Coordinator	Provides guidance on effective methods of communication Communicates between tech team and leadership Ensures communication is technically accessible and up to date Addresses any technical issues that may arise during a crisis
Employee Communication Liaison	Director of Daily Operations Director of Student Support	Internal communications during and after a crisis Employee messaging Employee support and engagement Communication training and resources for employees Feedback analysis
Stakeholder Engagement Specialist	Executive Director Director of Daily Operations Director of Student Support	Evaluate communication after the crisis Listen to stakeholder concerns outside of organization Engage in conflict resolution Post-crisis management Stakeholder analysis and insights

Emergency Procedures for Facility Lockdown for Active Assailant

- School officials will ensure that staff receive training annually from law enforcement professionals in Active Assailant Preparedness. School staff is trained in Run, Hide, Fight protocols.
- Main entrances into the school grounds are to be posted with regulations regarding no trespassing and no loitering.
- All school visitors must enter directly through the front office and obtain a visitor’s pass to remain on school grounds.
- All school sites are to maintain a closed campus during working hours.

Initiation

A lockdown must be a response to a clear and present danger to the safety of students or staff at a school site. A lockdown may be initiated by one of the following:

1. Public Safety Officer
2. School Administrator or designee
3. By staff member in lieu of campus administration in the case of an immediate threat
4. If gunfire is heard on or near campus. If the gunfire is heard by other than the school administration, then that staff member must immediately dial 911, or utilize the classroom panic buttons, and inform the Director/designee
5. The Director/designee will verify the incident and location and if necessary, initiate the signal for "lockdown" procedures at the school site.
6. The Director/designee will notify the Sheriff's Department (911 or 805-654-9511).
7. Upon their arrival, school administration will be under the direction of law enforcement officials.

4. Suspicious or Armed Person on Campus – No Gunfire: If a suspicious or armed person is observed on campus by anyone other than school administration, then that staff member should immediately dial 911 and inform the Director/designee and office. Lockdown procedures will be initiated if necessary.

When attempting to verify a suspicious or armed person on campus:

1. Do not draw attention to yourself.
2. Do not challenge or question the person.
3. Do not communicate in any way.
4. STAY OUT OF IT – STAY AWAY.

Office staff has been instructed that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school's public address system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the Emergency Procedures for Facility Lockdown for Active Assailant lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing the lockdown.

Follow Full Lockdown, Evacuation, and Reunification Procedures under the Immediate Response Actions section.

Emergency Procedures for Assault

Immediate Action: (Note: More teachers and school personnel are injured while trying to break up fights than during any other campus crisis. If weapons are involved, call 911 immediately.)

1. Notify front office (via radio or telephone) of location and the number of students involved.
2. Walk, Do not run to the fight.
3. Do not try to break up a fight by yourself. Obtain additional help.
4. Analyze the Altercation:
 - a. Is the fight staged?
 - b. Are weapons involved?
 - c. Is the fight winding down?
 - d. Determine the aggressor(s)

Controlling the Altercation:

1. Use your presence and voice to alert of your presence.
2. Call out participants by name, if possible.
3. Give immediate directions to the participants.
4. Separate combatants and disperse onlookers.

Follow-Up:

1. Obtain medical assistance.
2. Notify appropriate school administration (they will call Sheriff, if needed).
3. Obtain names of witnesses and have those complete written statements.
4. Allow for a cooling-off period.
5. If necessary, preserve the crime scene for evidence.
6. Contact Parents and the Board

Emergency Procedures for a Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, drawings, social media posts, or phone call. The School Administrator should ensure all threats are properly assessed in accordance with School Policy.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat
2. The School Threat Assessment Team (**Director of Student Support**, Counselor, School Administrator/s, and County Resources if needed) will conduct the threat assessment. The Sheriff's department will be notified and asked to conduct their own threat assessment.
3. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs, risk factors, stabilizing factors and potential precipitating events.
4. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Sheriff's department, along with the School Threat Assessment Team, will recommend appropriate action to the School Administrator. Suspension, expulsion, or a behavior modification plan may be necessary for participating students.
6. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
7. Administration will notify school personnel, parents/guardians, and Board of any credible threat of violence that disrupts the school day.

Emergency Procedures for Bomb Threat

It should be stressed that, although most reports indicate that explosives or bombs have been placed at a particular location prove to be nothing more than a hoax, it behooves any organization receiving the threat to consider it to be authentic until proven otherwise. The decision to evacuate the building(s) should be made by the Director or other designated person in accordance with the school policy. The signal and procedures for evacuation and search must be thoroughly understood by all members of the staff.

1. Be alert for (1) suspicious persons, (2) foreign or suspicious objects, or (3) unusual sounds.
2. Ensure that doors and access areas (i.e., boilers, storage, etc.) are locked when not in use.
3. Keep all keys secure and accounted for. Immediately replace locks for lost keys.
4. Routinely check fire exits and evacuation routes to keep them unobstructed.
5. Head Custodian will routinely check.

If you receive a bomb threat:

A. The person receiving the call should:

1. Remain calm
2. Use the school Bomb Threat Checklist pg. 145 (appendix C)
3. Keep the caller talking as long as possible and record every word
4. If possible, get the attention of the Director/designee while on the line.
5. Provide full information following the call to include the location of the bomb
6. Remain available for emergency personnel along with a copy of the Bomb Threat Checklist

B. The Director/designee should notify the proper authorities:

1. Call 911
2. Sheriff Department 805-654-9511
3. County Fire Department 805-371-1111 ext. 34
4. Board of Directors
5. CVUSD Maintenance and Operations 805-498-4557

C. In every instance, the dictates of law enforcement and emergency personnel will be followed.

1. The Director/designee, in collaboration with emergency personnel, will choose one of the
2. following options, keeping student and staff safety foremost:
 - a. Search the campus without an evacuation
 - b. Search the evacuation routes, evacuate, and then search the campus
 - c. Evacuate and then search
 - d. No action

Once you have received notice of a bomb threat, do not use hand-held radios, cell phones, pagers, or any other electronic devices. School personnel, particularly Search and Rescue team members, will assist police department and fire department personnel in the inspection of the campus. School personnel know what belongs in the school and which items are strange. With this knowledge at hand, the rooms can be checked quickly and efficiently.

1. Look only for suspicious, out of place, or changed items.
2. Teachers/staff not involved in searching the campus will take responsibility for the students of those who are involved in search procedures.
3. The director/designee will assign staff to specific area to be searched, ensuring that all areas of the campus are included.
4. Staff specific to a particular area should assist in the search of that area, i.e., cafeteria, library, office, etc.
5. Search teams will report back to the Command Center where the director/designee will then check off that each room in each search area has been inspected.
6. When it has been determined that it is safe to return to class, an "all clear" signal of a sustained ringing bell will be sounded.
7. Within 24 hours, the report section of the Bomb Threat Checklist will be completed and provided to the Director/designee and the Board.

Follow Evacuation and Reunification Procedures under the Immediate Response Actions section.

Emergency Procedures for Suicide Ideation

Student Identified as Suicidal:

When school staff become aware of a student exhibiting potential suicidal behavior, they should contact a campus administrator or designee. They should immediately escort child to office and placed under supervision. They should not "send" the student on their own.

The school's crisis response team for a suicide risk assessment will be contacted.

If the appropriate staff is not available, the Sheriff's Office should be called. Typically, it is best to inform the student what you are going to do every step of the way. Solicit the student's assistance where appropriate. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., parent, mental health professional or law enforcement representative) can assume responsibility.

If a student resists, becomes combative or attempts to flee, assistance from law enforcement is essential.

The crisis response team and law enforcement will determine what resources are required for the safety and wellbeing of student.

Collaboration between schools, law enforcement, and community providers is critical.

Emergency Procedures for Death at School

When traumatic events in a school, or community occur, there is an immediate need for effective services to respond to the emotional pain that accompanies loss of distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings, which accompany such a tragedy. The school system has many similarities to the family system and like the family has opportunities to provide a support response.

Pre-Emergency Procedures:

1. Establish and train a Crisis Response Team
2. Establish a school death plan
3. Establish a school telephone and communication for teachers, staff and the Board

Immediate Action:

1. Call 911 and notify Director and Board
2. Keep students in classes away from the crisis area or remove students from the immediate crisis area, and determine if full/modified lockdown is necessary
3. Activate the Crisis Management Team
4. Secure the area until law enforcement arrives
5. Make notes and observations of pertinent information
6. Who observed the occurrence?
7. Who reported the occurrence?
8. What vehicle(s) were involved?
9. Note the approximate time of the incident, when emergency vehicle arrives, and what was done for the victim. Write down your observations as soon as possible.

Follow-Up (Family):

1. Contact the family personally and offer support
2. Establish a family support committee (example: to collect money, food donations, etc.)
3. Obtain information regarding funeral visitation, home visits, and family wishes
4. Stop any disciplinary, scholarship, testing, or special placement notifications that may be
 - inadvertently sent to the family

School Plan of Action - Announcing the Loss:

1. Notify school community as appropriate: Staff, students, parents
2. Notify faculty of the death through a written message or a faculty meeting
3. Announce the death to the entire school via homeroom or classroom teachers
4. Provide facts to reduce rumors. Extend homeroom or study hour, if necessary
5. Arrange for selected class visits to speak to the students
6. Follow-up with a short faculty meeting to review the facts of the incident and the role of the faculty in assisting with the loss. Allow the faculty an opportunity to share their experiences and suggestions

Faculty Response:

1. Identify the students who were close friends or students who would like an opportunity to attend a group or an individual meeting
2. Identify the students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity
3. Provide an opportunity for students to discuss the loss and what they have learned
4. If students are restless, get them active and focus on a project for the family, if appropriate
 -

Discuss the funeral or memorial service to prepare the students who will be attending to know what to expect
Counseling and Psychology Responsibilities:

1. Establish an area for counseling (individual or group)
2. Reschedule the day's activities depending upon the needs of the school
3. Request additional counselors, if needed, as determined by the Director and psychologist
 - Identify individuals who can work with groups or individuals.
4. Maintain a list of the students counseled.

5. Make follow-up calls to the parents of the students in distress and make recommendations for the parents to provide support

Administrative Responsibilities:

- Keep the staff updated on the events and circumstances
- Identify faculty and staff who are in need of mental health support services
- Utilize counseling, psychology, county office, community counseling, or employee assistance programs
- Emphasize the need to provide hard facts in reducing rumors
- Remove personal items of the deceased from locker, desk, etc.
- Rearrange the seating in the classroom, when appropriate

Emergency Procedures for Utility Emergency

If a utility problem is discovered, such as a gas leak or power failure, notify the Director/designee, the Board, and CVUSD Maintenance and Operations Manager

1. Gas Leak:

- Contact So Cal Gas Company 800-352-4070
- Only custodial or Maintenance and Operations personnel specifically trained in shut-off procedures should attempt to shut off the building gas
- Do not light matches or turn lights on or off. Extinguish any open flames
- Open windows to allow ventilation
- Stay clear of the problem
- Director/designee should wait outside for CVUSD Maintenance and Operations and direct them to the problem location
- Maintenance and Operations personnel will recommend response procedures and other agencies to be contacted once the leak is confirmed

2. Power Failure:

- Contact CVUSD 805-498-4557
- Tune to Emergency Broadcast System on battery-powered radio
- Use the school hand-held radio and notify the Director/designee and CVUSD Maintenance and Operations • Give instruction to staff and students as to evacuate classrooms or not
 - Shut off all electrical switches individually, not at the main switch. If power is restored after hours, items such as coffee makers, which have not been turned off individually will come back on and can overheat and burn. • When power is restored, check the effect of the power outage on the school (i.e., refrigerated food, clocks, etc.)

