

# Board Packet Item 1

10/9/11

To The Bridges Board.

New Bell schedule

I was very surprised, sad and frustrated to see an email this morning about the new bell schedule.

I can see that upper-graders and the lower graders are being separated during lunchtime, which was one of the reasons for making Bridges. Parents and teachers from Open classroom were tired of the kids not being able to have lunches together. We wanted to have students come together across the classrooms and get more connected. We wanted the parents to be able to come on campus during lunchtime and sit down with their children from different grade levels and enjoy lunch together.

I even remember Randy Witt quoting to the Acorn, after being denied the charter by CVUSD district, that the reason we wanted to make Bridges Charter school, was so all the kids could have lunch recess together.

What you are doing by changing the bell schedule is so against all the principals and the philosophy of the school. You are disconnecting the students. You are trying to solve a problem by putting a bandage on an infected wound instead of trying to find a cure for healing it.

I know it doesn't really concern me because I only have one child at Bridges, but it concerns me a lot the turn that Bridges is taking by making an irrational decision like this one.

Helle Rasmussen

# Board Packet Item 2

# BRIDGES Charter School

MINUTES – PUBLIC MEETING OF THE GOVERNING BOARD

**Monday, October 10<sup>th</sup>, 2011**

at 6:30 p.m.

Meeting Location: Multipurpose Room, BRIDGES Campus,  
1335 Calle Bouganvilla, Thousand Oaks, CA

## AGENDA

### A. OFFICIAL OPENING OF THE MEETING

1. Call to Order at 6:32 pm
2. Reading of the BRIDGES Vision Statement
3. Roll Call and Establishment of Quorum

	<u>Present</u>	<u>Absent</u>
<i>Jon Baker</i>	X	
<i>Terri Childs</i>	X	
<i>Kim Convy</i>	X	
<i>Jim McGlynn</i>	X	
<i>Randy Witt</i>	X	

4. Approval of Agenda for the current Public Meeting of BRIDGES Charter School Board of Directors.

- Motion to approve agenda for this Meeting  
Motion made by: Terri  
Motion seconded by: Jim  
Action: 5 Yes

### B. PUBLIC COMMENTS

1. Stephanie Hagenbach: Some parents questioning teaching methods in her child's classroom. Ms. Heather and Ms. Teresa take very Whole Child approach in classroom, with clear boundaries, lots of order, learning and purpose. This year there's more learning than by this time last year. When don't let teachers do what they're hired to do, it chips away at their skills.
2. Robin Poole: Expressing support for Ms. Heather/Ms. Teresa's classroom as well. Her son's in their class and they're very happy with the teachers, wouldn't change a thing. Yet she's seen a teacher question if she has the right to enforce policies to encourage learning. She provided a letter for the Board.

## C. CORRESPONDENCE

1. Erin Morrissey: *(Board Packet Item 1)*
2. Hilda Salas: *(Board Packet Item 2)*

## D. STUDY SESSION:

*(Discussion Only – No Action taken) In order to encourage a school community in which all members are active participants, the Board will offer time for the community and the Board to discuss items of importance or concern on topics within the following categories:*

### 1. Community Board Nominee evaluation and questioning

- *Kathryn Vanderluit:* Retired school psychologist from VCOE with over 20 years job experience. She has 4 children, all CVUSD graduates, and her grandchild's now attending in CVUSD. She's worked many settings: juvenile hall, regular education, and emotionally disturbed children. She's been a behavior case interventionist, and worked through SELPA for parent groups. She's used many ideas from Whole Child philosophy, as they mesh with her ideas. She's been aware of BRIDGES since school's inception, always interested in working with a school district. She heard about position from Hilda. She has served on two other professional boards.
- *Lori Jacobs:* Stay-at-home mom who has a passion for the BRIDGES program, wants to be involved. Her youngest child was in Open Classroom, now home schooled. She's been involved in child care, early child evolution, and believes in Circle Time. She was active in School Site Council in 1980s, was in PFA at Acacia Elementary, and on committees in Open Classroom. She's a safety belt Safety Technician. She has a UCLA Early Childhood Certificate and attended a Waldorf seminar. She'll be on campus on a drop-in basis. She's educated herself about Special Ed code due to issues with her youngest daughter.
- *Kenneth Leopold:* Dentist with 3 students at BRIDGES, in K, 4<sup>th</sup> and 8<sup>th</sup> grades. His children have become much happier at BRIDGES. Likes more parent involvement and wants to be on Board to participate in decision-making process. Moved to Thousand Oaks in 1975, attended Los Cerritos Middle School, Thousand Oaks High, Cal Lutheran, and USC Dental School. Prior board experience: Treasurer, Vice President and President of Conejo Valley Dental Association. Has been a Treasurer on Volunteer Fire Fighter Board. He's been a yard duty at BRIDGES, and can provide volunteer time at night.

### 2. General comments on:

- a. Student Achievement
- b. School Mission and Vision
- c. Community Engagement

Erin Morrissey: What are the expectations for student's behavior? Are these in place and have they been communicated to the children? Other schools teach top 5 values, so kids speak the same language. Behavior is sometimes borderline, hard to judge. For example, at assembly,

while Hilda speaking, kids weren't listening and had backs turned. Nothing on campus has made expectations explicit.

Hilda: Sun was in students eyes. Assemblies are a new practice for school. Had session yesterday, and session in the summer, dealing with BRIDGES Values. What values are we focusing on this month? New handbook will help families teach behavioral expectations to kids. Letter mentioned 'Character building events.' Recommends having Juliet carry this idea forward.

