



Hands-On Education
Connecting Kids to Their World
2011-2012
Information Handbook for Parents and Students

1335 Calle Bouganvilla, Thousand Oaks, CA 91360 Phone:
805-492-3569

www.bridgescharter.org

BRIDGES Charter School

2011-2012

BCS Board of Directors

Randy Witt	President
Jon Baker	Vice President
Jim McGlynn	
Kim Convy	
Terri Childs	
Kenneth Leopold	
Kathi Vanderluit	

Parent Advisory Committee

Bob Linville	President
Billy Brutchin	Vice President
Cindy Morrow	Treasurer
Robyn Pool	Secretary
Melissa Brisbois	Parliamentarian

Faculty Leadership Team

Hilda Salas	Director
Juliet Herman	Education Coordinator
Norma Delgado	Resource Specialist, Coach
Tina Lorch	Teacher, Coach

Support Staff

Kathee Hans	Office Manager
Theresa Hanson	Health Clerk
Maria Heximer	Campus Supervisor

Kristin Green Extensions Coordinator

Paul Latona Custodian

Kurt Scheffler Custodian

Teachers

Kindergarten Tina Lorch Tori Cervantes

1st & 2nd grades Marsi Gore Elena Perez Debi Green

3rd & 4th grades Teresa Williams Heather Ryan

5th & 6th grades Karissa Taylor Joey Ogle

7th & 8th grades Scott Smith Cindy Beard

Resource Specialist Norma Delgado

Reading Specialist Gina Amenta-Shin

PE Specialist Luis Rivera

Music Specialist Bridgett Rivas

Band Specialist Marissa Calille

Homeschool Staff

Claudia Weintraub Independent Study Coordinator

Laina Ball Teacher

Samantha Watson Teacher

Annie Brokish Teacher

Shirley Zimmerman Teacher

Please use our website (www.BRIDGEScharter.org) for updates on following information:
(BRIDGES Charter School (BCS) Staff Directory, BCS Board of Directors, Parent Advisory Council (PAC), Parent Managed Cohort (PMC), School Calendar, and Important Dates

Welcome to BRIDGES Charter School!

Thank you for choosing to join our community. By making this choice, you are entering a proactive environment that focuses on educating the whole child – students who are engaged, challenged, supported, healthy, and safe.

This Handbook is provided so that you may familiarize yourself with our procedures. In this Handbook, you will learn details about the philosophy and vision of our school, your child's general school day, ways in which you will be participating in and around the school, and the procedures and policies that will impact your family. We hope this Handbook will answer most questions you may have about BRIDGES Charter School. Even if your family is familiar with the Whole Child philosophy of education, please take the time to review the contents of this Handbook, and be sure to discuss with your child(ren) any procedures that impact him/her/them.

If you have further questions or concerns about our School's philosophy, policies, or procedures, please make an appointment with Hilda Salas, our Director. This Handbook has been amended after our journey through the many challenges and celebrations of our inaugural year and we expect to make additional changes as we grow as a community. Please know that our doors, as well as our hearts, are always open.

We hope your years at BRIDGES Charter School will be filled with the joy and fulfillment that comes with being part of a positive change in education!

Respectfully yours,

Hilda Salas, Director

Juliet Herman, Education Coordinator

Adopted: Fall 2011

Mission, Vision and Philosophy

Mission

Our mission is to educate the **whole child** using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the **whole child**, whereby the individual student is challenged, engaged, supported, healthy and safe.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas *they* determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall

and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details *how* people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a

respected individual.

Our guiding principles are:

1. **We learn by doing:** Children learn best when they engage in activities that are interesting, interactive, and relevant, and when the teacher, the parents and the child all understand how the child learns best.
2. **Teachers and parents are partners in education.** Teachers and parents each have a different sphere of influence with respect to the children. Consequently, they must work together to educate the whole child, in order to help him or her reach his or her full potential academically, socially, and emotionally.
3. **A child's natural desire to learn is to be preserved and developed.** Without genuine understanding, learning is often rote and quickly forgotten.
4. **Creative and critical thought must be nurtured and actively developed.** Creativity is often enhanced through active and unstructured play and exploration, which leads to problem-solving and critical thinking. The ability to synthesize creative ideas is one of the most profound goals of any education.
5. **Every child deserves a solid foundation of basic knowledge.** Creative and critical thought is best served by a wealth of knowledge with which to work.
6. **An integrated curriculum provides more meaning and relevance.** Whenever possible, the inter-relationship between concepts and topics must be highlighted and explored. We strive to put even practice and skill-building activities into a context that has some meaning on a larger scale.
7. **Completing a task well fosters self-esteem.** Preserving a joy of learning is compatible with teaching self-discipline in learning, including the learning from mistakes.
8. **A sense of community aids development immeasurably.** When children feel secure and cared for in their surroundings, they become better able to develop social and academic skills.
9. **Communication is essential.** Frequent in-depth communication between teacher, parent, and child is essential, as students need guidance to make responsible choices in their learning. BRIDGES Charter School will attract a diversity of passions and opinions. Thus, some disagreements over content and/or strategies are to be expected. Clear communication that focuses on the issue at hand greatly facilitates the process of consensus and resolution.
10. **We are all partners.** All members of the community must support the philosophy to the best of their ability, both at school and at home, in order for BRIDGES Charter

School and its students to thrive. This includes a commitment to promoting sustainable, environmentally conscious and healthy habits, and to the nurturing of conflict resolution skills.

Research-based Pedagogical Strategies that Guide our Philosophy

Our philosophical beliefs are derived from, but not limited to, a variety of educational and behavioral researchers. While we may or may not endorse the educational and behavioral philosophy of the following researchers in full, BRIDGES Charter School's educational philosophy is guided by the following *key tenets*, and each is followed by a strategy we will use:

Fostering positive interpersonal relationships is essential to developing independence and confidence. To this end, "emotional intelligence" (EQ) is a stronger indicator of human success and confidence than IQ. The development of character qualities that develop one's emotional intelligence is paramount to Whole Child education. Emotionally intelligent children are better able to learn academically. (Daniel Goleman)

- ***The ability to communicate compassionately and empathetically with others is fundamental*** in building respectful, long-lasting relationships and is fundamental to successful integration into society at large. The daily practice of conflict resolution methods (such as those found in Non Violent Communication (NVC), or compassionate communication) is a necessary skill and will be an integral element of our Charter School. We will teach and practice conflict resolution skills throughout the day and in *Circle*, our daily forum for conflict resolution and mediated communication. As teachers, we will model these skills for our students; parents will further develop their conflict resolution ability through ongoing parent education. (Marshall Rosenberg)
- ***The student must learn interactively and is not a vessel to be filled with facts.*** Children need opportunities to explore, manipulate, experiment, question, and seek answers, and the teacher must have confidence in the child's ability to do so. In constructivist learning, intelligence grows through the twin processes of assimilation and accommodation, whereby children build upon their experiential understanding of events, materials, and subject matter. Therefore, we will build upon what children already know, and provide many opportunities for children to actively engage in their learning. (Jean Piaget)
- ***Social interactions make up our culture, and our culture shapes our cognition.*** Within the socio-cultural perspective is the idea of scaffolding, whereby the learner is provided clues and hints in order to solve problems and that, given appropriate help, the child can perform challenging tasks. Guided discovery in the classroom involves the teacher posing intriguing questions, offering feedback, and providing opportunities for students to learn and master the necessary tools they

need to be successful. This socio-cultural model promotes multi-age groupings and peer teaching so that students themselves offer the dialogues and scaffolding needed to better understand the material. (Lev Vygotsky)