3. If students are evacuating classrooms:

- Employees are to take their rolling back packs containing student information and reporting forms with them • Office staff will take the Crisis Response Kit to the Command Center
- The director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn

1. At the evacuation area, employees in charge of students are to:

- Take attendance from roster in backpack.
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
- Remain with students until an "all clear" to return to class or until all students are released.

2. At the Command Center, director/designee will:

- Check off classes and their Attendance Signs
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
- When missing persons are found, they are to be returned to their assigned classroom and the Command Center will be notified

A. Closing of School:

If there is no other acceptable alternative, the director/designee will secure permission from the Director/ designee to close the school. The office of the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

If school needs to be closed:

1. Notify the Sheriff's Department (805-654-9511) and the Board
2. Notify the Maintenance/Operations Department CVUSD (805-498-4557).
3. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. The director/designee will remain on campus until the safety of all students is assured.

If school is not closed, many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures
3. The director/designee will remain on campus until the safety of all students is assured.

Emergency Procedures for Chemical/Hazardous Material Spill

Warning of chemical accident is usually received from the police department, fire department, of the local Office of Emergency Services when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and incidents related to the industrial use of chemicals. If offensive odors are present in the ventilation system, they should be reported to the Director/designee. When a reported accident occurs, the following procedures should be implemented:

1. Do not attempt to clean up a spill. It will be assessed by trained personnel who will ensure that proper clean-up techniques are employed.
2. Director/designee will notify the Board and CVUSD Maintenance and Operation (805-498-4557).
3. Director/designee will choose one of the following options:
 - a. No evacuation – students remain in class.
 - b. Evacuate to predesignated field area.
 - c. Evacuate off campus to predesignated student release area
4. If it is necessary to evacuate the area, move cross wind, never directly with or against the wind.
5. If exiting to field or evacuation area:
 - a. The Director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn 2. Employees are to take their rolling backpack containing student information and reporting forms with them 3. Office staff will take the Crisis Response Kit to the Command Center
 - b. At the evacuation area, employees in charge of students are to:
 - c. Take roll
 - d. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
 - e. Remain with students until an "all clear" to return to class or until all students are released D.
 - f. At the Command Center, Director/designee will:
 - i. 2. Use Bridges Charter flowchart to organize teams

- ii. Check off classes and their Attendance Rosters
- iii. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
- iv. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
- v. Do not re-enter any burning building.

When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.

If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified

Render first aid as necessary. If needed, call "911" or Poison Control Center (1-800-222-1222) Department of Toxic Substance Control (1-916-255-3545)

Do not return to the campus until school personnel and/or emergency personnel have declared the area safe.

Closing of School:

If necessary, the Director/designee will secure permission from the Director/designee to close the school. The office of the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

2. If school is closed:

1. a. Notify the Sheriff's Dept. (805-494-8200) and the Board
2. b. Notify the CVUSD Maintenance/Operations Department (805-498-4557)
3. c. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. d. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. e. The Director/designee will remain on campus until the safety of all students is assured.

If school is not closed: Many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.

The Director/designee will remain on campus until the safety of all students is assured.

Emergency Procedures for Bee Swarms

Pre-Emergency Procedures:

- Post-emergency numbers (911, Poison Control, County Bee Hotline, etc.)
- Have first aid supplies on hand (with supplies for closing off areas such as barricades and yellow caution tape)
- Look for bee problems around school grounds

Immediate Action – Bee Attack:

- Evacuate immediate area
- Seek enclosed shelter or, upon attack, run without flailing arms
- Treat injured. Remove stinger(s) with the edge of a credit card or other sharp-edged instrument. Do not attempt to pull stinger out with tweezers or fingers, as this may cause additional venom to be injected.

Immediate Action – Swarm or Hive Located:

- Evacuate immediate area

- Contact CVUSD Maintenance and Operations (805-498-4557)
- Keep bystanders at least 300 feet away by posting yellow caution tape
- Post someone near to keep bystanders away until emergency crew or pest control arrives

Communication:

- Call 911
- Notify Director and CVUSD Maintenance and Operations (805-498-4557)
- If parent communication is needed, use Parentsquare to provide information

Follow-Up:

- Have grounds personnel or CVUSD Maintenance and Operations clean up and remove dead bees

Severe Weather Emergencies When School is not in Session:

Pre-Emergency Procedures:

- Keep a list of local emergency agencies' telephone numbers within easy access
- Establish contacts at local emergency agencies
- Know which community officials have the authority to access school property in emergency situations
- Staff and students should be advised to watch or listen to local media for information on school closures and severe weather

Immediate Action:

- The Director will monitor and determine the safety of school buildings and grounds that may be affected by severe weather conditions

Communication:

- If the school is to be closed, notify the Board, County Office of Education and local media of the decision to close
- Notify parents as needed

Follow-Up:

- Reschedule the school calendar, if needed
- Complete a written report to the County Office of Education as needed

Severe Weather Emergencies When School is in Session:

Pre-Emergency Procedures:

- Keep a list of local emergency numbers within easy access
- Establish contacts at local emergency agencies
- Maintain an up-to-date school evacuation/dismissal plan
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have authority to access school property in emergency situations •
Be aware of evacuation routes leading away from the facility

Immediate Action:

- Restrict outdoor activities if severe weather conditions are threatening the area
- Dismiss school only after obtaining ~~Superintendent~~ approval from the County Office of Education and after communicating with Board President or designee.
- If necessary, activate the student reunification plan

Communication:

- Notify the Board and County Office of Education as needed
- In cases where dismissal is indicated, activate communication through the Director's office

Missing Child:

Pre-Emergency Procedures:

- Review plan with faculty and staff.

Immediate Action –If a child is reported missing:

- Call parents
- Call the teacher(s).
- Call Yard and instructional support staff.
- Check the entire school, including buildings, athletic fields, garbage dumpsters, and after school programs for the missing student.
- Notify the police or notify appropriate law enforcement.
- Get an accurate description of the child. Include what the child was last seen wearing.
- Attempt to find out who last saw the child and where he/she was seen.
- Contact close friends of the missing student to possibly obtain information as to their whereabouts. • Designate a school contact person to continue working with the parents and law enforcement if the child is not located.

If the school notices the child missing:

- Check buildings, yard and fields, and after school programs for the missing student.
- Verify information regarding the missing child (Who last observed the child? Where is the child missing from?). • Designate a school official to work as a liaison with law enforcement.
- Have a family member file a police report, if the child is not located.

Communication:

- Give law enforcement an accurate description of the student, including clothing and a photograph, if available. • Contact the child's parents.
- If unable to locate a parent, use numbers on the student emergency card.
- Interview the missing student's friends for information as to their whereabouts, possibility of running away, or returning home for fear of punishment.

Missing Adult

Immediate Action –

- Attempt phone contact.
- Contact law enforcement to do a welfare check at the person's home.
- Contact personnel office for a listing of relatives or friends to contact.
- Designate a school official to be a liaison with law enforcement, in case the person is not located.

Follow-Up:

- Arrange selected class visits to speak, as necessary, to provide facts and to reduce rumors.
- Forward a written report to the Board.

Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- If law enforcement or medical personnel need information to protect the health and safety of a student, provide whatever information is needed.
- Generally, the only information that should be provided to the media is confirmation of the student's attendance in our school. Comments to the media should be referred to the designated person.
- However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

Immediate Action:

- If a situation occurs, a call should be made to Child Protective Services (CPS) to notify them in case they have an on-going investigation with the family.
- Contact the family by telephone, if possible.
- Contact emergency telephone references.
- Contact necessary school administration.
- If contact cannot be made with the parents, call the Sheriff's Department or the school Resource Officer for an officer to respond. (805-494-8200)
- Place written documentation in student file regarding the circumstances surrounding the incident.

Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personal identifiable information from an educational record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals.
- If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed.
- Media. - Generally, the only information that should be provided to the media is confirmation of the student's attendance at Bridges Charter School. The media should generally be referred to the Director or designee. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

Emergency Procedures For Criminal Allegations against a Student

Pre-Emergency Procedures:

- Administrators and staff are provided written guidelines regarding the release of information pertaining to students and staff.
- Law enforcement must present proper identification.

Immediate Action:

- Determine legal authority of the individual requesting to question anyone on the school premises.
- Work with legal authorities to ensure the questioning occurs with the least possible disruption to the school environment.
- If the parent is not present during the questioning of a student on campus, an administrator may be present during the questioning.

Communication: Information will only be provided to law enforcement as per ED code.

- Do not release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals.
- If criminal allegations involve crimes against other students, refer any questions to the investigating officer.

Follow-Up:

- Communicate to staff members and to the parents of the students.
- Report to the Board as appropriate.
- Law enforcement will conclude investigation and do any necessary follow-up.

School Discipline

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:

- 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

There are five situations in which school administrators have no discretion and must immediately suspend a student and recommend expulsion. The administration of the school must immediately suspend and recommend for expulsion any student who the school administrator determines committed any of the following acts at school or at a school activity off of school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm;
- (2) Brandishing a knife at another person;
- (3) Unlawfully selling a controlled substance;
- (4) Committing or attempting to commit a sexual assault or committing sexual battery;
- (5) Possession of an explosive.

Students may be suspended for various conduct that includes threatening, causing or attempting to cause physical injury to others; using tobacco or tobacco products; committing theft; and possessing drugs or alcohol. In limited circumstances, conduct subject to suspension can lead to an eventual recommendation for expulsion.

Students may be expelled for various conduct that includes brandishing a knife, possessing an explosive, participating in an act of hate violence; and making a terroristic threat.

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.

Return to School from Suspension

Students returning to school from a suspension will meet with a support team that includes parents to discuss a return to school plan.

Hate Crimes

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

Hate violence is the commission of any crime, which is accompanied by an expression of hostility against a person or property or institution because of the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Specifically prohibited is the use of force or the threatened use of force to willfully injure, intimidate, interfere with, or oppress any person in the free exercise of enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state and this nation. This is applicable to students in grades 4-8 only.

A pupil will be suspended or expelled for said acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited, to any of the following:

While on school grounds.

While going to or coming from school

During the lunch period, whether on or off the campus.

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

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors will oversee the implementation of the Charter School's mission and vision, and approve any necessary revisions to its bylaws, policies, and procedures. The Board is fully responsible for the operation and fiscal affairs of BRIDGES Charter School including but not limited to the following:

- Hire, supervise, evaluate, and dismiss the Director of the Charter School
- Approve the hiring, promotion, discipline and dismissal of all employees of the Charter School after considering recommendations by the Director of the Charter School;
- Approve and monitor the implementation of the Charter School's general policies, including effective human resource policies for career growth and compensation of the staff
- Approve all contractual agreements;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School; Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Develop, review or revise the Charter School's accountability goals and mission with consideration of recommendations by the Director of the Charter School
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration; Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action or recommended student expulsions.
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with this Charter or the purposes for which public schools are established. Board meetings and the Minutes from those meetings will be posted on our website (www.bridgescharter.org).

