



Bridges Preparatory Academy
Student & Family Handbook
2024-2025

400 S Santa Fe Ave
Compton, CA 90221
www.bpacompton.org
866-201-3890
562-200-8819

Table of Contents

Letter to Families	4
Mission & Vision	5
Core Values	5
Attendance	6
Tardiness	7
Inclement Weather	10
Arrival and Dismissal	10
School Uniforms	10
Food	12
Cell Phones & Electronic Devices	12
Lost and Found	13
Volunteers and Visitors	13
Homeless Students	13
Suicide Prevention Policy	14
FERPA	18
Uniform Complaint Procedure	21
Grievance Procedure	23
Non-Discrimination Policy	23
Internal Complaint Review Policy	24
Make-Up Work	26
Tutoring	26
Section 504	26
Child Find	27
Sample Student Schedule	27
School Supplies	28
Grading Policies	29
Teacher Qualification Information	30
Promotion Policies	30
California Assessment of Student Performance and Progress (“CAASPP”)	30
Academic Integrity	30
Discipline Policy	31
Suspension & Expulsion	32

Civility Policy	34
To Contact Us	37
Health & Safety	38
School Calendar	39

Introduction

Letter to Families

Dear Bridges Preparatory Academy Families,

Welcome to Bridges Preparatory Academy! This is the beginning of a multi-year relationship and journey as we prepare our sixth, seventh, and eighth graders for success in high school, college and beyond. We cannot achieve our ambitious mission without the support and partnership of our families. Together, we will ensure that your child, and every student at BPA, develops the academic skills and personal character that will lead them to succeed within the college of their choice and to be positive, engaged members of their communities.

The purpose of this handbook is to provide our students and families with a guide to our school's expectations, policies, and procedures. Please thoroughly read and learn the information in this handbook. Place it in a location where it can be readily available as a reference. The expectations set forth in this handbook apply to our students during school, on the way to and from school, while on school property, while traveling to and from school-sponsored events, and when using digital communication (email, social networking, etc.).

We are honored and excited to work with you as we continue to build Bridges Preparatory Academy. You are part of an important movement in education, establishing a safe, supportive environment where every child can receive high-quality instruction and be challenged.

For more information about Bridges Preparatory Academy, please feel free to contact me and to visit our website, bpacompton.org. You can also follow us on TikTok and Instagram (@bpacompton).

Thank you for your support of our school. We look forward to working with you in the years ahead.

Sincerely,

Alejandro Gómez

Principal

Mission & Vision

Our Mission

Through rigorous academics and character development, Bridges Preparatory Academy Charter School prepares 6th through 8th grade students to succeed within the college of their choice and to be positive, engaged members of their communities. We know that through a quality education and a supportive environment that helps young people heal, even those who have experienced significant traumas can “rise up” and realize a better future for themselves and their families.

Our Vision

BPA students will be held to high standards as individuals and as a family. BPA must be confident, disciplined, proactive leaders who will successfully transition into institutions of higher learning and become integral and influential “agents of change” in society. BPA students will develop a foundation in critical thinking skills of application, analysis, synthesis, and evaluation. BPA students cultivate attributes critical for all 21st century learners:

- **Communication**
- **Technology utilization**
- **Collaboration**
- **Critical evaluation**
- **Opportunity evaluation**
- **Emotional intelligence.**

Core Values

To provide the very best education for Bridges Preparatory Academy students, all members of the school community—students, families, and staff—must work together to create an atmosphere that supports excellence. To that end, we uphold our Bridges core values:

Brave: within our close-knit, warm school environment, students will feel safe and supported as they take risks, make mistakes, and learn from reflection as they seek new challenges.

Resilient: every student at Bridges will learn strategies to cope with disappointment, adapt to change and most importantly, believe in themselves in the face of problems they may encounter.

Inspired: caring teachers, counselors and school staff will work to help students discover what ignites their passion for learning by providing engaging and personalized learning experiences that are culturally responsive and relevant to students’ lives.

Dedicated: students will have a sense of purpose in putting in the hard work required to achieve their goals.

Growing: students will understand and embrace a “growth mindset” that they can become smarter and learn more through hard work and perseverance.

Equitable: as they learn to communicate, collaborate and cooperate with diverse people, students will treat others fairly and justly.

Self-Confident: as students make progress towards their academic and personal goals at Bridges, they will develop confidence in their own abilities to realize success in their chosen endeavors.

Attendance

Attendance is the first step in ensuring academic achievement. In order for students to be academically successful at BPA, they must be in attendance and make their strongest effort each and every day. At BPA, regular attendance is required. Our curriculum is an ambitious one; every day is essential for students to keep pace with their learning.

California state law states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. Families are expected to ensure that their children are in school. Please do not allow your child to miss a day of school except in the case of illness. Families are responsible for scheduling medical appointments outside of school hours; the best times are on Friday afternoons after 1:45pm. Students who miss an excessive number of days may not be promoted to the next grade.