- ***Art, music, invention and play are necessary components to education.*** The brain must be fully stimulated through the mastery of six “high-concept, high-touch” abilities essential to professional success and personal fulfillment: design, story, symphony, empathy, play and meaning. We will honor and promote the attention to a child’s ability and desire to be creative and exploratory, and provide environments most conducive for optimal brain development. (Daniel Pink)
- ***Diverse learners must be provided with diverging pathways that lead to their success.*** Thus our curriculum will maintain rigorous standards while permitting innovation and creativity in curriculum choices, and will maintain the flexibility to allow highly specialized minds to prepare for a productive adulthood. In addition, our assessments will take into consideration the premise that different minds can show what they know in different ways. We reject the traditional paradigms that focus on exposing and fixing a student’s deficits, while neglecting the student’s latent or blatant talents. (Mel Levine)
- ***Differentiation within clusters can provide the extra scaffolding needed for optimal understanding of a subject, via the support of peers and adults.*** We will focus on a differentiated model rather than on an individualized model when preparing for the needs of our students. Differentiation in our classrooms will facilitate the understanding of ideas and the application of skills so that students develop frameworks of meaning which allow them to retain and transfer what they study. We will find “zones” in which students cluster, so that on any particular day, we may offer several routes to a goal- instead of 30 routes, as an “individualized” model would suggest (an individualized model being one in which it is expected that every child has his or her specific needs met). (Carol Ann Tomlinson)
- ***The avoidance of humiliation and public embarrassment will be of paramount importance.*** Thus, in order to fulfill our School’s vision of positive, respectful and peaceful collaboration, discipline practices will focus on proactive resolutions and the understanding of natural consequences. (Mel Levine)
- ***Collaboration and cooperation promote higher achievement and lead to greater results and fulfillment than competition.*** It is a waste of one’s energy to prevent another from winning, thereby lowering individual and group productivity. We seek to change the competitive nature of society by fostering a sense of true community in our classrooms. (Alfie Kohn)

- ***Most human behavior is chosen.*** According to *Choice Theory* (a book by William Glasser), the present psychology of most people in the world is that we can only get what we want through external control, when in actuality external control is destructive to relationships. Therefore, we will teach, model, and practice, either specifically or similarly, the “Seven Caring Habits” (replacing the “Seven Deadly Habits”)¹ in order to address our commitment to connect to one another and the world around us. (William Glasser)
- ***Students think and learn differently, and express their intelligence in a multitude of ways.*** Thus, we will consider a student’s intellectual and affective learning style in order to maximize his or her learning. The *Multiple Intelligence Theory* defines eight separate intellectual domains: verbal/linguistic, logical/mathematical, spatial, musical, body/kinesthetic, intrapersonal, interpersonal and naturalist. (Howard Gardner) (BRIDGES Charter School’s Educational Philosophy (including guiding principles and researched-based pedagogical strategies), in its entirety, will serve to direct all curriculum and classroom management methods in BRIDGES Charter School.

BRIDGES Charter School Overview

Our learners will develop their skills in:

- Academic and social leadership
- Emotional fortitude
- Understanding themselves and their best path to success
- Compassion and citizenry
- Public speaking
- Collaboration and team building
- Effective communication
- Handling conflict with integrity

Curriculum Features:

- Child centered and developmental practices
- Supportive, healthy, safe, challenging, and engaging education

- Health, wellness, and physical education
- Integrated, thematic and interdisciplinary instruction
- Global and multicultural studies
- Visual, practical and performing arts
- Core areas of language arts, math, science and social studies
- Writer's and Reader's Workshop and Literature
- Alignment with California Content Standards
- Environmental studies and gardening
- Social justice
- Service learning
- Independent student selected projects

Instruction Includes:

- Parents as partners in facilitating learning
- Interactive, hands-on lessons with manipulative materials
- Constructivist learning theory
- A cooperative learning environment
- Social interaction and peer cross-age tutoring
- Multi-age grouping
- Large group, small group and individual instruction,
- Multi-sensory, multi-modal approaches
- Experiential learning, including field trips and community resources
- Process over product orientation
- Learning by inquiry, investigation, exploration, construction and creation

- Learning by doing, seeing, questioning, listening, experimenting, analyzing, relating and applying knowledge
- Multiple Intelligence Theory
- Circle and council

Evaluation/ Assessment

- Formal and informal conferences amongst parents, students and teachers
- Project rubrics
- Teacher-selected skills assessments (e.g. quizzes, essay type tests)
- Authentic assessments including performance, portfolios and work samples
- Student reflection and self-evaluation
- Teacher and parent observation
- Bi-annual narrative reports written for cumulative file
- State mandated standardized testing
- Circle and classroom meetings

What is a Charter School?

A charter school is a form of public school that may be started and operated by individuals or organizations from outside of the conventional school district system. Charter schools are not necessarily subject to the same laws that apply to traditional public schools organized into districts. Thus, administrators, faculty, staff, and parents have considerable autonomy in designing an educational program, facilities, and budget that meet the needs of their students. In exchange for this increased autonomy, charter schools are held much more strictly accountable for their use of public funds than most non-charter public schools (large districts tend to have more administrators, and therefore more oversight of one another). Charter schools must meet state academic performance standards, as well as other goals agreed to in the charter document, and they must successfully manage school finances and operations. If charter schools fail to perform, they are closed.

Quality of Leadership and Instruction

BRIDGES Charter School has a strong and supportive professional learning community that exists in a cooperative, collaborative environment. Each staff member assumes a leadership role with accompanying responsibilities. The instructional program conforms to:

- California State Standards Framework
- The criteria used by the state to determine what an outstanding program should look like
- The latest state educational research and reforms

The school's professional learning community continuously looks at curriculum implementation and assessment. The philosophy of the school is to ensure that every child is supported, engaged, challenged, healthy, safe and successful. Strategies to accomplish these goals include staff development and training, faculty meetings, daily collaboration between staff members, daily observation of classroom instruction, parent surveys and reviewing assessment results.

BRIDGES charter School has adopted a model of leadership that is based on collaboration and consensus building. Our director, Hilda Salas, is the primary leader of the school, working in collaboration with Juliet Herman, the Education Coordinator, as well as teacher leaders within the faculty.

