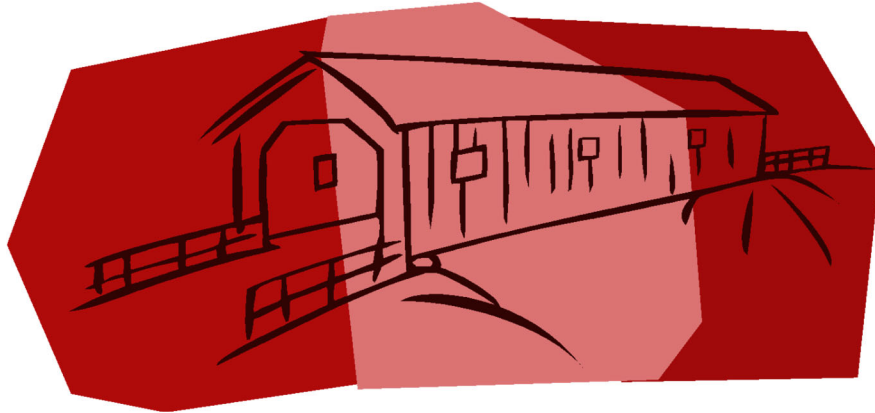


Superior Public Schools

Bridge School



Alternatives for Secondary Students

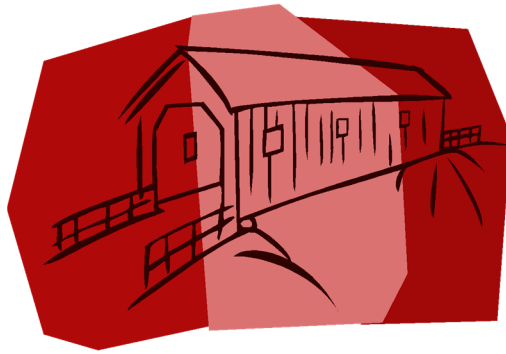
PARENT/STUDENT HANDBOOK

“The future walks through the doors of our schools each and every day.”

2023-2024 CHANGES/UPDATES HIGHLIGHTED IN YELLOW

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NOTICE OF NONDISCRIMINATION

Superior Public Schools does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to the Superior Public Schools Title IX Coordinator (Telephone 402-879-9958) or to the Office of Civil Rights, United States Department of Education, 1961 Stout Street, Denver, Colorado, 80294

Superior Bridge School. **A school within a school.**

KEY FEATURES OF THE SCHOOL

The Bridge School is a school created to respond to the individual needs of students by providing academic and emotional intervention to adolescents through long-term, sustained support. The school is about building relationships with students, monitoring student progress, offering academic support and facilitating collaboration between the student, the school, the home, and the community.

Preventive: Focuses on risk factors that can be altered through intervention

Capacity Building: Promotes the acquisition of skills and successful school habits

Efficient: Builds upon existing resources and networks within home, school, and community systems.

Outreach: Structured to create long-term, trusting relationships between school, youth, families, and community

Individualized: Systematically focuses on the individual needs of students

Adaptable: Uniquely designed to incorporate the goals and strengths of the local school, the home, and the community as a whole

ENROLLMENT CRITERIA

Superior Bridge School is designed to address the needs of middle and high school students who seek an alternative to a traditional high school setting to achieve success. The following criteria apply to all students interested or required to enroll:

- All secondary students (Grades 6-12) are eligible for the program.
- A student must be willing to discuss and work on altering any behaviors or stumbling blocks that may have contributed to a lack of success in the past.
- A student must meet attendance expectations and follow all rules and regulations in the student handbook.
- Customized intervention programs with support services to meet the individual, unique needs of students who may benefit from an alternative placement will be determined through the building SAT process. Once a placement is determined at the Bridge School, a comprehensive transition plan will be developed to either 1) provide support for graduation or 2) provide for the student's return to the traditional school setting.
- An Individualized Learning Plan or Individualized Education Plan will be developed for each student by building staff in consultation with parents. The ILP/IEP must address the presenting academic and or behavioral problems, including:
 - Academic and or/behavioral goals to be met in the ILP/IEP
 - Projected timelines for meeting the goals
 - Criteria that will be used in evaluating student progress
 - Signatures of the student and parents showing that they accept placement in the Bridge School and that they will abide by the academic, behavioral and social expectations established in the ILP/IEP