Students are expected to stay in school until the very end of the day (3:30pm Monday, Wednesday-Friday; 1:05pm on Tuesdays). Early pickups are disruptive to the learning environment. Since we are intently focused on climbing the mountain to college, we may not release students prior to the end of the school day without prior notification.

If a student is going to be absent, leave early, or arrive late, the family must notify the front office and teachers in advance. All student absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences. Only absences that are excused as defined below will be excluded from truancy counts and associated interventions—proper documentation must be provided within 24 hours of the student's return to school.

Legally Excused Absences/Tardies/Truancies

Our school will excuse absences, tardies, and truancies for the following documented reasons:

- Illness or injury of child
- Medical appointment of child
- For the purposes of attending a naturalization ceremony (only for the student or legal guardian)
- Funeral of a family member in state: 1 day; Funeral of a family member out-of-state/country: 3 days
- Quarantine because student is either the carrier of a contagious disease or not immunized for contagious disease

Explained Excused Absences/Tardies/Truancies (Requiring Principal Approval)

Our school may excuse absences, tardies, and truancies for the following documented reasons:

- Active military duty in combat zone (immediate family member; maximum 3 days)
- Appearance in court
- Attendance at a funeral service (extended days beyond the legally excuse amount)
- Medical exclusion or exemption (extended days beyond the legally excuse amount)

- Pre-arranged mental health services
- Religious observances

Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply.

Tardiness

Getting to school on time is a key to your child’s success. At BPA, the learning begins from the moment a scholar walks in the door. Late students miss vital academic time, and we would like to instill timeliness as a value in order to prepare our students for college and beyond. One of the most common reasons that people lose their jobs is persistent tardiness to work. We want our scholars to succeed in high school, college, and in the workplace.

Our doors open to scholars at 7:00 am each morning. Scholars must arrive between 7:00 am and 8:00am. To be considered on time, scholars must arrive at the entrance gate by 8:00am. Scholars arriving after 8:05 am are considered tardy. When scholars arrive at school late, they must report to the main office before heading to class in order to check in and receive a tardy pass.

Truancy

In accordance with California Education Code:

- Tardy: The instructional day begins at 8:00 A.M. therefore students are tardy starting at 8:05 A.M and ending at 8:30 A.M.
- Truancy event: each time a student misses 30 or more minutes of the school day, including absences, without a valid excuse.
 - Truancy Tardy- when a student misses 30 or more minutes of the school day without a valid excuse. Students are truancy tardy starting at 8:30 A.M.
 - Unexcused absence-when a student is absent without a valid excuse.
- Truant: when a student is absent from school without a valid excuse three full days in one school year, or tardy for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.
- Repeatedly Truant: when a student is absent from school without a valid excuse four full days in one school year, or tardy for more than any 30-minute period during the school day without a valid excuse on four occasions in one school year, or any combination thereof. Once a student becomes repeatedly truant, or shows early warning signs of habitual truancy, we may initiate various forms of intervention to help improve attendance and remove barriers to missing school.
- Habitually Truant: when a student is absent from school without a valid excuse nine full days in one school year, or tardy for more than any 30-minute period during the school day without a valid excuse on nine occasions in one school year, or any combination thereof. Once a student becomes habitually truant, we may initiate collaboration with child welfare services, law enforcement, or public health care services.

- Chronically Truant: when a student is absent from school without a valid excuse eighteen full days (10%) in one school year, or tardy for more than any 30-minute period during the school day without a valid excuse on eighteen occasions in one school year, or any combination thereof, regardless of whether the absences are excused or unexcused. Many families are surprised to learn that missing just two days of school per month can lead to a student becoming chronically truant.

Attendance Interventions

As part of our efforts to ensure students come to school on time, every day, we may utilize the following intervention efforts for students who are, or at risk of becoming, habitually truant or chronically absent.

Forms of intervention include, but are not limited to:

1. Phone calls home when students are absent or truant,
2. Letters home when a student has three truancy events and is considered truant (“Truancy Letters”)
3. A mandatory meeting between school personnel, the pupil’s parent or guardian, and the pupil when the pupil has four truancy events and is considered repeatedly truant.
4. Collaboration with student attendance resource team, or other intervention-related teams to assess the attendance or behavior problem in partnership with the pupil and his or her parents, guardians, or caregivers,
5. Referral to a school nurse, school counselor, school psychologist, school social worker, and other pupil support personnel for case management and counseling,
6. Home visit.
7. Referral for a comprehensive psychosocial or psychoeducational assessment,
8. Collaboration with child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health care providers to receive necessary services, when the child is considered habitually truant,
9. Mandatory attendance in Bridges Summer Academy.
10. Grade level retention.
11. Referral to the Los Angeles County Office of Education (LACOE) for legal action.

