



FAMILY HANDBOOK

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BridgeCharter.org

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Board of Directors

Responsibilities

Bridge Elementary is chartered by the Utah State Charter School Board. Bridge's Board of Directors is a volunteer, non-profit board of community members established to oversee the implementation of the Bridge Elementary charter. The Bridge Elementary Board of Directors are responsible for the following:

1. Sign any documents pertaining to the legal operation of the school and fulfill all other legal obligations.
2. Hire, evaluate and dismiss the administrator.
3. Define school policy.
4. Monitor school finance.
5. Monitor and evaluate school performance.

Board Members

Information about our Board members can be found on Bridge's website under the menu option "Our Team".

Administrative Structure & Student Support

Specific information about administrative team members, including their email, can be found on our website under the menu option "Our Team".

Principal

This individual provides oversight of all areas of the school. The principal engages with higher level discipline issues and is supervised and evaluated by the Board of Directors. The principal is Lani Rounds Lani@BridgeCharter.org

Student Support Specialist

This individual provides oversight of morning supervision, Bridge After School Enrichment (BASE), after-school dinner program attendance, student conduct and discipline, and 504 Plans. This individual is Stacey Archuleta. Her email address is Stacey@BridgeCharter.org.

Professional Learning & Curriculum Specialist

This specialist uses student data and observational data to provide needs-based professional learning opportunities for educators. The individual assists teachers with implementation of research-based curriculum, and helps teachers analyze student data to develop personalized learning activities based on students' needs and their personalized learning plan goals. The individuals responsible for these duties are Keri Toponce and Nichol Lloyd. You can contact them at Keri@Bridgecharter.or or Nchol@Bridgecharter.org

Social Worker

This individual is a licensed social worker and will help with social emotional learning at Bridge. Mrs. Silverwood will provide social skills lessons during advisory rotations using our Second Steps curriculum, She will run social skills groups with selected students, and provide one-on-one support with students and family support on an as needed basis. The social worker is Chelsea Silverwood. Her email is Chelsea.Silverwood@BridgeCharter.org

About

Bridge Elementary is a public charter school designed to implement an innovative approach to education through its personalized learning model, unique learning pod structure and flexible seating.

Bridge recognizes the importance of providing every student with the opportunity to take responsibility for their own learning. Bridge approaches this by helping students develop learner dispositions which promote visible learning.

Additionally, Bridge understands the importance of developing the capacity of teachers. To assist teachers in designing personalized learning activities and engaging students in learning, Bridge employs a professional learning and curriculum specialist, and provides full time teachers with a minimum of 15 hours weekly to analyze data, design instruction, attend needs-based professional learning experiences, and collaborate with peers.

As a school of choice Bridge recognizes our model is not the right fit for every child. Some children thrive in the collaborative learning pod experience complete with multiple transitions daily, while other students may find the large learning pod and multiple transitions provide sensory overload and is not the ideal learning environment for the child. **Parents and guardians need to carefully determine if the learning model provided by Bridge is the model that fits best for their child.**

By enrolling at Bridge, each family agrees to abide by the principles reflected in the Bridge Vision, Mission, School Compact and Family Handbook. By enrolling their child at Bridge, each parent agrees to support their students to that same end and will to the greatest extent possible, attend parent teacher conferences and for grades 1 – 6, attend at least one Personalized Learning Plan (PLP) meetings.

Mission

The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance.

Vision

The vision of Bridge Elementary is to establish a school that is founded upon and incorporates a personalized learning model. This model includes “systems that deepen and accelerate student learning by tailoring instruction to an individual’s needs, approaches that offer a variety of learning experiences, and teachers who play an integral role by managing the learning environment, leading instruction and guiding students to take ownership of their learning”.

Compact

As a **PARENT OR GUARDIAN** of a Bridge student, I want my child to achieve, therefore I will:

- Observe my child in the classroom as often as possible to help determine if the Bridge learning model is an appropriate placement for my child.
- Make certain my child attends school regularly and on-time.
- Make certain my child is well rested and has breakfast every day.
- Attend parent teacher conference and at least one advisory (PLP) meeting (grades 1 – 6) with my child each year.
- Support the school and staff regarding my student complying with school rules and exhibiting appropriate behavior.
- Encourage my child to participate in goal activities aligned with his or her Personalized Learning Plan (PLP).
- Read with my child and let him/her see me read regularly.
- Encourage positive attitudes toward school.
- Review school communication and respond as necessary.
- Review my child’s scores in Aspire at least twice each month.
- Understand the school’s Learner Dispositions (Visible Learning traits) and how they relate to the mission of personalized learning and empowering students to take ownership of their own learning and

encourage student's use of the traits at home.