- Students may be referred for the following reasons (this list is not all-inclusive):
 - The student is suspended for up to ten days or expelled
 - The nature and seriousness of a school policy violation
 - The degree of danger to the school community
 - The student’s disciplinary history, including the seriousness and number of previous infractions
 - The appropriateness of an alternative education placement or program
 - The results of any mental health, substance abuse, or medical assessments (including pregnancy)
 - 504 plan, which calls for an alternative temporary placement
 - Student attendance/academic records
 - Parent referral

STUDENT REFERRAL TO THE BRIDGE SCHOOL

- At-Risk Students may be referred to the principal by school personnel, parent, and community agency or as a result of court proceedings. Any referral will be part of the established building SAT process. The SAT, in addition to the student and parents, will:
 - Receive and review the referral
 - Schedule a placement meeting
 - Provide written notification to the parents as to the time/date/ and place of the meeting
 - Provide documentation of the extent and effectiveness of current interventions (From previous SAT Documentation)
 - Provide evidence to support a possible placement in the alternative school setting
 - Document the individuals involved in the decision
 - If placed in the alternative school setting, provide written notification to parent/guardian
 - Evaluate all available data
 - Discipline/attendance records
 - Demographic data
 - Number of years student in grade placement or credit completion for his/her age
 - Cumulative record
 - State and district assessment results
 - Interviews with students and parents
 - A representative sample of current student work in the regular classroom
 - Medical records, if needed
 - Court records, if needed
 - Academic and behavioral screening information, if available
 - Make a decision about additional information needed
 - Make recommendations for other interventions that may be implemented in the regular classroom, or make a referral to another program of service (for example: remedial reading/math) in the school’s continuum of services for at-risk students.

- Provide all possible support, and if the SAT determines that the school cannot provide any further meaningful or effective assistance, or if the circumstances surrounding the student call support outside of the traditional school day, a referral to the Bridge School will be made.
- The SAT team reviews data to: A) try another intervention, B) remain in the regular school setting, and C) refer to Bridge School.
- If the SAT committee and the parent decide that the Bridge School is an appropriate placement for the student, the team creates an academic/service work/career exploration/work experience schedule for the student.
- Students receiving special education services will be placed at the Bridge School with an appropriate IEP written to reflect the Bridge School Placement. All federal and state special education criteria will be met through the IEP.

PARENT INVOLVEMENT

If placed in the alternative school, parents will be asked to be engaged in the learning process in the following ways:

- Parents must be informed of their child's progress
- Parents must be invited and participate in decisions that affect the placement of their child
- Parents are to be invited and participate in decisions that pursue to seek to enlist their child in additional services related to service learning, career exploration, or career experience
- Parents are to be informed in writing of the placement of their child in an alternative placement

INSTRUCTION AND LEARNING EMPHASIS

- Curriculum and instructional practices shall reflect high expectations for students
- Instruction shall address cultural and learning style differences
- Instructional activities shall be consistent with the written curriculum and age/grade level appropriate
- Instructional materials will be age/grade level appropriate
- Sufficient instructional materials, supplies, and equipment shall be available to deliver the instructional program
- The instructional program will be delivered in a climate conducive to learning
- The instructional program shall include educational and workforce development opportunities

SERVICE LEARNING\COMMUNITY SERVICE EMPHASIS

All students are encouraged to take elective Service Learning\Community Service experiences where they can take on school and community projects. The core concept combines service and learning objectives to encourage beneficial change in the student while providing measurable contributions to the community. In addition, students are eligible to earn Service Learning\Community Service Experience credit.

- Students can receive two (2) elective credits per year for community service. To receive this credit, students must complete ninety (90) hours of approved community service and submit agreed-upon documentation to the Bridge School teacher to verify the community service.

CAREER PLANNING\WORK EXPERIENCE EMPHASIS

Students are encouraged to participate in the elective Career Planning\Work experience, where they can develop short-term and long-term goals toward post-secondary pursuits and professional work opportunities. This can be earned in the following way:

- Students are eligible to receive three (3) elective credits per year for hours worked at a place of employment outside of school hours. To receive this credit, students must work 180 hours per semester and submit to the Bridge School teacher pay stubs to verify hours worked.
- Students are required to attend their work experience with the same expectations and guidelines of Superior Public Schools. Work attendance will be taken, and if a student is in violation of the attendance policy, the work component of the program may be revoked.
- Student work experience must be with an employer other than immediate family members.