Help us support outstanding school attendance by:

- Making sure your child gets enough sleep
- Helping your child develop a positive attitude toward school and learning
- Explaining Compulsory Education - by law all students must attend school daily and on time
- Explaining the benefits of good attendance and consequences of poor attendance
- Creating backup systems (alternative plans for getting to and from school)
- Creating morning and evening routines

- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child's attendance
- Making sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

# of Truancy Events	% of School Year Missed	School Action	Student Action	Parent Action
1	0.5%	Phone call home	Collect and complete absent work	Call front office
2	1%	Phone call home	Collect and complete absent work	Call front office
3 Truant	1.5%	Phone call home; Letter home	Collect and complete absent work; Meet with teachers after school	Call front office; Respond to Truancy Letter
4 Repeatedly Truant	2%	Phone call home; Letter home; A mandatory meeting between school personnel, the pupil's parent or guardian, and the pupil	Collect and complete absent work; Meet with teachers after school; A mandatory meeting between school personnel, the pupil's parent or guardian, and the pupil	Call front office; Respond to Truancy Letter; A mandatory meeting between school personnel, the pupil's parent or guardian, and the pupil
5	2.5%	Phone call home; Letter home; Collaboration with School Attendance Resource Team	Collect and complete absent work; Meet with teachers after school; Collaboration with School Attendance Resource Team	Call front office; Respond to Truancy Letter; Collaboration with School Attendance Resource Team

6	3%	Phone call home; Letter home; Referral to a school counselor, psychologist, or social worker	Collect and complete absent work; Meet with teachers after school; Meet with school counselor, psychologist, or social worker	Call front office; Respond to Truancy Letter; Meet with school counselor, psychologist, or social worker
7	4%	Phone call home; Letter home; Home visit	Collect and complete absent work; Meet with teachers after school; Home visit	Call front office; Respond to Truancy Letter; Home visit
8	4.5%	Phone call home; Letter home; Referral for a comprehensive psychosocial or psychoeducational assessment	Collect and complete absent work; Meet with teachers after school; Referral for a comprehensive psychosocial or psychoeducational assessment	Call front office; Respond to Truancy Letter; Referral for a comprehensive psychosocial or psychoeducational assessment,
9 Habitually Truant	5%	Phone call home; Letter home; Collaboration with child welfare services, law enforcement, or public health care services	Collect and complete absent work; Meet with teachers after school; Collaboration with child welfare services, law enforcement, or public health care services	Call front office; Respond to Truancy Letter; Collaboration with child welfare services, law enforcement, or public health care services

Incident Weather

In the event of poor weather conditions such as flooding or earthquake, please listen to the local television or radio stations for relevant information regarding school cancellation. Bridges Preparatory Academy follows the exact same cancellation policies as the Los Angeles County of Education.

Arrival and Dismissal

School officially opens to scholars at 7:00 am each day and the school day officially ends at 3:30 pm on Monday, Wednesday, Thursday, and Friday, and at 1:05 pm on Tuesday. Unless scholars have permission to walk home or take public transportation, families or assigned designees are responsible for picking up scholars at the end of the day. All scholars who are not staying after school for a BPA-approved function will be asked to leave campus promptly.

School Uniforms

The Bridges Preparatory Academy uniform has been adopted to improve the educational environment for all students. Specifically, we have instituted a dress code for the following reasons:

- to foster a sense of school identity and community;
- to prepare students for the professional dress expectations that future institutions, organizations and employers will have;
- to ensure that our students focus on learning instead of clothing;
- to increase school safety and security by making the presence of visitors/outside immediately apparent;
- to reduce the cost of clothing for families.

Like all school policies, the dress code policy is strictly enforced. It is important that all students adhere to the same code. If an exception is made for one student, it would then have to apply to all students, and the code has changed. It is in the best interest of everyone if Bridges Preparatory Academy means what it says and says what it means. Please read the code and purchase school clothing accordingly. We have tried to make the policy clear and detailed in order to reduce ambiguity. Families who have concerns or questions should contact the school immediately.

Bridges Preparatory Academy will provide one complete school uniform (polo shirt, PE t-shirt, and PE shorts) for free to each new student. Additional uniform items may be purchased by families as desired.

Parents of students who are not in dress code will be asked to bring the proper attire to school. In addition, dressing inappropriately may result in disciplinary consequences.

What To Wear

There are two uniforms at Bridges Preparatory Academy. They are the **Regular School Uniform** and the **PE Uniform**. Every student is required to have both. Students wear the PE uniform on days they have PE (PE days will be assigned to students during Student Orientation).