Juliet: WASC accreditation: ESLRs (Expected Schoolwide Learning Results) and Community Values will be developed for this process.

Jon: "Cool Tools" program from Open Classroom worked to create common language. How would something like this come about?

Hilda: We'll bring this to staff and see how it unfolds. Tina has training in conflict resolution, in process with teaching other teachers.

Tina: When focus on one specific trait, don't forget the others. Want values to be in all aspects and build it naturally. Don't be too scripted or structured.

Stacey Dourthe: Agrees that character traits valuable. Suggests having a 'friends day' that workshops this for everyone at school.

Lynnell McElhannon: Appreciates the letter. Her son loves school now. Fears losing time by going through lengthy process; please push some things forward. Some things are simple. Treat others the way that you want to be treated

Kim: This is an important area.

Jon: Powerful tool to have this

Randy: Common language needed, especially on the yard.

Jim: Wants *all* staff to be involved.

Tina: Teachers having Christian Greene hour on positive discipline with all staff attending. Staff book club, reading *The Power of their Ideas*, by educator Deborah Meier, about a school like BRIDGES in 1970's Harlem. Some teachers, administrators can duplicate what they've done.

Tiffany: Brown Act is limiting to community, doesn't provide for parent involvement during board meetings. Brown Act lets you watch as Board conducts its business. Meetings limited in time so this is an opportunity to talk to Board about different topics. No action taken, but Board listens to public in this Forum.

## E. REPORTS

- 1. Director** – Frisk training on progressive discipline for staff will be held at VCOE next week, with several people attending. She's training for Administrator Credential on Wednesday nights. Also training on de-escalation procedures with students. Has received 'inappropriate touching' information from Dr. Morse. Working on disaster and safety plan, which includes: procedures for fire, lockdown or earthquake; search and rescue, evacuation plan. Will hold a mock major disaster to practice skills. Special education needs half time resource teacher to remain compliant. Staff working with document camera and projector to reduce paper usage by projecting work on the wall. Started new staggered lunch times today: grades 1-4 out at one time and grades 5-8 out at another time. Currently 268 students enrolled with goal of 271. 5 spaces in primary grades so could go to 273. Had been down by 18 students, and with lots of hard work and working with local community, have brought in more kids. Will hold Parent Information Night on October 27th. New families told about parent volunteering, food program, recycling program. Walked kids through school this weekend, families are offering their time and help. Can use Marquee to promote values
- 2. Education Coordinator** – Things running smoothly; students know the expectations. Many new students coming in and teachers say current students are being welcoming. MATES, VCS and Cape also have staggered lunch times. 1<sup>st</sup> and 2<sup>nd</sup> graders went to La Brea Tar Pits via school bus; will soon visit Thousand Oaks Library. 3<sup>rd</sup> and 4<sup>th</sup> graders did terrific presentations, dioramas, Power Points on varied topics. 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders learning ballroom dancing from local company, 'Dance for Wellness', courtesy of a local philanthropist. Final performance will be in December at Los Cerritos. The 7<sup>th</sup> and 8<sup>th</sup> graders will be going to Santa Barbara for marine science on an overnight trip. Juliet is working with teachers on professional development, as well as positive discipline with Kristen Green and Sandy McGlynn. Faculty preparing for Parent Teacher conferences.
- 3. Homeschool Coordinator** – Student count reduced to 50 enrolled due to students' switching to on-site program. A reporter from the *Acorn* visited and she's looking forward to the resulting article. Changing enrichment calendar; adding LEGO for the second half of semester. Will follow new lunch schedule too. Field trip to Post Office in Van Nuys. Harvest Festival potluck on Oct 31<sup>st</sup>, with kids dressing up as fruit or vegetable. They'll be going to Moorpark Teaching Zoo in January.
- 4. Special Education Coordinator** – Teachers very accommodating about special ed students. Now have 28 cases, maximum for school. 5 pending evaluations, and if they go through, BRIDGES will be above caseload maximum. We can get a waiver through the state to have up to 31 cases, but difficult, long term process. Getting Special Ed teachers for substitutes now. Met with Mary Campell, Hilda and Tiffany at SELPA.
- 5. VCOE Representative** – She's looking forward to VCBOE meeting on October 24<sup>th</sup>. Presentation materials needed by the 19<sup>th</sup>, Board packet deadline is the 21<sup>st</sup>.
- 6. BSA (Board Packet Item 3)** – California lost \$11.5 million in public charter school grant money after being written up last summer. BRIDGES grant already approved so this isn't a problem. But

Federal government conducted an audit, and now grant money not allowed to cover back office services. State guidelines have changed 3 times in 3 years. "They're switching the rules as the game is being played." Will meet with Hilda Friday to develop multiyear plan based on grant. There will be an exercise in number shuffling. AB114 didn't allow schools to budget revenue cuts. Now rules only apply when budget adopted; must earmark in reserves, in case cuts made in January. Wants capital asset policy for BRIDGES after meeting with the auditor. Otherwise December 15th target date to see about cuts. May be 4%, or \$63,000.

**7. PAC (Board Packet Item 4)** – Met on Oct. 3<sup>rd</sup>. Community fair was big success. Cindy Rodgers and Social PMC organizing Bingo Night. Box Tops for Schools in process. Library making progress with painting and floor, will set up books soon. Food PMC working on Harvest Festival. "Food police" letter being written.