ONLINE VIRTUAL LEARNING EMPHASIS

- Students showing need may earn credits through, Acellus, a comprehensive online curriculum.
- The online curriculum requires a higher level of student self-motivation than traditional teacher-led courses. Students will take the course in the Bridge Classroom with a teacher/facilitator present.
- These classes may also be available after school hours for core credit recovery or new elective credit. A student may be eligible to take classes in the after-school program during the regular academic year, dependent on available staff.

STUDENT RESPONSIBILITIES

- Attend school regularly, be on time, courteous, and prepared to learn.
- Respect the rights, feelings, and values of others.
- Respect the property of others, including the physical property of The Bridge Alternative High School.
- Contribute to our school by following its policies, and follow the requests and instructions of teachers and staff.
- Embrace and commit to all district policies for violence, threats, drugs, weapons, and alcohol at any and all activities.
- Refrain from using profanity and negative commentary.
- BRIDGE Students may attend extra-curricular and school-sponsored activities if they are in good standing with grades, attendance, and behavior.

PARENT/GUARDIAN RESPONSIBILITIES

- Assist their children in attending school regularly and on time.
- Provide for their children's health and general well-being.
- Attend and participate in school functions.
- Assist staff and teachers in informing and enforcing school policies and procedures.
- Attend parent/teacher conferences and/or solicit contact with teachers for academic updates whenever possible.

TEACHER RESPONSIBILITIES

- Assist students in reaching their academic potential by being prepared, accessible, dependable, and professional.
- Provide a safe, interesting learning environment that integrates differentiated instruction and leveled learning opportunities in the context of real-world experiences.
- Conduct oneself professionally in dress, attitude and interaction with colleagues and community members.
- Treat students and parents with respect and dignity while embracing their individuality and uniqueness.
- Assist students to become self-reliant and independent.
- Notify parents/guardians when a minor student may fail a course, demonstrate poor attendance, or display other self-defeating behavior.
- Keep accurate and current student records as official records of student attendance progress and grades.
- Provide updates regarding progress upon student or parent request.
- Inform appropriate personnel of student academic and social concerns, and assist with appropriate intervention.
- Know and enforce the policies, procedures, rules, and regulations of Superior Public Schools

STUDENTS 18 YEARS AND OLDER – RIGHTS AND RESPONSIBILITIES

The school will consider the parent of a student who is 18 years or older as the recipient of all records and reports unless the school has on file a statement completed by the student indicating that the student has total responsibility for himself/herself. This includes items relating to attendance, discipline, and other relevant factors.

PROGRESS REPORTS AND REPORT CARDS

Students shall receive grades based on demonstrated competence. Each year is comprised of 2 semesters. Student progress reports shall be issued every week to the student. Teachers will provide students the opportunity to make up work within each week period. Parent/Teacher conferences are held during the 1st and 3rd quarters or at the request of staff, parents, or students. Report cards will be available at the end of each semester. Grades will also be accessible throughout the year on JMC, the school's student management program.

ACADEMIC CONTINGENCIES/STUDENT ACCOUNTABILITY

- The administration of The Bridge School reserves the right to dismiss a student from the program due to unsatisfactory academic progress that is not rectified.
- Students who are not passing 75% of their classes at the end of each quarter will be put on academic probation for one quarter, and the principal, parent, counselor, and student will convene to create an updated plan for improving academic performance and getting on-track for graduation/completion of the program.
- BRIDGE students are not included in the Class ranking system.

Please Reference the Superior middle/high school Student Handbook for school policy related to the below topics. *

GRADING

DRESS POLICY

ATTENDANCE POLICY

CHEATING AND PLAGIARISM

TARDY POLICY

LOCKERS

STUDENT PARKING

SEXUAL HARASSMENT

CLOSED CAMPUS

CRIMINAL ACTS

CELL PHONE/ELECTRONIC DEVICES

INCLEMENT WEATHER

CLASS SCHEDULE

MEDICATIONS AT SCHOOL

SNACKS AND BEVERAGES

FIGHTING

VANDALISM

SUSPENSION AND EXPULSION

LARCENY/THEFT

SUBSTANCE ABUSE POLICY

SMOKING/TOBACCO POLICY

STUDENT CONDUCT/BEHAVIOR AND

CONSEQUENCES

(This list does not include all of the high school handbook policy and procedures guidelines but is a representative list).