Regular School Uniform

- Bridges Preparatory Academy polo (mandatory, **must be school polos; yellow, powder blue or navy blue shirts**)
- Bridges Preparatory Academy khaki pants or shorts (MANDATORY, **may not be skinny jeans, sweat pants or pro clubs**)
- Belt (MANDATORY; black or brown recommended, but any color except red or blue is permitted; shirt must be tucked in)
- White, black, or gray undershirt (optional)
- Bridges Preparatory Academy sweatshirt (optional; other outerwear may be worn outside the school campus)
- Athletic shoes and socks (NO open toe/heel shoes including crocs, slippers, and sandals)
- Backpack

Fitness Uniform

- Bridges Preparatory Academy gray t-shirt (MANDATORY, **must be school t-shirt**)

- Bridges Preparatory Academy athletic shorts (MANDATORY, **must be school athletic shorts**)

Once students enter the school campus, wearing of hats, bandanas, handkerchiefs, or non school jackets is NOT permitted. Students may not wear accessories that are unprofessional, distracting or potentially unsafe. Any clothing or accessory that might disrupt learning or that does not conform to standards of health, safety and cleanliness is not allowed.

- Girls may wear earrings but they must be professional, including no writing other than the student's proper name, and be no wider than one inch (the size of a U.S. quarter) and no longer than two inches from ear lobe to end of earring. Facial piercings are not allowed and must be removed before arrival to school. Boys are **prohibited** from wearing earrings.
- Boys must have a professional haircut, keeping hair out of their face.
- Hair color for all students must be natural and in good taste (colored hair causes distractions)
- The use of makeup is **strictly prohibited**. Makeup causes distractions in and out of the classroom and eye/skin infections we have witnessed due to overuse.
- Chains and necklaces may only be worn **BENEATH** students' shirts, and may need to be removed during PE class.
- Bracelets may be worn as long as they do not distract or prevent students from completing their work. Please keep in mind that students are held accountable for any messaging worn on bracelets, shirts, etc. because wearing a statement will receive the same consequences as saying the statement aloud.

When students enter the school gate, **they must be in the proper uniform**. Students must be in uniform while on school grounds and may not change out of their uniform before dismissal.

Shirts must be **tucked in**, shoelaces must be **tied** and Velcro must be **fastened** at all times.

If a student arrives to school out of uniform, he/she will receive a consequence and a parent/guardian will be called to bring in the required article(s) of clothing.

Food

Breakfast and lunch, are available at Bridges Preparatory Academy to all students free of charge. All families will need to complete an income verification form that enables the school to participate in the community eligibility meal program. Applications are included in the first day packets to all families and can also be obtained on the school website or in the main office. All families are required to complete the application form in order to maintain the school's eligibility.

Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send only nutritious foods. Please do not let your child bring unhealthy drinks (sodas, juices that are not 100% juice, sports drinks, and/or energy drinks) or unhealthy snacks to school. Candy, gum, hot chips and soda are not allowed at school. If you choose to send lunch, the entire lunch must be in one bag or container that has the student's name on it.

Cell Phones & Electronic Devices

While we do allow students to bring their cellphones to school, students will be required to put their phones in a Yondr phone pouch that is assigned to them. Their phones must be in the off position in their locked pouch from the beginning of the school day until the end. The students will be required to place their locked phone pouch in their respective grade basket upon arrival on campus and can retrieve them from the basket when going home. Students will be required to bring their pouch to school every day, they will be granted **ONE TIME** forgiveness if forgotten. Students will be required to purchase a new pouch if they forget it on a second offense or the school will keep the phone till the end of the week. If they are caught using their phone during the school day the phone will be taken away and can only be returned to the parent, following they will not be allowed to bring their phone to school for one month and consequences, such as loss of field trip privileges may be added. Students who fail to put their phone in their pouch multiple times will not receive their phone back till the end of the school year. The use of personal laptops, smart watches and headphones is **prohibited** on campus.

Lost and Found

The school will keep a location for lost and found items. Parents/guardians may come in during office hours to search for the Lost and Found. At the end of every trimester, items left in the box will be donated to a local charity.

Volunteers and Visitors

Visitors, especially parents/guardians, are a vital part of the Bridges Preparatory Academy community. We welcome them as volunteers, observers, and partners in the education of our students. Parents/guardians who would like to visit should simply call in advance and schedule a class-visit appointment, as unannounced visits can be disruptive to our educational program. Upon arriving, all visitors must sign in at the main office. No one may visit a classroom or remain on the premises without the approval of the Principal or authorized representative. Visitors may not talk to a child or a teacher during class, although they may call the teacher after school to discuss what they observed.

If a visitor is coming to school to drop something off for a student or to leave a message, we still require that the visitor come first to the main office. For the sake of student safety, we cannot have anyone in the building who has not signed in.

California Education Code sections 44810 and 44811 prohibit disruption of school activities by visitors, including parents. Should a disruption occur, the disruptive party will be asked to stop the behavior and/or leave campus. If the disruptive party fails to leave campus at the direction of the Principal, law enforcement may be contacted and the disruptive party may face criminal charges under Education Code sections 44810 and 44811, California Penal Code sections 626.6 and/or 626.8, as well as charges under applicable municipal codes. In addition, the Principal may follow up after an incident of substantial disruption with a letter limiting access to campus.