Date of Board Meetings/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, Room 14 or virtual if deemed state of emergency

Review of Progress for Last School Year

Each School year the Safety Plan is reviewed by the School Safety Committee and presented to the Bridges Board of Directors to be approved. Community members are invited to a public meeting to review the Safety Plan. Bridges Charter School includes the City, Police and Fire departments, representatives from parent and teacher groups in the plan's revisions and analysis. The Safety Plan is also taken to the school board each year for approval and public review.

Law Enforcement Review Date: 2/09/2024

Safety Committee Review Date: 02/06/2024

School Board Approval Date: 2/12/2024

Date of Board Meeting/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, Room 14 or via zoom

VI. Appendix 1: Board Policies and Administration Regulations

Board Policy and Administration Regulations:

CHILD ABUSE REPORTING PROCEDURES BP 5141.4 and AR 5141.4

Child Abuse Prevention and Reporting

Child Abuse Prevention

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees, who are considered mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training annually regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not provided.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or health care provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected an instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the a member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station
2101 E. Olsen Road Thousand
Oaks, CA 91360 805-654-9511

OR

Ventura County Suspected Adult and Child Abuse
4245 Market Street, Suite 204
Ventura, CA 93003
805-654-3200
Fax: 805-648-9608

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Director as soon as possible after the initial telephone report to the appropriate agency.

The Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Director may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, Director, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development) (cf.

4331 - Staff Development) (cf.

5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

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2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer

with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension) Parent/Guardian Complaints

Upon request, the Director or designee shall provide parents/guardians with a copy of the school's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES BP 5145.3 and AR 5145.3 Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

All complaints should be sent to our Title IX Coordinator, who can be reached at:

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Cindy McCarthy
Assistant Director
805-492-3569
cindy.mccarthy@bridgecharter.org

Your Rights and Responsibilities under Title IX

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the Charter School.
- (c) The Charter School does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate Charter School administrator as to the athletic opportunities offered by the school.
- (d) You have the right to apply for athletic scholarships.

(e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(f) You have the right to have access to our Title IX Coordinator regarding gender equity laws.

(g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California 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. See below for more information regarding how to file a complaint.

(h) You have the right to pursue civil remedies if you have been discriminated against.

(i) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, the Charter School's responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
- California Department of Education, Office for Equal Opportunity:
<http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
- United States Department of Education, Office for Civil Rights:
<http://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website:
<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>
- California Department of Education website:
<http://www.cde.ca.gov/re/di/eo/complaint.asp>
- The Charter School's Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy.

Please see :

https://bridgescharter.org/wp-content/uploads/2022/11/BP-5145.5-TITLE-IX-Harrassment-Intimidation-Discrimination-an-Bullying_replacement-revised-9-12-22.pdf

OR 1335 Calle Bouganvilla Thousand Oaks, CA 91360

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have

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questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with the Charter School under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints.

Please review the above link for more information about this process.

A complaint filed with BRIDGES CHARTER under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at:

<https://bridgescharter.org/wp-content/uploads/2022/08/171141-ae6c9377-f7e7-4d13-8b70-4a40197f2102.pdf>

- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339

Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with the Charter School, please follow procedures set forth in those policies.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN BP 3516 Actions to be Taken in Case of Disaster
BRIDGES School Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. This policy shall serve as the BRIDGES policy and procedures for Disaster Preparation. It shall direct strategies, plans and actions related to BRIDGES Disaster Preparedness. All BRIDGES personnel are expected to act in accordance with this policy.

The Board is fully committed to the development of policies and plans that prepare its staff, students and affiliates for the occurrence of emergencies, disasters, and threats of disaster. As such, the Board instructs the Director to establish and execute a comprehensive school safety plan that includes disaster preparedness.

Policy Details

- 1) Emergencies and Disaster Preparedness Plan
 - a. The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the comprehensive school safety plan ("Safety Plan").
 - b. In developing the school emergency plans, the Director or designee shall collaborate with city and county emergency responders, including local public health administrators.
 - c. The Director or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating site-level emergency and disaster preparedness plans.
 - d. The Board shall grant the use of school buildings, grounds, and equipment to public agencies including the American Red Cross, for mass care and welfare shelters during a disaster or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

- e. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

2) Components of the Emergencies and Disaster Preparedness Plan

- a. The Director or designee shall ensure that school site plans to address, at a minimum, the following types of emergencies and disasters:

- i. Fire on or off school grounds which endanger students and staff
- ii. Earthquake or other natural disasters
- iii. Environmental hazards
- iv. Attack or disturbance, or threat of attack or disturbance, by an individual or group
- v. Bomb threat or actual detonation
- vi. Biological, radiological, chemical and other activities or heightened warning of such activities.
- vii. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

- b. The Director or designee shall ensure that the procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including but not limited to, the following:

- i. Regular inspection of school facilities and equipment and identification of risks.
- ii. Instruction and practice for students and employees regarding emergency plans, including; Training of staff in first aid and cardiopulmonary resuscitation and regular practice of emergency procedures by students and staff
- iii. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 1. The appropriate chain of command at the site
 2. Individuals responsible for specific duties

- 3) Designation of the Director for the overall control and supervision of activities at the school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.

- 4) Identification of at least one person at the site who holds a valid certificate in first aid and cardiopulmonary resuscitation

- 5) Assignment of responsibility for identification of injured persons and administration of first aid.

3) Develop a Plan for Personal safety and security, including;

- Identification of areas of responsibility for supervision of students
- Procedures for evacuation of students and staff, including posting of evacuation routes
- Procedures for release of students, including a procedure to release student when reference to the emergency card is not feasible
- 4. Identification of transportation needs, including a plan that slows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- Provision of a first aid kit to teach the classroom.
- Arrangements for students and staff with special needs
- Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious diseases

- 4) A Plan for Closure of the school, including an analysis of the impact on student learning and methods to ensure continuity of instruction.

- 7) How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communications with students and parents/guardians.

8) Methods of Communication among staff, parents/guardians/ the Board, other governmental agencies, and the media during an emergency, including:

- Identification of spokesperson
- Development and testing of communication platforms, such as hotlines, telephone trees, and websites.
- Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
- Distribution of information about school site emergency procedures to staff, students, and parents/guardians.

9) Cooperation with other state and local agencies, including

- Development of guidelines for law enforcement involvement and intervention
- Collaboration with the local health department, including the development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.

10) Steps to be taken after the disaster or emergency, including:

- Inspection of school facilities
- Provision of mental health services for students and staff, as needed.
- Fire Drills and Fires
- Fire Drills

11) Procedures for Fire Drills:

- The Director shall cause the fire alarm signal to be sounded a minimum of 4 times during each school year.
- The Director shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teacher and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The Director or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Director or designee.

When a fire is discovered in any part of the school, the following actions shall be taken;

- The Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system.
- The Director or designee shall call 911
- If the fire is extensive, the students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can safely be transported to their homes.

12) Procedures for Bomb Threats:

- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- In outside assembly areas, the Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- Receiving Threats
 - Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.
 - Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.
 - 1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Director or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
 - Any student or employee seeing a suspicious package shall promptly notify the Director or designee.
 - The Director or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
 - The Director or designee shall turn off any two-way radio equipment that is located in a threatened building.
 - Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive

- or incendiary device.
- Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Director or designee that reentry is safe.
- Any student who makes a bomb threat shall be subject to disciplinary procedures.

13) Earthquake Preparedness

- Earthquake emergency procedures shall be established and shall be incorporated into the comprehensive school safety plan. ii. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.
- Earthquake emergency procedures shall include, but not be limited to, all of the following;
 - A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
 - A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school trimester.
 - Protective measures to be taken before, during and following an earthquake.
 - A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

The Director or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Ed Code 32282)

- Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
- Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow direction given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.
- Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
- Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.
- The Director or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishing and removing heavy objects from high shelves.

Earthquake While Indoors at School

- When an earthquake occurs, the following actions shall be taken inside buildings and classrooms;
- Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
- In laboratories, burners should be extinguished if possible before taking cover.
- As soon as possible, staff shall move student away from windows, shelves, and heavy objects and furniture that may fall.
- After the earthquake, the Director or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with the teacher and other staff.
- When directed by the Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all the students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

- When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
- Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles or exposed wires.
- Staff shall have students perform the drop procedure.
- Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus:

- If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Director or designee for instructions before proceeding on the route.
- After the Earthquake has subsided, the following actions shall be taken
- Staff shall extinguish small fires if possible
- Staff shall provide assistance to any injured students, take roll, and report missing students to the Director or designee.
- Staff and students shall not light any stoves or burners until the area is declared safe.
- All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
- The Director or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
- The Director designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

Facilities Inspection:

- The Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean and functional.
- The Director or designee shall conduct a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following;
 - Gas leaks: Gas systems and pipes appear safe, functional and free of leaks
 - Mechanical Systems: heating, ventilation, and air condition systems as applicable are functional and unobstructed.
 - Windows/doors/gates/fences: conditions that pose a safety and/or security risk are not evident.
- Interior surfaces (floors, ceilings, walls, and windows casing) Interior surfaces appear to be clean, safe and functional.
- Hazardous Materials: There does not appear to be evidence of hazardous material that may pose a threat to students or staff.
- Structural Damage: there does not appear to be structural damage that could create hazardous or uninhabitable conditions.
- Fire Safety: the fire equipment and emergency systems appear to be functioning properly.
- Electrical: There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to be working properly.
- Pest/Vermin Infestation: Pest or vermin infestation is not evident
- Drinking Fountains: Drinking fountains appear to be accessible and functioning as intended.
- Restrooms: restrooms appear to be accessible during school hours, are clean, functional, operational and supplied.
- Sewers: Sewer line stoppage is not evident.
- Roofs: Roof system appears to be functioning properly.
- Playground/School grounds: They playground equipment and school grounds appear to be clean, safe and functional.
- Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.
- The Director or designee shall work with CVUSD administration to ensure that any necessary repairs

identified during the inspection are made in a timely and expeditious manner. The Director or designee shall provide the Board with regular reports regarding the facility inspection program and updates of any visits to the site by the County Director of Schools.

INDIVIDUALIZED EDUCATION PROGRAM BP 6164 Special Education

Under California's Master Plan for Special Education ("Master Plan"), all of the school districts in Ventura County (including those schools chartered through the Ventura County Office of Education) joined together to form the Ventura County Special Education Local Plan Area ("SELPA"). It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. As a participating party in the Ventura County SELPA, BRIDGES Charter School must establish policies to ensure its coordination with the intent and obligations of the Master Plan.

SCOPE

This policy applies to all BRIDGES Personnel with respect to decisions and actions pertaining to the provision of special education programs.

POLICY DETAILS:

The Director shall ensure that this policy and set of procedures is implemented and followed.

Step 1: Teacher or parent identifies gaps in a student's learning or has concerns about a student's academic at-risk status.

Step 2: General Education intervention techniques are employed and monitored.

Step 3: If necessary, student is referred to a Student Study Team ("SST")

Step 4: SST meets to review collected baseline data. Identified actions from SST are implemented.

Note: SST is a function of general education, and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, special educator, counselor, and others as necessary. The purpose of the SST is to identify the students' needs and to use all the resources available to the general education classroom to solve them.

Step 5: If necessary, student is recommended for assessment to determine Special Education eligibility. Academic assessment is performed once assessment plan is signed by parent(s).

