



BRIDGES ACADEMY
EDUCATING THE EXCEPTIONAL²



BRIDGES ACADEMY
ANNUAL REPORT
2021 - 2022



A MESSAGE FROM THE HEAD OF SCHOOL

Carl A. Sabatino,
Head of School



Bridges Academy is the leader in the education of twice-exceptional students. Our commitment to the continued research and development of teaching strategies for neurodiverse students in the 21st-century classroom has not waned since Bridges' founding in 1994. From our work in the classrooms and research through the 2e Center we have made significant contributions to the field. We are increasingly looked to for advice and support by new schools and programs across the country.

Strategic expansion has been a goal since the founding. Over the past few years, we have taken over the 2e Newsletter turning it into 2eMedia.com. We have produced 2eNews.com and Variations2e magazine providing the 2e world with vital information. We have created the Graduate School for Cognitive Diversity in Education, offering doctoral and master's degrees. And in 2020, we began discussing and planning the opening of a Bridges Academy in Seattle.

Solid financials are integral to the success of our school. Except for the three years of transition from renting to owning, since 2000 we have regularly balanced our operational budget and begun building formal emergency reserves. The 20-21 school year saw a slight decrease in enrollment due to COVID-19 but, because of prudent fiscal management, federal government emergency funding, and continued support of our parents we move into the post-COVID 2022-2023 school strong.

No. 6 Summer 2021

VARIATIONS^{2e}

Not all great minds think alike



The Complexity of Cultures in 2e Education

Race, Gender, and Scholar Identity | Asian Americans and Twice-Exceptionality
Indigenous Youth in Education | 3e: Cultural and Linguistic Barriers to Identification



BRIDGES ACADEMY SEATTLE
EDUCATING THE EXCEPTIONAL²



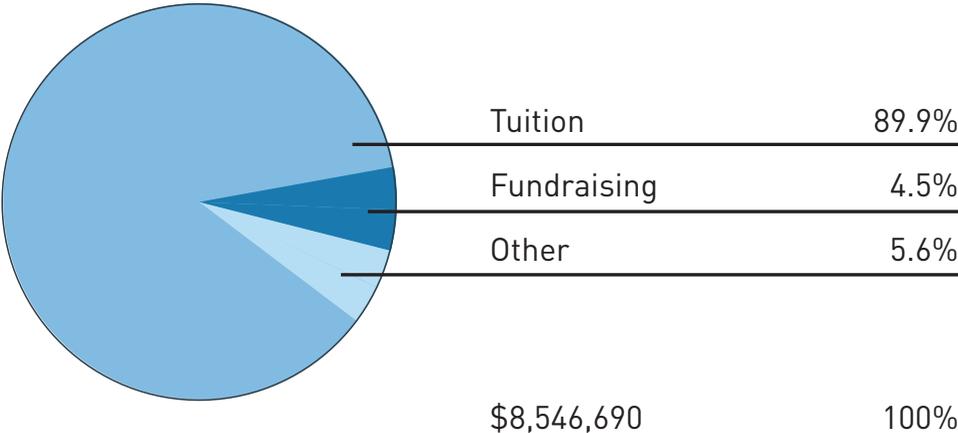
Bridges Academy Seattle will offer enriched programming that addresses students' interests, strengths, and talents as well as their learning challenges. This established, evidence-based approach has been developed and used at Bridges Los Angeles for more than 20 years.