Cindy Morrow: PAC will spend over \$10K for library books, \$6K for software, more for miscellaneous items. Before PAC will fund these, must identify needs. PAC spent \$2K on textbooks. Moved \$28.5k to special account to pay for Specialists. Community Fair brought in about \$8500. Account now at \$12K, before fair account had \$3.5K. Total is about \$45K. The PAC projected to be at \$47.5K, already \$5K under projected estimate. Concerned that teachers will have enough funds, ability to pay for Specialists. May have to reduce Specialists time due to lack of funds. Must continually re-evaluate. Meeting on Oct 17<sup>th</sup> to brainstorm with parents about why school isn't engaged and improving fundraising.

**8. Individual Board Members:**

Kim – 1<sup>st</sup> board training, 6 hour workshop with NPA and staff at Jon's studio, was successful and fun. Learned 'Board versus staff' responsibilities, team building. Best thing was cultivating 'culture of positivity.' There will be changes. EG: "All Aboard" section to start in *Directors Notes*. Set goals and monitor via milestones and achievements. More to come.

Jon – Appreciated this too. Learned a lot, good team building.

Randy – Focused on amount of work that we do, organized, keep stretching ourselves in terms of what we need to achieve. Goal = do it as a group.

**F. CONSENT AGENDA ITEMS**

**1.** Consideration of the approval of the minutes from September 26th, 2011 BRIDGES Board of Directors Meeting (*Board Packet Item 5*).

- Motion to approve Consent Items made by: Kim  
Motion seconded by: Jon  
Action: 5 Yes Abstentions: 0

**G. INFORMATION AND DISCUSSION ITEMS**

*These items are presented to the Board for information only and are not subject to action at this meeting. These items may be added to a future meeting for action by the Board.*

**1.** Discussion of the All-Call System status and use for general communication as well as emergency communication. (by Randy Witt)

Hilda looking into this! We can add email module, and use for vaccinations, language translation service, surveys. Need 3 bids for Grant money. Getting estimates from Blackboard Connect,

Global Connect, and Voice Shot Outbound. Jon Baker suggested finding a sponsor to underwrite this. Will be an action item at next meeting.

**2. Discussion of posting of policies on the website (by Jim McGlynn, Cindy Morrow)**

- A. Existing policies
- B. Board Vacancy Filling
- C. Weapon and Dangerous Instrument Policy

Jim will work with Cindy. Jon can also post these.

**3. Discussion of (funds allocated to/bids on) technology and their implementation (by Kim Convy)**

- A. Wiring plan
- B. Wireless installation
- C. Computers in classroom

Have 2 bids in to figure out school wiring plan, determine why slow speed. 1 bid said it's slow due to daisy chaining. Trying to reach CVUSD about wiring. Need 3 bids but if district has data plan then will use it and save \$2K. Wireless still not hooked up. Once we have wiring plan, can order cabling and equipment at wholesale.

Hilda: There's limited wireless in parts of school. Never had wireless in other areas. Will call CVUSD contact to push from the top.

Will be an action item for next Board meeting.

**4. Discussion of status of VCOE presentation: mock presentations and readiness meetings (by Randy Witt, Hilda Salas)**

Hilda will meet with Tiffany on Thursday with Power Point draft. Format has been provided, is straightforward. Tiffany says many people can attend the presentation.

**5. Discussion of viability of dates for pending items;**

- A. BRIDGES Personnel Policy due November 14<sup>th</sup> (by Hilda Salas)

This date is fine

- B. Discussion of WASC readiness and integration due November 14<sup>th</sup> (by Juliet Herman, Kim Convy, Tina Lorch)

This date is fine too; will email VCS to find out which strategic planner they worked with Will find costs and move it along.

**6. Discussion of Assessments and Examinations Policy (*Board Packet Item 6*) (by Randy Witt)**

This came from Cape Charter School. Currently working on providing many policies. Need Dispute Resolution Board Policy and Pupil Record Board Challenge.

Hilda has a binder of policies by California Charter School Development Policy.

Tiffany says don't reinvent the wheel, these policies already exist. Attorneys have been involved.

Tabled until we get policies from Tiffany and Cape

7. Discussion of Gift Acceptance Policy (*Board Packet Item 7*) (by Randy Witt)  
Jim wrote this based on line of text from Randy. Designed to prevent giving one teacher lavish gift for a good grade. Spirit of policy is to not interfere with school donations or helping classrooms. All agreed to increase the gift amount to \$250. This will be an action or consent item at next Board meeting.

## H. ACTION ITEMS

1. Election of new Community Board Member.

Three possible votes: Candidate A, Candidate B, and Undecided.

1<sup>st</sup> Election, for Community Board Member: Kathryn and Lori are the two candidates.

- Roll Call Vote:  
Jim: *Kathryn*  
Randy : *Kathryn*  
Terri: *Kathryn*  
Jon: *Kathryn*  
Kim: *Kathryn*

2<sup>nd</sup> election, for Parent Board Member: Lori and Ken are the two candidates.

- Roll Call Vote:  
Kim: *Neither*  
Jon: *Lori*  
Terri: *Kenneth*  
Randy: *Kenneth*  
Jim: *Kenneth*

The two newly elected Board Members, Kathryn and Kenny, will be seated at next meeting.

2. Approval of Volunteer Policy (*Board Packet Item 8*) (by Jim McGlynn)

Remove "in accordance with the rules of AB13th.."

Jon: Have to pay \$60 bill to work in the kids classroom. Must do this.

Kim: Team with MATES for this.

