

STUDENT-PARENT HANDBOOK

Dear Students and Parents,

Welcome to BRIDGES ACADEMY. New and returning students need to be familiar with the structure that underlies our program. The following procedures and rules help us function as a community in which we can all work to reach our greatest potential. We urge both parents and students to read this handbook thoroughly.

Thank you,

FACULTY AND STAFF

Oscar Alvarez, MS Fitness, HS PE, HWS
Laura Bahr, MS Math, Drama
Susan Baum, Ph.D., Director of Professional Development
Jim Berkowitz, HS Social Studies
Barry Blonsky, Athletic Director, HS PE
Jim Bowers, Director of Technology, Media Tech
Connie Condos, MS Art
Marcy Dann, Educational Therapist
Tracy Doucette, HS Science
Deborah Dowling, Ph.D., HS Director, Physics
Nadine Eisenkolb, MS Science, Math
Aidyl Gonzalez, HS Science
Sharon Greene, MS Humanities, HWS
Lori Hardy, Office Manager
Ben James, MS Humanities
Adam Kaplan, HS English/Communications
Greg Kaczynski, MS Science, MS and HS Drama
Ian Kenny, MS Fitness
Doug Lenzini, Director of Admissions
Evan Lewis, Development Assistant
Robert Machemer, HS Math
Takako Maeda, Japanese Program Coordinator
Stuart Matranga, MS Humanities, HWS
Caroline Maxwell, HS Art, Photography
Dylan McKenzie, Music
Sherry Minkowski, Associate Divisions Director, Registrar, HS History
Yoko Miyamoto, Japanese
Kenneth Moore, MS Math
Pilar Muñoz, Spanish
Chuck Neddermeyer, MS Humanities, HWS
Cynthia Cornell Novak, Ph.D., MS Director
Don Peak, Music
Elmer Peña, Housekeeping/Maintenance
Lesli Preuss, Ph.D., Psychologist
Mitchel Ramos, Intern
Gloria Rios, Housekeeping/Maintenance
Sally Anne Rosenberg, HS Math
Carl Sabatino, Head of School
Marta Sanchez, Housekeeping

Laura Sanderford, MS Science, Media Tech
Anna Schaerf, Interim Director of College Guidance
Jodi Schapiro, Director of Development
Kristen Schwarz, Development Assistant
Carmen Sevilla, Technology Curriculum Coordinator, MS/HS Media Tech
Irwin Shubert, HS English/Communications, HWS
Ryan Siebrasse, MS Science, MS/HS Drama
Brad Sparks, HS Computer Programming, Webmaster
Kirk Stauffer, HS Math
Kari Umbreit, Teacher's Aide
Anthony Vo, Bookkeeper
Chris Wiebe, HS English/Communications, Drama
Kyle Wittlin, Music Program Director
Lorenzo Yzaguirre, Security
Gregory Zlotin, HS Social Studies, Homework Support

BRIDGES BOARD OF TRUSTEES

Amy Freilich, Chair
Lary Rappaport, Vice Chair
Peter Schwartz, Secretary
Margie Power, Treasurer
Carl Sabatino, Head of School
Richard Barnett, Trustee
Rick Davis, Trustee
Brian Haskin, Trustee
Jim Jones, Trustee
Elizabeth Lindell, PA President
Lary Rappaport, Trustee
Jason Ricks, Trustee
Tom Ropelewski, Trustee
Tatsuyoshi Saijo, Trustee
Kim Vargas, Trustee
Jody Meade Vernon, Trustee
Cindy Wexler, Trustee
Michael Wolper, Trustee
Suzie Wynne, Trustee

TABLE OF CONTENTS

MISSION STATEMENT, PHILOSOPHY AND LEARNING EXPECTATIONS	3
COMMUNITY MEMBERSHIP	6
DIRECTORY: WHOM TO CONTACT AT BRIDGES	7
GENERAL EXPECTATIONS AND PROCEDURES	8
ACADEMICS	13
SPORTS AND ATHLETICS	17
BEHAVIOR AND PRIVILEGES	18
CALENDAR AND EVENTS	23
FACILITIES, EQUIPMENT AND SUPPLIES	25
POLICIES AND LEGAL REQUIREMENTS	26
Non-Discrimination Policy	26
Harassment Policy	26
Child Abuse Reporting Policy	27
Technology Resources Policy	27
STUDENT/PARENT LEARNING CONTRACT	30

MISSION STATEMENT, PHILOSOPHY AND

LEARNING EXPECTATIONS

Mission Statement

Bridges Academy is a college preparatory school dedicated to educating "twice-exceptional" students (gifted students with learning differences) in grades 5-12. Its Board, administration, faculty and staff believe that a program designed around the strengths of students offers the best chance of ensuring student success. To this end, Bridges Academy is committed to providing a student-centered, talent- and strength-based model to optimize intellectual, academic and social development.

The above statement reflects our philosophy and purpose. We are revising the formal Bridges Academy mission statement as part of our strategic planning process, which began in the spring of 2011.

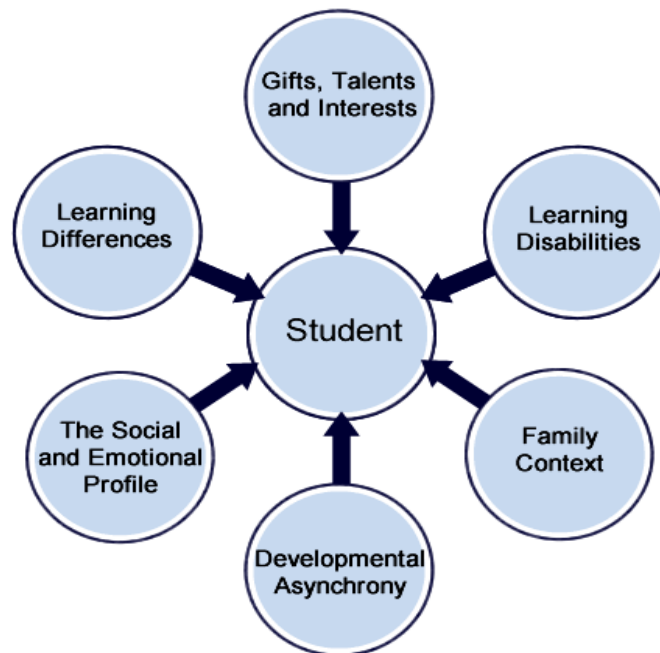
Philosophy

We recognize that the cognitive, psychological and physical needs of twice-exceptional (2e) students are often profoundly different from those of their neuro-typical peers. We understand that their asynchronous development does not follow the same pattern as their non-2e peers. We recognize that difficulties in one or more areas do not in any way preclude the existence or the enormity of their gifts and talents in other areas; therefore, we believe the following:

1. 2e students thrive academically and socially when classes are small, instruction is differentiated, and the environment recognizes and respects both gifts and differences.
2. 2e students need intellectual, social and emotional peers to stimulate learning, to create friendships and to grow.
3. 2e students require faculty and staff members who are highly intelligent and patient, respect student abilities, and perceive students as talented young people with great potential.
4. 2e students thrive when parents understand and accept that their children are unique and on their own path toward the creation of their identity and future, and effectively become opportunity makers, role models and partners in their children's learning.
5. Communities that value these students for whom they are and define them not by what they cannot do, but by the extraordinary things they can do, facilitate best the social, emotional and academic development of 2e students.
6. Collaborative processes involving parents, faculty, administrators and professionals best support student progress.
7. 2e students thrive when they become aware of their strengths and challenges, self advocate, and become the principal architects of their lives.

The Bridges' Educational Model

We recognize that in order to educate 2e students, educators must take a myriad of variables into consideration. Bridges Academy’s student-centered, talent- and strength-based model dynamically and simultaneously addresses six highly complex, critical educational variables.



Bridges' Educational Model™

An exploration of these variables in the context of each individual student helps us to fully understand the profile of each student. These profiles guide us in developing creative and rigorous differentiated curriculum for any specific class grouping, and in selecting appropriate instructional strategies. They further guide us in providing academic and social/emotional support systems at school and at home, and monitoring and adjusting for physical and psychological health. When a learning or emotional block or setback occurs, both the problem and critical response lie in these areas.

Our model and the philosophy that supports it encourage 2e students to experience enriched opportunities, develop a fund of knowledge necessary for the pursuit and enjoyment of their particular passions and talents, and prepare students with the understandings, skills and dispositions necessary for success in the twenty-first century.

Addressing Disabilities Through Teaching and Learning Strategies

- Dual-differentiated instruction
- Small class size
- Project-based learning
- Advisor/Advisee program
- Extended time for testing
- Alternative assessment opportunities
- Social skills integration
- Scaffolding and compensatory strategies
- Study skills integration
- Seminar, theater and/or individual seating
- Child study team to support students, including a counselor and educational therapist

Bridges Academy Learning Expectations

Members of the Bridges community developed and adopted Learning Expectations during the self-study process in preparation for the CAIS accreditation visit in 2005. Curriculum and instruction are designed to help students meet these expectations, and they are posted in all classrooms.