All volunteers are required to clear a mandatory background check and provide evidence of TB clearance before working on campus with students.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

Parent School Liaison: Michelle Ortiz

Juan Medina, Student & Family Partnerships Coordinator
Sabrina Jane, School Social Worker
400 S Santa Fe Compton CA 90221
866-201-3890

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Suicide Prevention Policy

The Board of Directors of Bridges Preparatory Academy ("BPA" or "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

Bridges Preparatory Academy has adopted LACOE'S Suicide Prevention, Intervention, and Postvention policy, and will continue to review and adopt revisions to the policy as they occur.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, BPA has appointed Alejandro Gomez, Principal to serve as the suicide prevention point of contact for BPA. For information and resources pertaining to suicide prevention please visit <http://directingchange.ca.org/schools/>.

A. Staff Development

BPA, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on BPA guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on BPA guidelines;
 - BPA-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - BPA-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

Employees of BPA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the BPA Web page and included in the parent handbook.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, BPA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with BPA and is characterized by caring staff and harmonious interrelationships among students.

BPA' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

BPA ' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding BPA' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

BPA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

BPA designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- Principal
- School Counselor

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Respond immediately
2. Secure the safety of the student
3. Assess for suicide risk
4. Communicate with parent/guardian
5. Determine appropriate action plan
6. Document all actions

The urgency of the situation will dictate the order in which the above steps are followed.

In the event a suicide occurs or is attempted on the BPA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in BPA 'safety plan. After consultation with the principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. BPA staff may receive assistance from BPA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the BPA campus and unrelated to school activities, the Principal/Counselor or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like BPA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Mobilize the school site crisis team to provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers;

conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day Bridges Preparatory Academy receives a request for access.

Parents or eligible students should submit to the Principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Bridges Preparatory Academy to amend a record should write the Principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bridges Preparatory Academy to comply with the requirements of FERPA. The name and address

of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).

8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).

‘Directory Information’ is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. Bridges Preparatory Academy has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want Bridges Preparatory Academy to disclose directory information from your child’s education records without your prior written consent, you must notify us in writing at the time of enrollment or re-enrollment. Please notify the Director of Operations at sabrina@bpacompton.org or through the Main Office.

Uniform Complaint Procedure

The School has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs and the charging of unlawful pupil fees.

The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

1. Adult Education
2. Consolidated Categorical Aid Programs
3. Migrant Education
4. Career Technical and Technical Education and Training Programs
5. Child Care and Developmental Programs
6. Child Nutrition Programs
7. Special Education Programs
8. Safety Planning Requirements

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below compliance officer. 1. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Alejandro Gomez, Principal
400 S Santa Fe. Compton CA 90221
310-877-6004

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the Main Office.

Grievance Procedure

Bridges Preparatory Academy has set in place grievance procedures for parents and students. Bridges Preparatory Academy has designated the Principal to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Bridges Preparatory Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

Bridges Preparatory Academy grievance procedures provide for prompt and equitable resolution of student, parent and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Bridges Preparatory Academy implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

All grievances shall be directed to the Principal. If your grievance concerns the Principal, the complaint may be submitted to the School Operations & Outreach Manager for review by a panel of representatives chosen by the Board of Directors. Please submit your complaint in writing. You will receive a written response to your grievance within 15 business days from receipt of your grievance.

Non-Discrimination Policy

Bridges Preparatory Academy as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, Bridges Preparatory Academy does not permit or condone discrimination based on actual or perceived race, creed, color, national origin, ethnicity, religion, marital status, gender, sexual orientation, gender identity or expression, physical disability, or age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. in employment matters or assignment in programs or services provided.

The School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004.

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, re race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact Alejandro Gomez, Principal, at agomez@bpacompton.org (1-310-877-6004).

Internal Complaint Review Policy

The purpose of the “Internal Complaint Review Policy” is to afford all parents and students of the School the opportunity to seek internal resolution of their school-related concerns. All students and parents have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Policy for Complaints Against Employees

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the Principal or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Academic Policies

Make-Up Work

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work such that students do not fall behind academically.

Obtaining Make-Up Work

If a student misses a class for any reason (absence, lateness, and early dismissal), it is that student's responsibility to acquire the work that they missed upon their return. Students are responsible for emailing their teachers directly to receive copies of the work that they missed.

Homework

If a student is absent, late, or dismissed early for any reason, all missed assignments are due:

- On the day following the student's return, for the purposes of academic credit. (If a student has been absent for more than one consecutive school day, he/she will have as many school days as absences to submit missed homework for purposes of academic credit. For example, if a student is absent on Monday and Tuesday, the student has two days to complete the homework for purposes of academic credit. In this case, the work is due by Friday.)

Assessments

If a student is absent for any reason (up to five consecutive days), or if a student is late and/or dismissed early, all missed assessments (e.g., tests, quizzes) must be made up within the number of consecutive school days that the student had been absent. For example, if a student had been absent for three consecutive days, he/she would have three school days to take the missed assessment. If a student is absent for five or more consecutive school days, he/she must meet with the Principal to determine a reasonable timeline for making up missed assessments.