BRIDGES GRADUATE SCHOOL OF COGNITIVE DIVERSITY IN EDUCATION

Apply now for the 2022-2023 academic year

Operating Income, Gifts & Contributions



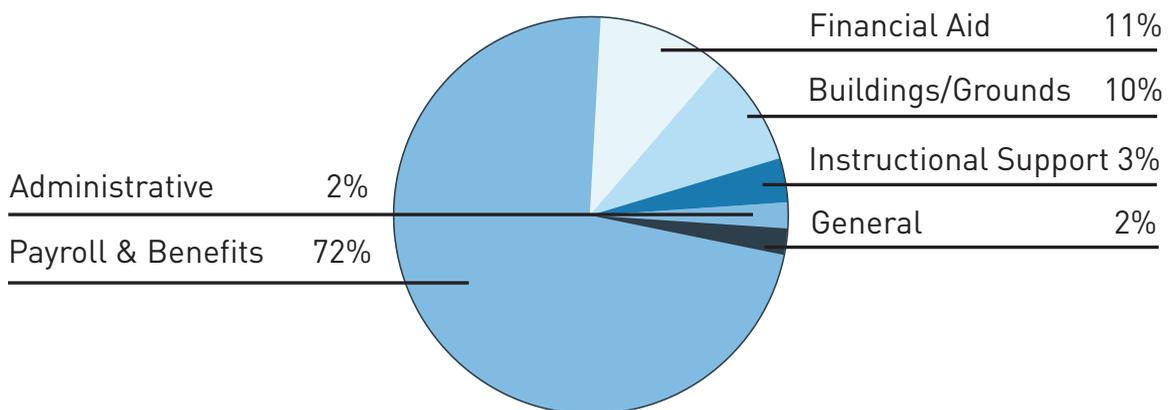
2021 - 2022

FINANCIAL STATEMENT LOS ANGELES

ANNUAL GIVING BY CONSTITUENCY

Board:	100%
Faculty:	100%
Parents:	96%

Operating Expenses



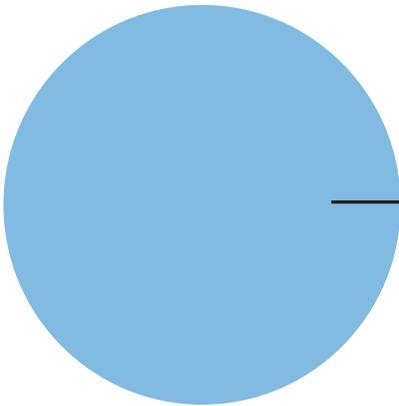
CAPITAL CAMPAIGN

2020-21 Gifts \$250,000

2021-22 Gifts \$850,000

2022-23 Gifts \$400,000 (Projection)

Operating Income, Gifts & Contributions



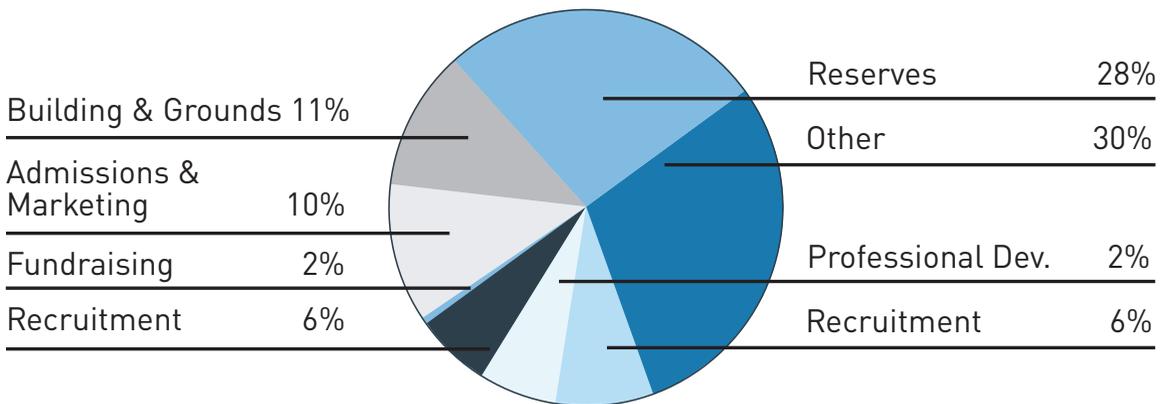
Tuition	0%
---------	----

Capital Campaign	100%
------------------	------

2021 - 2022

FINANCIAL STATEMENT SEATTLE

Operating Expenses



PHOENIX PROGRAM

FROM THE ASHES

This past school year, Phoenix has been true to its name — we rose from the ashes of the pandemic with great resilience. Even with observing the protocols of caution for the majority of the year, everyone was very grateful to return to campus and work again in person.

