



FAMILY HANDBOOK

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BridgeCharter.org

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About

Bridge Elementary is a public charter school designed to implement an innovative approach to education through its personalized learning model 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 specialist, a curriculum and instruction specialist and provide 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.

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".

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

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

Principal

This individual provides oversight of all areas of teaching and learning. The principal engages with higher level discipline issues and is supervised and evaluated by the Board of Directors.

At-Risk Program Director

This individual provides oversight of Title 1, At-Risk, morning supervision, Bridge After School Enrichment (BASE), after-school dinner program, 504 Plans, schoolwide reward program, and student conduct and discipline.

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.

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.

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 – 8:20 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. If the student continues to behave inappropriately, parents will be notified. At 8:25 am teachers will enter the gym, greet their students and proceed to class.

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 4:10 – 4:30 pm and is served to all student who attend BASE.

Students who behave inappropriately 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, students 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 inappropriate behavior will lose the privilege of attending after-school programs for the remainder of the year and must be picked up from school after 3:30 dismissal.

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 Birthday

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.

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.

Personalized Learning Plan (PLP)

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 in order to help attain their goals. 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.

Homework – PLP Goal Activities

Students are not assigned "homework" in the traditional sense of the word; however, a student's PLP includes PLP Goal Activities which a student can complete outside of regular school hours to help them attain their PLP 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

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.

- **Reflective** – think about their previous experiences and how those experiences can help them make changes to achieve their goals
- **Thorough** – make a plan and complete the plan
- **Determined** – stick to it even when it's hard and obstacles are in your way
- **Flexible** – brave enough to accept changes and make changes when necessary
- **Enthusiastic** – excited about learning
- **Initiative** – 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.

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.

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 At-Risk Program Coordinator 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.

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, the school will sponsor a \$2 dress down day as a fundraising effort. These funds will be used to purchase prizes for the "Watch Me Learn" program.

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 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 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 washed and returned to school within three days. Students who are continuously in violation of the dress code (four or more violations) will be required to change into Bridge Elementary borrowed clothing and spend one hour after school, 3:30–4:30 or 1:00–2:00 on short days, organizing, folding and arranging the dress code clothing bins under supervision of office staff. 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

Bridge uses a standards-based mastery grading structure for all students. Students receive scores on grade level standards using the metric shown below. For each standard the student must have a minimum of two data points which the teacher retrieves from summative and/or formative assessments. Classwork, assignments and PLP goal activities will NOT be used for grading purposes but rather, will be used to provide students with the practice needed to achieve mastery on the standards. Students will receive grades at the middle of the year and the end of the year. Teachers will use progress reports between grading periods to inform parents of student progress and students in grades 1-6 will have progress reported on the personalized learning plan.

Students on an IEP or with 504 Accommodations will receive the modification and accommodations listed in their IEP or 504 Plans; however, their grading will still align with the mastery grading shown below.

4 – Mastery 81% or higher

- Consistently demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 – Near Mastery 70% - 80%

- Usually demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes

2 – Needs Improvement 60% - 69%

- Sometimes demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: some of the time
- Requires moderate support in order to demonstrate understanding concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 – Substantially Below Expectation < 60%

- Seldom demonstrates concepts and skills of standard taught this quarter
- Frequency of behavior: seldom
- Requires considerable support to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught
- Makes frequent major errors when demonstrating concepts or processes

Inclement Weather & Bad Air Days

Please make sure your child dresses accordingly for the weather – 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 will be kept inside during "yellow" days providing parents notify the teacher and the office.

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.

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 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 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.

Parent Grievance

Bridge Elementary has a Grievance policy that parents should follow in the event they are unhappy with a situation at the school and regular routes of communication have not remedied the issue. 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.

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 At-Risk Program Coordinator to determine the next course of action. Unfortunately, the law allows that continual failure to pick up a student from school 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.

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.

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.

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.**

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.