- **Core academic literacy and competencies**
- **Technological understanding and literacy**
- **Effective multimodal communication**
- **Cultural/global awareness and personal responsibility**
- **Curiosity, creativity and risk-taking**
- **Critical thinking, sound reasoning and**

- **problem solving**
- **Social-emotional intelligence**
- **Flexibility/managing complexity**
- **Teaming and collaboration**
- **Prioritizing, planning and managing for results**
- **Awareness of mental and physical health and fitness**

COMMUNITY MEMBERSHIP

BRIDGES ACADEMY is a school in which everyone must feel safe physically, psychologically, emotionally, and intellectually. Students at Bridges Academy receive academic, social, and psychological support, and they are expected to be able to give such support in return.

At a retreat during the 1999-2000 school year, the students and faculty decided upon seven core values for our community. An eighth was added in 2003. These values are:

- **Caring**
- **Honesty**
- **Perseverance**
- **Positive Attitude**
- **Respect**
- **Self-control**
- **Teamwork**
- **Responsibility**

Our individual and school characters are determined by how closely we can tie our behavior to these values. Our performance in these areas will govern the satisfaction and success each of us meets during the school day and in our lives as a whole.

OPPORTUNITIES FOR COMMUNITY INVOLVEMENT

As in all endeavors in our lives, what we get out of something is directly related to how much we put into it. Students are given every opportunity to become active participants in the Bridges community, contributing according to their individual talents and abilities. Activities include after-school sports, prom, field trips, Outdoor Education, the music program, the Robotics Team, Key Club, drama, the Yearbook and Coffee House.

Most activities at Bridges originate from student input and involvement. We are a community that encourages creativity, initiative and follow-through.

DIRECTORY: WHOM TO CONTACT AT BRIDGES

High School	Deborah Dowling
Middle School	Cynthia Novak
Address/Email/Phone Number Changes	Lori Hardy
Admissions	Doug Lenzini
Athletics	Barry Blonsky
Attendance (Absences, Late Students)	Lori Hardy
Billing	Anthony Vo
College Counseling	Anna Schaerf
Counseling/LAB Groups	Lesli Preuss
Development	Jodi Schapiro
Facilities and Maintenance	Lori Hardy
Events	Development Office
Financial Questions/Contracts	Anthony Vo
General School Information	Lori Hardy
IEPs	Marcy Dann
LAUSD Attendance Reports	Anna Schaerf
LAUSD Reimbursement Receipts	Anthony Vo
Lost and Found	Lori Hardy
Make-Up Work	Individual teachers
Medications: Daily	Lori Hardy
Website	Brad Sparks
PowerSchool Passwords and Questions	Jim Bowers
Parent Association Information	Elizabeth Lindell
Releases (Confidential information)	Marcy Dann
School Activities	Division Directors
Senior Projects	Jim Berkowitz
Standardized Testing Information (SAT/ACT, etc.)	Anna Schaerf
Technology	Jim Bowers
Textbooks	Sherry Minkowski
Transcripts	Sherry Minkowski
Visitors (Friends of students)	Division Directors
Volunteers (Parents)	Elizabeth Lindell
Yearbook	Caroline Maxwell
Yahoo Discussion Groups	Jim Bowers

GENERAL EXPECTATIONS AND PROCEDURES

ADMISSIONS POLICY

Bridges Academy is open for enrollment to all students in grades 5-12, regardless of geographic residency, who meet the school's entrance requirements and who are approved by the school's Admissions Committee.

Enrollment is conditioned upon:

- Acceptance by Bridges' Admissions Committee,
- Execution of Bridges' Enrollment Contract, and
- Execution of Student and Parent Learning Contracts

For returning students, the following additional conditions must be met:

- Successful completion of the prior school year and
- Timely satisfaction of all financial obligations to the school

Enrollment contracts for students for the ensuing school year will be rescinded, and any tuition deposit returned, in the event that the parent or student engages in any conduct deemed detrimental to the school at any time prior to the commencement of the ensuing school year.

ATTENDANCE

Regular attendance in class is necessary for the greatest educational opportunity. **Parents must make it a priority to bring their children to school on time.** If a student needs to miss school, a **parent** must call by 8:45 a.m. We worry about students who are late, and we will call both the home and the parents' workplace if we do not hear from a parent by 8:45 a.m. Please call the attendance mailbox provided for this purpose. The phone number is

(818) 506-1091, mailbox 6.

An email may also be sent to: lori.hardy@bridges.edu.

Students arriving after 8:45 must check in with Lori at the front desk to get a tardy slip. **Students must have a tardy slip for late entry to any class, at any time of the day.** For students eligible for off-campus privileges, an unexcused tardy in the morning, or after breaks or lunch, means automatic loss of off-campus privileges for the next day. If a student has frequent tardies, he or she may risk losing off-campus privileges for an extended period of time.

It is impossible to make up missed instructional time. However, we request that students who are ill remain at home to protect the health of the rest of our community. Students who feel well enough to work while out sick should email their teachers for assignments.

We encourage parents to schedule doctor, dentist and other appointments during non-school hours whenever possible, to avoid having students miss class time. This is especially important on a block schedule. However, we realize that occasionally students will need to leave during school hours because of such appointments. We do not allow a student to leave campus before the end of the regular school day unless the front desk has received **prior notification** from a parent by phone, note, fax or email. Please give Lori, as well as classroom teachers, as much advance notice as possible. **Middle School parents must report to the front desk to sign out their child. Lori will call the child to the front desk. Students are required to sign out at the front desk any time they leave for the day other than regular hours.**

BOOKS AND SUPPLIES

Textbooks are distributed to students in classes during the first week of school. Please contact Sherry if you wish to purchase a second set of books for use at home. If a student loses a textbook and needs a replacement, parents will be billed for the cost, including shipping and handling. Students should come to school with the basic materials necessary for their specific classes, including paper, pens, pencils, notebooks, and calculators.

Many of the textbooks and literature used at Bridges are also available in audio format. We will assist families in acquiring audio textbooks if needed.

All students in Algebra 1 classes and higher are required to have a TI-83 Plus or higher graphing calculator.

DAILY SCHEDULE

Student schedules are mailed in August and distributed again at Orientation on the first day of school. The regular school day consists of four blocks, two breaks and a lunch period. Classes begin at 8:45 a.m. and end at 3:45 p.m. Monday through Thursday, and 2:15 p.m. on Friday. Students dropped off before 8:40 a.m. will be supervised downstairs beginning at 8:15 a.m. Students should not be dropped off before that time and, once here, they may not come upstairs in the main building until the first bell rings at 8:40 a.m., **or go off campus.**

Except for students enrolled in an after-school program, there is no supervision available for students who remain on campus after 4:00 p.m. Monday through Thursday, and 2:30 p.m. on Friday.

The daily schedule is as follows:

TWO-WEEK BLOCK ROTATION and BELL SCHEDULE

WEEK 1 (FORWARD)



MON-THU 8:45 – 10:08 (83)	MON (A) BLOCK 1	TUES (B) BLOCK 5	WED (A) BLOCK 1	THUR (B) BLOCK 5	FRIDAY 8:45 – 9:40 (55)	FRI (A) BLOCK 1
10:08 – 10:26 (18)	Break	Break	Break	Break	9:44 – 10:04 (20)	ADVISORY
10:29 – 11:52 (83)	BLOCK 2	BLOCK 6	BLOCK 2	BLOCK 6	10:04–10:19 (15)	Break
11:52 – 12:35 (43)	Lunch	Lunch	Lunch	Lunch	10:23 – 11:18 (55)	BLOCK 2
12:38 – 2:01 (83)	BLOCK 3	BLOCK 7	BLOCK 3	BLOCK 7	11:18 – 12:01 (43)	Lunch
2:01 – 2:19 (18)	Break	Break	Break	Break	12:05 – 1:00 (55)	Block 3
2:22 – 3:45 (83)	BLOCK 4	BLOCK 8	BLOCK 4	BLOCK 8	1:00 – 1:16 (16)	Break
					1:20 – 2:15 (55)	BLOCK 4



WEEK 2 (BACKWARD)

MON-THU 8:45 – 10:08 (83)	MON (A) BLOCK 8	TUES (B) BLOCK 4	WED (A) BLOCK 8	THUR (B) BLOCK 4	FRIDAY 8:45 – 9:40 (55)	FRI (A) BLOCK 8
10:08 – 10:26 (18)	Break	Break	Break	Break	9:44 – 10:04 (20)	ADVISORY
10:29 – 11:52 (83)	BLOCK 7	BLOCK 3	BLOCK 7	BLOCK 3	10:04–10:19 (15)	Break
11:52 – 12:35 (43)	Lunch	Lunch	Lunch	Lunch	10:23 – 11:18 (55)	BLOCK 7
12:38 – 2:01 (83)	BLOCK 6	BLOCK 2	BLOCK 6	BLOCK 2	11:18 – 12:01 (43)	Lunch
2:01 – 2:19 (18)	Break	Break	Break	Break	12:05 – 1:00 (55)	BLOCK 6
2:22 – 3:45 (83)	BLOCK 5	BLOCK 1	BLOCK 5	BLOCK 1	1:00 – 1:16 (16)	Break
					1:20 – 2:15 (55)	BLOCK 5

EMAIL ADDRESSES

Each family is required to list with the office at least one parent email address and one student email address to which school messages will be posted. Bridges uses the Internet almost exclusively to send school messages and post agendas and homework assignments. **In the high school**, we also use PowerSchool, a web-based student information system that allows parents and students access to grades and assignments at any time. Please make sure to notify Lori immediately if your email address changes.