With all of the publicity about the loss of learning, and the post-pandemic social difficulties of children nationwide, we found that, relatively, our students had not lost learning, and were eager to return to their friends. We did emphasize much of our social and emotional learning in the happenings of every day, which has resulted in a strong Phoenix community. As part of our initial community building, our Theta group created a model community called Redville based on the local redwood trees who stand separate, but whose roots are intertwined to create their connectedness and security.

Our strength-based enrichment program provided many exciting opportunities for students to practice problem solving and to learn information relevant to their interests. We started with enrichment clusters in the fall, with children choosing from six different interest-based groups that met for the entire morning every Friday for the semester. By December we were able to present a talent show, original film debuts, and an art show in the main lobby.

The traditional project-based immersion activity called “Intersession” was held the last two weeks before the winter break. Teachers presented the students with the challenge of creating the perfect society on an island. They were given the geographic profile of the island, and then they chose to work in a group that would focus on developing an aspect of the society: legislation, culture and art, infrastructure, sustainability, economics, etc. Since a society is a system, each group



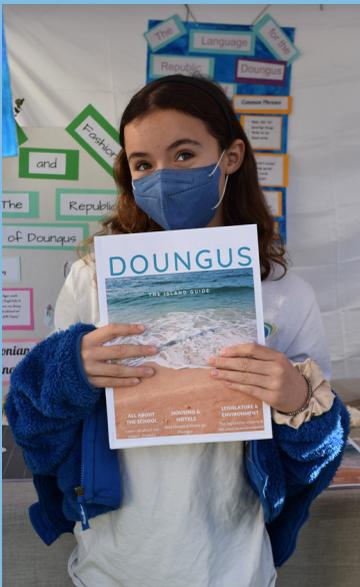
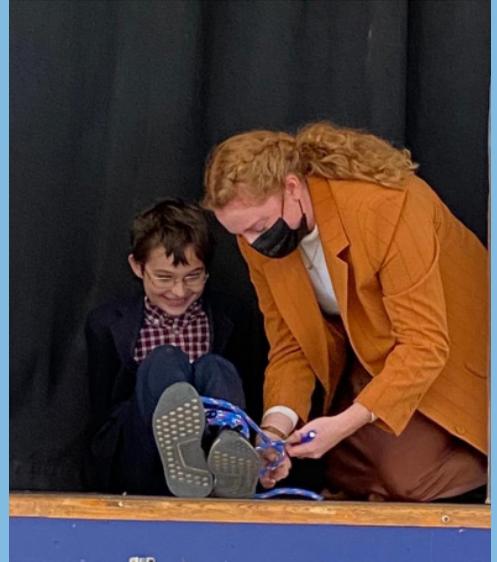
needed to make proposals to be approved by the other groups before finalizing any plans. The students devised a system of doing this which led to interesting discussions.

Parents who practice in these professions came to talk to the different groups, helping them to understand what is available and in development now, and what the future holds. The students invited the parents to view the society as potential “colonists.” With a large 3D map of the island in the middle of the displays, everyone was able to see the full picture of a society that was designed to productively approach many of the issues of the 21st century.

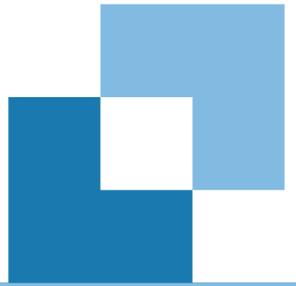
Our spring Intersession took on a different issue. The students created exhibits for The Museum of Human Expression and Innovation. They took a Multiple Intelligence inventory to identify areas of strength and then were grouped by those who had tendencies toward mathematics, performance, building, interpersonal skills, linguistic skills, and naturalist skills. Some fascinating exhibits were created, such as a simulation of what anxiety feels like in the music room sound booth, the “Musiceum” exhibit exploring all aspects of music, an exhibit called “The Gallery of Artistic Articulation,” an array of computers set with the national anthems of a dozen countries with background and lyrics in original languages and in English, and the cultivation of an aesthetic outdoor space for quiet reflection. The range of expression and creativity was sophisticated, and complex!