After general education and SST interventions have been attempted, the SST may recommend a student for assessment to determine Special Education eligibility. In this case, the parent would receive an Assessment Plan noting the areas and professionals who will be assessing. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

Initial assessment for Special Education cannot be done without prior written consent of the parent or guardian. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.

Step 6: Initial Individualized Education Plan (IEP) meeting held to report out assessment results and determine eligibility.

Step 7: If the student is identified as having a disability and is found to be eligible for special education, Special Education services are offered and goals are set. Information on special education eligibility can be found in the Ventura County Selpa Eligibility Guidelines available at www.venturacountyselpa.com.

Step 8: The IEP team will decide the location in which a student receives his or her Special Education services.

Many services are provided in the general education classroom or other settings such as the cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.

Step 9: Progress reports will be provided at report card time. IEPs will be reviewed annually. Reassessment of eligibility will take place every third year. We follow all IDEIA and SELPA timelines for assessment and reviews of IEPs.

SUSPENSION AND EXPULSION/DUE PROCESS BP 5144 Suspension

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Bridges Charter School. In creating this policy, Bridges Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. Bridges Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

Bridges Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the school's main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity e) Cyber bullying as per Bridges Charter School's policy.

B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

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b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

q) Engaged in or attempted to engage in hazing. For the 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, which 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 section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

“Electronic Act” means the transmission 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, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.
 - (c) “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.
 - (d) Creating a false profile for the purpose of having one or more of the effects listed in

subparagraph (1) above. "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.

An act of cyber sexual bullying

- i. 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.
- ii. 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.

Notwithstanding subparagraphs (1) and (2) above, 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.

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, 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 (1).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the 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, which 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 section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

"Electronic Act" means the transmission 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, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (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.
 - (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

An act of cyber sexual bullying.

- i. 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.
- ii. 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.

Notwithstanding subparagraphs (1) and (2) above, 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.

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, 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 (1).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the

Director or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil: 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.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school

days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Bridges Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Bridges Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Bridges Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Bridges Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed

while testifying.

2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Bridges Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Bridges Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Bridges Charter School shall maintain records of all student suspensions and expulsions at Bridges Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Bridges Charter School as Bridges Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Bridges Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Bridges Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter

school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine

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whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Bridges Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Bridges Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Bridges Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Bridges Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;
- or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team. 7.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Bridges Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Bridges Charter School had knowledge that the student was disabled before the behavior occurred.

Bridges Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Bridges Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay put.

If Bridges Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Bridges Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Bridges Charter School pending the results of the evaluation.

Bridges Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

UNIFORM COMPLAINT PROCEDURES BP 1312 Uniform Complaint Policy and Procedures

Scope

Bridges Charter School ("BCS") policy is to comply with applicable federal and state laws and regulations. BCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity; and (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: American Indian Education Centers and Early Child Education Program Assessments, Child Nutrition, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs. (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. 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.

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

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures

established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil. The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

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

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge. Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School'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. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Exhibit "A"

Uniform Complaint Procedure – Annual Notice

Bridges Charter School ("BCS") has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

BCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, 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 receives or benefits from state

financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- Bilingual Education
- Economic Impact Aid

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local 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 make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, 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.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

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

Cindy McCarthy
Curriculum Coordinator
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 his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) 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 California regulations and in accordance with the 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 fifteen (15) days of receiving 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. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. 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.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 _____ Student Name (if applicable): _____
 _____ Grade: _____ Date of Birth: _____ Street _____
 Address/Apt. #: _____ City: _____
 _____ State: _____ Zip Code: _____
 _____ Home Phone: _____ Cell Phone: _____
 Work Phone: _____ School/Office of Alleged Violation: _____

- For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:
- American Indian Education
 - Child Development Programs
 - Special Education
 - Pupil Fees
 - Bilingual Education
 - Child Nutrition
 - No Child Left Behind Programs
 - Every Student Succeeds Act Prog.
 - Local Control Funding Formula
 - Foster/Homeless Youth
 - Lactating Pupils
 - Economic Impact Aid

- For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:
- Age
 - Ancestry
 - Color
 - Disability (Mental or Physical)
 - Ethnic Group Identification
 - Medical Condition
 - Gender / Gender Expression / Gender Identity
 - Genetic Information
 - National Origin
 - Race or Ethnicity
 - Religion
 - Sex (Actual or Perceived)
 - Sexual Orientation (Actual or Perceived)
 - Based on association with a person or group with one or more of these actual or perceived characteristics
 - Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.
2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?
3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ? Yes ? No

Signature: _____

Date: _____

Mail complaint and any relevant documents to:

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

SEXUAL HARASSMENT 5145.7 Sexual Harassment
Students

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5137 - Positive School Climate)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in BP 1312 - Uniform Complaint Procedures. The Director is responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under BP 1312 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

NONDISCRIMINATION/HARASSMENT 5145.5 Harassment, Intimidation, Discrimination and Bullying
BRIDGES Charter School "BCS" or the "Charter School") believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of 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. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

“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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation and 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:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying

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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.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “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.

3. Notwithstanding the definitions of “bullying” and “electronic act” above, 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.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this

policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

DRESS AND GROOMING/SCHOOL UNIFORMS SAFETY BP 5141 Health and Safety

Bridges School Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. Education Code 32286 includes requirements for each school under its authority to adopt a comprehensive school safety plan.

SCOPE:

This policy shall serve as the Bridges policy and procedures for Health and Safety. It shall direct strategies, plans and actions related to the Health and Safety of all Bridges affiliates.

GENERAL POLICY STATEMENT:

The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. As such, the Board will establish and the Director will execute a comprehensive school safety plan. POLICY DETAILS:

1. Comprehensive Safety Plan

- 1.1 The Bridges Director shall develop a comprehensive school safety plan ("Safety Plan"). The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.
- 1.2 The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.
- 1.3 The Safety Plan shall be reviewed and updated by March 1st of each year unless an alternative deadline is agreed to in advance by the Board.
- 1.4 The Director shall forward the Safety Plan to the Board for approval.
- 1.5 The Board shall review the Safety Plan in order to ensure compliance with State Law and Board policies.
- 1.6 The Board shall approve the plan at a regularly scheduled meeting.
- 1.7 The director or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.

2. Environmental Safety

- 2.1 The Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Director or designee shall coordinate with CVUSD administration to regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.
- 2.2 Strategies addressed in the plan shall include, but not necessarily be limited to, the following:
 - 2.1.1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities
 - 2.1.2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm
 - 2.1.3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles
 - 2.1.4. Minimizing exposure to lead in paint, soil, and drinking water?
 - 2.1.5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials?
 - 2.1.6. Ensuring the proper storage, use, and disposal of potentially hazardous substances??
 - 2.1.7. Ensuring the use of effective least toxic pest management practices
- 2.3 In developing strategies to promote healthy school environments, the Executive Director or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.
- 2.4 The Director or designee shall provide maintenance and facilities staff, bus drivers, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the school.
- 2.5 The Director or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at the school site. The notification shall provide information about actions to remedy the hazard and may recommend health screening of staff and students.

3. Hazardous Substances

- 3.1 The Board recognizes that potentially hazardous substances are used in the daily operations of our schools.

The Director or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner. 3.2 Insofar as possible, the Director or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

3.3 Hazard Communication Program

3.3.1 The Director or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

3.3.2 Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

4. Disruptions

4.1 In order to help maintain an educational environment that provides for student safety, the Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The 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

Coversheet

Mid-Year LCAP Report

Section: X. Special Projects/Programs

Item: B. Mid-Year LCAP Report

Purpose: Vote

Submitted by:

Related Material:

2026_LCAP_Mid-Year_Report_for_the_2025-26_LCAP_Bridges_Charter_School_20260205.pdf



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bridges Charter School	Kelly Simon Director	kelly.simon@bridgescharter.org 805-492-3569

Goal 1

Goal Description

Improve student achievement for all Bridges students and sub groups.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Overall student achievement will improve by 2% year over year across all student subgroups as measured by the CAASPP Assessment.	<p>Our goal for 2022-2023 was to improve student achievement ELA and Math by 2% across our student population and all significant subgroups year over year. Our overall percentage of students meeting or exceeding standards in both ELA and Math stayed consistent at 62% and 50% respectively, though there was some growth across our students with disabilities, and socioeconomically disadvantaged students in ELA (+2%), and across our Hispanic students in ELA (+8%). For SWD in Math the growth was significant (+6%), and while our socioeconomically disadvantaged students' scores declined by 4%, our students with disabilities increased by 7%.</p> <p>Percent of Proficiency in 2023:</p>	<p>Percent of Proficiency in 2025:</p> <p>Overall ELA: 66% ELA SED: 51% ELA SWD: 24% ELA Hispanic: 62%</p> <p>Overall Math: 54% Math SED: 39% Math SWD: 22% Math Hispanic: 46%</p>		No data to report	<p>ELA: 68% Math: 56%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Overall ELA: 62% ELA SED: 42% ELA SWD: 33% ELA Hispanic: 55% Overall Math: 50% Math SED: 31% Math SWD: 31% Math Hispanic: 37%				
1.2	This percentage of students advancing in performance level will increase by 2% year over year.	Based on ELPAC data from 2023 the percentage of students advancing in performance level between 2022-2023 or coming reclassified as English proficient was 53%.	64% of our English learners advanced one level or were reclassified during the 2024-2025 school year.		No data to report	Advancing one performance level or reclassifying: 59%
1.3	As measured on the Bridges Common Assessments, 37% of students attending school level interventions for ELA or Math will exit the intervention program because they advance to meeting grade level standards in grades 3-5. As measured on the Bridges Common Assessments, 70% of students attending school level interventions for ELA will exit the intervention program because they advance to meeting grade level standards in grades K-2.	75% of students receiving intervention in grades TK-2 exited the intervention program because they advanced to meeting grade level standards. 17% of students were referred for special education assessments. 30% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meet grade level standards. 30% of students in grades 3-5 receiving intervention were referred for special	78% of students in grades TK-5 exited the intervention program because they met grade level reading standards. 3 students exited the intervention because they were identified and referred for special education services.		No data to report	Grades TK-2: 70%+ Grades 3-5: 36%+

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		education assessments through the SST process.				
1.4	NWEA MAP Growth Assessments will indicate that all students and student subgroups tested in grades 3-8 will meet or exceed their individual growth targets in reading, language, and math by the end of the year and will increase by 2% year over year.	ELA Growth:64%, Achievement: 70% Math Growth: 65%, Achievement: 59%	ELA Growth: 33rd%, Achievement: 73rd% Math Growth: 45th%, Achievement: 63rd%		No data to report	ELA Growth:70%, Achievement: 76% Math Growth: 71%, Achievement: 65%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Administer NWEA Assessments for grades 3-8 in Reading, Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar. Bridges will implement NWEA MAP Assessments and analyze the results of all students and subgroups in professional learning communities and on curriculum committees. Bridges teachers and staff will disaggregate data and analyze progress of subgroups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.	Yes	Partially Implemented	Math: 57% meeting or exceeding grade level standards ELA: 63% meeting or exceeding grade level standards		3,308.00	\$5,450
1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	Partially Implemented			74,874.46	\$26,729