- Know, understand, review, and support the school dress code policy.
- Attend after-school activities, such as literacy or math night, to help enhance my ability to assist my student.

As a **STUDENT** at Bridge Elementary, I want to achieve, therefore I will:

- Attend school regularly and on time.
- Complete classwork and stay engaged in classroom activities.
- Work to the best of my ability.
- Work cooperatively with classmates, teachers and staff.
- Respect myself, other people, and my school.
- Follow all school rules.
- Respect myself and others and choose a "smart seat" in the classroom.
- Accept responsibility for my own actions.
- Incorporate the school's Learner Dispositions (Visible Learning Traits) and understand how they relate to the mission of personalized learning and empowering me to take ownership of my own learning.
- Know, understand, review, and support the school uniform policy.

As a **TEACHER** at Bridge Elementary It is important that my students achieve, therefore I will:

- Hold expectations high for all students, believing that all students can learn.
- Provide training with students on flexible seating and helping students learn the importance of choosing a "smart seat".
- Provide high-quality personalized instructional activities in a supportive and non-threatening environment.
- Provide meaningful and immediate feedback on student learning.
- Utilize assessment data to inform instruction.
- Participate in on-going professional learning to help me better implement best practices.
- Communicate regularly with parents and students regarding the student's progress.
- Enforce the policies of the school.
- Provide meaningful opportunities for parents to assist in the classroom.
- Create and maintain a positive, nurturing, and supportive learning environment.

As an **ADMINISTRATOR** at Bridge Elementary It is important that students achieve, therefore I will:

- Provide an equitable learning environment for all children.
- Encourage the staff to provide parents with the information about the total school program.
- Enforce the policies of the school.
- Encourage staff to provide avenues for positive and meaningful parent involvement.
- Collaborate with teachers on evaluation of student learning data and best practices to increase student learning.
- Create and maintain a positive, nurturing, and supportive learning environment

Attendance

Student progress is impacted by attendance. Bridge Elementary expects parents to make a good faith effort to get students to school on time each day. Our Attendance Policy requires that all absences be excused within 24 hours of the absence. Parents can excuse absences by calling our school's attendance line or by completing the online Absence Excusal found on our website under Student Data. Pursuant to State law and our Attendance Policy, when a student has 5 – 7 unexcused absences, parents will receive a **Notice of Compulsory Education Violation** and are required to schedule a meeting with the school. At 8 – 10 unexcused absences, parents will receive another **Notice of Compulsory Education Violation** via certified mail. When a child has 10+ unexcused absences the parent will receive another **Notice of Compulsory Education Violation** letter delivered through certified mail and the school will contact Division of Child Services.

When a student will be absent for an extended length of time, the parent must make a good faith effort, by contacting the child's teachers, to ensure the student has access to lessons, curriculum, and computer-assisted instruction during the child's absence. If a student has 10 consecutive absences without parent contact, the student will be withdrawn from the school and a notification made to the state. Absences can be excused by calling the school's attendance line (801)499-5180 or by using the online excusal form on the website.

Excused Absences

1. an illness, which may be either mental or physical;
2. a family death;
3. an approved school activity;
4. an absence permitted by a school-age minor's:
 - a. individualized education program, developed pursuant to the Individuals with Disabilities Education Improvement Act of 2004, as amended;
 - b. or accommodation plan, developed pursuant to Section 504 of the Rehabilitation Act of 1973, as amended
5. preapproved extended absence for a family activity or travel, consistent with school policy.

Tardy and Check In

The warning bell rings at 8:25 am and school begins promptly at 8:30 am. At 8:30 am the interior doors from the front foyer to the hallway are locked and all students must enter through the front office. If a student arrives at school after 8:30 am he or she will require a tardy slip from the office in order to go to class. If a student arrives at school after 8:45 am, parents **MUST** escort the child into the office and check the child in by completing the information in the school's CHECK IN / OUT book. Students will receive a check in slip to take with them to class. Students who are not escorted by a parent will receive a non-excused tardy.

Check Out

Please make every attempt to schedule appointments outside the school day. In the event a child needs to leave school early, a parent or trusted guardian, as identified in the student information system, **MUST** present identification to the front office to check a child out of school. **Please be patient** as the child may be in the classroom, at recess, or in a specialty class, and the office will need to locate the child. This could take up to 15 minutes to find the child, and then have the child gather up their backpack and belongings from their locker. If your child is attending BASE and you arrive to pick your child up prior to 4:30 pm, you will need to check the child out through the office using the previously stated CHECK OUT process.