Tiffany: She will be monitoring progress, and sees that we're working towards compliance

Public Comments: none

- Motion made by: Jim as amended  
Seconded by: Terri  
All 5 in favor

3. Approval of Weapons and Dangerous Instrument Policy (*Board Packet Item 8*)  
(by Randy Witt)

Public Comments: none

- Motion made by: Terri  
Motion seconded by: Kim  
Action: 5 Yes Abstentions: 0

4. Approval of Suspension and Expulsion Policy for BCS to be adjusted from VCS policy  
(*Board Packet Item 9*) (by Randy Witt and Jim McGlynn)

Extensive policy. Read Cape, MATES policy. This is already in BRIDGES charter.

Public Comments: none

- Motion made by: Kim  
Seconded by: Jim  
Action: 5 Yes Abstentions: 0

### **I. CLOSED SESSION**

Currently there are no items.

### **J. NEXT MEETING DATE SELECTION**

Due to conflict with VCOE Presentation, Board will meet on October 20<sup>th</sup> at 6:30 pm

### **K. ADJOURNMENT by 9:35 pm**

- Motion made by: Terri  
Motion seconded by: Jon  
Action: 5 Yes Abstentions: 0

Respectfully submitted,  
Terri Childs

# Board Packet Item 3

## **Policy on Acceptance of Gifts**

All gifts or donations to BRIDGES faculty or staff in the amount of, or valued at, \$250.00 or greater must be reviewed by the Board at a regularly scheduled Board meeting. The Board reserves the right to refuse or return any such gift deemed inappropriate.

No BRIDGES faculty or staff may accept more than 5 gifts of any value from one individual, organization or entity in a single school year, except gifts that support classroom learning and activities, such as books, paper, art material and other similar items.

This policy is not intended to prevent donations of any value to be made to BRIDGES Charter School.

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 4

## **Policy for Management Of District Assets/Accounts**

### **Business and Noninstructional Operations**

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

(cf. 3000 - Concepts and Roles)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3312 - Contracts)

(cf. 3314 - Payment for Goods and Services)

(cf. 3460 - Financial Reports and Accountability)

### **Capital Assets**

\*\*\*Note: Statement #34 from the Governmental Accounting Standards Board (GASB), the national group responsible for establishing accounting and financial reporting standards for state and local governments, requires that districts determine an appropriate capitalization threshold and identify and value capital assets. The California Department of Education (CDE) recommends, for most districts, a capitalization threshold that includes a unit acquisition cost criterion of at least \$5,000, although a lower threshold may be necessary for small districts and higher threshold for larger districts. The following optional paragraph establishes a \$5,000 capitalization threshold consistent with the CDE's recommendation. The district should revise the following paragraph if it has established a different threshold.\*\*\*

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

(cf. 3440 - Inventories)

### **Internal Controls/Fraud Prevention**

\*\*\*Note: Internal controls are defined as safeguards that are in place to provide assurance regarding the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. Internal controls are checks and balances to help prevent fraud, waste, and abuse.\*\*\*

\*\*\*Note: The following section contains recommendations by auditors of internal control policies and procedures and should be modified to reflect district practice. \*\*\*

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Legal Reference:

EDUCATION CODE

14500-14508 Financial and compliance audits

35035 Powers and duties of superintendent

35250 Duty to keep certain records and reports

41010-41023 Accounting regulations, budget controls and audits

42600-42604 Control of expenditures

42647 Drawing of warrants by district on county treasurer; form; reports, statements and other data

GOVERNMENT CODE

53995-53997 Obligation of contract

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Fiscal Accountability, 2006

School Finance CD-ROM, 2005

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

Statement 34, Basic Financial Statements - and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, School Finance: <http://www.cde.ca.gov/fg>

California State Controller's Office: <http://www.sco.ca.gov>

Fiscal Crisis & Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California: <http://www.sscal.com>

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 5

## Policy on Corporate Sponsorships

The BRIDGES Board recognizes and appreciates the financial support received from Federal and State funding sources and from local taxpayers. The Board desires to expand revenue sources for the financial needs of the school and encourages financial support to the school from non-school sponsored organizations. The Board believes school-community relationships based on sound principles and community input can contribute to maintaining and improving high quality education programs and facilities. Corporate sponsorship activities that are consistent with the goals, objectives and philosophy of BRIDGES Charter School may be evaluated and recommended to the Board for implementation.

### Definitions

**Corporate Sponsor:** A non-school sponsored person and/or organization that provide support to the school through financial or material means in exchange for recognition and/or acknowledgement.

**Administration Team:** The Director, Education Coordinator and one or more additional staff members appointed by the Director for the purposes of reviewing corporate sponsor proposals.

### Policy Conditions

This Policy shall be administered to protect BRIDGES Charter School, its pupils, programs and/or staff against exploitation. Examples of exploitation include, but are not limited to:

- the Sponsor does not adhere to the terms of the sponsorship agreement between the sponsor and the Board,
- the Sponsorship is having an adverse impact on the educational program,
- the Sponsor becomes associated with any type of activity that is contrary to the mission of BRIDGES Charter School,
- the Sponsor becomes involved in an illegal or other prohibited activity,
- the Sponsor becomes insolvent or otherwise transfers all or substantially all of its assets;
- the Sponsor misrepresented material facts when entering into the sponsorship arrangement; or
- other reasons as set forth in the sponsorship agreement.

This policy is not intended to be used in the place of other corporate or individual business arrangements such as the use of school district facilities for advertising goods or services or other transactions that would be subject to the public bidding laws.