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>With support of our school psychologist, teachers, and support staff, we will implement a structured SST program built on the MTSS model, utilizing Universal Monitoring data and NWEA MAP Growth assessments.</p> <p>As we identify students in need of targeted intervention support in the areas of ELA, Language Acquisition, or Math, we will provide intervention services with credentialed teaching staff to support student growth toward meeting or exceeding grade level standards.</p>						
1.3	<p>Monitor implementation of Express Readers and mClass. Dyslexia Screeners and Reading Assessments will be implemented. Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher. An intervention specialist for our homeschool program will offer reading interventions and parent education.</p>	Yes	Partially Implemented			7,800.00	\$14,754
1.4	<p>Provide in-classroom differentiation to address student needs, including English Learners. Professional development will be provided to teachers and support staff on MTSS, UDL, Integrated ELD, and Differentiation by administrators, the school psychologist, and other local resources. Bilingual support for English Learners will be provided in the classroom; a Bilingual coordinator will provide communication and connection for Spanish speaking families between home and school.</p>	Yes	Partially Implemented			116,310.20	\$69,600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Coordinate and provide supplemental intervention services for students with disabilities.</p> <p>To enhance the whole child learning and to provide wrap around supports in psycho-social-emotional well-being of our students and their families, we will employ academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.</p>	Yes	Partially Implemented			272,028.00	\$91,950
1.6	<p>Two additional teacher/instructional days for students</p> <p>These additional days will be used to support progress toward student learning goals.</p>	No	Partially Implemented			0.00	\$0
1.7	<p>Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers.</p> <p>As family communication is essential for student success, we will provide frequent communication via our parent communication platforms on student academic progress.</p>	No	Partially Implemented			6,428.00	\$3,025.00
1.8	<p>Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze</p>	Yes	Partially Implemented			7,500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	progress of English Learners and other sub populations of students. Bridges will implement Parsec Data Management for analyzing and disaggregating student data.						
1.9	Develop new Math Curriculum for Middle School; Pilot new math curriculum for elementary In the 2021-2022 school year, 75% of Bridges 1-8 grade teachers piloted Illustrative Math. The math committee has acquired professional development in Illustrative Math and has advised the campus to fully adopt the curriculum in grades 1-5.	No	Fully Implemented			6,751.74	\$4,951
1.10	Adoption of Reflex The math committee recommended the adoption of Reflex for supporting math fluency for students in grades 2-5.	Yes	Fully Implemented			6,327.00	\$0.00
1.11	Adoption of CKLA Amplify Teachers in grades 1-8 will implement CKLA Amplify for Reading and Language Arts.	Yes	Fully Implemented			2,500.00	\$1,379
1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8 Learning Recovery for underperforming students to utilize the Learning Recovery Emergency Block Grant. The funds and associated actions are contingent on the Enacted Budget (final, legally approved state	No				18,000.00	\$4,837

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	budgets passed by legislature and signed by the governor at the end of June).						

Goal 2**Goal Description**

Train and support teachers to implement effective instruction.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.	In 2023-2024, 75% of full time credentialed teachers participated in a teacher-led curriculum committee.	84% of full time credentialed teachers participated in a teacher-led curriculum committee.		67% of teachers are involved on a committee including Literacy, Math, Finance, Facilities, Governance, and Charter Excellence	
2.2	Teacher Committees in Literacy, Math, and Inquiry, and Equity will meet at least 3 times annually in professional learning communities.	In 2023-2024, the Inquiry committee met 3 times, the math committee met 3 times, the equity committee met 3 times, and the literacy committee met 4 times.	We reduced the number of committee meetings to focus specifically on the committee meetings requiring action. The math committee met 5 times and the literacy committee met 3.		Committees have met between 1-4 times.	
2.3	Bridges teachers will meet in grade spans three times annually in professional learning communities with a focus on improving instruction using student data.	Teachers met at least three times annually in grade spans focusing on literacy or math.	Teachers met at least three times annually in grade spans focusing on literacy or math.		All full-time teachers have been involved in professional development totaling at least 48 hours; 54% of elementary teachers are attending additional professional development on math instruction.	
2.4					No data to report	
2.6					No data to report.	
2.7					Teachers have engaged in at least 8 hours of professional development focused on UDL, MTSS, intervention, and instructional strategies	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					for meeting diverse learner needs.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS. Teachers will work on grade level teams to design and revise curriculum maps in alignment with CCSS, NGSS, and ELD Standards. Curriculum maps will be gathered and bound for the purpose of analyzing alignment of instruction and standards.</p>	No	Planned			3,613.22	\$3,432
2.2	<p>Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level. Using Common Sense media and other sources, teachers will implement digital literacy standards and 21st century learning skills into their instruction.</p>	No	Partially Implemented			25,228.00	\$16,928
2.3	<p>Analyze data from benchmark assessments and NWEA assessments at least two times annually On grade level teams, teachers will use data gathered to provide targeted differentiation, adjust instructional practices, and improve student learning.</p>	Yes	Planned			1,668.76	\$3,695

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	Implement Universal Monitoring by administering surveys at least two times per year. Universal Monitoring will be implemented in targeted grade levels; teachers will analyze data and services will be allocated based on survey results and teacher analysis.	Yes	Partially Implemented			16,378.40	\$6,105
2.5	Committees will meet regularly to analyze student data, and to discuss and implement research based instruction. Committees in Math and ELA will continue meeting regularly throughout the school year with the intention of analyzing student achievement data, designing assessments, refining instruction, and providing professional development to the Bridges teaching staff.	Yes	Partially Implemented			10,000.00	\$9,289
2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups. With the intention of improving instruction to support student achievement for all students and subgroups, professional development will be provided on site to support underperforming subgroups of students.	Yes	Partially Implemented			2,571.96	\$2,428
2.7	Implement anti-bias training for teachers and staff Bridges will invest in training for teachers and staff in identifying implicit biases and developing culturally responsive teaching strategies.	Yes	Fully Implemented			1,425.46	\$712

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	Implement McKinney Vento Training for all teachers Teachers receive training for identifying homeless students and matching them with support services.	Yes	Fully Implemented			400.00	\$1,289

Goal 3

Goal Description

Provide an effective environment for learning based on whole child tenets.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period.	94.39%	95.3%		95.2%	95%
3.2	Suspension/expulsion rates will be less than 3% of enrollment annually.	2023: 3.8%	2.2%		.05%	Less than 2%
3.3	<p>Parent satisfaction survey will indicate that at least 70% of respondents "agree" and "strongly agree" that Bridges is effective in the following areas:</p> <ul style="list-style-type: none"> -student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13) -social-emotional learning and conflict resolution skill development, (Q,10,11) -healthy and safe school climate, (Q 12,19,20,21,23,24,25, 27,28, 32) • parent involvement in meaningful ways (Q 3,4,14,15, 18, 22) • communication, organization and administration (Q 1,2,16,17,,29, 30,31) 	<p>2023:</p> <p>Student Instruction, Engagement, Support, and Challenge with Learning: 84%</p> <p>Social-Emotional Learning and Conflict Resolution Skill Development: 84%</p> <p>Healthy and Safe School Climate: 74%</p> <p>Parent Involvement in Meaningful Ways: 82%</p> <p>Communication, Organization, and Administration: 79%</p>	<p>Instruction, Support, Engagement with Learning: 93%</p> <p>Social-Emotional Learning: 92%</p> <p>Healthy and Safe School Climate: 88%</p> <p>Parent Involvement in Meaningful Ways: 89%</p> <p>Communication, Organization, and Administration: 92%</p>		No data to report	Maintain 70% or higher across targeted categories
3.4	At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.	66% volunteered regularly	55%		No data to report	60%+

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.5	At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by self reported surveys.	43% involved in school leadership	42%		No data to report	40%+
3.6	We will implement at least 3 school wide community events per year focused on community building and parent education.	We hosted the following whole school events: Harvest Festival Carnival Open House/Art Night Kids Who Care Fair	We hosted the following whole school events: Harvest Festival Carnival Open House/Art Night Be the Change Fair Nation of Immigrants Fair Art History Festival Kids Who Care Fair		No data to report	3 School wide events
3.7					Bridges has implemented the Harvest Festival and 3 Friends Fridays. There are plans for a Carnival, the Fun Run, an Art Night and Open House, a Kids Who Care Fair, and at least two additional Friends Fridays	
3.8	California Healthy Kids Survey Results will indicate that 70% of students in 7th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82% And that 70% of students in 5th grade are neutral, agree or strongly agree across target categories increasing year over	7th Grade CHKS in 2023: I feel safe at this school: 82% My school is usually clean and tidy: 77% Teachers at this school communicate	7th Grade CHKS in 2024: I feel safe at this school: 83% My school is usually clean and tidy: 80% Teachers at this school communicate with parents about what students are		7th Grade CHKS in 2023-2024: I feel safe at this school -83% My school is usually clean and tidy -- 80% Teachers at this school communicate with parents about	82%+ across all categories

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>year until we reach and maintain at least 82%</p>	<p>with parents about what students are expected to learn: 94%</p> <p>School staff takes parent concerns seriously: 94%</p> <p>I try hard to make sure I am good at my schoolwork: 94%</p> <p>There is a teacher or another adult at school who really cares about me: 70%</p> <p>There are high expectations of adults at my school: 71%</p> <p>5th Grade CHKS in 2023:</p> <p>School Environment (Feel safe at school): 100%</p> <p>Grownups at the School Treat Each other with Respect: 100%</p> <p>Students know what the rules are: 100%</p> <p>School teaches students how to understand how other students think and feel: 100%</p>	<p>expected to learn: 87%</p> <p>School staff takes parent concerns seriously: 75%</p> <p>I try hard to make sure I am good at my schoolwork:91%</p> <p>There is a teacher or another adult at school who really cares about me: 93%</p> <p>There are high expectations of adults at my school: 72%</p> <p>5th Grade CHKS in 2024:</p> <p>School Environment (Feel safe at school): 83%</p> <p>Grownups at the School Treat Each other with Respect: 100%</p> <p>Students know what the rules are: 100%</p> <p>School teaches students how to understand how other students think and feel: 88%</p> <p>School helps students feel responsible for the way that they act: 97%</p>		<p>what students are expected to learn -- 87%</p> <p>Parents feel welcome to participate -- 74%</p> <p>School staff takes parent concerns seriously -- 75%</p> <p>I try hard to make sure I am good at my schoolwork -91%</p> <p>There is a teacher or another adult at school who really cares about me -- 93%</p> <p>There are high expectations of adults at my school -- 72%</p> <p>5th Grade CHKS in 2022-2023</p> <p>I feel safe at this school - 100%</p> <p>Grownups at the school treat each other with respect -- 100%</p> <p>Students know what the rules are -- 100%</p> <p>Do you feel like you are a part of this school? -- 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		School helps students feel responsible for the way that they act: 96% School teaches students to respect and care for one another: 100%	School teaches students to respect and care for one another: 94%		School teaches students how to understand how other students think and feel -- 100% School helps students feel responsible for the way that they act -- 96% School teaches students to respect and care for one another -- 94%	
3.9					Still collecting data	
3.10					no data to report	
3.11					Not yet implemented	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Provide ongoing parent education Parent Education will cover topics such as: Importance of attendance on learning and funding, governance structure, leadership and volunteer opportunities at school, preparation and guidance with classroom volunteering and training for school level volunteer programs, how to support student learning and conflict resolution, mid-year parent orientation meetings for mid-year enrollees, curriculum including Amplify science, inquiry based mathematics, 21st century learning, and project based learning along with our Toolbox coordinated social-emotional learning program, student behavior expectations and the school wide discipline plan.	No	Partially Implemented			6,000.00	\$4,675

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	Offer enrichment activities for all students and subgroups	Yes	Partially Implemented			20,500.00	\$12,065
3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	Partially Implemented			1,702.70	\$2,424
3.4	Provide social skills development skills for all students and subgroups.	Yes	Partially Implemented			500.00	\$0.00
3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning. Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	Partially Implemented			0.00	\$0.00
3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection. Community connection and a sense of feeling welcomed is an area that needs to be rebuilt given the COVID pandemic.	Yes	Not Implementing			0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

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Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,651,319	4,707,198
LCFF Supplemental/Concentration Grants	183,979	183,565

Coversheet

Retire BP 5145.13 Safe Schools for Immigrants Policy

Section: XV. Charter Policies
Item: A. Retire BP 5145.13 Safe Schools for Immigrants Policy
Purpose: Vote
Submitted by:
Related Material: BP145.13.pdf

<p>Bridges Charter School</p> 	<p>Board Policy Safe Schools for Immigrants Policy</p>		
<p>Policy Number: BP 5145.13</p>	<p>Adopted: 05/09/22</p>	<p>Revised: 01/29/2025</p>	<p>Replaced:</p>

Policy

The Bridges Board of Directors is committed to the success of all students and believes that the school site should be a safe and welcoming place for all students and their families regardless of their citizenship or immigration status. It is the policy of Bridges Charter School (“BCS”) to provide all students with equal rights and opportunities to an education, regardless of specified characteristics, including based on immigration status and that no student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in Bridges’ programs and activities based on their immigration or citizenship status. A student or family’s immigration status will not be used at BCS as a basis to deny students enrollment or access or opportunity to an equal education.