In rare circumstances, exceptions to the make-up policy may be granted by a school administrator.

Tutoring

Students will receive extra help/tutoring during Learning Lab. Students should understand that teachers ask them to come for extra help because they care about their academic performance. Students may also be invited to tutoring groups that meet before or after school.

Section 504

The Bridges Preparatory Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or

otherwise subjected to discrimination under any program of BPA. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the BPA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the principal. A copy of the School's Section 504 policies and procedures is available upon request.

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The school provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special education students enrolled at the school. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The school collaborates with parents, the student, teachers, and other agencies, as may be indicated, to appropriately serve the educational needs of each student."

Sample Student Schedule

Note: This is a sample schedule only. For each student, times, schedule, and course offerings may vary.

Monday, Wednesday, Thursday, Friday

By 7:50am	Students arrive at BPA .
8:00 - 8:30am	Advisory
8:30- 9:40am	1 st period
9:42-9:57am	Nutrition
10:00-11:10am	2 nd period
11:10-12:10pm	3 rd period
12:10-12:40pm	Lunch
12:45-1:45pm	4 th /5 th period
1:45-2:45pm	6 th period
2:45-3:30pm	Learning Lab

Tuesday

8:00-8:30am	Advisory
8:30-9:20am	1 st period
9:20-10:10am	2 nd period
10:12-10:27am	Nutrition
10:30-11:20am	3 rd period
11:20-12:00pm	4 th / 5 th period
12:02-12:32pm	Lunch
12:35-1:05pm	Elective
1:05pm	Early Dismissal

School Supplies

A list of required school supplies will be given to all parents before the beginning of the school year. Students are required to bring the materials needed to ensure they are successful academically. To prepare students for college, they will be held accountable for these materials in the classroom.

Grading Policies

The school year is broken into two semesters. Each is long enough to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each grading period, students will receive grades in all classes. The grading scale is as follows:

Letter Grade	GPA	Percentage	Implications
A+	4.0	98-100%	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	4.0	93-97%	
A-	3.67	90-92%	
B+	3.33	88-89%	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	3.0	83-87%	
B-	2.67	80-82%	
C+	2.33	78-79%	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	2.0	73-77%	
C-	1.67	70-72%	
D	1.0	60-69%	A student earning a D in a course is not yet demonstrating a consistent level of basic competency with the content standards.
F	0.0	Below 60%	A student earning an F in a course is not yet demonstrating basic competency with the content standards.

Weekly, students will receive a report of their grades. At the mid-point of each academic semester, students will receive Progress Reports and parent conferences with information about their performance in each class. At the end of each semester, students will receive formal Report Cards with detailed information about their performance in each class.

On each Report Card, students receive one grade per class. All grades are based on a 0 to 100% scale. Each grade is comprised of the following components:

- Participation: 5%
- Classwork: 25%

- Attendance: 15%
- Formative Assessments (quizzes, essays, lab reports, etc.): 25%
- Summative Assessments (tests, final papers, final projects, etc.): 30%

Honor Roll. At the end of each trimester, an Honor Roll will be published. Students with all grades above 90% earn High Honor status. Students with all grades above 80% earn Honor status.

Passing. At the end of the year, the semester grades for each core academic subject are averaged together into a final, yearlong Course Grade. A student passes a core subject if his/her final, yearlong Course Grade is at or above 70.0%

Teacher Qualification Information

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Promotion Policies

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher. Middle school students who have received lower than a C- (70%) in two or more courses for the academic year are eligible for retention.

Any student who receives below a 70% in one or two core classes will be invited to attend Summer Bridge Academy, and may retake the end-of-year exam in the subject(s) needed at the conclusion of the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher in order to receive credit for the course.

California Assessment of Student Performance and Progress (“CAASPP”)

Bridges Preparatory Academy annually administers required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) A parent’s or guardian’s written request to school officials to excuse his or her child from any or all parts of the state assessments will be granted.

Academic Integrity

Academic integrity means being honest in completing assignments and exams for school. Schoolwork exists to help scholars learn; grades exist to show how fully a scholar has mastered content. All work and all grades should result from a scholar's own understanding and effort. Academic misconduct will be categorized in two ways:

Cheating: Cheating happens when a scholar receives or renders aid to or from any source that allows a scholar to misrepresent skills or knowledge on an assignment. This includes—but is by no means limited to—copying answers, recording answers and bringing them into a test, looking up answers during a test without permission. It would also include cheating that is caught before it is executed: if a teacher catches a scholar sending emails with answers to an upcoming exam, for example, the policy applies even though the scholars have not taken the exam yet. This also includes passing off a paper or assignment written by another as

one's own--i.e., turning in a paper that was found online or a paper written by someone who took the class previously.