EMAIL GROUPS

Bridges maintains an email group for current families through www.yahogroups.com. This group is used by faculty and administrators to provide timely notification of upcoming activities, schedule and calendar changes, and disseminate other important information.

Parents new to Bridges will be sent an email inviting them to join the Bridges Discussion List. Please follow the directions in that email to enroll, as this is the conduit for regular schoolwide mailings. If for any reason you don't receive an invitation, or have any questions about the discussion list, please contact Jim Bowers at jim.bowers@bridges.edu.

EMERGENCY CARDS

Parents must maintain up-to-date emergency information with the school office at all times. This includes home, work, and cell phone numbers, and alternate emergency contacts. Please make sure that your alternate contacts are regularly available. If any of these numbers or contacts changes, please notify Lori **immediately**.

FIRE AND EARTHQUAKE PREPAREDNESS

Our school is up to code on all emergency requirements. This includes a full sprinkler system and the maintenance of adequate food, water and emergency supplies. Faculty review and update emergency preparedness plans annually prior to the beginning of the school year. Fire and earthquake drills and discussions of emergency procedures are held regularly throughout the year. Students will be expected to participate in drills with all the seriousness and proper decorum effective preparation requires. In case of an earthquake, out-of-state calls are often more easily completed than local calls. The following out-of-state contact may be used for informational purposes only during an emergency:

Paul Singer, Assets School
Honolulu, HI 808 423-1356

If an emergency occurs and school phone lines are down, you can attempt to make contact by calling one of the administrators. **These numbers are for emergencies only:**

Carl Sabatino	818 808-2879	Anna Schaerf	818 400-2662
Sherry Minkowski	818 430-2254	Cynthia Novak	949 547-5127
Deborah Dowling	310 866-2581		

In an emergency, **students will be released only when contact has been made with a parent or designated alternate listed on a student's emergency card**, and through only one designated school gate. This includes students who drive or walk to school.

For any student on medication(s): In case of an emergency in which students remain at school beyond the end of the school day, or overnight, we need a 3-day supply of ALL MEDICATIONS, in original containers and in a plastic bag with the student's name, to be left with Anna. This supply must include medications not normally taken during school hours, and is **in addition to** medications regularly provided to Lori for distribution during the school day. All medications will be returned at the end of each school year.

ILLNESS

If a student is feeling ill, Lori will make every effort to contact a parent. Students who are unable to remain awake at school will be sent home. **Students may be asked to bring an original doctor's note after three (3) or more consecutive days of absence due to illness before they will be readmitted to school.**

LIABILITY INSURANCE

Any Bridges Academy employee or non-student volunteer, including parents, who use their personal vehicle for Bridges Academy business, including driving students on field trips, must provide annually, to the Business Manager, evidence of current bodily liability insurance in amounts of no less than \$100,000/\$300,000. **Such evidence must be on file in the Business Office before any Bridges driver will be permitted to transport students for any reason.**

LOST AND FOUND

A lost and found pile is located in the lobby of the gym. Please check it for lost personal items such as jackets, sweatshirts, water bottles and lunchboxes. Writing your name in or on your belongings will help identify them. If you have lost a purse, wallet or electronic device (laptop computer, cell phone, etc.), or have found one, please let Lori know immediately.

MEDICAL EMERGENCIES

Faculty and staff are familiar with emergency management, and will deal with minor first aid procedures. Any medical or other emergency should be reported to the nearest faculty or staff member **immediately**.

MEDICATION

By law, students may not have medication, including over-the-counter medications, with them during the school day. Medication in original containers must be left with Lori. Students are responsible for reporting to Lori at appropriate medication times. Students who need over-the-counter medications such as Advil or Tylenol can request it from Lori, so long as parental permission is on file.

PARENT COMMUNICATIONS

Classroom teachers and the student's advisor are the chief source of information concerning your child's learning and academic progress. We strongly urge parents to get to know your child's teachers and advisor, and to support them in as many ways as possible. This includes encouraging your child to systematically and consistently prepare for the school day, special study sessions, homework support classes, and vacation tutoring/testing sessions.

High school parents should check their child's progress on PowerSchool regularly. There is a link available through www.bridges.edu. If a student exhibits any consistent behavioral or academic irregularities or regularly

fails to meet school standards in any area, including tardiness, absenteeism and other issues requiring home support, you will be contacted by the appropriate administrative staff member. We encourage parents to be proactive about their child's academic and behavioral progress. Please contact teachers, advisors, the school psychologist or division heads if you have any questions or concerns about academic work. All staff and faculty have Bridges email addresses, which are their firstname.lastname@bridges.edu.

Please remember to inform the school if you are going out of town and your child will be under the care of another adult. It is essential that we have temporary contact numbers and know how to reach a responsible adult at all times.

PARENT VOLUNTEERS

We welcome parent volunteers into the school at any time. The Parent Association (PA) President, Elizabeth Lindell, and other members can provide information on PA activities and opportunities for involvement in the Bridges community. Meetings are usually held on the first Thursday of each month at 8:45 a.m. Updated meeting times are available on the Bridges online calendar at <https://www.google.com/calendar/hosted/bridges.edu>.

PARKING, DROP-OFF and PICK-UP

All cars enter the parking lot through the west driveway on Maxwellton Avenue, and exit through the east driveway. The City of Los Angeles does not allow us to park anywhere along Laurel Canyon south of Ventura, nor to stop along Laurel Canyon to drop off or pick up students. However, there is adequate parking on school grounds for everyone.

Parents driving carpool will drop off students in the driveway between the main building and the gym, and then exit onto Maxwellton. Although left turns onto northbound Laurel Canyon are possible, traffic can be very heavy at times. You might try turning right onto Maxwellton and following it until it runs into Ventura at Whitsett. For afternoon pick-ups, students in grades 5-7 are picked up at the same location, between the gym and main building. For students in grades 8-12, pick-up is in the back of the parking lot. Please drive toward the back and then turn right to circle counterclockwise into the queue for pick-up, then head straight out the gate onto Maxwellton. **Mixed-grade carpools that include 5th - 7th graders should be picked up in front of the gym.**

The entire west wall of parking spaces (on your left as you enter the lot) are for Carpenter Avenue School parents only during that school's morning and afternoon carpool times. Parents and other visitors may use spaces on the back (south) wall or the visitor spots parallel to the back wall on the other side of student parking.

Spaces 75-89 are reserved for faculty, as well as students who have provided us with the necessary driver's license and vehicle information (the area you circle for HS pick-up). These are the only parking spaces available to students. We ask that parents respect this long-awaited student privilege and not park in these spaces. Once students have parked their cars in the morning, **those with off-campus privileges may leave campus only on foot.** There are no multiple exits and entrances for students during the school day, nor will students be permitted to retrieve items from or sit in their cars during the school day. The parking lot is off-limits until after school.

SCHOOL CALENDAR

Bridges maintains an online calendar that is updated regularly and can be accessed directly at <https://www.google.com/calendar/hosted/bridges.edu>, or through the Bridges website at www.bridges.edu.

SCHOOL ROSTER

A school roster is distributed to parents for communication within the school community. **This roster is confidential, and for use only by Bridges families.** It is not for general distribution nor may it be used for any third-party purposes, such as charitable, business or political solicitations.

The roster is officially updated and distributed by email at the beginning of October, and again shortly after the first of the year. Please remember to notify the school of **any** changes of address, phone number or email address as soon as they become effective.

VISITORS

Visitors must sign in at the front desk and be issued a visitor's badge. Students who would like to have a friend visit Bridges may do so with **prior permission** from the appropriate division director.

ACADEMICS

Bridges Academy is a unique environment. We have an understanding of the many possible learning profiles of twice-exceptional students, and the instructional strategies necessary to most effectively teach them. Faculty members are regularly given training and resources based upon the identified needs of our school population. We know how to work with patience and resiliency, and we have seen our students achieve success in their transition to educational environments and life experiences beyond Bridges.