Before & After School Programs

Before School

Students may be dropped off at the school at 7:30 am. Breakfast is served 7:45 – 8:15 am. All students must enter the school and head directly to their assigned place for supervision. For breakfast they will go to the lunchroom.

Students may not run around, horseplay, wander through the school, visit their classroom, or play outside. Students who are unable to use appropriate behavior in the morning will sit in a chair in the office. At 8:25 am teachers will enter the gym, greet their students and proceed to class. For safety reasons, students should NOT come to school before 7:30 am as staff are not available to provide supervision and the doors are not unlocked until 7:30 am.

After School - BASE

Bridge provides after-school enrichment (BASE) programs on regular school days (not on short day) from 3:30 – 4:30. Students must sign up to attend BASE. Registration will be sent via email two weeks before school begins in August. Once a student is registered for BASE, teachers will ensure students attend BASE unless a parent or guardian sends an email or calls the school to have the student removed from the BASE registration list. Our BASE program also includes free dinner which is served 4:15 – 4:30 pm and is served to all student who attend BASE.

Attending BASE is a privilege. Students who behave inappropriately and create an unsafe place for others will be removed from BASE and will remain in a chair in the front office until a parent or guardian picks them up. If there is a second behavioral infraction, the student will not be allowed to remain after school for BASE for the remainder of the week will be on “warning” status. A student who is on warning status and is removed from another BASE class for unsafe behavior will lose the privilege of attending after-school programs for the remainder of the month and must be picked up from school after 3:30 dismissal. **With a fourth, unsafe, behavioral infraction, a student will lose the privilege of attending after-school programs for the remainder of the year.**

Students MUST be picked up directly after BASE ends at 4:30 pm. Our BASE supervisor’s shift ends at 4:45 pm. Please be respectful of their time and arrive at school timely to pick up your students.

Cameras and Video Recordings in the School

Bridge uses security cameras both inside the building and outside the building. These cameras record twenty-four hours a day. Video cameras are never used in places where there is a “reasonable expectation of privacy”, for example, in restrooms. Video cameras are used to:

- promote the safety of all individuals on School property;
- assist in providing physical security for School assets;
- provide visual resources to areas having an absence of adult supervision;
- assist School administration and law enforcement during an emergency;
- provide retroactive and investigative support to School administrators; and
- act as a deterrent to inappropriate or criminal behavior.

Any visitor at our school may be recorded if they are in visibility of the security cameras. Surveillance cameras may record criminal offenses and/or other misconduct that occurs in view of the camera. Such video recordings may be released to law enforcement or other applicants in accordance with Board policy, and all applicable state and federal laws, including, but not limited, to FERPA and Utah’s Student Data Privacy and Data Protection laws in Utah Code § 53E-9-101

If a parent of a student who is identified in a recording wish to view a video recording, that request should be directed to the School administrator or the Student Support Specialist. The video will not be viewed with a parent until after the School administrator or the Student Support Specialist have had time to review the video.

Each such request will be considered individually, considering the following factors:

- whether one or more other student’s identities are discernable;
- whether student or other discipline is being contemplated; and
- whether criminal activity is depicted.

If the request is granted, such viewing must occur in the presence of a School administrator or the Student Support Specialist. Parents or others are NOT allowed to copy or record the video or share it with others outside of the party who are viewing the video at that time.

Cell Phones & Smart Watches

There may be times when a teacher provides permission for a student to use his or her cell phone or smart watch in the classroom as part of their instruction. However, except in those rare instances, a student's device must remain on silent during the school day and cell phones must remain out of sight. Students are not allowed to text, make phone calls, or take phone calls from their device unless a teacher has given the student explicit permission. If a device becomes a distraction or is used inappropriately, such as taking pictures without consent, it will be confiscated and taken to the office where a parent or guardian must pick it up after school hours.

Class Treats & Parties – Student Birthdays

Bridge has very firm rules regarding treats in class, including treats provided for a child's birthday. Classes are allowed two parties each year which can include edible treats. Teachers must complete the necessary paperwork to have a party approved and must communicate with families regarding the types of treats provided at the party. Parents must provide written permission for their child to partake of edible treats. Students may **NOT** bring treats or prizes to school for their birthday. Parents are encouraged to come to lunch on their child's birthday and to celebrate with their child. However, parents may not bring food or other items into school for **other** children besides their own. The school will not participate in sending birthday invitations to classmates or by provide contact information for parents.