Our Parent-Managed Cohorts each have a lead parent as a chairperson, and this chairperson will have some autonomy in guiding the direction of the PMC. Our Parent Advisory Council (PAC) serves as an advisory board, or "umbrella," of the cohorts, helping manage the needs of the PMCs and directing new families to an area of school involvement that is both symbiotic and valued. The PAC also serves as our school's booster club.

When Concerns Arise

As a Charter School, we have the same responsibilities as all traditional schools and school districts. At times, the jobs of various people overlap. The following is intended to help you know to whom to go in order to most efficiently address concerns and questions. Please see the Staff and Faculty page on the website (www.BRIDGEScharter.org) for email addresses and/or classroom phone numbers.

Your Child's Teacher, for questions or concerns related to:

- Your child's academic, social, needs or concerns
- A conflict involving your child
- Curriculum, enrichment or instructional ideas
- Help or ideas for effective volunteering in the classroom
- Help or advice needed to assist children in the classrooms
- Questions concerning or about classroom management
- Ideas for helping your child at home
- Student behavior when working with a group
- Field trips for the class
- Just to say Thank You!

The Education Coordinator, Juliet Herman, for questions or concerns related to:

- Curriculum/Instruction ideas and/or staff development ideas
- A concern regarding your child's classroom, if already addressed with your child's teacher and still in need of resolution
- Student behavior on the general campus
- Classroom happenings
- School events and traditions
- Field trip ideas for the school
- Parent Education
- Curriculum/Instruction ideas and/or staff development ideas

The Director, Hilda Salas, for questions or concerns related to:

- The BRIDGES Charter School Board of Directors
- Special Education, if not able to be addressed with the teacher and/or Education Coordinator
- Daily operations outside of the classrooms
- Disciplinary procedures
- School policies
- Issues concerning personnel
- Insurance, facilities, etc.
- Business/reporting/budget
- Fundraising and grant writing (suggestions may also be addressed to the Fundraising (PMC and the PAC)
- Publicity/community outreach (suggestions may also be addressed to the Community (Outreach PMC and the PAC)
- Website and technology (suggestions may also be addressed to the Technology PMC and the PAC)

General Daily School Schedule

Gates to campus open at 8:00 for active play

Daily Schedule: Kindergarten

8:30-10:00 Instructional Block 1 (90)

10:00-10:40 Snack & Active Play

10:40-12:30 Instructional Block 2 (110)

Daily Schedule: Grades 1-2

8:30-10:00 Instructional Block 1 (90)

10:00-10:20 Active Play (20)

10:20-11:20 Instructional Block 2 (60)

11:20-11:50 LUNCH (30)
11:50- 1:10 Instructional Block 3 (80)
1:10-1:30 Active Play (20)
1:30-2:30 Instructional Block 4 (60)

Daily Schedule: Grades 3-4

8:30-10:00 Instructional Block 1 (90)
10:00-10:20 Active Play (20)
10:20-11:20 Instructional Block 2 (60)
11:20-11:50 LUNCH (30)
11:50- 1:10 Instructional Block 3 (80)
1:10-1:30 Active Play (20)
1:30-3:00 Instructional Block 4 (90)

Daily Schedule: Grades 5-8

8:30-10:00 Instructional Block 1 (90)
10:00-10:20 Active Play (20)
10:20-11:50 Instructional Block 2 (90)
11:50-12:30 LUNCH (40)
12:30- 2:10 Instructional Block 3 (100)
2:10-3:00 Flexible Block 4 (50)

Fridays and Minimum Days

Minimum Day Schedule - every Friday:

8:30-10:00 Instructional Block 1 (90)
10:00-10:20 Active Play (20)
10:20-11:50 Instructional Block 2 (90)
11:50-12:30 LUNCH (40)
12:30- 1:30 Instructional Block 3 (60)
SCHOOL ENDS AT 1:30PM

After School Enrichment Program

BRIDGES Charter School offers several options for children wishing to stay after school. The schedule, program choices (including start and end days), and any fees will be posted on our website. Enrichment programs will begin at 3:00 PM, upon class dismissal, M-TH. On Fridays (early dismissal, or “bank day”), courses will begin at 1:30. Choices include chorus, band, musical, indie time, and sport’s club as well as additional offerings. All courses require a fee, payable in advance of the course, and space may be limited. Schedules and age range may vary for courses, so please check the school office, and/or the website for updated information, as well as start and end dates. Children who stay for

enrichment classes must commit to coming consistently each time the class meets (or informing the instructor of their absence). Children in our Homeschool Program may take enrichment classes as well, if committed to weekly attendance, and as long as there is not a wait list of site-based students.

It is recommended that all children staying at School after 3:00 PM bring an additional snack.

BRIDGES Extensions

In addition to after school enrichment we offer our childcare program called Extensions. Please contact Kristin Green at kristin.green@bridgescharter.org for further details and to sign up for the program.

Indie Time

A reasonable amount of independent work will be assigned daily/weekly; the amount will vary based on grade levels. Many children (especially in grades 3rd-8th) will not complete all of their independent assignments (essays, projects, observations, math problems, etc.) during school, especially if the student is in need of extra practice, extra time, or adult support. “Indie Time” will be provided in a classroom from 3:00-4:00 PM, Monday-Thursday, for 3rd-8th graders. Indie Time is reserved for students dedicated to completing assignments, studying, reading, and/or working on independent or collaborative projects. Indie Time is recommended for students who can work independently and respectfully, and/or who would like to utilize the resources available at school to complete their assignments. Indie Time will be a quiet workspace, with parent volunteers available to assist. *Indie Time is not childcare.* (A teacher will be present, but she/he will also be working/planning.) Students may sign up for Indie Time during after school enrichment enrollment.

Safety Procedures, Policies, and Requests

We kindly ask that you observe the following procedures:

Drop-off and Pick-up

- Students may be dropped-off and picked-up in the circular parking lot. If you would like to park and walk your child into school or park to wait for your child at the end of the day please utilize the street parking available. The parking lot is reserved for faculty and staff only.
- Parent volunteers should utilize the ample nearby street parking.
- Please drive slowly and conscientiously, always on the lookout for pedestrians. **Turn**

off your cell phones while driving near the campus. There is limited time for dropping off and picking up children. Please be mindful as you approach the school and encourage your child/ran to be ready to exit/enter your vehicle quickly to facilitate the drop off/pick up speed.

- There are two gates on our campus. The gates will be closed once the school day begins at 8:30 for security reasons. After 8:30, please sign in at the front office before entering the campus.
- Walk your bike, skateboard, or scooter when on campus, at all times while school or any school programs are in session.
- Wear helmets at all times if riding (bikes, skateboards, rollerblades, scooters, etc.).

Carpooling Carpooling is encouraged at BRIDGES. If you need help arranging a carpool, please stop in at the office so we may connect you with people who live in your area. It is advisable to evaluate your auto insurance before driving other people's children. BRIDGES does not assume any responsibility for carpool arrangements or for liability arising from carpooling.