PHOENIX

Enrichment: Film and Art Show



Intersession: Doungus Island



Enrichment: Cooking & Poetry



Kindness Day



MIDDLE SCHOOL

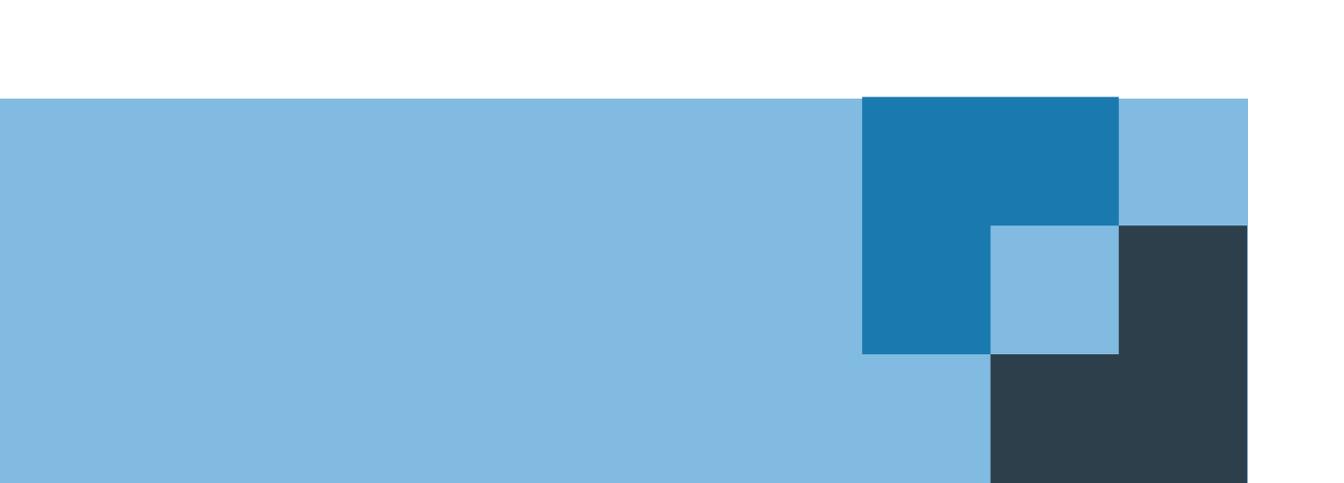
IN THE MIDDLE OF IT ALL

The Bridges middle school continues to impress the community with its innovative ideas and projects that demonstrate a willingness to push creative and academic skills. The connections from our engaging curriculum throughout the year began with our return to on-campus learning in the midst of this pandemic, where the focus on flexibility and adaptability was crucial to reacclimating students to our academic environment. Starting with Strengths Days is a time to discover what type of curiosity drives our students both in and outside of the classroom.

In their advisory, diversity and inclusion became part of middle school themes and topics. In addition the topics of identity, decision making, perspective taking, health and wellness, relationships, and character were naturally woven into the curriculum and highlighted through discussion and activities. These themes help to prompt the self discovery that will lead to growth, as well as developing the perspective taking skills that come from reciprocal conversations. To both support these topics and student cultural awareness, we highlighted a plethora of holidays and observances including but not limited to: the Jewish New Year Rosh Hashanah, Hispanic Heritage Month, Día de los Muertos, all winter holidays, Lunar New Year, Black History Month, Women's History Month, Asian Pacific Heritage Month, LGBTQIA+, and Autism Awareness.

Students went in depth to discuss creativity and flexibility in the Winter Workshops which consisted of sculpture, nutritional blends, tinkering, history and race in sports, and anime figure drawing. Middle school director-led discussions allowed for community building and awareness regarding the importance of philanthropy, gratitude, and place-making. Students identified the benefits that giving back offers to one's overall physical and emotional well-being.

The outdoor learning experiences at Camp Alonim helped students interact pragmatically through dialogue and brainstorming while challenging them to enter their adventure zones in high ropes, archery, rock climbing, low ropes and collaborative field activities.



Winter intersession saw students identifying long-term campus greening projects that allowed them to leave a footprint for the future, in addition to exploring the concept of legacy and the impact of our footprint. This afforded them the opportunity to explore the concept to authentic project based skills such as planning, budgeting, adjusting, and implementing group project goals.