Sometimes parents may feel their child needs additional support in order to be successful. With a history of struggling for differentiation in previous classrooms, a parent may lose sight of the fact that differentiation – of process, product, content and environment - is an integral part our program. We walk a critical, thoughtful line. The progress and success of each individual student is our chief concern at Bridges, yet differentiation cannot mean sacrificing educational expectations or our own professional integrity. If the professional staff or parents feel that a child is not making sufficient academic progress in one or more academic areas, we will move quickly in several ways to provide that student with needed support. An intervention process begins with a teacher, administrator, or parent requesting an assessment by all adults involved and, if appropriate, the student's outside professional support. The resulting action plan is then implemented by classroom teachers, with input from the educational therapist and school psychologist. In consultation with parents, other steps may include a referral to an independent educational psychologist or therapist, a requirement for extra tutoring outside of school hours, or summer school for the student in order to advance with his/her grade or to remain in the school. Additional testing may be necessary. In all cases, our goal is for the student to feel positive as a learner while protecting the rights of other students to learn and progress in our program.

ACADEMIC INTEGRITY

Academic integrity is expected of all students at all times. Students who have approached learning in a dishonest manner historically have not met with social or personal success within the Bridges environment. Cheating and plagiarism include, but are not limited to, copying another student's homework, lab work, workbook assignment or test answers, allowing another student to copy *their* work, or using someone else's words and/or ideas without proper attribution.

Faculty members in all disciplines provide students with appropriate instruction and support to learn how to do multimedia research, organize diverse materials, draft and write research papers, and legally cite a variety of sources. These are skills that take time, effort and repeated practice to master, and students are given opportunities to develop them. However, the willful and knowing submission of someone else's work as one's own is considered a serious breach of academic integrity, and is grounds for disciplinary action. Please refer to page 18 for a specific listing of what is considered plagiarism.

ACADEMIC PROBATION

A high school student may be placed on academic probation when grades in two or more classes fall below C- (69.4% or lower) at any time. Students on academic probation will be given all reasonable support from Bridges' faculty and staff, but may be assigned mandatory outside tutoring or evaluated for a schedule change. Students whose grades do not show improvement by the end of the semester may be dropped from one or more class or dismissed from school.

ADVANCED PLACEMENT (AP) PROGRAM

Bridges does not offer AP classes *per se*. It is our philosophy that, for our population in particular, teaching to a standardized test is counterproductive. Students who are gifted in a particular area and motivated to prepare for an AP exam may do so. Please consult with Deborah for information.

ADVISOR/ADVISEE PROGRAM

Every student is assigned to a faculty or staff advisor who is responsible for monitoring academic, behavioral, and social progress, meeting with his/her students on a regular basis, and acting as mentor and advocate. It is with the advisor, rather than individual classrooms teachers, that parents and students meet for conferences twice a year.

COLLEGE COUNSELING

College counseling services are provided by Anna Schaerf, our Interim Director of College Guidance. Meetings with parents and students occur during sophomore, junior and senior years. It is during these meetings that college or post-secondary programs are discussed, as well as testing, college or post-secondary program application processes, and the roles and responsibilities of the students, parent(s) or guardian(s), advisors and Bridges guidance staff. Any parent or student in the high school can schedule a meeting with Anna by emailing anna.schaerf@bridges.edu.

COMMUNITY SERVICE

As a graduation requirement, students complete a cumulative total of thirty community service hours for a non-profit organization of their choice during their four years of high school. Documentation of service hours is submitted to Anna on official agency stationary signed by an agency representative.

ELECTIVES

This year, Bridges is offering electives to high school students in art, photography, digital media production, beginning and advanced computer programming, music, drama tech, playwriting and drama performance. All electives, including after-school music classes, are for credit.

GRADING – MIDDLE SCHOOL

Assessment is a key component of the Bridges Academy Middle School education. Informal assessment is an ongoing process, including oral and written feedback on student homework, class work, quizzes, tests, and projects. Parents receive copies of formal assessments (narrative evaluations) prior to fall and spring conferences, and a summative assessment at the end of the fall and spring semesters. The formal narrative describes skills, content knowledge, and broad understandings for each course with a detailed analysis of individual student performance. Narrative assessments direct positive, confidence-building comments toward student strengths while also identifying weaknesses and how they might be addressed. Both informal and formal assessments serve as the basis for conversation that occurs when parents and/or faculty members have observations, questions, or concerns about a student's progress.

GRADING – HIGH SCHOOL

It is our goal for all students to achieve their full academic potential. The standard grade scale used in all academic classes is as follows:

A	93% and above	C	73% - 76%
A-	90% - 92%	C-	70% - 72%
B+	87% - 89%	D+	67% - 69%
B	83% - 86%	D	63% - 66%
B-	80% - 82%	D-	60% - 62%
C+	77% - 79%	F	59% and below

Students must maintain at least a 70% proficiency in each class, demonstrating a minimally acceptable level of competency, in order to be promoted to the next level course. Students who have a grade below C- (70%) at the end of a semester must turn in any missing and/or extra credit assignments, with prior permission from his/her teacher and the High School Director. Retakes of final exams must be completed within a week of the end of that semester, and are at the discretion of the teacher and High School Director. Students earning less than 70% as a final course grade may be required to repeat that class before progressing to the next level.

If a student is inappropriately placed in a class beyond his/her current abilities, we may remove the student from that class. If a student drops a class after the 5th week of the semester, a grade of "W" (withdrawal) will be given.

Grading systems vary from discipline to discipline. Students demonstrate their abilities in each subject area through activities such as tests, homework, classwork, projects, labs and writing assignments, and also through their participation and behavior in class. Grades reflect the development of content knowledge and skills of the discipline, as well as track the student's progress in important skills such as time management and communication.

Students and parents should refer to the syllabus for each class for the specific weighting of each grading category in the overall class grade. Any questions about grades or grading policy should be referred to the High School Director.

GRADUATION REQUIREMENTS

Bridges' graduation requirements meet or exceed those required for admission to the University of California, and all academic courses taught at the high school level satisfy the UC "a-g" requirements. **Minimum** requirements for students to graduate include:

<u>DISCIPLINE</u>	<u>MINIMUM YEARS</u>
English	4 years
Mathematics	3 years (4 recommended) ¹
Social Studies	4 years (including American History and Govt/Econ)
Science	3 years (4 recommended) ²
Visual/Performing Arts	2 years (3 recommended)
Foreign Language	3 years ³
Physical Education	3 years
Homework Support	3 years

Rather than completing a specific number of units, students must complete the above minimum requirements **AND**, during all four years of high school, **maintain a full schedule of eight (8) classes each year**. If and when the minimum requirements in each discipline have been met, students can choose additional classes in any of the disciplines to complete their full-load requirements, in consultation with the High School Director.

HOMEWORK

Completion of work outside class is a necessary part of class preparation and follow-up. In a college preparatory school environment, there is simply no alternative way to master and assimilate the content and skills presented. All high school students have a Homework Support class during which they can complete at least some of their assigned work. Middle school teachers provide time during the class block for students to get started on assignments.

Assignments may include reading, research, writing and other projects, creation of study guides and other test-preparation materials, and the completion of worksheets or problem sets. Individual teachers set policies on late work. Students who are missing work may be allowed to turn it in late for partial credit, or do extra credit assignments, by permission of the teacher, either to cover the same skills or provide enrichment.

It is school policy to recognize individual differences when assigning work to be done outside class. Feedback from parents as well as students helps insure that students are neither under- nor overworked.

HOMEWORK SUPPORT CLASSES

All high school students are assigned to a homework support class in which they have the time to work on homework and long-term assignments with faculty supervision and support. During this period, students may also meet with the school psychologist, college guidance staff, educational therapist, or outside tutor, as needed. Tenth and 11th graders attend LAB groups during Homework Support once every other week; and 12th graders meet in their CAP groups once a week during the first semester, and every other week the second semester.

OUTSIDE CLASSES FOR CREDIT

Students planning to enroll in non-Bridges courses for credit, either online or at local community colleges or other institutions, must get approval, **in advance**, from the High School Director. For credit to be awarded, students must request official, sealed transcripts to be sent to Sherry.

OUTSIDE PROFESSIONAL SERVICES

Regular communications with outside professionals such as therapists, psychiatrists and tutors is part of the Bridges model team approach, and extremely helpful to faculty and support staff. Please notify Deborah, Sherry, Cynthia, Lesli or Marcy if you are working with any outside professional. We need a signed parental release on file for this communication to occur.

¹ Students must complete math at least through Algebra I, Geometry and Algebra II.

² Student must take at least one year each of biological and physical lab sciences.

³ This must be at least three years of the same language.

SCHOOL COUNSELOR

Our school psychologist, Lesli Preuss, provides support for conflict resolution and social/emotional development. She is also available to students and parents for consultation, and can be contacted at lesli.preuss@bridges.edu. Although she cannot offer regular individual therapy to Bridges students, she will work with families in providing referrals.