Attendance/Tardy

Attendance

At BRIDGES, we view every day as an essential learning opportunity, and all school activities are important for your child's educational, and social development. Therefore, we expect excellent attendance from all our students. When a student is absent from school, the parent/guardian must notify the office and state the specific reason for the absence. Missing school regularly is not only detrimental to a child's learning, but can impede the development of positive learning habits.

Tardy

The students are expected to be in class each day at 8:30AM. Students who arrive to their homeroom after the 8:30AM tardy bell are considered late, and must adhere to the consequences listed below.

If you bring your child to school after 8:30AM, he or she must sign in at the front office documenting the time of arrival as well as the reason. The child will then be given a Tardy Pass to admit him/her into his or her classroom.

Six unexcused tardies within a single school year will result in a personal communication to parents from administration.

It is important that students be in class and ready to learn at 8:30AM. The following are excused tardies:

- * Medical, dental, optometric or chiropractic appointments (provide documentation)
- * Funeral service and/or bereavement
- * ALL OTHER CIRCUMSTANCES WILL BE CONSIDERED AN UNEXCUSED TARDY

<u>Number of Unexcused Tardies</u>	<u>Consequences</u>
3 tardies	Written warning
6 tardies	Personal communication with parents from administration
9 tardies	Student and Parent referred to Attendance Committee

Children should arrive at school **at least** 5-10 minutes before school starts. Supervised morning play is offered between 8:00 and 8:25. The first bell will sound at 8:25, and another will sound at 8:30 AM, the time at which students must be in their classrooms. Arriving early gives students time to check in with their friends and to put their backpacks, lunches, jackets, and other materials outside their classroom in a designated area. Prior to 8:25 AM teachers will be busy preparing their classrooms for the day, and will not be available to supervise students or meet with parents. The beginning of the school day is filled with discussion, traditions, and instruction that are important for setting up the day to be successful. When children arrive after the morning has started, it detracts from the learning environment and is disrespectful to the teacher and the other students in the class. PLEASE ARRIVE ON TIME.

Absences

Section 48200 of the Education Code of the State of California states that it is the responsibility of the parents/guardians to ensure that their children attend school regularly and on-time. As a public school, our funding comes from the state and is based strictly on our students' average daily attendance (ADA). When your child is absent from school, regardless of the reason, the school will lose some of its allocation. Having all students present (when healthy) is an easy way to keep our school's funding at its highest level.

If your child is absent due to illness (see Health and Wellness section in this handbook for when to keep your child home) or an appointment, call the school office and leave a message on the attendance voice mail as soon as possible. Please make every effort to plan doctor and dentist appointments for after school hours.

When a student's attendance problems cannot be resolved or the student and parent/

guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to BRIDGES Attendance Committee.

Unlike local district public schools, BRIDGES Charter School does have an option. If you know that your child will be **absent for more than one day** (our policy differs from CVUSD), you may contact the office to sign up for Independent Study (this is not to be confused with our “Independent Study”, or Homeschool Program). This must be done at least ONE WEEK in advance of your departure, as teachers need adequate notice to prepare materials and have forms signed.

Excessive Absence Consequence Table:

<u>Number of Absences</u>	<u>Consequences</u>
4 absences	Written warning
6 absences	Personal communication with parents from administration
over 10 absences	Student and Parent referred to Attendance Committee

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed to be a chronic truant (E.C. 48263.6).

When a child returns to school after an illness, he/she should be well enough to go outside at recess. PE is a state mandated program for grades 4-8, therefore a doctor’s note must be presented to the teacher to be excused from this course.

No child may be in school with a fever or any contagious or communicable disease.

Parents will be called to pick up their child if he/she is unable to benefit from being in school due to general illness or extreme fatigue.

Students who leave the school grounds during the school day must be signed out of the office by a parent or guardian.

Emergency Cards

Emergency cards are maintained in the school office and are of utmost importance. It is imperative that you come to the school to make any changes in daytime or emergency telephone numbers. There may be an occasion when we must reach you or an emergency contact person to facilitate the needs of your son or daughter. Without current telephone

numbers, a minor problem may become a very real crisis. A student may not leave the school grounds with anyone other than those listed on the emergency card unless the school receives a signed note from the parent(s) stating the name of the person(s) with whom they may leave. **It is important that you come in and make any changes on emergency cards.**

Classroom Interruption Plan

The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited. If it should be necessary to visit your child's classroom or deliver a message, please be as unobtrusive as possible. **You must check in at the office first.** Your cooperation in this matter is appreciated.

In order to provide for uninterrupted learning, the following guidelines will be followed:

- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Please make arrangements for after-school activities before dropping your child off at school.
- **DROP OFF AREA** in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal item. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in.
- Requests for homework for absent students should be made through the office by 11:00 AM on the day of the absence. For extended absences other than illness, contact the child's teacher for an Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Mandated Health Services

1. Vision Screening (K, 2, 5)
2. Hearing Screening (K, 2, 5)
3. Dental Screening (1, 3, 5)
4. Human Growth and Development (4, 5)

5. Immunization Check
6. Health Instruction
7. Referrals and Follow-up
8. Scoliosis Screening (7)

About ADA (Average Daily Attendance)

Our federal & state educational funding is directly tied to our Average Daily Attendance (ADA). Our School gets “charged back” every time your child is absent. As a parent, here are some things you can do to help us minimize those losses:

- **Be thoughtful when planning extended family vacations.** When you take your child out during regularly scheduled school days, it costs *about* \$35 a day/child. A whole week is worth about \$175 in lost income to the school. If you must take your child out for a significant number of days, please arrange independent study (as described above) so our ADA is not impacted by your child’s absence.
- **Bring your child to school before or after a doctor’s appointment.** As long as your child is at school by 9:00 AM each day, your child may be counted as being present.
- **Keep a contagious or infectious child home.** While we stress good attendance, we also want to ensure the health and safety of all our children. You may think you are helping by sending in a sick child (to keep our ADA up), but if they infect a number of others, more children will be absent! As our school population grows, passing of germs will be an even bigger challenge.
- **Encourage your child to adopt healthy habits, and model them yourself.** It may sound obvious, but children with healthy habits get sick less. Make sure your child is getting enough sleep, especially on school nights. Offer them a balanced diet with lots of fruits and vegetables, whole grains, and limit sweets and fast food. Teach them to wash their hands frequently, particularly before they eat and after they use the restroom. Help them find ways to be physically active.

Leaving Campus

No child is permitted to leave the BRIDGES campus at any time during school hours unless they have permission from the office and are accompanied by an adult. Children will only be released to parents or designated caretakers unless the office is notified of other arrangements.

Going Home with Friends After School

Permission will be granted for children to go home with another parent or designated caretaker provided the office has received written permission from the child's parent/guardian.

Health and Wellness

Should I keep my child home?