Closed Campus

Bridge is a closed campus. No student is permitted to leave the school grounds at any time during regular school hours without being checked out through the office by an authorized individual. Students who leave the school grounds without explicit permission will be asked to return to the school. If the child refuses to return to school parents are called and in most cases, law enforcement are notified to help ensure the child's safety.

Curriculum & Instruction

At Bridge Elementary we have chosen research-based curriculum for our students. We believe in the benefits of Open Source curriculum for its ability for teachers to easily make modifications and enhancements to meet students' needs. Students participate in daily rotations to help provide them with learning activities aligned with their Personalized Learning Plan (PLP) and Utah State Core Standards. A list of the primary curriculum can be found on our website under "Our School". In addition to the primary curriculum, each teacher will use a plethora of research-based resources to meet each student's individualized needs. A curriculum committee meets regularly when determining which schoolwide curriculum to select and final approval for the curriculum is provided by the board.

Personalized Learning Plan (PLP) and Kindergarten Learning Plan (KLP)

Students in grades 1-6 work with their advisor to create a PLP. The PLP identifies reading and math goals and action steps for achieving those goals. The PLP also provides ideas for activities students can complete at home for deliberate practice to help attain their goals. The PLP also includes a section where a student is asked about the traits of a good learner and the student is scored in their ability to identify the traits of a good learner based on our visible learning dispositions and the student's ability to provide examples of what this looks like. Twice monthly students meet with their advisor to review progress. The PLP will be accessible online for parents to view. Each quarter parents are invited to a PLP advisory meeting with their student. These advisory meetings are like a parent teacher conference and parents are encouraged to attend.

Kindergarten students have a learning plan (KLP) which the teacher creates based on student progress at the beginning of the school year and anticipated growth in reading and math. The KLP identifies a reading and math goal and activities a student can complete at home at home for deliberate practice to help attain their goals. The PLP also includes a section where a student is asked about the traits of a good learner and the student is scored in their ability to identify the traits of a good learner based on our visible learning dispositions and the student's ability to provide examples of what this looks like. Teachers update progress monthly, review the KLP with students, and share the KLP digitally with parents.

Homework – PLP and KLP Goal Activities

Students are not assigned "homework" in the traditional sense of the word; however, a student's PLP and KLP includes PLP and KLP Goal Activities which a student can complete outside of regular school hours to help them attain their goals. Students are encouraged to take the initiative to complete the activities that will help them achieve their goals. This is a key part of Bridge's mission to encourage students to take ownership and accountability of their own learning. Additionally, research shows that deliberate practice helps an individual become proficient in the skill they are practicing. It is suggested that ALL students participate in a reading activity, either as a reader or a listener, at least 20 minutes daily.

Visible Learning - Learner Dispositions – Traits of a Good Learner

Students at Bridge engage in character development instruction weekly with a Visible Learning specialist. The visible learning specialist will foster the development of specific learner dispositions to empower students to take ownership and accountability of their own learning. It is important that parents help enforce and encourage these traits at home. The goal of students learning and using these traits is to create learners who take accountability and ownership of their own learning.

- **Reflective** – learners who think about their previous experiences and how those experiences can help them make changes to achieve their goals
- **Thorough** – learners who make a plan and complete the plan
- **Determined** – learners who stick to it even when it's hard and obstacles are in your way
- **Flexible** – learners who are brave enough to accept changes and make changes when necessary
- **Enthusiastic** – students who are excited about learning
- **Initiative** – learners who figure out what needs to be done without being prompted or reminded

Small Group Instruction

Students meet twice daily with their teacher for small group instruction in language arts and math. Teachers use data from computer aided instruction, previous observations, and formative assessments to design instructional activities aligned with students' needs. Small groups are "fluid" meaning teachers will arrange students based on any number of factors including Personalized Learning Plan goals, core standards, assessment and curriculum data, and student interests.

Learning Stations

Learning stations are a powerful piece of Bridge's personalized learning model. Students participate in station activities which are developed specifically for their needs. Station activities align with PLP goals and Utah core standards and include a combination of independent, collaborative, and hands-on instruction. Station activities are developed by teachers and supervised by para-educators. Students are expected to complete assigned station activities each week and will use an accountability card to verify the station work has been completed. Students who are pulled out for Tier II or Tier III or special education instruction may not be required to complete all activity stations.