SCHEDULES

Each spring, Deborah, Sherry and/or advisors will meet individually with the upcoming year's high school students. At that time, they will review graduation requirements, electives options, credits already earned, and plans for summer credit, and prepare a tentative schedule for the fall. It is our requirement that all students carry a full eight-block course load through all four years of high school. Late in the summer, prior to the beginning of school, schedules will be mailed to all families.

SENIOR PROJECTS

All students in the 12th grade work with Senior Projects Advisor Jim Berkowitz to develop a senior project. These may include creative endeavors, internships, travel, research, or work they are proud of from their senior year. Students may work on their own or in small groups, and present their projects to the entire high school student body, faculty and staff in early May. Presentations may include performing a musical piece, making an audio-visual presentation, demonstrating a developing skill, or talking about an accomplishment or experience.

TESTING

Tenth and eleventh graders take the PSAT every October. For this academic year, the PSAT will be administered on Wednesday, October 12, 2011, and Anna will register all eligible students.

Students in grades eleven and twelve are responsible for submitting timely applications for SAT, Subject Test and ACT test dates. Forms for special test administration of the SAT and ACT exams are available from Anna, and take an average of three (3) months to be processed. **Please plan accordingly.** Certain accommodations require cognitive and academic testing, so please check with Anna about these requirements.

TUTORING

Bridges teachers do not formally tutor their own students, but Deborah, Sherry or Marcy can help parents find independent tutors.

WINTERSESSION

This year, Wintersession is the two-week enrichment cluster period from Monday, January 2 through Friday, January 13, 2012. It is an opportunity for teachers and students to study special areas of interest intensely. Well in advance of winter break, students will choose from a variety of special courses (some for credit) and educational or recreational activities. Wintersession is not optional, and students must attend. When Wintersession 2012 course offerings have been finalized in the fall, all parents and students will be notified by email groups, and students will have the opportunity to sign up for classes.

SPORTS AND ATHLETICS

All high school students are welcome to join Bridges sports teams, which are cross country, basketball and track. Students wishing to participate in competitive California Interscholastic Federation (CIF) sports must maintain a GPA of 2.0 or higher. We encourage families to attend CIF games. A schedule will be available on Bridges' website and notice of upcoming games will be provided by group email.

Each physical education class has a fitness component and provides for both skills development and participation in a simple games or physical activity. Throughout the year, students learn the reasons for exercise and what fitness is, practice monitoring their heart rate, and develop their understanding of a healthy lifestyle. The primary fitness activities include stretching routines, calisthenics, and walking or running. Our primary goals are for students to learn to engage in healthy activities in all aspects of their lives, and have opportunities to become more fit.

PE DRESS CODE

Students in PE classes must wear appropriate clothing and shoes at all times. While there are no gym lockers, students may store PE shoes in the gym or upstairs in the main building. Students are required to bring bottled water or keep a refillable bottle in the gym, and are encouraged to bring a towel.

PE EQUIPMENT

PE equipment can be checked out during break and lunch only with permission from the PE teacher or staff member on duty in the gym. Students checking out the equipment are responsible for returning it in a timely manner.

BEHAVIOR AND PRIVILEGES

Bridges Academy emphasizes, models and supports appropriate social interactions and behavior, and sees disorderly conduct as any behavior that interferes with the educational environment or another student's learning. It is not only disruptive of learning and self-destructive, but has a corrosive impact on the overall school community.

Set forth below are basic guidelines for conduct that may give rise to disciplinary action, including permanent dismissal.

- Lying, cheating, stealing, plagiarism or any form of academic dishonesty
- The use, provision or possession of alcohol, illicit and non-prescription drugs (such as marijuana or cocaine), or other substances proscribed as illegal by the state of California
- Possessing drug paraphernalia
- Using or possessing a weapon
- Vandalizing school property
- Leaving campus during school hours without permission
- Disrespectful or insubordinate behavior to faculty or staff
- Repeated use of school or home technology for creating or posting inappropriate context, as described in this Handbook
- Accessing non-Bridges wireless networks while on campus
- Downloading any copyrighted materials
- Using the Bridges network to download games, programs or other information or materials not specifically requested by your teachers
- Repeatedly violating school rules
- Violating school rules while on probation for other infractions
- Anti-community behavior
- Any other conduct which interferes with the educational environment

Lying, Cheating, Stealing

These are actions that destroy the atmosphere of trust and respect that are essential to successful community life. Stealing normally results in permanent dismissal from Bridges; lying and cheating are infractions that may result in suspension for the first violation. Unauthorized borrowing of school equipment, materials, and resources, or students' or faculty/staff members' personal belongings, borders on theft and may result in a disciplinary response.

Plagiarism

To take or use as one's own the thoughts, writings or inventions of another is misrepresentation, and this offense is not tolerated because it constitutes academic dishonesty. Students should be particularly aware of the following forms of plagiarism:

- Copying verbatim another's work (including but not limited to tests, quizzes, papers, and homework assignments) and turning it in as one's own
- Copying phrases and sentences written by another and using them as if they were one's own
- Re-wording and paraphrasing the language of another and using the re-worked material without giving credit to the author of the original
- Employing misleading footnotes and bibliographic listings
- Reproducing copyright disks or any other form of non-public domain software

Vandalism

Any willful destruction or defacing of the school or personal property is considered to be a serious offense against the community. The disciplinary response may range from a formal warning to permanent dismissal from Bridges.

Repeated Infractions of Regulations

Repeated infractions such as tardiness, or leaving school grounds without permission or signing out may result

in a period of separation from the school or some other disciplinary response.

While infractions listed below normally do not result in dismissal from the school (but could do so in extreme circumstances), the consequences will be a serious disciplinary response:

- Destruction of school property
- Gambling
- Mail-tampering
- Fighting
- Physically intimidating another member of the community
- Other actions, not listed here, with potential to do harm to persons or the school

Fire and Fire Alarms

Students must not be in possession of matches or lighters and must not light any flame or burn anything on school property.

Carelessly or falsely triggering a fire alarm, tampering with fire extinguishers, or interfering with the operation of heat and fire sensors are all serious offenses that normally result in a period of separation.

Bullying and Other Threatening Behavior

Bullying is deliberately hurtful behavior that occurs on isolated occasions or is repeated often over a period of time. Bullying is understood at Bridges to be deliberate intimidation, harassment or hurtful words or actions toward another. Some acts of bullying are simply one person or group exercising power and control over another person or group, either in isolated incidents or through patterns of continual harassing or threatening, intimidating behavior. Bullying can take many forms, including physical, emotional, written and oral.

Specific acts of bullying may include, but are not limited to, name-calling, teasing, physical abuse (e.g., hitting, pushing, pinching, kicking), threats, taking of personal possessions, sending abusive phone, text, social networking sites, and instant or email messages, forcing others to hand over money or do something against one's will, ignoring or leaving others out, or attacking others in any way. Such conduct, when experienced or observed, should immediately be reported to the school. Intentional intimidation is considered to be a serious violation of school policy and the disciplinary response may range from a formal warning to dismissal from school.

ALCOHOL AND DRUG USE

For healthy, optimal growth and development at all levels, we actively support students in adopting and maintaining a substance-free lifestyle. During school hours and at all school functions, including but not limited to field trips, sports activities, graduation, etc., ANY alcohol or drug use is absolutely prohibited.

To support students' physical and mental health, and to maintain a substance-free environment, Bridges reserves the right to require immediate drug-testing of any student whom we reasonably assume to be under the influence of an illegal substance, or whose academic success may be compromised by an unidentified substance abuse problem. This in no way is meant to punish students. Rather, it is to provide input for the administration, in cooperation with parents, to determine the most appropriate course of action for the student's well-being. It is a significant part of accomplishing our responsibility to help students achieve current and future academic and personal success.

APPROPRIATE LANGUAGE

Bridges students are expected to use appropriate language in any academic or work environment, and need to avoid using profanity or other offensive language. First offenses result in a warning. Second offenses may result in suspension and a parent conference. It is also against this community's ethics and values to make humorous or derogatory references to race, gender, sexual orientation, body size/shape/appearance or disability. Please refer to the Non-Discrimination Policy on p. 26. **What is communicated on the Internet and in email is considered to be within the realm of the school community.** See "Respect, Responsibility and Language in the Electronic Environment" on page 28.

BEHAVIORAL CONSEQUENCES

There are various logical consequences for inappropriate student behavior. The following are some examples:

- Cleaning the lunch room, picking up trash on school grounds, or other school service
- Loss of break time

- Loss of off-campus privileges
- Confiscation of laptops, cell phones and other electronic devices for inappropriate use
- Payment for restoration or replacement of damaged or defaced school property
- In-house suspension
- At-home suspension, and return to school only after a parent conference.

All school work must be completed during suspensions.

Bridges Academy forbids the use of corporal punishment for anyone.