STUDENT SERVICE/ACADEMIC/CAREER SUPPORT

- The School emphasizes the need for academic, social, and emotional well-being. The school counselor provides counseling to students to assist them with emotional and social success. The counselor will also assist in making referrals to community agencies and serve as a liaison between school, family, and community resources. The school Counselor will also serve as a source of information regarding community resources.
- The School Student Assistance Team (SAT) and the parents will provide assessments with recommendations for meeting instructional needs and creating Individual Education Plans for each student. The SAT Team and school counselor will also assist students in determining career goals and assessing credits and transcripts for making an academic plan toward their goals, including creating a plan for post-secondary academic/vocational options.

GRADUATION REQUIREMENTS

Credit Requirements

The definition of a credit shall be as follows:

Credit - a classroom subject that meets each day for a full period for the semester shall be one (1) credit. One (1) credit equals five (5) hours of weekly instruction.

Requirements for High School Graduation

Forty-eight (48) credits are required to graduate. Thirty-four (34) credits will be from within the core curriculum, which includes the following subjects: English, Mathematics, Science, Social Science, Physical Education/Health, and Career Education.

Parents shall be notified when a student is ineligible to receive a diploma after seven (7) semesters of attendance. A student ineligible to receive a diploma after completing seven (7) semesters of attendance will be allowed to participate in the commencement exercises but will be awarded a Certificate of Attendance. If the student completes eight (8) semesters of attendance and is still ineligible to receive a diploma, that student shall be awarded a Certificate of Attendance. There shall be no distinction between students

receiving Certificates of Attendance at the spring commencement exercises. A student receiving a Certificate of Attendance shall have the option of returning to school and completing the requirements for a diploma.

Early Graduation

In unique circumstances, the Board may waive the four-year attendance requirement for high school graduation, provided that the student has met the requirements listed below.

Students must apply to the high school principal before they may seek permission to graduate early from the Board. The principal may consult with appropriate instructional and guidance staff members to determine. The student's application must include:

1. Proof that the student will meet all academic requirements necessary to graduate on or before the proposed graduation date;
2. A transcript showing that the student has no grade lower than "C" in any required course at the time of application;
3. A detailed essay that (a) addresses the reasons for seeking early graduation and (b) articulates the student's post-graduation plans, including goals and objectives justifying the need to graduate early; and
4. A letter from a parent/guardian supporting the application.

The student may submit any additional materials which support the student's efforts to graduate early. Such materials may include but are not required to include: letters of support from staff and community members, proof of admission in a postsecondary program, and/or any other materials the student believes to support the student's application.

Early graduates will be considered graduates of the district at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the student body and will forfeit those rights and privileges accorded to such students.

Promotion and Retention of Students

Upon satisfactory completion of the grade level requirements, students attending the sixth through eighth grades of the Superior High School shall advance to the next grade.

Students may be required to repeat the same grade provided there is an expectancy that the student's building principal believes that the student will benefit from repeating the grade. If a student's retention is considered, a careful study of the student's needs shall precede any decision relative to the retention. In basing his/her decision to retain the student, the building principal may include but is not limited to a conference with the student, the student's parents or guardian, the student's teacher(s), and the guidance counselor. Adequate testing of the student shall be performed to determine if the leading difficulty of the student could best be served in a special education program. The administration shall make the final decision for the retention of a student.

Students are responsible for completing the district requirements and additional elective requirements to make up a total of credits. Juniors and middle school students must take the state assessments for their grade level. A student is required to earn a minimum of 48 credits to graduate from Superior Public Schools.