As a kickoff activity for our spring intersession, students eagerly listened to and interacted with visiting experts Shiloh Fernandez (actor/director), Candi Milo (voice actor), and X Hill (stage and film costuming), who provided real-world guidance regarding their field and professionalism. Middle school students chose their workshop group Props, Costumes and Makeup, Set Design, Acting, Stage Management and Marketing and Hospitality. They applied their strengths and talents to create a show that was performed, revisualizing the gym space to accommodate actors, support groups, and audience during this pandemic. From the reworking of the script to the marketing of the play, faculty and students worked together to give a fantastic performance highlighting their strengths and talents.

In successfully closing this unique and exciting school year, seventh grade students began their Badges Project Proposal that will continue into eighth-grade science, while the eighth graders compiled work samples for their culminating Bridging Presentations. Bridging Presentations are an opportunity for promoting students to demonstrate they are ready for the rigors of high school. These rigors include maturity in various learning environments, understanding of assignment and project processes, and the ability to present ideas and knowledge in front of an audience, while responding appropriately to questions from an audience of peers, faculty and parents.

These essential cross-curricular collaborative projects provide the necessary intellectual freedom our middle school students crave to allow for relevant and authentic experiences, that they can look back on in the future and be proud of such amazingly complex accomplishments.

MIDDLE SCHOOL

Camp Alonim



Intersession





The Alibis



Winter Workshops





HIGH SCHOOL

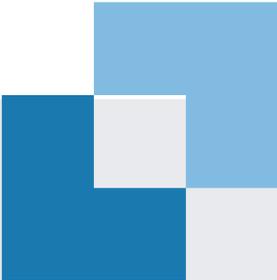
A YEAR IN REVIEW

The high school students, faculty, and staff were thrilled to be back on campus for the entirety of the 2021-22 school year. Ninth-grade students engaged in a team-building rock climbing activity in Malibu. The 10th- and 11th-grade students attended a three-day camp on Catalina Island through the Catalina Environmental Leadership Program where they snorkeled, hiked, kayaked, and learned about composting and sustainability. They studied the night sky and were able to view many constellations that are often not seen with the lights of Los Angeles. The 12th-grade students attended the first annual (hopefully) Senior Trip! They spent three days in Palm Desert and the surrounding areas learning the basics of golf, exploring the Living Desert and feeding the giraffes, taking the Aerial Tramway, learning how to deal with roommates, and having family-style dinners.

The Young Expert Program continues to provide students with the opportunity to explore their own diverse interests with badges this year earned in topics such as Modular Concept Smartphone; Metallurgy; Dance & Choreography; Simpsons Theme Park — Part 2: Culture & History; and Life of A Sidekick: Robin.

Faculty put together a wonderful series of workshops in February to celebrate Black history month. Courses met weekly for four weeks and covered topics like “African-American Political Thought and Poetry in the 20th Century” and “From Prophets to Profits: Forty Years of Black American Art.” The theater department put together two wonderful shows – *The Tempest* was performed in the fall and the musical, *A Year With Frog And Toad*, performed in the spring. Both of these shows showcased student talent, creativity, and risk-taking.

The robotics program had another great year providing students the opportunity to wrestle with challenging design problems in a fast-paced, competitive environment. Watching students grow through these varied and powerful experiences and exercises has been particularly gratifying in the post-pandemic school year. The track & field, cross country, and basketball teams were all excited to be back in session after a year away. Bands performed at coffee houses in the fall and spring, the ultimate showcase for the talented Music Program students. In addition, solo acts and Bridges alumni also performed.



Catalina Island



The Tempest

Robotics



A Year with Frog and Toad

Basketball



Track and Field

YOUNG EXPERTS



Ethan Kahn

Intersection of Music and Technology



Brendan Yibin Liu

Video Game Design and Development

2021 - 2022



Jack Griffith Mattson
Art, Science, and Craft of the Guitar



Lily Addison Stone
Design and Technology



PA APPRECIATION PARENT ASSOCIATION

Although Bridges' usual community-building events were not able to take place this school year due to COVID, the P.A. was busy creating parent social opportunities and connection! The year started out with the creation of monthly Popcorn Fridays, enabling parents to volunteer and connect with one another by distributing popcorn to students after school. The fall food donation drive to help the local community replenish its food bank was a huge success. It was an act of good will and charity as so many families were struggling during the height of the Covid pandemic.