BEHAVIORAL PROBATION

A student may be placed on behavioral probation for a serious, single offense or for cumulative misconduct. Probation should always be interpreted as one step short of dismissal. This action is determined after a meeting with the Division Director and Head of School.

A student on disciplinary probation may be dismissed from school if:

- He/she commits another disciplinary offense as determined by the Division Director and Head of School.
- He/she makes no improvement in behavior.

The most serious punishment, expulsion, is reserved for a severe offense, an accumulation of offenses, or if it is in the school's or student's best interest. A student may be expelled on his/her first offense, if it is deemed serious enough by the Head of School.

BREAKS

Breaks are those morning and afternoon periods between blocks when students are given approximately twenty minutes to relax and take care of personal business. During breaks and lunch, all students will exit the main building, both upstairs and down, unless prior arrangements to work with a teacher have been made.

Areas where students are permitted to congregate are the gym (with adult supervision only), the cafeteria, the patio outside the gym, the courtyard between the dorms and classroom building, and the north and south lawn areas. Students may not congregate in the parking lot or in or behind the convent or residential buildings, nor may they remain upstairs in the main building or in the convent building, unless they are under the supervision of a faculty or staff member.

Breaks are to be used at the student's discretion as long as he/she has used class time wisely. Students who have taken "breaks" during class time may be required to continue working through breaks. The basketball court and gym are available during break time as well as at lunch.

Juniors and seniors with off-campus privileges may leave campus during breaks.

COMPUTER USE

Students are required to have a laptop computer, and bring it to school as directed by their teachers. Computers are to facilitate and enhance learning. They are a tool for learning and not an unalienable right. During class time, students are not allowed to use their computers to play games or engage in other non-academic activities, including checking and sending personal email, checking Facebook and other social networking accounts, or Instant Messaging (IMing). Computers, phones, iPads and electronic games may be confiscated if used inappropriately, and returned only to a parent at the end of the day. See **Technology Resources Policy** on page 27.

DRESS CODE

There is no school uniform at Bridges. However, certain standards of dress are expected and enforced.

- T-shirts with messages disparaging any racial, ethnic, or gender group are not allowed.
- Profanity, obscenities, vulgarity, violence or messages promoting or depicting drugs, alcohol, tobacco, weapons or sex, whether in words or images, are not allowed on any clothing, jewelry or other personal items.
- Boys' pants must be worn above the hipbones.
- Midriffs and cleavage must be substantially covered.
- Underwear must not be visible.
- Shoes are required outdoors.

Students not following the dress code will either be given a T-shirt or sweat pants to wear throughout the day, or sent home to change clothing. We encourage parents to monitor their child's clothing before leaving home to eliminate the disruption of learning during the day.

ENTREPRENEURSHIP

Bridges does not permit students to sell anything at profit to other students, including drinks, pizza, candy, bottled water, magic cards, and other sundry items. Students are also not permitted to lend money for interest to other students. Bridges is a non-profit zone!

FIELD TRIPS AND FOREIGN AND DOMESTIC TRAVEL

Bridges expects that students will practice exemplary behavior while on local field trips or on foreign or domestic trips sponsored by Bridges, and adhere to the same policies and regulations applicable to a Bridges student while at school, as contained within this Student/Parent Handbook. Any violations of these policies will lead to disciplinary action. In addition, most countries have laws similar to those in the United States, and a Bridges student could be subject to local laws should a violation occur. This is particularly true as it pertains to alcohol and drug use.

GYM AND GROUNDS

Although we have purchased the campus this past year, the convent and main dormitory buildings are off-limits to the Bridges community for now.

LUNCH

Students may bring lunches from home, purchase lunch from the rotating catering services we use, or go off campus if they have such privileges, have parental permission on file and are in good behavioral standing. Students can also buy water, juice, soda and snacks from the vending machines in and around the cafeteria.

A student refrigerator and microwaves are available in the cafeteria. We expect students to respect these communal facilities and not remove any items that are not theirs. Items in bags are personal property. We strongly recommend labeling bags with your name. Posted procedures for the microwave must be used at all times. Students are expected to keep the microwave and refrigerator clean.

Food and beverages other than water may not be consumed in classrooms unless a teacher is sponsoring a lunch meeting or club, and gives students permission to eat in the classroom.

OFF-CAMPUS PRIVILEGES

Students in 11th and 12th grades, and 10th graders beginning Semester 2, may earn off-campus privileges. This applies before and after school, and during after-school programs, as well as throughout the school day. **This means that students dropped off at school in the morning well before the first bell may not leave campus if they do not have off-campus privileges, nor may they leave campus between the end of the school day and the beginning of after-school activities.**

Students with off-campus privileges must exit and re-enter the campus during the school day **only through the gate on the north lawn along Laurel Canyon Blvd.** They will be checked out and in at that point by a faculty or staff member on supervision duty. The exit to Laurel Canyon Blvd. through the ground floor of the main building is not accessible for Bridges students, faculty, parents or staff. Students also may not leave campus on foot through the parking lot gate, or in their cars, except when authorized by an administrator.

When students exit the campus, they may go only north toward Ventura Blvd., not into the residential neighborhood around the school, and **they may not cross Laurel Canyon Blvd. except at the intersection.** It is crucial that students comply with these restrictions limiting access to the neighborhood, as they are part of our permit to operate the school. Students roaming the neighborhood on foot, or observed jaywalking across Laurel Canyon or Ventura boulevards will lose their off-campus privileges.

Students who arrive at school late or return late after breaks or lunch will lose off-campus privileges for the following day. Second or subsequent offenses may result in an extended suspension of off-campus privileges, at the discretion of the High School Director. Repeat offenses may result in the loss of such privileges for the remainder of the current semester.

PARKING

Student parking is available on campus. Students who are licensed, insured drivers may drive to school and park their vehicles on school property. Student parking is a privilege, and may be revoked at any time. The school will not undertake to confirm or monitor the status of a student driver's license or insurance. However, students

who park on school property and who are found to be unlicensed or uninsured will be subject to discipline.

Students must park only in student-designated parking spots, and must leave their cars there until they leave at the end of the day. Students will not be allowed to use their cars during lunch and breaks. Students will be allowed to leave by car before the end of the day only with prior written permission from parents for the purpose of doctors' or other appointments. Students who plan to drive to school should meet with Sherry during the first week of school to get an assigned parking space.

PHONE USE

Cell phones must be turned off in classrooms—not just on vibrate or airplane mode but fully OFF. If a student's phone or pager is **visible, audible or otherwise perceptible** during class sessions, or is used in any way, including inaudibly for text-messaging, he or she will be warned the first time. The second time, the phone will be confiscated until the end of the day. For subsequent violations, the phone will be returned only to a parent.

Parents: PLEASE refrain from calling your child during class hours, even if you think his/her phone is off. If you have to reach your child urgently, call the front desk and we will relay a message or bring your child to the phone IMMEDIATELY. We believe strongly in distinguishing between academic and personal time and space; cell phone communications, whether audible or in text form, have no place in the classroom.

NOTE: We encourage parents of 5th and 6th grade students to not send cell phones to school with their children. If there are extenuating circumstances that require a cell phone before or after school, those phones will be held in the 5th/6th office until the end of the day.

PUBLIC DISPLAYS OF AFFECTION (PDAs)

We encourage students at Bridges to develop warm, affectionate relationships with other students within and across grade levels. However, it is important as a member of the community to maintain appropriate personal boundaries and to avoid displays of affection that embarrass others. Here is a partial listing of what is acceptable and what is not:

ACCEPTABLE

- ♥ Brief kiss on the cheek, as is customary with friendly greetings
- ♥ Holding hands
- ♥ Sitting next to each other on the couch, a bench or on the ground
- ♥ Brief hug without clinging
- ♥ Sitting apart from others
- ♥ Sitting or walking arm-in-arm

NOT ACCEPTABLE

- ⊙ ANY kiss that is not on the cheek and a customary greeting
- ⊙ Two people sitting in one chair
- ⊙ Legs entwined or over each other's bodies
- ⊙ Sitting together with arms around each other
- ⊙ Hands in the other's clothing
- ⊙ Sitting together under a blanket, one jacket, or other covering
- ⊙ Hugs with lots of body contact
- ⊙ Seeking privacy from others anywhere away from supervision
- ⊙ Acceptable PDAs engaged in continuously

SMOKING

Bridges in no way endorses smoking or supports students' use of tobacco at any time. Smoking on or near campus is strictly prohibited. Any student seen smoking between the school and Ventura Boulevard, or on any field trips or school-sponsored events away from Bridges, risks losing off-campus privileges and may be subject to other consequences. **ALL** visible smoking paraphernalia including cigarettes, tobacco, matches and lighters will be confiscated and not returned.

WEAPONS/DANGEROUS OBJECTS

Bridges absolutely prohibits the possession or use of any gun, toy or real, fireworks or other explosives, sharp hand tools, knives, including Swiss Army-type pocketknives, slingshots, laser pointers, razors, tasers, pepper spray, or weapons of any sort on campus, or the threatening use of any object toward another student or staff member. Matches and lighters may not be carried or used without the direct supervision of a teacher.