## **Corporate Sponsorship Proposals**

A potential corporate sponsor must submit a written corporate sponsorship proposal to the Administration Team. An organization's sponsorship activity may include, but is not limited to, financial support to a school curricular or co-curricular activity or program, a school facility improvement, and/or a school assembly program. No pupil or staff member will be required to participate in any activity as a condition of a corporate sponsorship. In appreciation for such sponsorship, the school district will appropriately acknowledge the organization's contribution to the school district. The acknowledgment may include a public address announcement at an activity, signage at the activity or on school grounds, All-Call announcements, or through other reasonable means. Temporary posting of signs identifying the sponsor shall not be considered the district's endorsement of the product or service of a company.

The corporate sponsorship proposal shall include the specific sponsorship activity, the proposed time period/duration of the activity, the requested acknowledgement, and the terms of termination in the event the Board decides to terminate such corporate sponsorship. The return of any benefits provided to the district as a result of the Board's termination will be limited to and in accordance with the provisions of the written corporate sponsorship proposal approved by the Board.

## **Board Approval of Corporate Sponsor Activities**

All corporate sponsorship proposals in excess of \$1,000 are required to be approved by the Board upon the recommendation of the Administration Team. Corporate sponsorship proposals of less than \$1,000 may be approved by the Administration Team and/or the PAC. The committee shall submit all corporate sponsorship offers to the Administration Team for review and approval in accordance with this Policy

In the event there are competing proposals for the same or similar sponsorship, the Board President will designate an Ad Hoc Board Committee to review the Administration's recommendation to the Board. All corporate sponsorship proposals recommended by the Administration Team will be discussed at a public Board meeting with the proposal being included on the Board Meeting agenda.

## **Duration of Corporate Sponsorship Activities**

A corporate sponsorship shall not exceed 12 months in duration unless it is made in conjunction with an ongoing capital project. In the case of a donation in support of an ongoing capital project, the term of the sponsorship shall be set forth in the Sponsorship Agreement.

At the conclusion of this approved period, and if the sponsor desires to continue the sponsorship, a request to extend the Sponsorship Agreement must be prepared by the sponsor and submitted to the Administration Team for approval by the Board for another period not to exceed 12 months. There shall be

no expectation a corporate sponsorship will be renewed beyond the Board approval dates. There shall be no limit to the number of times the Board renews a Sponsorship Agreement.

The Board reserves the right to terminate the sponsorship at any time. Therefore, all corporate sponsorship proposals must include provisions for such termination, which may include the return of any excess funding, goods, and/or services provided to BRIDGES Charter School.

The Administration Team is responsible for maintaining the following records of sponsorship activities:

1. A list prepared annually of activities for which sponsorships in the amount of \$1,000 or less will be accepted for the next fiscal year. The list will be made available to the public upon request and presented to the Board at the first regularly scheduled Board meeting each April.
2. A log of all sponsorship contracts in effect during the school year. The log shall include the following information for each sponsorship
  - 2.1 Name and address of sponsor
  - 2.2 Date sponsorship contract executed and location of contract
  - 2.3 Authorized signatures which appear on contract
  - 2.4 Contract term
  - 2.5 List of benefits received by the school, including dollar amount
  - 2.6 List of approved sponsorship activities
  - 2.7 Annual monetary benefit to sponsor if sponsorship involves product sales

## **Requirements**

Any agreement to enter into educational sponsorship will be in writing. The written agreement submitted by the corporate candidate shall include:

1. A statement of the educational purpose for the relationship.
2. A statement that the School Board has the right to terminate the agreement without penalty if it determines that the agreement is having an adverse impact on the educational or other experience of students or the school community.
3. A statement defining how the benefits arising from agreement will be distributed
4. A statement detailing the specific benefits to the school or school district from the agreement

5. A statement clearly defining the roles, expectations, rights, and responsibilities of all parties to the agreement. This statement shall include a statement of whether the agreement permits the sponsor to advertise in connection with the agreement and if so, the extent of such advertising.
6. The duration of the agreement.
7. A statement that the School Board retains the exclusive right to authorize the use of its name, logo, or other similar information.
8. A statement that the School Board must approve its identification as a partner or co-sponsor in all publicity materials.
9. A statement of the monetary value to be received pursuant to the agreement.
10. A statement that if an agreement is terminated because of an adverse impact on the educational experience of students, no other agreement for an educational sponsorship will be entered between the School Board and the partner or sponsor's whose agreement has been terminated for a specified period of time.
11. A statement of the basis on which students will be permitted to participate in the program or otherwise benefit from the agreement.
12. A statement that the sponsor assumes the responsibility for obtaining the consent of any student or School Board member or employee whose likeness may appear in any materials disseminated by the partner or sponsor.
13. A statement disclosing any relationship between the sponsor or partner, or any of its employees or major stockholders, and any student or School Board member or employee.
14. A statement that all sponsorships will be consistent with all federal and state laws, local ordinances and School Board policies and regulations and with all preexisting School Board contracts including but not limited to the California Law Against Discrimination, the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Improvement Act.
15. A statement that no sponsorship shall exploit any student or School Board employee.
16. A statement that no sponsor or partner shall be permitted to collect personal information, including names, addresses or telephone numbers of students, employees or Board Members of BRIDGES Charter School because of the sponsorship.
17. A statement that any curriculum materials provided pursuant to the agreement will be held to the same standards as other curriculum materials.
18. A statement that any participation by any student or BRIDGES employee in any activity established pursuant to the agreement will be purely voluntary. If a student or BRIDGES employee wants to participate in any sponsored activity but objects to using the materials provided by the sponsor or partner, the sponsor or partner must supply substantially similar materials to which the student

does not object for that student to use in the activity. If a student objects to using materials provided by the sponsor or partner, the BRIDGES employee in charge of the activity shall provide for a means by which the student's objections are made known to other students involved in the activity and by which those objections are discussed in an educational manner.