To minimize the spread of illness at school, all children who have symptoms of contagious illness need to be kept at home. It is often difficult to determine if your child is actually sick or perhaps just a bit tired or out of sorts. The following guidelines may be helpful to you in making this determination:

Typical Symptoms of Contagious Illness

These symptoms are not always contagious, but we do ask you to consider keeping your child home if any are present:

- fever
- runny nose with cloudy, yellow or green mucous - or - excessive/constant running nose of any kind
- excessive coughing/sneezing
- congestion
- excessive crankiness/irritability
- mysterious rashes
- diarrhea

Children who have any of the above symptoms may need to be kept home for at least 24 hours for observation. Contact the School office (after hours: leave a voicemail or send an email) if your child is staying home due to illness. Should the absence be more than one day, please inform your child's teacher, and arrange for any class work to be picked up or taken home by a peer.

Lice

Please inform us immediately if your child has head lice. Most children will have lice at

one time or another. We will check all children who have had lice before they return to class. If there is more than one verified case of lice in the same classroom, a note will go home to all parents in the affected classroom(s) so they can check their children. (See Lice Policy).

Medications

We are not allowed to dispense ANY medications without a doctor's written authorization. This includes over-the-counter medications, prescription medications, herbs, lotions and drops, or anything else prescribed by your doctor or alternative practitioner. *Please do not send medications in your child's backpack, including inhalers, unless the doctor has approved this and you have informed the School in writing. All medications must be kept in the School office.*

Field Trips

A Parent/Guardian permission form must be completed before your child can participate in a scheduled field trip. Teachers are required to carry a copy of each student's permission form on each trip, as well as any student medications that have been cleared by the BRIDGES' office (i.e. have a doctor's release). In addition, BRIDGES aims for a high chaperone-student ratio to ensure the safety and well being of the children during field trips. You can support this effort by volunteering to chaperone your child's class during a field trip.

Playground Expectations

- Students will play safely within the designated boundaries.
- No tackle games of ANY KIND
- Keep hands and feet off of other students
- If student play looks *too* physical or rough, it probably is. If a supervising adult asks students to play less roughly, they need to comply. Keep in mind: while we have plenty of play space for all ages, older students will need to be aware of younger students at all times.
- During recess, students will stay on the field, play games on picnic tables, or socialize within designated areas. Students should not be near classrooms in the quad area or hanging out in the restrooms.
- Restrooms at the far end of the 7th and 8th grade classrooms are reserved for 5th-8th grade students. Bathrooms at the end of the quad are reserved for students in

1st-4th grades.

- Students should play away from outlying fenced areas in order to respect the privacy of homes adjacent to the campus.
- Only games that do not involve “tackling” should be played. No “dog-piling” allowed.
- Balls/equipment should stay on the playfield or in designated areas. Balls in use outside of the Gaga Pit may not be thrown at someone’s head or body (unless it is catch).
- Students may not throw food and must clean up their own lunch debris from tables/ grass areas before playing. (All students are responsible for helping to clean up the surrounding lunch area after use).
- Students may not throw rocks, pebbles or sand in the direction of another student at any time.
- Students may not climb on the fences or trees. (We do appreciate and understand that tree climbing is “second nature” to many children. However, for safety reasons and with respect to our School’s liability, we ask that children not climb the trees on the BRIDGES campus).
- Play Structure Rules
 - No food on play structure
 - No balls in play structure
 - “Two minute rule” if there are friends waiting for a turn
 - No climbing or sitting on top of any apparatus, including the basketball nets
- Swings – students should safely use the swings. Students will be directed to walk a safe distance away from the swings so that they do not get hurt. Swing usage will be monitored using the two-minute standard when friends are waiting. Absolutely no jumping or flipping off of the swings.

Specific game rules and procedures are currently being developed. Until further notice, standard game rules apply. If members do not know standard rules for a game, another student, adult, or teacher must advise. If members of a group want to play by alternate rules, all members at that game site and during that recess

time must agree, without coercion by or argument with a dissenting member. The following games may be played at BRIDGES:

- Handball
- Tetherball
- Flag football
- Basketball
- Soccer
- Dodge ball
- Other: Tag, Baseball, and Frisbee may be played **under the direct supervision of, and participation with, an adult.**

Behavior Expectations

The students, staff and parents at BRIDGES Charter School strive to create an environment of mutual respect, consideration and admiration where all students learn, progress and thrive. An important part of our School culture is that students take responsibility for their behavior and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

Maintaining our own dignity and the dignity of those with whom we interact, at all times

- Taking responsibility to get our own needs met, while respecting the needs of others
- Being polite, courteous and respectful of the rights and feelings of others
- Respecting school property and the property of others
- Keeping our hands, feet and objects to ourselves
- Using appropriate school language
- Following instructions of all adult staff members and parent volunteers in a respectful manner
- Leaving toys, mp3 players, iPods, electronic games, stuffed animals, and gum at home unless prior approval is obtained
- Leaving cell phones turned off in backpacks or cubbies, and absolutely no texting, picture taking, or phone calls during the school day without prior approval of a

supervising teacher. **In support of our needs for learning and community, students are encouraged to be:**

- Self-directed learners
- Engaged in becoming lifelong learners
- Intrinsically motivated to excel in the classroom
- Responsible to self and community
- Willing to address concerns respectfully with peers and adults
- Effective communicators who honor their own needs, as well as the needs of others

In support of our needs for safety, respect and trust, students are expected to:

- Care for and respect themselves
- Care for and respect others
- Care for and respect another's property including the School, its grounds, and all materials and equipment
- Care for and respect our environment

We support our students in meeting these expectations by:

- Making expectations known and clear
- Providing explicit instruction regarding how to effectively navigate and negotiate conflict
- Providing guided opportunities for learning about peaceful conflict resolution when conflicts arise
- Providing feedback and support as necessary
- Holding students accountable for their behavior and for keeping agreements

****Accordingly, violent behavior, either verbal or physical, will not be tolerated****

EVERYONE HAS A RIGHT TO

Feelings and opinions

LIMITS OF BEHAVIOR

Feelings may not be expressed in destructive or hurtful ways. The proper time must be found to express our opinions. Swearing or rudeness is not an acceptable way of expressing feelings.

COURTEOUS TREATMENT AND RESPECT

Swearing or rudeness is not an acceptable way of expressing feelings.

PHYSICAL SAFETY

No one may hit, hurt or throw things at anyone. Running and throwing balls is allowed only on the playground.

PROTECTION OF PROPERTY

Stealing or “borrowing” without permission, damage to school property (writing on desks, wall, wasting or destroying materials) are not allowed.

CLEANLINESS AND ORDER

Everyone must do a fair share of clean up.

PURSUE LEARNING TASK

No one may disturb a classmate at a learning task.

Discipline Process for Not Meeting Expectations

1st Incident

verbal warning

2nd Incident

time-out inside of classroom or in another classroom

student conference with teacher

use of reflection forms and/or writing about the incident (their POV)

3rd Incident

Teacher or student will call home

4th Incident

Conference with Education Coordinator and/or Director

Subsequent incidents may include:

- additional in-School Suspension
- home suspension
- expulsion

**** Verbal teasing, physical violence, and/or emotional or physical bullying may result in the advancement of this process, foregoing any number of the steps described above.****

"NO USE" Statement

BRIDGES Charter School recognizes that the use of alcohol, other drugs, and tobacco and the problems associated with these are becoming increasingly common in our society and among youth.