CALENDAR AND EVENTS

BACK-TO-SCHOOL NIGHT

Back-to-School Night is held within the first month of school. This year is will be on Thursday, September 15, 2011, at 6:30 P.M. Parents follow their child's daily schedule to meet teachers and review general information on class content, structure, and expectations. **PARENT/STUDENT/ADVISOR CONFERENCES** (below) provide opportunities to meet with advisors to ask about individual students' academic and social/emotional progress.

GRADUATION

All members of the Bridges community are invited and encouraged to attend graduation, a special rite of passage honoring our seniors. Graduation will be held on Friday, May 25, 2012, at 6:00 P.M. Details will be available in the spring by group email.

HIGH SCHOOL PROM

A High School Prom will be held on Saturday, May 26, 2012, for all students in grades 9 through 12. The dance provides an opportunity to practice social skills and to celebrate the culmination of the school year. Students are encouraged to come in groups, and to invite friends from other schools to participate. Tuition covers all fees for prom for Bridges students. Attire is formal but not expensive.

MIDDLE SCHOOL PROMOTION

Middle School Promotion will be held on Friday, May 25, 2012, at 3:00 P.M. More information will be available when the event has been finalized.

MUSICAL PERFORMANCES

Bridges' after-school music classes perform twice a year for the school community. This year the tentative dates are Sunday, December 4, 2011, and Monday, May 8, 2012. Performance venues and times will be available later in the year. In addition, Bridges musicians will performance at JamFest in the spring.

ORIENTATION

Orientation for all new and returning students will be part of the activities on the first day of school, on Monday, August 22, 2011. New Middle School student orientation is on Thursday, August 18, at 10:00 A.M.

OUTDOOR EDUCATION AND FIELD TRIPS

A formal outdoor education experience is a part of each year's school program for 8th graders. This trip, to the Catalina Environmental Leadership Program on Catalina Island, is an integral part of the science curriculum and community-building. Students will leave the morning of Wednesday, October 19, 2011, and return to Bridges the afternoon of Friday, October 21. Complete information will be distributed by email and at a parents' meeting scheduled for Thursday, September 1, at 6:00 P.M.

Faculty members plan other class, grade-level and division field trips throughout the school year, and parents will be notified accordingly.

PARENT/STUDENT/ADVISOR CONFERENCES

Parent/Student/Advisor conferences will be held Monday and Tuesday, October 17-18, 2011, and Monday and Tuesday, March 12-13, 2012, between 2:30 and 6 P.M. Conferences are for parents and students to meet with the student's advisor to discuss academic, social and behavioral issues. These conferences do not preclude scheduling a meeting with a teacher, staff member or a student's advisor at any time during the year, as the need arises.

PSAT/SAT TESTING DATES

All tenth and eleventh grade students will take the PSAT on Wednesday, October 12, 2011. Students are automatically registered for this test administration, and Bridges covers the cost. It is a regular school day for all seniors.

Students in grades eleven and twelve are responsible for submitting timely applications for SAT, Subject Test and ACT test dates.

The SAT and Subject Tests schedule for this year is as follows:

TEST	ADMINISTRATION DATE	REGISTRATION DEADLINE
SAT and Subject Tests	October 1, 2011	September 9, 2011
SAT and Subject Tests	November 5, 2011	October 7, 2011
SAT and Subject Tests	December 3, 2011	November 8, 2011
SAT and Subject Tests	January 28, 2012	December 30, 2011
SAT only	March 10, 2012	February 10, 2012
SAT and Subject Tests	May 5, 2012	April 6, 2012
SAT and Subject Tests	June 2, 2012	May 8, 2012

Students are responsible for registering for SATs and Subject Tests, and Anna is available to provide assistance.

SENIOR PROJECTS

Senior projects are tentatively scheduled to be presented to the high school students and faculty on Friday, May 11, 2012.

WINTERSESSION

Wintersession will be January 2-13, 2012, between first and second semesters.

FACILITIES, EQUIPMENT AND SUPPLIES

BUILDING MAINTENANCE AND CLEANLINESS

It is the responsibility of each member of the Bridges community to participate in the care and cleanup of our school environment. Students are expected to clean up their own trash and materials, dispose of recyclable items appropriately, and help with the maintenance of the entire school environment, both inside and outside.

Students are not allowed to eat or drink in any classroom, unless they are participating in a lunch club activity or lunchtime tutoring. The one exception is water bottles, and we encourage students to drink water throughout the day, especially during P.E. activities and when the temperature rises.

CLASSROOMS AND OFFICES

Many classroom doors are closed during class time to prevent interruption. Please do not enter any classroom without teacher permission, and knock before entering any classroom or office.

The Faculty Lounge upstairs in the main building is for **staff members only** and is strictly off-limits to students.

HALLWAY

Students need to remain quiet and respectful when passing through the hallway of the main building, both during and between classes.

Office staff at both ends of the hall are available to help students with reasonable requests and at appropriate times. However, there is always much more work than time, so please respect our office personnel and do not make unreasonable demands on their time.

MAINTENANCE OF EQUIPMENT AND SUPPLIES

It is each student's responsibility to see that his or her own equipment and supplies are maintained as well as the equipment and supplies belonging to the entire school. This includes computer and video equipment, refrigerators and microwaves, sports equipment, and classroom supplies. Parents will be billed for any equipment or facilities defaced or destroyed by a student.

PHYSICAL PRIVACY AND SANCTITY

Both staff and students have a right to expect that no one will infringe upon their physical space or take any of their physical belongings without permission. Any student taking equipment, books or other possessions from another student's backpack or purse, or from a staff member's space, is subject to dismissal or other censure.

TECHNOLOGY RESOURCES

Every classroom and office at Bridges Academy is connected to our Local Area Network (LAN), and the internet. Many of our classes are designed to enhance on-line research skills – not only searching for information, but also critically examining its quality and relevance.

A pool of audio-visual equipment is available to enhance classes and independent study. Most classrooms have computer projectors and screens, and many have SmartBoard technology. The school also has a number of photo and video digital cameras, scanners, ink-jet color printers, and high-speed laser printers.

Specialized equipment is also provided for relevant courses and activities, such as microscopes for biology students, high-end graphics software for the art classroom, and a synthesizer keyboard, heavy amps and speakers for music students.

POLICIES AND LEGAL REQUIREMENTS

NON-DISCRIMINATION POLICY

Bridges Academy admits students of any race, color, religion, national and ethnic origin, or handicap to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sexual orientation, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

HARASSMENT POLICY

Bridges Academy prohibits the harassment of any member of our school community (students, faculty, staff, parents, or visitors) on the basis of sex, race, color, religion, national origin, disability, marital status, age, sexual orientation, disabled veteran or Vietnam Era veteran status, or any other basis protected by federal or state laws.

Bridges Academy is an educational institution that advocates mutual respect among all members of the school community. Bridges is committed to a learning environment for its students, teachers and parents that is free from discrimination or harassment.

Harassment includes verbal, nonverbal or physical conduct that creates an intimidating, offensive, or hostile environment or that interferes with anyone's ability to work or to learn. It includes not only behavior at school but also on the phone, through the postal service and online. While the described conduct may not constitute unlawful behavior in all circumstances, such conduct is considered unprofessional and unacceptable at Bridges Academy. See also "Respect, Responsibility and Language in the Electronic Environment" on page 29.

1. Discriminatory Harassment

Bridges Academy will not allow or tolerate any personally insulting or demeaning remarks or act based on race, color, religion, national origin, ancestry, age, medical condition, marital status, sexual orientation, physical or mental disability, or veteran status. This includes racial slurs, ethnic jokes, posting of offensive statements, posters, cartoons, or other similar conduct. Just as with sexual harassment, these acts can create a hostile environment that will not be tolerated.

2. Sexual Harassment

Sexual harassment may include unwelcome solicitation of sexual favors (coercion), unwelcome sexual advances, or other unwelcome written, verbal, physical or visual conduct with sexual overtones:

- **Coercion:** This is called "quid pro quo" sexual harassment. It occurs when a teacher, supervisor or someone in a position of authority conditions continued employment or enrollment, an employment benefit or student privilege, or status in a class on submission to or acceptance of unwelcome sexual advances.
- **Unwelcome Sexual Behavior:** This occurs when a member of the community continues to express unsolicited sexual interest in another member of the community after being told that the interest is unwelcome.
- **Hostile Environment:** This occurs when sexual conduct interferes with anyone's ability to do his or her job or to learn, and creates an intimidating, hostile, or offensive environment, including but not limited to:
 - **Written:** sexually suggestive or obscene letters, emails, notes or invitations.
 - **Verbal:** sexually derogatory comments, slurs, jokes or remarks.
 - **Physical:** assault (such as a threat), unwelcome touching, impeding or blocking movement, or closely following someone
 - **Visual:** leering, gestures and sexually suggestive objects, pictures, cartoons, posters and other materials

These examples are not an all-inclusive list of the kinds of conduct that should not occur at Bridges. The point is that any unsolicited, unwelcome, or offensive conduct that has sexual overtones is simply unacceptable. **If you**

have been told that your conduct is offensive or unwelcome, you must take that statement seriously.