## **Prohibitions**

No agreement shall be entered into if the sponsorship involves or gives the appearance of involving any activity which could result in the following:

1. Promotion of hostility or violence;
2. An attack on ethnic, racial, or religious groups;
3. Discrimination prohibited by any law or School Board policy;
4. Promotion of the use of drugs, alcohol, tobacco, or firearms;
5. Promotion of sexual, obscene, or pornographic activities; or
6. Promotion of any image that is not in keeping with the established goals and purposes of the School Board.

## **Applicable Laws**

All corporate sponsorship proposals presented and approved by the Board shall be consistent with competitive bidding and purchasing laws, district policy and regulations, and all applicable Federal and State laws, administrative codes, rules and regulations.

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 6

# Policy on Grievances and Complaints

## 1. General Grievance & Dispute Principals

1.1 The Board accepts responsibility for providing a means by which complainants can hold parties accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

1.2 The Board encourages the early, informal resolution of complaints whenever possible.

1.3 The Board prohibits retaliation against complainants. The Executive Director or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. SCHOOL will not investigate anonymous complaints unless it so desires.

1.4. SCHOOL will disseminate annually a written notice of the SCHOOL's complaint procedures to students, employees, parents/guardians, advisory committees, and other interested parties.

## 2. Complaints Concerning SCHOOL Employees

2.1. The Executive Director or designee shall develop regulations which permit the public to submit complaints against SCHOOL employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

2.2. The Executive Director or designee shall determine whether a complaint should be considered a complaint against SCHOOL and/or an individual employee, and whether it should be resolved by the SCHOOL' process for complaints concerning personnel and/or other SCHOOL procedures.

2.3. To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against SCHOOL employees:

### 2.3.1. Parent-Employee Meeting

2.3.1.1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns (e.g., Teacher, Specialist, Staff Member).

### 2.3.2. Parent Complaint to Executive Director

2.3.2.1. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the Executive Director or his/her designee who will attempt to resolve the complaint.

2.3.2.2. A copy of the written complaint will be provided to the affected employee.

### 2.3.3. Parent Complaint to the SCHOOL Board

2.3.3.1. When a parent complaint to the Executive Director does not result in a resolution of the complaint, the Board may elect to review the complaint if requested by the parent.

2.3.3.2. If the Board elects to review the complaint, the written complaint, accompanied by the written response of the Executive Director (copies of which have been provided to the affected employee), will be reviewed in Closed Session of the Board and a written response provided to both the parent making the complaint and the affected employee.

2.3.3.3. Complaints related to the Executive Director should first seek resolution through direct communication between the complainant and the Executive Director. If a complainant is unable or unwilling to resolve the complaint directly with the Executive Director, they may request review of the complaint by the Board. The complaint should be filed in writing with the Board.

2.3.3.4. The decision of the Board shall be final.

2.4. Any complaint of child abuse or neglect alleged against a SCHOOL employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

## 3. Personnel Complaints

3.1. The Board recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects that employees will make every effort to resolve complaints and disagreements informally before filing a formal complaint.

3.2. The Board prohibits retaliation against complainants. The Executive Director or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

3.3. All matters related to a complaint shall be kept confidential and any document, communication, or record regarding the complaint shall be placed in a separate file and shall not be placed in an employee's personnel file.

3.4. Except as specified below, the following procedure shall be used for any complaint by an employee alleging misapplication of the School' policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper SCHOOL activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety. Any of the time limits

specified in this procedure may be extended by written agreement between SCHOOL and complainant.

#### 3.4.1. Step 1: Informal Complaint Process

3.4.1.1. Prior to instituting a formal, written complaint, the employee shall first discuss the issue with the Executive Director. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

#### 3.4.2. Step 2: Site Level Formal Complaint Process

3.4.2.1. If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with the Executive Director or designee within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given at the preceding step.

3.4.2.2. In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

3.4.2.3. Within 10 working days of receiving the complaint, the Executive Director or designee shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

#### 3.4.3. Step 3: Appeal to the Board

3.4.3.1. If a complaint has not been satisfactorily resolved at Step 2, the complainant may file a written appeal to the Board within five working days of receiving the Executive Director or designee's response. All information presented at Steps 1 and 2 shall be included with the appeal and the Executive Director or designee shall submit to the Board a written report describing attempts to resolve the complaint along with all documented responses.

3.4.3.2. The Board may uphold the findings by the Executive Director or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

3.4.3.3. The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 7

## **Policy on Actions to be Taken in Case of Disaster**

### **PURPOSE:**

The Board of Directors BRIDGES Charter School recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

### **SCOPE:**

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.

### **GENERAL POLICY STATEMENT:**

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:**

#### **7. Emergencies And Disaster Preparedness Plan**

- 1.1. 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").
- 1.2. In developing the school emergency plans, the Director or designee shall collaborate with city and county emergency responders, including local public health administrators.
- 1.3. 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.
- 1.4. 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 disasters 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.

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

## 8. Components of the Emergencies And Disaster Preparedness Plan

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

- 2.1.1. Fire on or off school grounds which endangers students and staff

- 2.1.2. Earthquake or other natural disasters

- 2.1.3. Environmental hazards

- 2.1.4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

- 2.1.5. Bomb threat or actual detonation

- 2.1.6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

- 2.1.7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

- 2.2. 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:

- 2.2.1. Regular inspection of school facilities and equipment and identification of risks.