Computer Aided Instruction

During rotations, students will utilize software for language arts and math each day. Teachers will use data from these programs to determine student needs and to design instruction accordingly.

P90 Reading

Students in grades 1 – 3 participate in P90 reading instruction daily. This instruction is provided in a small group setting and is developmentally appropriate based on their reading level. This instruction is for ALL 1st – 3rd grade students regardless of their reading level and takes the place of one of their station rotations. In 4th grade, one station rotation will have a P90 rotation and teachers will select, based on data, which students need the additional reading support provided by the P90 program.

Learning Choice

Providing students choice in their learning experience is part of the personalized model of instruction. Learning choice is structured by teachers by providing several options from which students can select. As an example, learning choice could include any of the following:

- Student selection of the rotation they wish to attend.
- Students choosing to work on their personalized learning goals.
- Students selecting a project-based activity aligned with their area of interest.
- Students selecting silent or paired reading.
- Students selecting to work one-on-one or in small group with a teacher or para-educator.
- Students working on an art project.

Discipline / Conduct / Behavior

Schoolwide Behavior

Watch Me Learn Tickets

The school's goal is to create a safe, peaceful, and productive learning environment. All school staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized. Because research is very clear that punishment or discipline does not CHANGE behavior but may only stop it temporarily, the school has implemented a positive, schoolwide behavior program, "Watch Me Learn", which rewards students for exhibiting appropriate behavior aligned with Bridge's visible [learner dispositions](#). All employees at Bridge will work diligently to provide instruction and modeling of the rules, encourage compliance, and reward appropriate behavior through the use of a "Watch Me Learn" ticket.

Students bring their completed "Watch Me Learn" tickets to the office and place them in the "Watch Me Learn" box. Periodically throughout the month the office staff will draw tickets from the box to reward students with tangible and non-tangible prizes. At the end of each month the box is emptied of the current "Watch Me Learn" tickets.

As an alternative, students can choose to save their "Watch Me Learn" tickets. Once the student has 10 completed tickets, the student can bring all 10 tickets to the office and turn them in for either a FREE Dress Down coupon, a book, or a token for the Prize Tower.

Specific Positive Praise

Providing specific positive praise and ignoring inconsequential inappropriate behavior is a research-based strategy which has multiple purposes.

- Provides a positive, supportive environment
- Rewards students who are using appropriate behavior and following expectations
- Subtly reminds those not on-task what the expectation is

An example of specific positive praise would sound like this: "Thank you table three for pushing in your chairs." The students at Table 3 are rewarded for doing as expected while the other tables are subtly reminded to push in their chairs. At Bridge all staff try very hard to praise publicly and correct privately.

Zero Ribbits

Because our kids transition throughout the school for various learning activities and learning often occurs in common areas such as the kivas, it is critical that transitions in the hallways are done as quietly as possible to not disturb the learning of others.

When a grade level is transitioning with “zero ribbits’ meaning their noise level is close to silent, the group is rewarded with a “purple ticket”. The purple tickets are hung on the Zero Ribbit window in the office. Each Friday the tickets are counted and the grade with the most Zero Ribbit tickets receive a Dress Down Day for the following Wednesday. At the end of each month a drawing takes place and the teachers and paras of one grade level are rewarded with 45 minutes of “free time” while staff members take students to lunch and recess.

Discipline & Conduct Policy and Procedure

Bridge has a Discipline & Conduct policy and associated administrative procedure which can be found on our website under “Policies & Procedures”. Bridge implements a Response Level system for inappropriate behavior. The severity of the behavior, number of previous incidents, potential disabilities, and possible escalating circumstances determine the school’s response to the behavior. **Please refer to the Student Discipline & Conduct Policy and Administrative Procedures on our website for complete information.**

The Student Support specialist will work with teachers, students, and parents on most issues regarding inappropriate behavior. The principal will be contacted in the event the behavior is considered serious enough to warrant Response Level 4 and the child needs to be immediately removed from the school environment to ensure the safety of students and staff.

If your child is involved in an event, either as the offender or the victim, due to confidentiality reasons the school will NOT share information regarding consequences of behavior with you regarding any other student except your own. For example, if your student was part of a group throwing rocks at recess, we will only share with you the consequences for your student’s actions. If your child is a victim of an incident, for example another child hit them while at recess, we will not share with you, the consequences of the offender.