BRIDGES Charter School recognizes that the use of alcohol, drugs, and tobacco often precedes the development of problems. BRIDGES enforces a "no use" of alcohol, drugs or tobacco by students.

BRIDGES Charter School believes that it is in the best interest of the community to take steps to promote, enhance, and maintain a drug-free school system and student body, and that along with parents and other segments of the community it has a role to play in helping students to remain drug-free.

The use of controlled substances by students is a suspendable offense. Continued use can mean expulsion from school.

Cell Phones

Cell phones must be turned off and stored in the child's backpack. Cell phones are **NOT** allowed to be in pockets or on the child's body. Cell phones cannot be used during school hours. Phones are available in every classroom and the main office for communication between parent and child if necessary. As per procedure, cell phones used during school hours will be confiscated. First time offense will result in the cell phone being confiscated and kept in the administration office. Students can get their cell phones returned by bringing a parent or guardian into the administration office to retrieve the cell phone. Repeat offenders may have their cell phones confiscated and not returned until June.

IPOD/Digital Music/Electronic Games

IPODS must be turned off and stored in the child's backpack. IPODS are NOT allowed to be in pockets or on the child's body. As per procedure, IPODS used on school grounds will be confiscated. First time offense will result in the musical device being confiscated and kept in the administration office. Students can get their IPODS returned by bringing a parent or guardian into the administration office to receive the IPOD. Students who continue to break our IPOD rule may have their musical device kept in the administrative office until June.

Bullying

Everyone has the right to feel safe on BRIDGES's campus. Each student has the responsibility to respect each other's emotional and physical safety. The BRIDGES Board and administration team desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. Harassment of students or staff, such as bullying, including intimidation, "cyberbullying*," hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering will not be tolerated and those who are determined after investigation to be offenders may be suspended. Students or Parents may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. All reports will be investigated.

**Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.*

Personal Possessions

Toys and other personal items which are used for sharing time or for enhancement of the school's educational program may be brought to school by students if approved by the teachers. For safety reasons and to protect personal property, all other toys (including trading cards), and playground equipment should remain at home. Electronic games are not to be used on campus unless under the direction of a teacher. If a student brings in a ball for playground use it is to be checked with the teacher and will be available for all students to use. Real weapons and "look alike" weapons are not allowed at school at any time.

Dress Code

BRIDGES Charter School recognizes that all students are individuals and that the choice

of clothing is reflective of their interests and comfort level. While it is often true that some “trendy” clothing can spark peer pressure, promote varied attitudes, create lengthy mornings getting ready, an/or cause distractions in class, we feel it is important to assist children to think for themselves with regard to their clothing choices, while still respecting guidelines that ensure safety, comfort with various activities, concentration for themselves and others, and age- appropriate attire. While these guidelines represent the overall “Dress Code”, individual requirements may be imposed if BRIDGES staff members observe issues or concerns related to a student’s clothing choices:

Guidelines:

- No vulgar or offensive statements, or inappropriate media slogans.
- No bandanas
- Girls: No short skirts or “short” shorts. Skirts and shorts should fall at least halfway down the thigh. Students in grades 6-8th may have stricter guidelines for short skirts and shorts. Please adhere to teacher and administrative recommendations for particular grade levels. Because we want our students to be active in the play area, we recommend that all skirts have thin shorts under them (“skorts”).
- All shirts must have at least one-inch straps, and no thin strap tank tops are allowed. Stomachs may not be exposed. A good rule of thumb is: If hands are raised over the head and the stomach is exposed, the shirt is too short. Girls: bra straps may not be exposed.
- Close-toed shoes must be worn at all times while on the playground or on a field trip. If shoes require laces, **the laces must be tied**. No thongs (flip-flop type of shoes) or Crocs. It is up to the supervising teacher whether or not shoes may be taken off inside the classroom, in the sandbox, or in another area on site.
- All head coverings should be taken off when indoors.
- Pants need to fit around the waist without falling down, or a belt must be worn. Belt should be tight enough to keep pants up around the waist. Boxers or underwear should not be exposed at any time.
- Jewelry should be kept to a minimum and not be a focus in class. No hoop or dangling earrings, long necklaces, chunky bracelets, or chunky rings, for safety reasons.
- No false nails or nail tips, for safety reasons.
- If hair is dyed, it should not be dyed (or styled) in such a way as to be a distraction to

others in class. Should a question arise, the supervising teacher will determine the (distraction level).

- Yoga, athletic, or other comfort/sports clothes are acceptable on any day, except when going on a theater performance field trip, or on a day when particular attire is requested in advance (such as a themed School event, ceremony, or other activity).
- Violation of the dress code will result in parent notification. Repeated violations will result in more serious consequences including being released from school for the day or suspension.

Sexual Harassment

- BRIDGES Charter School prohibits unlawful sexual harassment of or by any student.
- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or any other verbal, non-verbal, physical, or visual conduct of a sexual nature when:
 1. Submission to the conduct is made a condition of a student's academic status or progress.
 2. The conduct has the purpose or effect of having a negative impact on the student's academic work or performance, or of creating an intimidating, hostile, or offensive educational environment.
 3. Submission to or rejection of the conduct is used as a basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.

8. Cornering or blocking of normal movements.
9. Displaying sexually suggestive objects in the educational environment.
10. Any act of retaliation against any individual who reports a violation of the district's sexual harassment policy or who participates in the investigation or a sexual harassment complaint.

Any student who feels that he/she is being harassed should contact his/her teacher or the administration team. Complaints of harassment can be filed in accordance with these procedures. Failing resolution at the informal level, the complaint can be addressed as appropriate.

- BRIDGES prohibits retaliatory behavior against a complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated and in a way that respects the privacy of all parties concerned.

Parent Volunteer Commitment

Parent participation is an integral part of the BRIDGES Charter School experience. It is our hope that ALL families in the School have chosen BRIDGES for their children because they want to **actively participate** in a way that is valuable for their child(ren), the classroom, and the school at large. We also hope that ALL parents see volunteering as an opportunity to be an empowered member of our community, as opposed to it being a chore. The more responsible and proactive parents are in meeting their commitments, the less the school will have to manage this component, and the more time our staff will have to focus on the important task of educating our students.

Weekly Time Commitment

Each family is responsible for committing a minimum of 2.5 hours per week, per child, for grades 1-8. The Kindergarten requires one full day, 4 hours, per week. For families with more than two children enrolled, the maximum requirement is 6-hours. An extended family member or other trusted adult (18 and over) might be designated as the person to fulfill this time commitment, which amounts to about 10 hours per month, per child. Our volunteers best serve our children when actively involved in the classrooms. Thus, ***it is important that you meet most or all of your volunteer time in the classroom, on a consistent basis.***

All classrooms have a room parent in charge of volunteer coordination. Each classroom has volunteer procedures including a log for volunteer hours. You will be contacted by the room parent in charge of volunteerism to schedule your volunteer times and ensure that the hours you have worked are being logged properly.