- 2.2.2. Instruction and practice for students and employees regarding emergency plans, including:

- 2.2.2.1. Training of staff in first aid and cardiopulmonary resuscitation

- 2.2.2.2. Regular practice of emergency procedures by students and staff

- 2.2.3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

- 2.2.3.1. The appropriate chain of command at the site

- 2.2.3.2. Individuals responsible for specific duties

2.2.3.3. 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

2.2.3.4. Identification of at least one person at the site who holds a valid certificate in first aid and cardiopulmonary resuscitation

2.2.3.5. Assignment of responsibility for identification of injured persons and administration of first aid

2.2.4. Personal safety and security, including:

2.2.4.1. Identification of areas of responsibility for supervision of students

2.2.4.2. Procedures for evacuation of students and staff, including posting of evacuation routes

2.2.4.3. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

2.2.4.4. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

2.2.4.5. Provision of a first aid kit to each classroom

2.2.4.6. Arrangements for students and staff with special needs

2.2.4.7. 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 disease

2.2.5. Closure of the schools, including an analysis of:

2.2.5.1. The impact on student learning and methods to ensure continuity of instruction

2.2.5.2. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

2.2.6. Communication among staff, parents/guardians, the Board, other governmental agencies, and the media during an emergency, including:

2.2.6.1. Identification of spokesperson(s)

2.2.6.2. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

2.2.6.3. 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

2.2.6.4. Distribution of information about school site emergency procedures to staff, students, and parents/guardians

2.2.7. Cooperation with other state and local agencies, including:

2.2.7.1. Development of guidelines for law enforcement involvement and intervention

2.2.7.2. Collaboration with the local health department, including 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

2.2.8. Steps to be taken after the disaster or emergency, including:

2.2.8.1. Inspection of school facilities

2.2.8.2. Provision of mental health services for students and staff, as needed

### 3. Fire Drills and Fires

#### 3.1. Fire Drills

3.1.1. The Director shall cause the fire alarm signal to be sounded a minimum of 4 times during each school year.

3.1.2. The Director shall notify staff as to the schedule for fire drills.

3.1.3. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.

3.1.4. Teachers shall ascertain that no student remains in the building.

3.1.5. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

3.1.6. 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.

## 3.2. Fires

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

3.2.1.1. The Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.

3.2.1.2. The Director or designee shall call 911.

3.2.1.3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

3.2.1.4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

3.2.1.5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

3.2.1.6. 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.

3.2.1.7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## 4. Bomb Threats

### 4.1. Receiving Threats

4.1.1. 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.

4.1.2. Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

### 4.2. Procedures

4.2.1. 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.

4.2.2. Any student or employee seeing a suspicious package shall promptly notify the Director or designee.

4.2.3. The Director or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

4.2.4. The Director or designee shall turn off any two-way radio equipment that is located in a threatened building.

4.2.5. 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.

4.2.6. 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.

4.2.7. Any student who makes a bomb threat shall be subject to disciplinary procedures.

## 5. Earthquake Preparedness

5.1. Earthquake emergency procedures shall be established and shall be incorporated into the comprehensive school safety plan.

5.2. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

5.3. Earthquake emergency procedures shall include, but not be limited to, all of the following:

5.3.1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

5.3.2. 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.

5.3.3. Protective measures to be taken before, during, and following an earthquake

5.3.4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

5.4. 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.

(Education Code 32282)

- . 5.5. Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
- . 5.6. 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 directions 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.
- . 5.7. 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.
- . 5.8. 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.
- . 5.9. 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 furnishings and removing heavy objects from high shelves.

#### 5.10. Earthquake While Indoors at School

5.10.1. When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

5.10.1.1. 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.

5.10.1.2. In laboratories, burners should be extinguished if possible before taking cover.

5.10.1.3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.

5.10.1.4. After the earthquake, the Director or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.

5.10.1.5 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.

#### 5.11. Earthquake While Outdoors on School Grounds

5.11.1. When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

5.11.1.1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

5.11.1.2. Staff shall have students perform the drop procedure.

5.11.1.3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### 5.12. Earthquake While on the Bus

5.12.1. 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.

5.13. After the earthquake has subsided, the following actions shall be taken:

5.13.1. Staff shall extinguish small fires if possible.

5.13.2. Staff shall provide assistance to any injured students, take roll, and report missing students to the Director or designee.

5.13.3. Staff and students shall not light any stoves or burners until the area is declared safe.

5.13.4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5.13.5. 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.

5.13.6. The Director or 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.

## 6. Facilities Inspection

- . 6.1. 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.
- . 6.2. 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:
  - 6.2.1. Gas Leaks: Gas systems and pipes appear safe, functional, and free of leaks.
  - 6.2.2. Mechanical Systems: Heating, ventilation, and air conditioning systems as applicable are functional and unobstructed.
  - 6.2.3. Windows/Doors/Gates/Fences (interior and exterior): Conditions that pose a safety and/or security risk are not evident.
  - 6.2.4. Interior Surfaces (floors, ceilings, walls, and window casings): Interior surfaces appear to be clean, safe, and functional.
  - 6.2.5. Hazardous Materials (interior and exterior): There does not appear to be evidence of hazardous materials that may pose a threat to students or staff.
  - 6.2.6. Structural Damage: There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
  - 6.2.7. Fire Safety: The fire equipment and emergency systems appear to be functioning properly.
  - 6.2.8. Electrical (interior and exterior): 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.
  - 6.2.9. Pest/Vermin Infestation: Pest or vermin infestation is not evident.
  - 6.2.10. Drinking Fountains (inside and outside): Drinking fountains appear to be accessible and functioning as intended.
  - 6.2.11. Restrooms: Restrooms appear to be accessible during school hours, are clean,

functional, operational and supplied.