On occasion, if your student is involved in several events as the offender, you may be required to come to school to spend the day with your student. When parents attend school with disruptive students it often helps parents learn more about their child’s behavior, the friend group they associate with, and also through parent observation, provides the school with information we may not be aware of since we are not side by side with your student all day long.

Restorative Justice

Occasionally a child will be involved in a behavior and part of their consequence will involve restorative justice. The term “Restorative Justice” is used to indicate service a student may perform to restore the environment back to the condition in which it was prior to the behavior incident, or it may include performing a service to repay the staff with the time the student’s behavior has taken away from the staff member’s other duties or the time the student’s behavior has disrupted the learning of the other students. In addition, the student will also apologize to the individuals who were impacted by their behavior. Restorative Justice practices may include washing tables in the classroom, cleaning up trash or litter in the classroom, straightening chairs and tables, sweeping rocks from the scooter path, sweeping bark back into the playground, picking up rocks from the turf or other small tasks. Typically, students are provided with a list of two or three things from which to choose. The restorative justice practices typically are 10 - 15 minutes in duration and are supervised by an adult.

Threats or Harm to Intimidate Others

Pursuant to state law https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S205.html?v=C53G-8-S205_2019051420190514

A student **SHALL** be suspended with the actual or threatened use of a weapon with the intent to threaten or intimidate another person or disrupt normal school activities.

This is the law. It doesn't matter if the child is 6 years old or 16 years old. It doesn't matter if they are just kidding or repeating "something they saw on YouTube". Unfortunately, all threats must be taken seriously, and the length of the suspension depends on how long it takes the school and the authorities, if warranted, the time needed to sufficiently investigate the validity of the threat.

Donations / Fundraising

Bridge Elementary will make every effort to keep donations or fundraising to a minimum. The school will not participate in students selling items as a method of fundraising. Each month, on the last Friday, the school will sponsor a \$2 dress down day as a fundraising effort. In October the school will sponsor a \$5 costume day as a fundraising effort. These funds will be used to purchase prizes for the "Watch Me Learn" program. The dress down days are voluntary and the donations are not a requirement for participation.

Field trips are activities in which donations are especially helpful. When students are scheduled for a field trip, parents will receive a permission slip which identifies a suggested amount for the donation. Donations are voluntary and children who are unable to donate the suggested amount are still able to attend the field trip as the suggested amount is a donation, NOT a fee.

As a charter school we request that each family donate 30 hours of volunteer time during the year. Volunteer hours are **NOT** required. If your family is unable to volunteer, they can make a financial donation of \$3 per volunteer hour **if they choose**, the donation in lieu of volunteer hours is not required. The link to make donations is on our website.

Dress Code

Bridge Elementary seeks to provide a safe, wholesome, healthy educational environment where students can make real progress and feel the joy of learning and achievement. The School's Board of Directors (the "Board") recognizes that dress and grooming seriously affect the behavior of students attending the school.

Dress Code Specifications

The complete list of specifications can be found on our website under the menu option "Policies and Procedures". In summary, students may wear any plain color polo-shirt or a Bridge Bullfrog spirit shirt with **tan or black bottoms**. Shoes **MUST** be closed toed, for example flip flops or open-toes sandals may not be worn and shoes cannot have wheels.

Dress Code Violations

Students who are in violation of the dress code will be sent to the office to change into appropriate clothing before returning to class. If parents or guardians can bring the clothing within 15 minutes the student can change into the clothing the parent/guardian brings. However, if the parent cannot bring clothing within 15 minutes, the student will change into clothing provided by Bridge. Clothing borrowed from the school should be returned to school within three days. Bridge will wash the clothing and return them to our cabinet. Borrowed socks and under clothing are always brand new and can be kept by the student.

Administration or their proctor, have final determination regarding whether violation of the dress code has occurred. **Please contact the school's administration if you have difficulty providing your child with clothing that aligns with the dress code.**

Flexible Seating

Recognizing that not every child learns best by sitting at a desk, in a chair, with perfect posture, Bridge Elementary has chosen to utilize flexible seating arrangements within all classrooms. Although research suggests there are

enormous benefits to flexible seating, using flexible seating is sometimes a challenge for teachers and students. For this reason, teachers at Bridge receive professional development in the implementation and use of flexible seating. Teachers will also learn when it is appropriate to remove a student's flexible seating privileges. If a child's flexible seating privileges have been removed, for longer than the current day, the teacher will implement a contract with the student so the student knows exactly what needs to occur to earn flexible seating privileges back and until then, the student will complete his or her educational activities in a more traditional table/chair set up. Parents will be contacted if the student is placed on a flexible seating contract.