Teachers and the school counselor shall discuss this policy with their students in an age-appropriate manner and shall assure them they need not endure sexual harassment. Any member of the school community who feels sexually harassed shall be encouraged to immediately inform the Head, or Division Director, who shall investigate the matter.

Any complaints of sexual harassment shall be investigated thoroughly and in a confidential manner. Anyone found to have engaged in sexual harassment of any other member of the school community will be subject to disciplinary action, which may include expulsion in the case of a student or his/her parent or guardian, termination in the case of an employee, or exclusion from school facilities for any other person.

Reporting Discrimination/Harassment

If you believe you are the victim of either sexual or personal harassment, or you witness such harassment, you should promptly report it. **No one will suffer any reprisals for reporting any incidents of harassment or for making any complaints.** Depending on what is most comfortable for you, you may report it to the Head of School, the Division Directors, or any staff or faculty member with whom you feel comfortable and safe. Faculty or staff who receive complaints or who observe improper conduct should immediately inform the Head of School. Bridges Academy will then make every effort to investigate all such claims promptly, thoroughly and confidentially, to the greatest extent possible. The school will inform the involved parties about its decision regarding the alleged harassment.

CHILD ABUSE REPORTING POLICY

Under certain circumstances, we are required by law to report to the Los Angeles County Department of Child and Family Services any evidence of possible child abuse. If we must do so, every effort will be made to maintain the privacy of all individuals involved.

TECHNOLOGY RESOURCES POLICY

Student Personal Computers

Every Bridges student is expected to own a suitable laptop computer, and many classes require it to be brought every day, just like a textbook, for Internet research, test- and note-taking, essay writing, science and math graphing, and many other purposes. By "suitable" we mean that each student's laptop should be equipped with Internet access (both wired and wireless), an up-to-date operating system, Microsoft Office, current virus protection software, a firewall, and enough memory and computing power to do reliable work at useful speeds.

Specifically, for a MAC, we minimally recommend a new laptop with OS X 10.3.5 and Microsoft Office v.X. A somewhat older machine with OS 9 and/or Microsoft Office 2001 will not suffice.

Similarly, for a PC, we recommend a Pentium 3 or above (or the AMD equivalent), Windows XP Home Edition or Window Me, and Microsoft Office. Avoid any PC which originally ran Windows 98 or below.

Microsoft Office comes in many flavors, offering different applications in each package. Microsoft Office applications that are required for all Bridges students are Word, Excel and PowerPoint.

Bridges does not impose a choice between a MAC and a PC, although we are a MAC-based school. Popular software applications from companies such as Microsoft, Adobe and Macromedia generate files that are system-neutral.

With regard to hardware features, we recommend 512MB of RAM. For multimedia production or game-quality animation, no amount of disk space is ever enough, so students with such ambitions will eventually need FireWire or USB-2 ports for mounting extra hard drives and connecting peripheral devices.

Laptops need to be ready to plug into the school network through BOTH Ethernet and wireless systems.

Finally, because technology requirements may change from year to year, please refer to the technology letter that was sent with the July enrollment packet.

EMAIL AND WEB ACCESS

Each Bridges parent must provide us with complete contact information, including an email address. Both private messages and general announcements are sent to that email address. Although there are occasional mass snail mailings, school personnel, students and parents rely heavily on electronic communication.

Bridges Academy also maintains a public website at www.bridges.edu. This provides information for current and prospective Bridges families, such as the school's history, policies, faculty members, courses, and fees, and

access to the Bridges online calendar.

Students are reminded that, just as would be the case if they were using email services provided by an employer, they have no privacy expectation in their school email, group email lists, or any school technology. Users should not be writing anything on the school email that they would not say in a room where anyone from the entire school community, including parents, could hear it.

STUDENT INFORMATION SYSTEM

Bridges uses a secure, web-based student information system called PowerSchool for all high school-level classes. This provides parents, students and Bridges faculty with current information on grades, assignments, and attendance records. Tutorial sessions and passwords are provided for each high school family at the beginning of the fall term. Please call or email Jim Bowers to schedule an appointment.

COMPUTER USE GUIDELINES

Bridges provides convenient, high bandwidth Internet access and other technology resources for students and staff. Use of the Internet server and other resources is a privilege, not a student right. The following guidelines govern the use of the school's Internet server, hardware, software and other technology resources.

1. The maintenance and upkeep of student-owned laptops is not the school's responsibility. Each family is responsible for maintaining the student's laptop in good working order. When not in use, student laptops should be left in students' backpacks or in a classroom or office.
2. The school's technology resources, including the Internet access service, are provided as an educational aid. Use of these resources is for educational purposes only.
3. Students are not permitted to attempt unauthorized access to the school's Student Information System (SIS), hardware routers, servers, desktop computers, laptops or other technology resources.
4. Students are not permitted to use the school's Internet access service or other technology resources to view, retrieve or distribute malicious, hate-oriented or pornographic materials.
5. Use of the school's technology resources to distribute junk email (AKA SPAM) or to gain unauthorized access to or distribute internal or external networks, web servers or computer systems is prohibited.
6. Students are not permitted to use the school's technology resources to set up or operate personal networks, web or Internet servers.
7. Use of the school's technology resources to illegally obtain or distribute copyrighted materials, including software and music files, is prohibited.
8. Use of student-owned laptops during classes is at the discretion of the classroom instructor. Under no circumstances are students allowed to play any kind of computer or other electronic games or engage in social networking communications in academic classes.
9. The transfer or distribution of copyrighted materials from student computer to student computer is not allowed on the school premises. Students are notified that such activities are illegal and may result in criminal consequences.

RESPECT, RESPONSIBILITY AND LANGUAGE IN THE ELECTRONIC ENVIRONMENT

One of the core components of the Bridges mission is to promote constructive and responsible citizenship by fostering respect and responsibility among our students. From time to time we face challenges working with students who do not show respect and responsibility through their words and deeds. Regarding language, we have expressed our expectations earlier in this Handbook by stating simply that members of our community may not denigrate one another on the basis of race, sex, religion, cultural heritage, appearance or sexual orientation. As a school we do not tolerate speech directed at any individual or the community that is obscene, libelous, slanderous or hurtful, incites students to violence, invades the rights of others, or contributes to the substantial disruption of the orderly operation of the school. This policy and the penalties for those who do not adhere to the expectation are outlined earlier in this Handbook.

In recent years, new challenges to our policy of respect and responsibility have been posed by technology, as the use of email, instant messaging, social networking sites, personal websites and live journals ("blogs") has occasionally created a temptation to use offensive or hurtful language. Because of the transparency of this technology, we have decided that the Bridges policy of restricting offensive or hurtful language applies to email, instant messaging, social networking sites, personal websites, blogs, and other forms of electronic written communication directed at anyone in the community, even if the messages originate off campus. The reason for this is simple: hateful, hurtful, or threatening written messages can seriously damage individuals and can undermine our community and its safety.

Many schools are adopting policies such as this one and some have challenged the policies, suggesting that they undermine a school's strong commitment to free speech. At Bridges, the free expression of ideas is prized. Our focus is on the offensive, hurtful or violent language prohibited in our policies. We do not seek to monitor students' Internet or web-based communications off campus. When infractions are brought to our attention, however, our school's policy and its consequences will be enforced.

The ultimate goal of this statement about respect, responsibility and technology is to maintain the Bridges community, where all individuals are safe and respected, and where intolerance is not accepted.

Please visit our website at www.bridges.edu where you will find continual updating of school information.

BRIDGES ACADEMY
Student and Parent Learning Agreement
2011-2012

Welcome to Bridges Academy. In return for upholding and following our community standards, students have the opportunity to interact in close learning relationships with adults, access and utilize a wide range of resources, and expect to be treated as responsible and caring human beings. We require that both parents and students read the Student-Parent Handbook, and sign and return this agreement to the front desk by the first week of school. **For eligible students, no off-campus privileges will be granted until the Learning Agreement has been signed and returned to Bridges.**

I, _____
(student name)

understand that there are certain academic and behavioral expectations I must meet in order to maintain the level of responsibility granted to me by this contract, to satisfactorily complete my academic year at Bridges Academy, and to be asked to return for the following school year.

All of us (the undersigned) have read and understood the Bridges Academy 2011-2012 Student-Parent Handbook, and agree to comply with all of its requirements as a condition of my continued enrollment.

Date: _____ Student Signature _____

Date: _____ Parent Signature _____

Date: _____ Parent Signature _____