Parents who work outside of their homes are asked to look into any arrangements that can

be made with employers, such as a flex-time schedule, working through lunch time to make up for classroom time, and/or using accumulated vacation time. Many employers today support and acknowledge an employee's volunteer hours to their child's school. If you cannot help out in class at the School, please talk to your room parent for volunteers to make arrangements to help in a valuable and consistent way at home, or as an active member of a Parent Managed Cohort (PMC). Please remember that volunteering in the classroom supersedes volunteerism in PMCs.

Classroom Volunteering Requests

In all K-3 classrooms, and possibly in grades 4-8, parents will be facilitating center activities with groups of children, working one on one or in small groups with children, and assisting with supervision and safety. Additionally, in all classrooms, parents may be leading activities in an area of their expertise, helping in the morning with snack, assisting with copying, filing and organizing, driving and chaperoning on field trips, or helping the teacher in a mutually agreed upon way. Parents are encouraged to bring their knowledge, passions, and expertise when volunteering in the classroom.

If children are in the older grades, in-class help is still valued and needed, but not in the same way or to the same extent as in the younger grades. While the upper grades might not have as many center-based activities as grades K-3, these students will still need assistance in reading, writing, social studies, math, science, art, cultural studies, and enrichment. The upper grade teachers will arrange preferred time slots where parent help is most needed. ***Parents of upper grade students will be expected to hold a larger, more active role in providing enrichment courses and/or in serving in a leadership position of a Parent Managed Cohort (PMC).***

Besides arriving on time and consistently, it is important that you be fully present when volunteering in your child's classroom. Cell phone(s) must be off and we ask that you avoid having social conversations with other parents while leading groups or supervising students.

Siblings

Bringing other children (younger or older siblings) onto campus while you are volunteering is not advisable. Siblings often present a distraction to the classroom and the parent who is volunteering; there are also liability issues the school may face. Kristin Green's Extensions is often available for childcare for younger siblings.

If you must miss your volunteer time/day: When you sign up for a volunteer time in ANY grade, your child's teacher will rely on you to be there consistently. If for any reason you cannot come, please find another parent to cover your time, or let the teacher know by phone or email in advance of the affected day to make other arrangements.

Please do not just send a note with your child, as these are sometimes forgotten or

delivered at the last minute, and the teacher is then stuck with an unsupervised group or an incomplete activity she/he was not anticipating.

Parent Managed Cohort (PMC) Commitment

Each family should participate in at least one PMC, even if already volunteering in the class. BRIDGES would not be where it is today without the active involvement of parents who were organized into efficient and competent committees, such as Fund Raising, Instructional Media, Food, Program Development, and more. There are many PMCs to choose from, and more will develop as needs and interests define them. Parents are encouraged to join a PMC of their passion and assist as much as possible. PMC Chairpersons will plan for and direct meetings, organize task lists, and generally lead the group to facilitate the development of an area of our BRIDGES Charter School vision. We are grateful for the tremendous commitment of those who have stepped up thus far as PMC Chairpersons.

Parent Advisory Council (PAC)

The Parent Advisory Council serves as our “umbrella” for the PMCs, a booster club of sorts. The PAC meets the first Monday of each month and all parents in the BRIDGES Community are welcome to attend. PAC meetings are a forum for PMC chairpersons to update the PAC and all those in attendance. It is an appropriate place to request financial support for school based activities or investments. The PAC follows up with PMC concerns and requests, and generally supports our organizational structure for parent involvement.

Donations

In order to limit the amount of fund-raising necessary to provide our School with the extra supplies and equipment we will need as we build, we have asked families to pledge an annual donation to BRIDGES Charter School directly. Our suggested starting donation is \$150 per child, although greater amounts are always appreciated. We are a nonprofit organization 501(c)(3) tax-exempt. A detailed explanation and donation pledge form are provided at the beginning of each school year and all donations are kept strictly confidential.

Field Trips

Driving

Each class may take multiple field trips throughout the year, which parents help organize. A bus may be rented for long trips, or parents may drive their own cars to transport the children for more local trips. Please note: parent drivers will need to have full insurance coverage (liability of \$100,000 injury/\$300,000 per incident), seatbelts and at least two

seats in the back. No child under 12 may ride in the front seat except in the vehicle of his/her own parent, and only after having met minimum weight restrictions. Your child's teacher or classroom liaison will post sign up sheets on the classroom door when drivers are needed. *Well in advance of any driving field trip*, parents must provide the school office a current copy of their valid Driver's License and car registration, and proof of current insurance before driving anyone else's child on a school-sponsored trip parents, and may need to provide fingerprints. If you are willing and able to meet these requirements, please inform the office and your child's classroom teacher as soon as possible.

Procedures for Campus Visitors and Adult Classroom Volunteers

Please be sure you (and anyone else who volunteers in the classroom from your family) understand and follow these very important safety agreements:

- **Please sign in and out in the log available in the office** whenever you are on campus to volunteer in any capacity. Take, wear and return the volunteer badge provided in the office. State law (P.C. 627.2, P.C. 626.8) requires all visitors and volunteers in schools to sign in and wear a badge. This will identify you to school personnel as a BRIDGES Charter School volunteer for both student safety and for accountability in case of an emergency.
- **Respect students.** When working with students at BRIDGES Charter School, please remember to honor their dignity during your interactions. Make every effort to engage and include all students in learning activities. If your kind, yet firm, efforts do not succeed, please direct the child back to the classroom teacher.
- **Please ensure any attention given to your child during instructional time does not distract him/her from the activity at hand.** There may be situations where you need to comfort another parent's child, but please do so only if you know that child well.
- Outside of a real injury or emergency, we ask that adults NOT pick up or carry children, such as to the office or during P.E., etc., due to safety and liability issues.
- Be sure to **honor gender equity** by treating boys and girls with the same attitudes and expectations. Avoid statements that make assumptions about boys having one career or lifestyle choice, and/or girls having another.
- **Follow rules for information dissemination to School families.** Any notifications sent home in student mailboxes, through classroom distribution or via email need

to be checked by the teacher and/or Education Coordinator. The Director must approve correspondence that is to go out to ALL families, in advance of photocopying (if needed) or distribution.

- **If you take your child(ren) off campus for any reason, remember to sign him/her/ them out in the office.** If you plan to take a child other than your own off campus, you must have prior permission from the child's parents in the form of a written and signed note. The note must have a contact number where that child's parent may be reached. The office cannot accommodate last minute telephone calls for permission.