BCS adheres to all state and federal laws for student protection, including Assembly Bill 699 On that basis, the BCS Board of Directors adopts the following:

Student and Family Support:

Information about children’s rights to a free education regardless of immigration status or religious beliefs and the Attorney General’s *Know Your Rights* handout will be provided to students and parents. This information and notification will be provided in the School’s annual notices to parents, or by other cost-effective means.

All notices provided to parents/guardians pursuant to this Policy shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy* and *Uniform Complaint Procedures (UCP) Policy*, and provides annual notice of same to families. These policies expressly prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived protected characteristics, including but not limited to,

immigration status, nationality, race or ethnicity, immigration or citizenship status, color, religion, national origin, ancestry, or association with a person or group with one or a combination of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy* and its *Uniform Complaint Policy and Procedures*,

Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on the actual or perceived characteristics listed above, and take appropriate corrective action, if warranted. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy* are available for review at the main office.

Collection and Management of Private Information

Charter School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship

status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians, nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status, pursuant to AB 699/Ed Code 234.7(f)(1).

Charter School will accept the following list of documents as reasonable evidence of residency, pursuant to EdCode section 48204.1:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

Charter School will accept the following list of documents as reasonable evidence of age. The Charter School is not required to maintain a copy of the document in the cumulative records:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or

any other appropriate means of proving the child's age.

Parents and guardians are not required to provide each and every document listed above. In accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if the student is unable to provide proof of residency or age or other documentation normally required for enrollment.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Charter School may ask for (but parents are not required to provide) certain national origin related information—such as a student's place of birth, U.S. entry date, and the date the student first attended school in the U.S.—to comply with federal or state reporting requirements for special programs (e.g., for reporting on language instruction programs for English learners). However, Charter School shall not use the acquired data to discriminate against immigrant students or prevent children from enrolling in or attending school if their parents or guardians choose not to provide this information. To avoid deterring initial school enrollment of immigrants or their children, Charter School shall collect this information separately from the school enrollment process, if at all.

Social Security Information

Unless otherwise required to do so pursuant to state or federal law, Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals (See 7 C.F.R. § 245.6(a)(6)). This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Charter School shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school. Ed. Code, § 49076.7, subd. (b)

When a family is completing the "Free and Reduced-Price Meals" form, Charter School shall notify parents or guardians that:

- 1) 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 his or her Social Security number; and

- 2) If no household member of a student's family participates in CalFresh, CalWORKs, or FDPIR, and no adult household member has a Social Security number, the student still can qualify for free or reduced - price meals, if the family meets the income eligibility requirements. The "No SSN" box on the form must be checked for the application to be considered complete.

Charter School shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction

Sharing Student and Family Information

AB 699/Ed Code 234.7(f)(1)(C) requires an LEA to have procedures for responding to requests for personal information about pupils or their family members for purposes of immigration enforcement. Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or other federal or state law, or pursuant to a valid court order, warrant, or subpoena. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parent or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Charter School requires written parental or guardian consent or consent of an eligible student (a student aged 18 or older) for release of personally identifiable student information unless the information may be provided subject to a FERPA exception. Such circumstances include but are not limited to, information classified as directory information, or information relevant to the legitimate education interest of the requester (e.g. for reviewing school attendance issues, providing schools with information on transferring students, evaluating federally funded educational programs, and conducting truancy mediation).

FERPA exceptions generally do not authorize or require disclosure of information for immigration-enforcement purposes. (i.e. Immigration enforcement does not serve a legitimate educational interest and immigration status is not directory information).

A copy of Charter School's complete *Education Records and Student Information Policy* is available for review in the main office. Charter School also provides annual notice of this policy, including the list of directory information and opt-out rights, within its Family Handbook.

Charter School's request for written eligible student or parent/guardian consent for release of student

information shall include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes AB 699/Ed Code 234.7(f)(1).

No visitor – which include immigration-enforcement officers¹ – shall enter or remain on school grounds of the Charter School during school hours without having registered with the Executive Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Executive Director or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

¹ California law-enforcement agencies are prohibited under state law from performing the functions of an immigration officer. However, although U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) are the agencies with primary responsibility for federal immigration enforcement, there are instances in which other law-enforcement agencies may attempt to enforce federal immigration laws. Charter School treats similarly ICE, CBP, and other local law-enforcement officers attempting to enforce immigration laws. Accordingly, the terms “officer,” “Immigration officer,” “agent,” and “law enforcement officer” as used in this Policy encompass all law-enforcement agencies that seek to enforce immigration law and this Policy handles requests from all law-enforcement agencies acting with that purpose the same way.

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the main office. Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, the Executive Director or designee shall notify the County Office of Education or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the County Office of Education or designated administrator, Bridges' personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or administrator designee.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Bridges' personnel should comply with the officer's orders and immediately contact the Executive Director or other administrator.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An **ICE (Immigrations and Customs Enforcement) administrative warrant**, Bridges' personnel shall inform the agent that s/he cannot consent to any request without first consulting with SCOE's legal counsel or other designated agency official.
 - b. A **federal judicial warrant (search-and-seizure warrant or arrest warrant)** prompt compliance with such a warrant is usually legally required. If feasible, consult with Bridges' legal counsel or designated administrator before providing the agent access to

the person or materials specified in the warrant.

- c. If a **subpoena is issued for the production of documents or other evidence**: immediate compliance is not required. Therefore, Bridges' personnel shall inform Bridges' legal counsel or other designated official of the subpoena and await further instructions on how to proceed.
8. While Bridges' personnel should not consent to access by an immigration-enforcement officer, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Bridges' personnel shall document his or her actions while on campus.
9. Charter School personnel shall receive the consent of the student's parent or guardian if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
10. Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

After an Encounter with Officials on Campus

After the encounter with the officer, Bridges' personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

1. List or copy of the officer's credentials and contact information
2. Identity of all school personnel who communicated with the officer
3. Details of the officer's request
4. Whether the officer presented a warrant or subpoena to accompany his/her request and what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge
5. Bridges personnel's response to the officer's request;
6. Any further action taken by the agent
7. Photo or copy of any documents presented by the agent

Bridges' personnel shall provide a copy of those notes, and associated documents collected from the officer, to Bridges' legal counsel or other designated official.

The Executive Director or designee shall submit a timely report to the Charter School Board of

Directors regarding the officer's requests and actions and Charter School's response(s). All such reports should be handled in a manner that ensures the confidentiality and privacy of any potentially identifying information.

The Executive Director or designee shall E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Training Programs for School Staff

Charter School shall establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. If feasible, Charter School shall also designate an immigrant affairs liaison, to facilitate training programs for staff, help provide non-legal advice to families, and assist in communications with the local educational agencies and other stakeholders in local and state government.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage families and students to have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

BCS will not contact Child Protective Services ("CPS") to assist students whose parents have been detained on immigration charges or deported unless school personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

BCS will pursue all contacts on the child's emergency card or any other instructions provided by a parent or guardian prior to contacting CPS. The intent of this provision is to avoid the unnecessary placement of children in foster care.

Family Safety Plan

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can

care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detailed, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator <https://locator.ice.gov/odls#/search>
 - The ICE detainee locator can help people determine if their family member has been detained and where the family member is being held. In using the ICE detainee locator, it is helpful to know the family member's date of birth and 'A-Number' (Alien Registration Number), if there is one.
 - **Please Note:** the ICE detainee locator is intended only for locating individuals who are already detained. If students, parents, or guardians have general questions about their immigration status, Charter School personnel shall never refer them to ICE or other immigration enforcement.
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent.
 - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR) can be found here: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
 - California courts operate Self-Help Centers that may also be able to provide family-law assistance to a student or his or her proposed guardian. A list of these centers across the state is available at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
 - A student or his or her family member may be able to find legal assistance from legal-aid offices and lawyer-referral services here: <http://www.courts.ca.gov/1001.htm>
- (3) Consulate or Embassy
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Coversheet

BP 5145.3 Immigration Enforcement (replacement)

Section: XV. Charter Policies
Item: B. BP 5145.3 Immigration Enforcement (replacement)
Purpose: Vote
Submitted by:
Related Material: Immigration Policy BP 5145.3 NEW - Google Docs.pdf

Bridges Charter School 	Board Policy- Immigration Enforcement	
Policy Number: 5145.3	Adopted: 2/09/2026	Revised:

Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel shall notify the school Executive Director or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Charter School personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or administrative designee.
2. Ask to see (and make a copy of or note) the officer’s credentials (name and badge number), and ask for, and copy or note, the phone number of the officer’s supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer’s orders and immediately contact the Executive Director.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer’s documentation as follows. If the officer has:

- **An ICE (Immigration and Customs Enforcement) administrative warrant:** Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School’s legal counsel or other designated agency official;
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult with the Charter School’s legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;

- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, Charter School personnel shall promptly take written notes of all interactions with the officer. The Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Charter School's legal counsel or designated administrator. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge ;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

Charter School personnel must immediately notify the student's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Training

The Charter School will establish training regarding immigration issues for teachers, school

Board Policy

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administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. The Charter School will designate an employee to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with the Charter School and other stakeholders in local and state government.

Coversheet

BP 5135.4 Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member (new)

Section: XV. Charter Policies
Item: C. BP 5135.4 Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member (new)
Purpose: Vote
Submitted by:
Related Material: BP 5145.4.pdf

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member</p>	
<p>Policy Number:</p> <p>5145.4</p>	<p>Adopted:</p> <p>2/09/2026</p>	<p>Revised:</p>

Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, lists of allergies, etc.

The Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year and to provide alternative contacts if no parent or guardian is available.