Plagiarism: Plagiarism is turning in a product that, regardless of the scholar's intent, misrepresents the work of another as the scholar's own work. All written assignments should show the scholar's own understanding in the scholar's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the scholar. If words written by another person are used, they must specifically be marked as such with proper citation, according to the expectations of the class and assignment. Plagiarism includes everything from failing to cite a source by mistake to lifting a paragraph from a book and putting it into your paper. It also includes citing a source improperly--for instance, by using the wrong type of citation or making a mistake in the citation. It's anything where a reader could think that work a scholar did not do is work that a scholar did do.

Academic misconduct will always result in a referral to the Principal or Dean of Interventions, a zero on the assignment in question, and serious consequences to include, but not limited to, out of school suspension, and potential expulsion.

Behavior Policies

Discipline Policy

The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of their communities who embody our BRIDGES core values (Brave, Resilient, Inspired, Dedicated, Growing, Equitable and Self-Confident). As students grow from 6th grade to high school graduation, we must support their character development and independence as they develop their own moral code, helping students move from mere compliance to the development of their personal ethical code.

The goal of behavior management at Bridges Preparatory Academy is two-fold:

- To preserve an instructional environment that allows all students to learn
- To prepare students to be good people who are successful and familiar with the expectations of a variety of environments

To supplement this individual character development and embrace the community-oriented mindset of Restorative Justice, students will also participate in weekly community meetings. Students who make the right choices will be celebrated in a variety of ways, including but not limited to:

- Receiving a "shout-out" during a community meeting
- Being selected to help lead and/or plan a community meeting
- Parent/guardian phone call or letter home
- Special individual privileges (dress-down day for consistent uniform, etc.)
- Special advisory-level privileges (special breakfast for punctuality, etc.)

At BPA, we know that it is inevitable that students will occasionally make mistakes as they grow and learn how to navigate the world. It is our goal to quickly demonstrate to students when their behavior is unacceptable, provide an appropriate consequence, and help them resume their education as quickly as possible. BPA's behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to:

- Detention recess and lunch
- Loss of privileges
- Referral to Principal
- Parent phone call or letter home
- Parent conference
- Community service
- In-class suspension
- Expulsion

Students who repeatedly struggle to make the right choices will have a meeting with the Principal and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, and appropriate consequences for continued misconduct. The Bridges Preparatory Academy approach seeks to support the individual growth and development of each child while preserving a safe and supportive learning environment for the school community.

Suspension & Expulsion

A student may be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

As specified in California Education Code Section 48900, a student may be recommended for suspension if he or she:

- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050.
- Engaged in an act of bullying, as defined in Section 32050 and including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment.

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; any such violence resulting in serious physical injury requires expulsion.
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile education environment.
- Made terroristic threats against school officials, school property, or both, as defined in Section 48900.7.

In the case of a first offense, a student will only be suspended out of school when other means of correction fail to bring about proper conduct.

As specified in California Education Code Section 48900, a student may be recommended for suspension or expulsion if he or she:

- Caused, attempted to cause, or threatened to cause physical injury to another person [48900(a)].
- Possessed, used, or sold dangerous objects [48900(b)]
- Possessed, used, or sold drugs or alcohol [48900(c)]
- Offered, arranged, or negotiated to sell drugs or alcohol [48900(d)]
- Committed or attempted to commit robbery or extortion [48900(e)]

In these cases, expulsion would only be recommended if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to nature of the act, the presence of the pupil causes continuing danger

In the case of a first offense, a student will only be suspended out of school if his or her presence causes a danger to persons, property, or threatens to disrupt the instructional process. Otherwise, alternative discipline will be imposed.

Additionally, a student may be recommended for suspension or expulsion if he or she:

- Caused or attempted to damage school or private property [48900(f)]
- Stole or attempted to steal school or private property [48900(g)]
- Possessed or used tobacco, or products containing tobacco or nicotine products [48900(h)]
- Committed an obscene act or engaged in habitual profanity [48900(i)]
- Unlawfully possessed, offered, arranged or negotiated to sell drug paraphernalia [48900(j)]
- Knowingly received stolen school or private property [48900(l)]
- Possessed an imitation firearm [48900(m)]

In these cases, a student would be recommended for expulsion only if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the violation, the presence of the pupil causes continuing danger.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Principal may use his or her discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and correct the student's specific misbehavior.

Students will receive an expulsion recommendation on a case-by-case basis if it is determined that the student committed one of the following acts at school or at a school activity off school grounds, as specified in Education Code Section 48915(a), (b):

- Causing serious physical injury, except in self-defense
- Possession of a knife or other dangerous object
- Possession and/or use of a controlled substance
- Robbery or extortion
- Assault or battery on a school employee

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915(c), (d):

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
- Possession of an explosive

Students are subject to mandatory expulsion from Bridges Preparatory Academy for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

At the discretion of the Principal, Bridges Preparatory Academy will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.