Subject:	Years	Superior High School Requirements	Credits
English/Language Arts	4	Must include English I, English II, English III, and English IV	8
Mathematics	3	Must include Algebra 1 or (Algebra 1A and 1B), Geometry or (Applied Geometry), and Algebra 2.	6
Science	3	Must include Biology. Earth Science and Physical Science are also recommended.	6
Social Science	3	Must include U.S. Government and U.S. History. World Geography is also recommended.	6
Physical Education / Health	1	Must include PE, Social, and Emotional Education. and Health.	2
Career Education	3	Must include Personal Finance, College and Career Readiness, Investigating Careers.	6
Electives	4	Combination of college coursework or core/elective curriculum, work experience credit or additional credits listed below. Please see additional credit information listed below*	14
TOTAL			48

***Additional Credits**

Citizenship Credit: Students can receive two (2) elective credits per year for positive citizenship. Students cannot have any unexcused absences or more than two tardies to receive this credit. Students must also display positive behavior inside and outside the classroom.

Community Service Credit: Students can receive two (2) elective credits per year for community service. To receive this credit, students must complete ninety (90) hours of approved community service and submit agreed-upon documentation to the Bridge School teacher to verify the community service.

Work Experience Credit: Students are eligible to receive three (3) elective credits per year for hours worked at a place of employment outside of school hours. To receive this credit, students must work 180 hours per semester and submit to the Bridge School teacher pay stubs to verify hours worked.

Alternative Education Student Placement Form

Name	NDE #:	DOB:	AGE:
<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	Grade:	School:	
Principal:	Counselor:	Credits Earned:	
Pertinent Information			
Medical Concerns <input type="checkbox"/> YES <input type="checkbox"/> NO	Medical Information Attached <input type="checkbox"/> YES <input type="checkbox"/> NO		
Active 504 Plan <input type="checkbox"/> YES <input type="checkbox"/> NO	Date of 504 Plan / / / Identified 504 Disability		
Court Involved <input type="checkbox"/> YES <input type="checkbox"/> NO	Suspension <input type="checkbox"/> YES <input type="checkbox"/> NO	How many Days?	
SAT Meeting Minutes Attached <input type="checkbox"/> YES <input type="checkbox"/> NO	Expulsion <input type="checkbox"/> YES <input type="checkbox"/> NO	How Long?	
Attendance Attached <input type="checkbox"/> YES <input type="checkbox"/> NO	Discipline Attached <input type="checkbox"/> YES <input type="checkbox"/> NO	Transcripts Attached <input type="checkbox"/> YES <input type="checkbox"/> NO	
ADDITIONAL INFORMATION:			
Identify the Student Risk Factors Impeding Successful Completion of Academic Program (Check all that apply)			
I. Individual Background Characteristics		II. Early Adult Responsibilities	
<input type="checkbox"/> Has a learning disability or emotional disturbance		<input type="checkbox"/> Has to work long hours to support family	
<input type="checkbox"/> Juvenile Court Referrals		<input type="checkbox"/> Parenthood	
III. Social Attitudes, Values and Behavior		IV. School Performance	
<input type="checkbox"/> High Risk Peer Group		<input type="checkbox"/> Low Achievement	
<input type="checkbox"/> High Risk Social Behavior		<input type="checkbox"/> Retention/over-age for grade	
<input type="checkbox"/> Highly Socially Active Outside of School			
V. School Engagement		VI. Family Background Characteristics	
<input type="checkbox"/> Poor Attendance		<input type="checkbox"/> LOW SES	
<input type="checkbox"/> Low Educational Expectations		<input type="checkbox"/> High Family Mobility	
<input type="checkbox"/> Lack of Effort		<input type="checkbox"/> Education Level of Parents	
<input type="checkbox"/> Low Commitment to School		<input type="checkbox"/> Large Number of Siblings	
<input type="checkbox"/> No Extra-curricular participation		<input type="checkbox"/> Family Disruption	
VI. School Behavior		VII. Family Engagement With School	
<input type="checkbox"/> Multiple Discipline Referrals		<input type="checkbox"/> Low Educational Expectations	
<input type="checkbox"/> Frequent Aggression/Misbehavior		<input type="checkbox"/> Sibling(s) Have Dropped Out	
<input type="checkbox"/> Insubordinate		<input type="checkbox"/> Low Contact With School	
Potential Interventions (Check All That Apply)			
<input type="checkbox"/> Academic Support	<input type="checkbox"/> After School Support	<input type="checkbox"/> Behavior Intervention	
<input type="checkbox"/> Career Education/Job Training	<input type="checkbox"/> Conflict Resolution/Anger Management	<input type="checkbox"/> Family Engagement	
<input type="checkbox"/> Court Advocacy/Probation	<input type="checkbox"/> Family Strengthening	<input type="checkbox"/> Family Therapy	
<input type="checkbox"/> Life Skills Development	<input type="checkbox"/> Peer Group Intervention/Prevention	<input type="checkbox"/> Mental Health Services	
<input type="checkbox"/> Mentoring	<input type="checkbox"/> Pregnancy Support	<input type="checkbox"/> Service Learning	
<input type="checkbox"/> Structured Extra-Curricular Activities	<input type="checkbox"/> Substance Abuse Prevention	<input type="checkbox"/> Truancy Prevention	
<input type="checkbox"/> Other _____			