- The Charter School shall ensure that families may include the contact information of an identified trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported by federal immigration authorities and the student must be released to an adult(s) designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unsuccessful in arranging for timely care through the emergency contact information that the School has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Coversheet

BP 1240.1 Registration of Visitors and Guests (new)

Section: XV. Charter Policies
Item: D. BP 1240.1 Registration of Visitors and Guests (new)
Purpose: Vote
Submitted by:
Related Material: BP 1240.1 Registration of Visitors and Guests - Google Docs.pdf

Bridges Charter School 	Board Policy- Registration of Visitors and Guests	
Policy Number: BP 1240.1	Adopted: 2/09/2026	Revised:

Posting of Notice

The Charter School Executive Director or his or her designee shall post at every entrance a notice setting forth school hours, visitor registration location and requirements, penalties for refusing to leave the Charter School premises, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Procedures for Visitors to Charter School Premises

1. Any person who is not a student of the Charter School or a Charter School officer or employee shall register his or her presence and the reason for visiting the Charter School to the Executive Director or designee immediately upon entering the Charter School premises.
2. The Executive Director or designee shall provide identification to be used by all visitors at all times while on Charter School premises. The visitor shall make this identification visible at all times.
3. All visitors registering with the Executive Director or designee, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the Executive Director or designee with his or her name, address, occupation, age, if less than twenty-one years-old, his or her purpose for entering the Charter school premises, and present proof of identity and any other information as required by law. In the instance where an immigration enforcement officer attempts to access the school site or a student, the School’s policy on “Responding to On-Campus Immigration Enforcement” shall be consulted and followed.
4. The Charter School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
5. No person who furnishes the information set forth in this policy and who provides proof of identity shall be denied registration except if the Executive Director or designee has reasonable basis for concluding that the visitor’s presence will or is likely to disrupt the Charter School, its students, its teachers, or its other employees or volunteers, result in damage to property, will result in the distribution or use of unlawful or controlled substances, or will interrupt classroom(s), interferes with the peaceful conduct of the

school's activities, consistent with local circumstances and practices.

6. The Executive Director or designee may revoke a visitor's registration if the Executive Director or designee has reasonable basis for concluding that the visitor's presence on Charter school premises would likely interfere or is interfering with the peaceful conduct of Charter School activities, is interrupting classroom activities or is disrupting the Charter School, its students, its teachers, or its other employees or volunteers.
7. Charter School employees and volunteers should at all times watch for strangers on the Charter School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the Executive Director or designee. Employees and volunteers should immediately inform the Executive Director or designee of any visitor, including immigration enforcement officers, who refuse to comply with registration requirements.
8. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Executive Director or designee and may be reported to the local law enforcement agency.
9. Any person who fails to register within a reasonable time after entering the Charter School premises, who fails to leave upon the request of the Executive Director or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.
10. School personnel shall report entry by immigration-enforcement officers to the appropriate administrator and law enforcement officials as would be required for any unexpected or unscheduled outside visitor coming on campus. Refer to BP 5135.4 for immigration enforcement policy and procedures.

Coversheet

BP5111.1: Admissions and Enrollment (revision)

Section: XV. Charter Policies
Item: E. BP5111.1: Admissions and Enrollment (revision)
Purpose: Vote
Submitted by:
Related Material: BP 5111.1_ Admissions and Enrollment - Google Docs.pdf

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Admissions and Enrollment</p>	
<p>Policy Number:</p> <p>BP5111.1</p>	<p>Adopted:</p> <p>3/10/2014</p>	<p>Revised:</p> <p>12/11/2023, 2/09/2026</p>

Bridges Charter School is non-sectarian in its programs, admissions policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Ed Code Section 220. Bridges Charter School will actively recruit a student population reflective of the Conejo Valley Unified School District’s community demographics, to include families who value Bridges’ mission and vision and who are committed to the school’s instructional and operational philosophy.

All kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks admission. If a student turns five years of age after September 1 during the school year, that student may be eligible for admission on a case by case basis at the discretion of the Board of Directors, in accordance with the Board’s age-admission policy and in accordance with law.

For those children who do not meet the minimum age for admission into kindergarten, the Bridges Charter School offers a voluntary transitional kindergarten (“TK”) program for eligible children. The School’s TK program is the first of a two-year kindergarten program and students shall not attend more than two years of a combination of TK and kindergarten. The School’s TK program will admit children whose birthday falls within the following: In the 2025-26 school year, and each year thereafter, a child who will have had their fourth birthday by September 1.

The curriculum offered in the TK program shall be age and developmentally appropriate. TK students may be placed in the same classroom as other kindergarten students, provided that the instruction given is that designed for TK students.

All students must be at least age 6 by September 1 of the school year in which he/she seeks admission in first grade, (with some exceptions in accordance with the Board’s age-admission policy and in accordance with law).

No student may concurrently attend a private school that charges the student’s family for tuition.

If admitted into the homeschool program, the student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an immediately adjacent county.

No student will be admitted if previously expelled unless the board, after a hearing, determines that the student does not pose a continuing danger to pupils or employees. No student will be admitted if expelled for bringing to or possessing a firearm at any school. A student that has been otherwise expelled may be admitted to the school at the discretion of the governing board on a case-by-case basis.

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 3/10/2014
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According to California Education Code (EC) Section 47605(d)(4) (*for more info*), Bridges Charter School shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Neglected or delinquent
- Race
- Sexual orientation
- Pupils with disabilities

Bridges shall admit all pupils who wish to attend the Charter School; however, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a pupil random drawing. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Bridges Charter School shall comply with all laws establishing minimum and maximum age for public school attendance. Except as provided in Education Code Section 47605(d)(2), admission to Bridges shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. According to EC 49011 and 47605(e)(2)(B)(iv), admissions preferences shall not require mandatory parent volunteer hours as a criterion for enrollment or continued enrollment.

The Application Process

Bridges shall require students who wish to attend to complete the application packet to include: student enrollment form, proof of immunization, a Home Language survey, completion of Emergency medical information, proof of minimum age requirement, and release of records.

A school tour and/or attendance at a parent information session is strongly encouraged prior to submitting enrollment paperwork.

Lottery Preferences and Procedures

Applications will be accepted ongoing all year. However, after March 1st, no new students will be enrolled in the school to protect the public lottery process.

Any students wishing to attend Bridges after March 1st will have to wait until after the lottery process to process their enrollment packet.

The school will also issue an "intent to continue" form to its current families to ensure space for the

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following school year. Once those forms have been collected, administration will determine the amount of spots available for the following school year.

Based on the available number of spots, administration will announce publicly how many spots are available as compared to how many students have completed the application process. If there are more applicants than spots available, Bridges will hold a public random drawing to determine enrollment for the impacted grade levels in accordance with Education Code Section 47605(d)(B).

Lottery Forms are due on the second Friday of March by 4pm. Each student shall only be allowed one entry into the lottery. Should it be determined that a student has submitted multiple entries, the student may be disqualified. A public random lottery will be held in late March annually and publicly announced.

Public notice will be posted regarding the date and time of the public random drawing and Bridges will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the public random drawing. The public random drawing will be held at the school site during reasonable hours for the public to attend.

At the conclusion of the public random drawing, all students who were not granted admission will be given the opportunity to join a waiting list according to the draw in the lottery. This waiting list will allow students the option of enrolling should a vacancy occur during the year. In no circumstances will a waiting list be carried over to the following school year. Students on the waiting list will be notified by phone or mail immediately if space becomes available, and they will have 48 hours to accept or decline the spot. All enrollment paperwork is due no later than June 1st for students who were offered spots through the lottery process.

As per the charter, preferences in the case of a public random drawing for grades TK-8 will be given in the following order:

- 1) Students of Siblings of admitted to or currently attending Bridges
- 2) Children of Bridges Charter School employees, not to exceed 10% of total enrollment.
- 3) Students who reside in the former attendance boundaries of Park Oaks Elementary School as outlined in an attendance map in our Charter.
- 4) Residents of CVUSD
- 5) All other students

Parents / guardians will be notified of admission in a timely fashion following the enrollment process. The parent(s) whose children are selected to attend Bridges will be required to provide registration information as needed by the school's registrar.

Pursuant to this policy and where permitted by law, Executive Director of the School shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

Proof of age with the application for admission through documents such as the following: certified copy of birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, an affidavit from the parent/guardian/custodian of the student or a passport. The School shall note the method of age verification but will not maintain a copy of the document used to show age;

Proof of residency through documents such as the following: property tax payment receipts, a copy of a lease, property contract, or payment receipt; utility service contract, statement or payment receipts; pay stubs; voter registration; correspondence from a government agency; declaration of

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residency executed by the parent or legal guardian of the student.

California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

The School shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents/guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport or citizenship papers.

Sensitive Student Information

The Executive Director or designee shall maintain in writing the School's policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures. The School shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

If any information provided by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school;

Where the law contemplates submission of national origin-related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

The School shall not solicit or collect entire Social Security numbers or cards. The School shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household for these purposes, the School shall explain the limited purpose for which the information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the School. The School shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

Coversheet

BP 3580: Retention of Educational Records and School Documents (Revision)

Section: XV. Charter Policies
Item: F. BP 3580: Retention of Educational Records and School Documents
(Revision)
Purpose: Vote
Submitted by:
Related Material:
BP 3580_ Retention of School Documents and Student Records - Google Docs.pdf

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Retention of Educational Records and School Documents and Student Information</p>	
<p>Policy Number: BP 3580</p>	<p>Adopted: 6/26/2017</p>	<p>Revised: 02/09/2026</p>

I. Definitions

A. Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian’s address, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;

3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School; or
5. Records that only contain information about an individual after he or she is no longer a student at the School.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

B. Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student. Bridges does not make the Directory information public without explicit parent consent.

C. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

D. Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

E. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff or law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official may also include volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the

direct control of the school with respect to the use and maintenance of educational records, such as an attorney, auditor, medical consultant, or therapist, a parent or student volunteering to serve on an official committee, such as a disciplinary committee, or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

II. Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information if the School decides to release Directory Information:

- 1) The categories of information that the School has classified as public directory information that may be disclosed without parental consent and which should only include information specifically identified in Education Code section 49061(c);
- 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law);
- 3) The recipients of the directory information; Education Code 234.7 (Model AG policies);
- 4) The parent's or eligible student's abilities to refuse release of the student's directory information, and how to refuse the release; and
- 5) The deadline in which the parent, guardian or eligible student must notify the School in writing that they do not want the information designated as directory information. The notice shall be in the form of enrollment and re-enrollment packets for new or returning students. Within 10 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement. 20 U.S.C. § 1232g(a)(5)(B). The notice must also indicate that opting out by the noted deadline is the parents'/guardians'/students' only way to prevent the release of directory information.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

III. Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- 1) Inspect and review the student's education records;
- 2) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- 3) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- 4) File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

- 1) The procedure for exercising the right to inspect and review educational records;
- 2) The procedure for requesting amendment of records;
- 3) A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- 4) The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- 5) Assurances that the School will not release information to third parties for immigration enforcement purposes, except as required by law or court order; Education Code 234.7
- 6) A description of the types of student records maintained by the School;
- 7) A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- 8) A statement that, unless the School is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, the School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information;
- 9) A statement that even for those exceptions that permit the release of education records without parental consent, the agency is required to notify the student and their family unless an exception exists. In those excepted circumstances, prior notification to parents/guardians is not required.
- 10) Policies regarding the retention and destruction of personally identifiable information.