Grading and Progress Reports

Bridge does not use "grades" to report on a child's progress. Instead, all students will receive a Progress Report three times each year – Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY). The progress report will indicate the child's grade level skills in Language Arts and Math identifying if a student is Above, At, Approaching or Below grade level in the following measures:

- Acadience Reading
- Imagine Learning Literacy
- Writing (grades 3+)
- Acadience Math
- Imagine Learning Math

When the progress report is sent home, the back side of the progress report will have an explanation of the Acadience and Imagine Learning scores for parents to view and compare to their child's progress. Questions regarding the data on the progress report should be directed to the child's teacher.

Grievance

Bridge Elementary's Board believes that individuals can generally resolve their own disputes through open, respectful communication. In the event parents are unhappy with a situation at the school and regular routes of communication have not remedied the issue, Bridge's Board has adopted a Grievance Policy. The complete Grievance Policy can be found on our website under the menu Our School > Policies and Procedures.

In summary, all issues should try to be resolved by first, discussing the issue with the individual. Then, if the issue is not resolved it can be elevated to the principal. A complaint about the principal should be elevated to the Board. Please review the Grievance policy on our website to determine the specific methods required to issue a formal grievance.

Inclement Weather & Bad Air Days

Please make sure your child dresses accordingly for the weather including hats, coats, gloves, and boots during wet and cold weather. We live in Utah where snow, ice and cold weather are inevitable. Students **will** be outside for recess and PE unless the "feels like" temperature is below 20° F or the precipitation (heavy snow or rain) will result in wet kids, or the winds are heavy enough that there is a chance of injury. The school will follow the State's recess guidelines regarding bad air days. All students will be kept inside for PE and recess during "red" days. Students at-risk of respiratory issues (based on information from the parents) will be kept inside during "yellow" days.

Lost & Found

Bridge will have an area under the front portico of the school where found items are placed. If not retrieved, all found items will be donated to a local charity at the beginning of each month. Parents will receive notice as to the date the items will be donated to give parents and students time to come and search through the Lost & Found items. Please make sure you only take items that you are **positive** belong to your child when taking items from the Lost & Found. Best practice is to ensure your child's outerwear, backpacks and water bottles are labeled with the child's name.

Medication at School

If it becomes necessary for a student to take any form of medication at school, prescribed or otherwise, the school must receive the appropriate forms from the child's doctor; this includes over the counter medication such as cough drops and Tylenol. The necessary forms are available in the office. All medication will be kept locked up and dispensed through the office. Students may not carry medicine around or store it in their lockers. Students with asthma or other respiratory conditions may carry their inhaler with them provided the appropriate medical forms have been completed. Students with diabetes, not on an internal pump, will have insulin stored in the office under refrigeration if necessary. Students with diabetes must have a health care plan completed by and supervised by a school nurse.

Parent Observations

Utah law states, *"An LEA shall reasonably accommodate the request of a student's parent to visit and observe any class the student attends."* Bridge is happy to have parents in the classroom to observe what their student is learning, providing it does not become a distraction to the student, the teacher, or the learning environment of others. During these observations, please keep your cell phones off and refrain from engaging the teachers or para-educators in conversation. Our staff are busy observing, engaging, and teaching all students and the time they are pulled away is a disservice and disruption to the other students in the class. Please keep your conversation with your student at a whisper so it does not disrupt others at your child's table.

Please coordinate your visit with the classroom teachers to help the teachers determine the purpose of the visit so they can assist in finding the best times of the day or days for the observations to occur. For example, with our rotation schedule, "popping in" to see math may not work well if your student happens to be in a reading rotation at that time.

Parent Volunteers & Committees

Our charter asks that parents and/or guardians provide 30 hours of volunteer service to the school per family. This is a request and **NOT** a requirement. Classroom teachers will communicate volunteer activities through email, newsletters and/or notes home. Occasionally, the school will provide opportunities for families to donate items or cash in lieu of volunteer hours. Bridge Elementary is a 501 c 3 non-profit organization and all donations are tax deductible. If you require a receipt for your donation, please contact the front office.

Bridge prefers that a volunteer does not bring a non-Bridge student with them to school during volunteer time – for example, a younger sibling. If the volunteer duty is such that the child can attend to themselves while the parent completes the volunteer duties, then perhaps having the younger child in tow is not a distraction. If the accompanying child is a distraction to other students or diverts the parent's attention from the volunteer task, then it is best if the child does not accompany the parent to volunteer. The classroom teacher or office staff will make the final decision as to whether the volunteer task is one in which an accompanying child will not interfere or cause a distraction.