Bridges Parent Book Club was a new opportunity added this year to allow parents to connect at a local parent residence to discuss specific book-related topics. So much of what the P.A. does is to support the community at large it was a wonderful opportunity for parents to connect and simply enjoy each one another's company. Additionally, monthly P.A. meetings were held either virtually or on campus with scheduled speakers discussing relevant parental topics. On-campus meetings were well attended as parents were able to enjoy refreshments and socially connect.

As is tradition, the P.A. spearheaded events to support and encourage the faculty and staff. Holiday gift drive for Bridges staff was successful as parent volunteers hosted an on-campus lunch for faculty to receive cash gifts from the parent community. Teacher & Staff Appreciation Week at the end of the year, celebrating faculty with daily activities, was well organized with multiple parent volunteers leading the week!

The P.A. hosted a spring Bridges alumni panel via zoom that was well received, and it was inspiring for parents to hear from former students about their experiences since graduating Bridges. The school year ended on a high note with the ability to enjoy An Evening Under the Stars Gala in April, the first Gala/Auction in two years!



2022 Gala:

An Evening Under The Stars





BRIDGES ACADEMY ONLINE

BUILDING COMMUNITY

In its inaugural year, Bridges Academy Online saw its high school students evolved into a vibrant community of learners, forming genuine relationships and affinities, as they engaged in their core classes and pursued talent-development work in their areas of strength and passion.

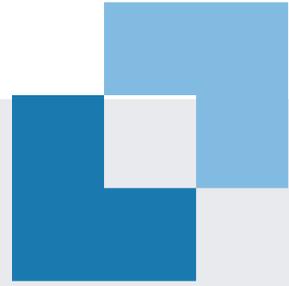
This year in our Young Expert Program, all BAO students delivered presentations as a culmination of their work. Given how much work goes into these presentations, this is no small achievement. Seven students earned full badges, with two students poised to resume their work and earn badges next school year. The focus of students' badges varied widely, from Mixed Media Sculpture to Metal Halide Thermal Battery design. In addition to work in talent development, some of our students earned independent studies credits across a broad range of extracurricular activities from creative writing and vocal performance to French and Mandarin.

This term in English, students contributed original pieces of writing toward a class collection, titled *Parrhesia*. The collection included work from the Bridges online and brick-and-mortar programs spanning genres like short story, screen and teleplay, novel, poetry, research, and personal essays.

During Academic Support and Advisory, students participated in 12 workshops on a variety of topics, including friendships, boundary setting, communication, goal-setting, and decision-making, as well as presentations on diversity topics including Black History Month, Jewish High Holy days, and the LGBTQ+ Civil Rights Movement.

In March, students and families traveled from across the country to attend our inaugural Bridges Academy Online Spring Residency Week on campus! BAO students finally had the chance to meet one another in person, participate in on-site classes with BAO teachers, and engage in activities with “brick-and-mortar” Bridges Academy students and teachers throughout the week. In addition to their core classes, BAO students attended special programming, including hiking, gardening, and games.

Heading into the 2022-23 school year, BAO enrollment has more than tripled to 19 students.



Garden Project



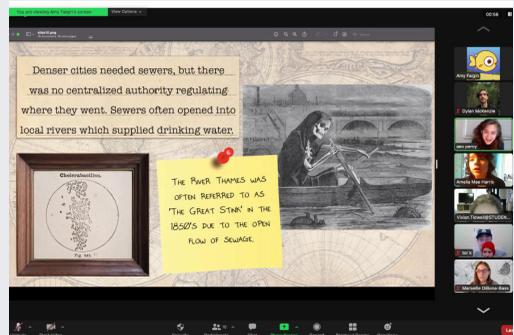
Bridges Online IRL in LA

Really Big Chess Match



Science Online

Badges Culinary Project



CitiesProject Online



BRIDGES ACADEMY
EDUCATING THE EXCEPTIONAL²

3921 Laurel Canyon Blvd.
Studio City, CA 91604
(818) 506-1091
Bridges.edu