Civility Policy

The purpose of these policies and procedures is to promote mutual respect, civility and orderly conduct among school employees, parents, and the public. Bridges Preparatory Academy is committed to keeping our school and offices free from disruptions and preventing unauthorized persons from entering school grounds and/or disrupting school activities. These procedures are intended to maintain, to the extent

possible and reasonable, a safe and harassment-free workplace for staff, students, and parents. Bridges Preparatory Academy expects positive and civil communication between staff, students, parents, and the community and discourages volatile, hostile, or aggressive behaviors that cause fear, intimidation and/or disruptions.

Disruptions

1. The use of profanity or obscene or threatening language or loud and inflammatory language which may reasonably cause disruption or violent reaction is prohibited between staff, parents, students, and community while on school grounds or during school activities. The prohibition includes phone conversations, letters, memoranda, or e-mails.
2. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health or safety of students or staff; willfully causes property damage; uses loud and inflammatory language which can reasonably be expected to lead to substantial disruption or provoke a violent reaction; shall be directed to leave the school property or activity promptly by the site administrator or his/her designee.
3. Employees are directed to end all conversations, whether by phone, in writing or e-mail with individual(s) who continue to violate these procedures after the employee notifies the individual(s) of the violation. The employee shall provide a written report of the incident to the administrator in charge of the site or activity, or his or her designee.

Safety and Security

4. The Executive Director or designee will ensure that a safety and/or crisis intervention techniques program is provided to raise awareness on how to deal with these situations if and when they occur.
5. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. Employees and supervisors should complete the Incident Report and report to law enforcement any attack, assault or threat made against them on school premises or at school-sponsored activities.
6. An employee whose person or property is injured or damaged by willful misconduct of a student, may ask the board of directors to pursue legal action against the student or the student's parent/guardian.

Documentation

7. When it is determined by staff that a member of the public is in the process of violating the provisions of these procedures, an effort should be made by staff to provide a written copy of these procedures, including applicable code provisions, at the time of occurrence. The employee will immediately notify his/her supervisor and provide a written report of the incident. The administrator will then take appropriate action.

California Education Code:

44811, in part. (a) Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. (b) A violation of subdivision (a) shall be punished as follows:

(1) Upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000), or by imprisonment in a county jail for not more than one year, or by both the fine and imprisonment.

(2) Upon a second conviction, by imprisonment in a county jail for a period of not less than 10 days, and not more than one year, or by both imprisonment and a fine not exceeding one thousand dollars (\$1,000). The defendant shall not be released on probation, or for any other basis until he or she has served not less than 10 days in a county jail.

(3) Upon a third or subsequent conviction, by imprisonment in a county jail for a period of not less than 90 days, and not more than one year, or by both imprisonment and a fine not exceeding one thousand dollars (\$1,000). The defendant shall not be released on probation, or for any other basis until he or she has served not less than

General School Information

To Contact Us

400 S Santa Fe Ave.
Compton, CA 90221
562-200-8819

We are committed to establishing and maintaining an open and respectful line of communication between families and Bridges Preparatory Academy staff. Families should contact staff by e-mail and understand that we will try and return emails within 24 hours. Families will also have an opportunity to meet with staff during the two scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person more immediately, the parent should report directly to the Main Office, which will facilitate the soonest possible contact.

Employee Name	Position	Email
Alejandro Gomez	Principal	agomez@bpacompton.org
Sabrina Henriquez	Manager of Operations	sabrina@bpacompton.org
Irma Medina	Office Secretary	imedina@bpacompton.org
Sabrina Jane	School Social Worker	sjane@bpacompton.org
Juan Medina	School Administrator	jmedina@bpacompton.org
Michelle Ortiz	Community School Coordinator	mortiz@bpacompton.org

School Hours

During the school year, the main office is open daily from 7:00am to 4:30pm.

Transportation

Transportation is not provided by BPA. We are happy to cover the cost of a monthly Metro student bus pass (\$24/month).

Health & Safety

Health and safety are a top priority at BPA.

The school requests that children do not come to school if they are ill. If school staff believes that a child needs to see a doctor, is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact families and ask them to pick up and take their child home. Parents will be contacted if a child has a moderate-to-high-fever; is experiencing vomiting or diarrhea; shows signs of any contagious disease; and/or has an illness that prevents the child from participating in activities.

Medication

If your child requires medication during school hours, a medication authorization form signed by the parent/guardian and the child's doctor must be completed. Families can get a copy of this form by calling or stopping by the school office. The requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. All student medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.

Sex Education

Bridges Preparatory Academy provides a comprehensive health education curriculum designed to provide students with the knowledge and skills to make responsible, well-informed personal health decisions. The health education curriculum covers a wide variety of topics, including comprehensive sexual health education and HIV/AIDS prevention education. At your request, you can be given an opportunity to review materials, and be given the opportunity to request in writing that your child not participate in the instruction.

Emergency Protocol

In an emergency or life-threatening situation, the procedure is as follows:

1. Parent or guardian is contacted.
2. Local EMTs are called via 911, and the student will be taken to a local hospital emergency room for further assessment and treatment. Because of the possibility of emergencies, all students must have current, completed emergency notification forms on file.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who