Bridge does not have a formal parent organization. Instead, activities will be organized by the school and parent committees. Committees comprised of parents and guardians are extremely helpful for activities such as Book fairs, Literacy Night, teacher recognition events, and festivals or fairs. For example, the Book Fair will require the assistance of a parent committee. Once the activity is complete the committee will dissolve. This process allows parents and guardians to volunteer as their own schedule allows and does not require a commitment of an entire year.

If a parent has an idea for a school event, he or she can contact the principal to discuss the idea. Please remember, our teacher's time is precious, and any school event must have minimal impact on the teacher or learning environment and not require students to sell any items.

Pick Up from School

Students **MUST** be picked up from school within 15 minutes of dismissal as there is limited student supervision provided after the following dismissal times.

- Short Day – 1:30 pm
- Regular Day – 3:30 pm
- BASE – 4:30 pm

Parents who fail to pick students up timely will be required to meet with the Student Support Specialist or the Principal to determine the next course of action. **Unfortunately, the law allows that failure to pick up a student from school within 30 minutes of school release can result in a referral to DCFS.**

School Closure – Emergency or Severe Weather

Bridge will make every effort to keep the school open during an emergency or severe weather. However, in the rare instance that school must be closed, notice of closure will be communicated via social media, automated phone calls, email, text message, and through news media as necessary. Sometimes, during very snowy days or freezing temperatures, early morning driving conditions may be dangerous, and school may open two hours later. Notice of a late start will be communicated via social media, automated phone calls, email, text message and through news media as necessary. Please know that even if the school is not closed, the parent or guardian should always keep safety in mind when determining if they should transport the child to school.

Snacks

Bridge does NOT provide student snacks unless it is part of the Free Fresh Fruit and Vegetable program. If a parent determines a child needs a snack during the school day the parent may provide snacks to the teacher. Together the teacher and parent will create specific rules as to when the child is able to access a snack. Snacks will not be eaten while the student is working in the classroom. Snacks can be eaten in an assigned place in the classroom or in the chairs in the front office. Students who have snacks may NOT share the snacks with other students.

Toileting Accidents at School

If a student has an accident and urinates or soils their clothing, parents are notified and students are provided clean clothing, including new underwear, to change into, and wipes in which to clean themselves up. If a child is unable to, or refuses to clean themselves up, parents or another authorized adult must come to the school and assist the child. The only exception is a child who has explicit toilet training goals in their IEP in which it is noted that staff will assist the child with the task.

Toys Brought to School

Though it is highly discouraged, students may bring toys to school to play with during recess. However, if the items become a distraction during the school day or cause commotion during recess, a teacher or other staff member will confiscate the items and either give them to the child's teacher or send them to the office until a parent or guardian can pick up the items.

If students bring cards, such as Pokemon cards, or other items that are typically "traded", the school will NOT get involved in what students determine as unfair trades. The best way to avoid your child getting upset that another student has taken their "card" is to ensure the child does not bring these items to school.

The school will NOT be responsible for toys brought from home that are lost, damaged or stolen during school including scooters, and the school will make minimal efforts and use minimal resources to find the missing items. The best way to ensure your child's toys are not lost, damaged or stolen at school is to have your child keep all toys at home.

Bridge does allow scooters to be used on our asphalt path around the school field provided students wear helmets. The school has 30 scooters and 30 helmets that students can use during recess. If a child chooses to use their own scooter and helmet it is highly suggested that the scooter and helmet be labeled with the child's name. Students may NOT ride bikes, skateboard or roller skate/blade around the asphalt path during school hours.

A grade level teacher can decide, based on student behavior, if a certain type of toy is banned in that grade level. Teachers will communicate this information with parents.

Visitors

ALL non-employee adults MUST check-in at the front office and obtain a visitor badge. Parents and guardians are encouraged to visit the school frequently and take an active role in the education of their children. Arrangements to visit a classroom may be made by contacting the teacher to set up a time. If your student forgot something at home and you are delivering it to the school, please leave it with the front office. We must respect the instructional time of the teacher and the students and keep interruptions minimized. Teachers are unable to conduct private conferences with parents during instructional time unless a prior arrangement with the teacher has been made. Bridge maintains a safe and secure learning environment and visitors who are disrespectful or disruptive will be asked to leave the campus.