IV. Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Enrollment and Attendance Clerk. Within 5 days (CA Ed. Code § 49069.7 & § 56504), the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

A. Copies of Education Records

The School will provide copies of requested documents within 5 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

B. Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The School will respond within ten (10) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

C. Hearing to Challenge Education Record

If the School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 20 days before the hearing.

The hearing will be conducted by the Executive Director or another designated neutral school employee. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director or Designee's decision will be based solely on the evidence presented at the hearing. Within 30 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she

disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

The School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with FERPA.

Upon Receiving an Information Request Related to a Student's or Family's Immigration or Citizenship Status

The School shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- 1) Notify a designated Charter School official about the information request
- 2) Provide students and families with appropriate notice and a description of the officer or employee's request
- 3) Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes
- 4) Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The School will make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.

The School should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the School. No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with the requirements set forth in 34 C.F.R. section 99.31(a)(9)(ii). If faced with an administrative subpoena, consult legal counsel to determine how or whether to respond as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS without a court order, judicial warrant or judicial subpoena.

If the request seeks information regarding an employee or teacher of the Charter School, the same procedures as above shall be followed, except that human resources personnel (as designated) should be consulted first.

For any requests for information, unless otherwise legally required, the Charter School is under no obligation to produce the records or information immediately. Rather, the Charter School should note any designated date for production of records, if one is indicated in the request, and convey that to a designated person at the Charter School. The Charter School should designate a contact person to whom such requests for information should be directed.

The Charter School should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the person the Charter School has designated to receive such requests.

Seeking Written Parental/Guardian/Eligible Student Consent

The School's request for written parental/guardian/eligible student consent for release of student information must include the following information: 1) the signature and date of the parent, guardian, or eligible student providing consent; 2) a description of the records to be disclosed; 3) the reason for release of information; 4) the parties or class of parties receiving the information; and 5) if requested by the parents/guardians/eligible student, a copy of the records to be released. The School shall permanently keep the consent notice with the record file.

Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. 34 C.F.R. § 99.30. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information. *Id.*

The School will disclose education records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for

which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.

3. Other schools to which a student seeks or intends to enroll;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F); 34 C.F.R. § 99.31(a)(6)
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
9. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
13. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
14. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
15. Other disclosures as provided by applicable law.

VI. Requirements in Specific Disclosure Situations

If the School education records pursuant to Section V.b. above without consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section IV.C. above.

VII. Record Keeping Requirements

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

VIII. Complaints

Parents and eligible students have 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 is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

~~Bridges Charter School's Board believes that all documents and forms of written communication shall be classified and housed within the electronic database system at Bridges Charter School.~~

~~Classification of Records~~

~~Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)~~

~~Before January 1, the Director or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)~~

~~Records of continuing nature (active and useful for administrative, legal, fiscal, or other~~

purposes over a period of years) shall not be classified until such usefulness has ceased. (5-CGR-16022)

A student's cumulative record is a continuing record until the student ceases to be enrolled in Bridges Charter School. (5-CGR-16022)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2 (Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254)

Class 1—Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5-CGR-16022: (5-CGR-16023)

1. Annual Reports

a. Official budget

b. Financial reports of all funds, including cafeteria and student body funds

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c. Audit of all funds

d. Average daily attendance, including Period 1 and Period 2 reports e. Other major annual reports, including:

(1) Those containing information relating to property, activities, financial condition, or transactions

(2) Those declared by Governing Board minutes to be permanent (cf. 3100 – Budget)

(cf. 3460 – Financial Reports and Accountability) 2. Official Actions

a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions included by reference only

3. Personnel Records

Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as Class 1 (Permanent) and the detailed records may then be classified as Class 3 (Disposable):

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Information of a derogatory nature as defined in Education Code 44031 shall be Class 1 (Permanent) only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records) 4. Student Records

The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records. This includes any related policy of liability

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insurance except that these records cease to be Class 1 (Permanent) one year after the claim has been settled or the statute of limitations has expired.

5. Teacher Records

Any record containing student information including, but not limited to, grades, student work, and student academic data will be deemed permanent record. Bridges Charter will maintain a student information system that will house all student grades, academic marks and student transcripts and be considered permanent documents.

Class 2 - Optional Records

Any record considered temporarily worth keeping, but which is not a Class 1 record, may be classified as Class 2 (Optional) and shall be retained until it is reclassified as Class 3 (Disposable). If by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified Class 2 (Optional) pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent); and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the third school year following the completion of any legally

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~~required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as Class 3 (Disposable). (5 CCR 16026, 16027)~~

Coversheet

BP 5032: Return to Learn Concussion Policy (new)

Section: XV. Charter Policies
Item: G. BP 5032: Return to Learn Concussion Policy (new)
Purpose: Vote
Submitted by:
Related Material: Return to Learn Concussion BP 5032.pdf

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Return to Learn Concussion Protocol</p>	
<p>Policy Number:</p> <p>BP 5032</p>	<p>Adopted:</p> <p>2/09/2026</p>	<p>Revised:</p>

Return to Learn Concussion Protocol Policy

1. Purpose

Bridges Charter School is committed to supporting the health, safety, and academic success of students who have sustained a concussion or mild traumatic brain injury (mTBI). This Return to Learn Protocol establishes a structured process for a student’s safe and gradual return to academic activities following a concussion.

2. Definition

A **concussion** is a type of mild traumatic brain injury caused by a bump, blow, or jolt to the head or body that can affect brain function. Symptoms may be physical, cognitive, emotional, or sleep-related and may appear immediately or develop over time.

3. Applicability

This policy applies to:

- All Bridges Charter School students
- Concussions sustained **on or off campus**
- Academic and non-athletic school activities

(Athletic return-to-play requirements are governed separately in accordance with California Education Code §49475.)

4. Notification, Medical Evaluation, and Required Documentation

1. When a concussion is suspected or diagnosed:
 - o The parent/guardian must notify the school as soon as possible.
 - o The student should be evaluated by a licensed healthcare provider.
2. **The family is responsible for providing the school with a completed CDC “HEADS UP Letter to Schools”** or equivalent medical documentation from the student’s healthcare provider.
3. The CDC HEADS UP Letter to Schools can be found at:
https://www.cdc.gov/heads-up/pdfs/schools/tbi_returning_to_school-a.pdf
4. The HEADS-UP Letter should include, when available:
 - o Confirmation of concussion diagnosis or suspected concussion
 - o Current symptoms and functional limitations

- o Recommended academic adjustments and activity restrictions
- o Guidance regarding progression of school participation

5. Return to Learn Team

A Return to Learn Team may include:

- Parent/guardian
- School administrator or designee
- Teacher(s)
- School counselor and/or school nurse (if available)

This team will review the HEADS-UP Letter, coordinate supports and monitor the student's academic progress.

6. Guiding Principles

- Concussion recovery is **individualized** and varies by student.
- Cognitive activity should increase **gradually** and should not worsen symptoms.
- Academic support is **temporary** unless symptoms persist.
- Collaboration between the family, medical provider, and school is essential.

7. Graduated Return to Learn Stages

Stage 1: Home Rest / Limited Cognitive Activity

- Short periods of light mental activity as tolerated
- No testing or academic deadlines
- Attendance excused or modified

Stage 2: Partial School Attendance

- Shortened school days or selected classes
- Scheduled rest breaks
- Reduced academic workload
- No quizzes or exams

Stage 3: Increased Academic Participation

- Longer school days
- Modified assignments
- Extended time for classwork and assessments
- Continued monitoring of symptoms

Stage 4: Full Academic Participation

- Full school schedule
- Regular academic workload and assessments
- Discontinuation of concussion-related academic accommodations

Progression through stages is guided by symptom improvement and healthcare provider recommendations outlined in the HEADS-UP Letter or other medical documentation.

8. Academic Accommodations (as needed)

Temporary accommodations may include, but are not limited to:

- Reduced homework or classwork
- Extended time for assignments and tests
- Postponed exams
- Preferential seating
- Rest breaks during the school day
- Reduced screen exposure
- Access to class notes or alternative assignments

9. Medical Clearance

Written medical clearance may be required before:

- Resuming full academic workload, if symptoms were significant
- Returning to physical education or athletic activities

10. Prolonged or Worsening Symptoms

If concussion symptoms persist beyond the expected recovery period:

- The school may recommend additional evaluation
- A **Section 504 Plan** or **Individualized Education Program (IEP)** may be considered, if appropriate

11. Confidentiality

All medical documentation, including the CDC HEADS UP Letter, will be maintained in accordance with state and federal student privacy laws.

12. Policy Review

This policy will be reviewed periodically to ensure alignment with:

- California Education Code
- CDC HEADS UP concussion guidance
- Best practices for student health and safety

Coversheet

BP 0410: Nondiscrimination (revised)

Section: XV. Charter Policies
Item: H. BP 0410: Nondiscrimination (revised)
Purpose: Vote
Submitted by:
Related Material: BP 0410 - Nondiscrimination Draft 1-26-26.docx.pdf

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p style="text-align: center;">Nondiscrimination</p>	
<p>Policy Number:</p> <p style="text-align: center;">BP 0410</p>	<p>Adopted:</p> <p style="text-align: center;">2-6-12</p>	<p>Revised:</p> <p style="text-align: center;">1/26/26, 2/09/2026</p>

BP 0410 – Nondiscrimination (Redline)

The Bridges School Board believes that that discrimination in any form interferes and is in **with and is in conflict with** the **Whole Child educational philosophy and pedagogy** upon which the school is founded and is thus committed to providing a school for students, staff and the Bridges community that is free from discrimination . **The Board is committed to providing a school environment for students, employees, and the Bridges community that is free from discrimination, harassment, intimidation, and retaliation.**

To that end, Bridges Charter School prohibits discrimination of students and employees based upon race, religion, color, creed, national origin, ancestry, age, medical condition, marital status, sexual orientation or disability.

To that end, Bridges Charter School prohibits discrimination against and harassment or intimidation of students, employees, and applicants for admission or employment in any educational program, activity, or employment practice on the basis of actual or perceived:

- **race**
- **color**
- **ancestry**
- **nationality**
- **national origin**
- **ethnicity**
- **ethnic group identification**
- **immigration status**
- **age**
- **religion**
- **creed**

- **marital status**
- **parental status**
- **pregnancy, childbirth, or related medical conditions**
- **physical or mental disability**
- **sex**
- **sexual orientation**
- **gender**
- **gender identity**
- **gender expression**
- **medical condition**
- **genetic information**
- **veteran or military status**
- **association with a person or group with one or more of these actual or perceived characteristics**
- **or any other characteristic protected under applicable federal, state, or local law.**

Reports of discrimination will be investigated as set forth in the Grievances and Complaints Policy.

Discrimination, harassment, intimidation, bullying, or retaliation based on any of the above protected characteristics is prohibited. Such conduct will not be tolerated.

Any individual who believes they have been subjected to prohibited conduct is encouraged to file a complaint in accordance with the school's Grievances and Complaints Policy, including the Uniform Complaint Procedures, as applicable. Complaints shall be investigated and resolved promptly and fairly.

This policy reflects the intent of Bridges Charter School to comply with all federal, state and local nondiscrimination laws.

This policy reflects the intent of Bridges Charter School to comply fully with all applicable federal, state, and local nondiscrimination laws, including but not limited to Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, California Education Code sections 200–262.4, and California Government Code section 11135.