6.2.12. Sewers: Sewer line stoppage is not evident.

6.2.13. Roofs (observed from the ground, inside/outside the building): Roof system appears to be functioning properly.

6.2.14. Playground/School Grounds: The playground equipment and school grounds appear to be clean, safe, and functional.

6.2.15. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.

6.3. 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.

#### **NON-COMPLIANCE TO POLICY:**

Lack of adherence to this policy by BRIDGES personnel may result in the employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

#### **GOVERNANCE:**

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

#### **REVIEW CYCLE:**

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

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 8

## **Policy on Health and Safety**

### **PURPOSE:**

Education Code 32286 includes requirements for each school under its authority to adopt a comprehensive school safety plan. The Board of BRIDGES Charter School ("BRIDGES") recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm.

### **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 September 1 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

1.2 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 the health and safety of students or staff, or threatens to cause property damage in accordance with law or Board policy. (This policy is intended to cover the disruption of school activities by non- students. For language regarding disturbances by students see the Student Discipline Policy. Employees who cause a disruption may be subject to disciplinary action in accordance with the Personnel Policy.)

4.2 The Director or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. In developing such a plan, the Director or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

4.3 School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board policy. Staff who believes that a disruption may occur shall immediately contact the Director.

4.4 Gun Free School Zone - Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities. (Penal Code 626.9, 626.10)

4.5 The Director or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds. (Penal Code 415.5, 626.7, 626.8)

4.6 The Director or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the Director or designee. (Penal Code 626.85)

4.7 When directing any person to leave school premises, the Director or designee shall inform the person that he/she will be guilty of a crime if he/she:

4.7.1 Remains after being directed to leave (Penal Code 626.8)

4.7.2 Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)

4.7.3 Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

4.8 The Director or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business and with the Director's permission. If such a person does not leave school grounds, the Director or designee shall inform the person that he/she may be guilty of a crime. The Director or designee shall notify law enforcement as appropriate.

4.9 Appeal Procedure

4.9.1 Any person who is asked to leave a school building or grounds may appeal to the Director or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds.

4.9.2 After reviewing the matter with the person making the appeal, the Director or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

4.9.3 The decision of the Director or designee may be appealed to the Board. Such an appeal shall be made no later than the second school day after the Director or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.

## 5. Sex Offender Notification

5.1 In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Board believes it is important that BRIDGES respond appropriately when a law enforcement agency notifies BRIDGES about registered sex offenders who may reside or work within district boundaries.

5.2 The Director or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Director or designee also shall establish procedures for notifying appropriate staff as necessary.

5.3 To protect BRIDGES and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

5.4 The Director or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Internet website.

### **NON-COMPLIANCE TO POLICY:**

Lack of adherence to this policy by BRIDGES personnel may result in the employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

### **GOVERNANCE:**

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

### **REVIEW CYCLE:**

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

BOARD APPROVED ON: \_\_\_\_\_.

# Board Packet Item 9

## **Policy on Assessments and Examinations**

The purpose of examinations is to help students, parents/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

### Examinations Required by the State and Federal Governments

The Charter School students shall participate in all state and federal required examinations. Such examinations provide the Charter School with information for evaluation and future planning. State and federal examinations also indicate the Charter School's effectiveness in carrying out its educational mission.

Whenever examinations required by law are administered, the Executive Director of the Charter School or his/her designee shall provide parents/guardians written notice of the date of the examination, the uses and importance of the examination, and the student's test results.

All examinations required by the state or federal law will be administered according to law on the dates required by law.

Special Education students shall participate in state and federal examinations according to their Individualized Education Program.

Parents/guardians may obtain for their student an exemption from the state and federal examinations only by written request sent to the Executive Director of the Charter School or his/her designee.

### Grading

Student progress evaluation provides information on student learning and where the student needs improvement. Parents/guardians are integral to student educational accomplishments. Therefore, parent/teacher conferences will be held as needed. Parents/guardians will receive report cards indicating their student's educational and citizenship progress. Parents/guardians will be notified of deficiencies in their student's educational program.

At back to school night parents will be informed as to the goals and objectives of the class, grading procedures for academic and citizenship grades, classroom practices and procedures, and parent/guardian responsibilities including but not limited to volunteering at the School.

Teachers are responsible for setting objective standards for grading academics and citizenship and shall make these standards known to the parents/guardians. Teachers are responsible for assigning grades to the students in their classes. In the absence of a finding that the grade was inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence not based on the personal observation of a named person with the time and place of observation noted, misleading, or in violation of the privacy or other rights of the pupil, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

If a student or parent/guardian believes a grade is unfair or inappropriate, the grade can be appealed with the BRIDGES employee who gave the grade, then the administration team as per the Complaint Policy. If the matter is still unresolved, the student or parent/guardian shall appeal in writing to the Board in accordance with the Complaint Policy.

The appeal shall allege specifically how the teacher's grading system or a grade is:

- 1 Inaccurate
- 2 An unsubstantiated personal conclusion or inference
- 3 A conclusion or inference outside of the observer's area of competence
- 4 Not based on the personal observation of a named person with the time and place of the observation noted
- 5 Misleading
- 6 In violation of the privacy or other rights of the pupil

Students' grades will not be changed by the Board or the Executive Director or designee without the input of the teacher who assigned the grade.

BOARD APPROVED ON: \_\_\_\_\_.