Individualized Learning Plan

Student _____ Date _____
 School _____ NDE # _____ AGE _____
 History: GPA _____ Credits _____ Attendance _____ Referrals _____

Personal Information			
Street:	City:	State:	Zip Code
Home Telephone #:		Email:	
Student Cell Phone #		Parent Cell Phone #	
Father's Name:		Father's Work #:	
Mother's Name:		Mother's Work #:	

Bridge School Expectations:

- Return to regular education by ___/___/___ Graduate from High School by ___/___/___
- Earn _____ Credits By ___/___/___
- Maintain Attendance at _____% (90%, 95% 100% attendance rate)
- Behavior Goal:

Career/Service Work Goal (Complete a Career Inventory if one has not been completed)

Service Work Site Possibility:

Career Exploration Work Possibilities:

Job Possibility:

Weekly Schedule-List Courses, Classes, Career Exploration, Service Work and Job Training in the schedule below

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Present Level of Academic Performance

English/Language Arts	Strengths
	Weaknesses
Math	Strengths
	Weaknesses
Science	Strengths
	Weaknesses
Social Studies	Strengths
	Weaknesses
	Strengths
	Weaknesses
	Strengths
	Weaknesses
	Strengths
	Weaknesses

Exit Plan for returning to the Regular Classroom or Graduation from High School			
Subject	Agreed Upon Academic Outcome	Social Behavior Outcome	Supervising Teacher
Academic and/or behavioral supports needed while at the Bridge school			
Social/ Behavioral Counseling Needs while at the Bridge School			
Career/ Service Work supports needed while at the Bridge School			

Outline of School Responsibilities:

- 1.
- 2.
- 3.
- 4.

Outline of Student Responsibilities:

- 1.
- 2.
- 3.
- 4.

Outline of Parent Responsibilities:

- 1.
- 2.
- 3.
- 4.

Summarize the details of the learning plan-

The student is placed in the Bridge School as determined by parents and staff of Superior Middle/High School and needs to complete _____ courses by _____(Date) in order to return to the regular classroom or graduate. Student progress for the plan will be monitored by _____(Teacher) and reports to parents will be made at a minimum of every four weeks. If the student is not completing work in a timely manner, is frequently absent, or refuses to work, a meeting will be called, and the parents, student and school will meet and draft a new Individual Learning Plan.

_____(Student)has an interest in _____(Service Work, Career Exploration, employment) and a learning experience will be pursued for placement for the student in the area of interest.

_____(Student) has a behavior plan goal(s) for:
(List Goal(s), monitoring frequency, and indicators for success)

Behavior Goal(s)			
Goal:	How Goal will be monitored (Frequency)	Indicators of Success	By Whom

Bridge School Program Signature Page

An Individual Learning Plan (ILP) has been developed for _____, a student at Superior Middle/High School. The student and the parent agree with the content of the ILP and agree to:

To attend the Bridge School for academic instruction and pursue career exploration, service work, and employment options as part of an Individual Learning Plan that incorporates student interests and aptitude while also keeping _____ (student) on track to graduate by _____

Maintain _____% attendance (90%, 95%, 100%)

Understand that all state and school rules and policies apply to the Bridge School

Agree to arrive and leave on time for school and possible career, service work, or employment opportunities

Agree to participate fully to the conditions of the Individualized Learning plan and understand that failure to meet these requirements could jeopardize the opportunity to graduate while possibly limiting personal post-secondary opportunities.

Student _____

Date _____

Parent _____

Date _____

School Principal _____

Date _____

School Counselor _____

Date _____

Bridge School Representative _____

Date _____