- **Sharp knives are to be handled by adults only.** Cooking centers and preparation of daily snack for our children often require the use of sharp knives, **which are to be handled by adults only.** To ensure the safety and well being of all the members of our community, there will be a designated area for these items in each classroom. Only adults may use sharp knives and large shearing scissors, then are responsible for replacing them in their box after use and cleaning. Children in grades K-3 may use only butter knives or safety knives for food preparation, such as cutting, chopping and spreading, and only under close adult supervision. Children in older classrooms (grades 4-7) might use sharp knives for a food preparatory class, but only with direct, explicit supervision by an adult, and only after safety instructions are provided for safe use.

- **Make sure you know the names and number of students in your center and where each student in your group is at all times.** Keep all children involved in learning activities, and please do not let students wander away—even when they have finished their work. Be sure that students leaving to go to the restroom return promptly.

- **Parents supervising outdoor centers are responsible for their group at all times.** Supervising parents should escort their student group outside and back to the classroom to pick up the next group, if needed.

- **Adults should not be in or use the children's restrooms, unless assisting a child.** Adult restrooms are located in the main office near the teacher workroom.

- **Practice good hygiene in the classroom.**
 - Frequent hand washing— this is the single most effective measure you can take to prevent the spread of infectious diseases.
 - Wearing disposable latex gloves when giving first aid, cleaning blood and body spills, and handling contaminated clothes, trash and waste containers.

Gloves are provided in the first aid kits in each classroom. Hands should be washed thoroughly after removing gloves from the inside out and avoid touching one's own mouth or eyes after working with any student in need of first aid.

- Cleaning and disinfecting contaminated surfaces promptly.

Appropriate Conversations Between Adults and Students

Parents and guardians working in the classroom are essential to the success of BRIDGES Charter School, and are one of the components that make our school unique and effective. They help facilitate the teacher-led curriculum and provide their own experience and skills where appropriate (e.g. musicians, scientists, engineers, and visual artists). *Parents and guardians facilitating centers acknowledge that they are representatives of the school and the state (as BRIDGES Charter School is a publicly-funded entity) and will act in the best interest of the school and its students.* While families certainly have the right to believe whatever religious/spiritual and political doctrines they hold to be true, when adults are on campus their rights to religious and political expression are limited. Regardless of each family's personal beliefs, we are all united in that:

- 1. We respect the individual rights of our students and their families** - Students and their families have the right to their own personal beliefs and the right to freedom from being indoctrinated into another's beliefs.
- 2. Students must never feel coerced** to adhere to any belief/religion and/or political affiliation, or feel shame about their own beliefs or lack thereof.
- 3. We rely on our well-trained teachers for curriculum.** Parent and guardian facilitators are a valuable resource to teachers. The teacher carries the responsibility to review and approve any curriculum created by a parent. Our well-qualified teachers are ultimately responsible for all lessons and activities in their classroom.
- 4. We voluntarily monitor our conversation, both within the context of classroom activities and in casual conversation, with the students:** Students are not expected to differentiate casual conversation with an adult during the school day from a lesson. Therefore, our casual conversations are monitored and restricted to be appropriate for the students in our care.
- 5. When concerned, we use words and body language carefully,** both in and out of class. If you are upset or irritated with a teacher, another parent, a procedure, or a student other than your child, or you question the fairness of something, **please**

vent your frustrations away from children, including your own, and seek to resolve your concerns in a constructive, proactive and respectful manner. Inappropriate dialogue between adults, especially with regard to other adults and peers, can easily confuse, intimidate, and upset children. Additionally, anything you say at home about a teacher, another adult, or a child's peer will most likely find its way back to School, and this gossip will then create additional repercussions.

In practice, adults working in the classroom and generally on campus or at any affiliated school-sponsored activity are expected to refrain from using foul language, and must refrain from discussing with students political and religious beliefs, gender or cultural biases, and/or negative attitudes about anyone's sexual orientation, either explicitly or through humor or innuendo. This policy respects the rights of our diverse population and fosters an environment of inclusion and safety.

Healthy Lunch and Healthy Snack Program

Outside of asking all families to provide their children a healthy lunch everyday (please refer to *Healthy Food Agreement*), **we are in the process of developing a Healthy Snack Program.** We hope to create a tradition at BRIDGES Charter School of providing a healthy mid morning snack for the children (during their first break, which for all students is from 10:00-10:20).

The amount you should provide will vary according to the age of the children. A 4 oz. portion is about the average. You should provide enough food for up to 120 children each day (numbers will be updated). You are welcome to make your snack contribution as simple or complex as you would like. Many parents enjoy baking healthy breads, muffins, etc. to bring in and many families simply purchase pre-made items at the market. ***If you bake something, please provide an ingredient list as we have some students with gluten, nut and other allergies.*** (If your snack contains such ingredients, we will be able to pull from an alternate source for those children, that day). Some parents like to bring fruit or veggies already cut up and ready to serve. You are encouraged to do what feels best to you. Pre-made or uncut food is absolutely fine, but take into consideration the time that other parents will need in order to serve your snack. Please do not worry about how intricate your involvement is! We welcome whatever is convenient for you. **Your snack must arrive at school each morning no later than 9:00 AM, preferably at the start of the day.** There is some space for refrigeration available to us.

Snack Ideas

Whole grain crackers, tortillas, bagels, pita bread, flax cereal, etc. Bean dips, salsas, Cheese, yogurt, hard-boiled eggs, Fresh fruits and veggies (carrots, grapes, apples, bananas, celery, snap peas, berries, etc.) Hummus, edamame, tofu, "Ants On A Log" (celery, peanut butter, raisins) Dried fruits (figs, raisins, dates, apples apricots) Fruit

Sauces (apple/peach).

Lunch

Given that the excessive processing and common ingredient list of lunches served in the National School Lunch program do not meet our Healthy Food preferences, and given that the costs and facility limitations in providing an alternate lunch for purchase program at this time, **BRIDGES will not have food for purchase** during the 2011-2012 school year. *If your family has financial constraints that absolutely prevent you from providing your child lunch, please notify the office immediately.* We will recruit a host family to assist with your child's lunch or arrange another method of lunch provision.

Reduce, Reuse, Recycle! (Strive for a “trash-free” lunch!)

Since your child is most likely bringing a lunch from home, please consider the trash impact of your child's lunch. Our goal is to have our lunchtime be as close to zero waste as possible. We encourage reusable containers such as thermoses, plastic ware, and Wrap-N-Mats, rather than the packaging (boxes and bags) that some food comes in. This is a win/win for our school site and the environment. We lessen the impact on landfills, and help reduce the environmental impact of plastics and packaging manufacturing. Please send a reusable spoon or fork if your child's lunch requires one. And, please label all utensils and reusable containers with your child's name!

Remember...

By coming to BRIDGES, you are making a statement. You and your family have chosen to have a different school experience than what may be offered elsewhere. Your commitment to making this choice will not just benefit your child, but all of the children who attend our school. We want BRIDGES to be a place where it's “cool at school” to eat well, where we will enjoy and understand the benefits of real food, and where we ALL can commit to being a little healthier every day. If we ALL have a shared vision together, BRIDGES Charter School will succeed in its promise of promoting better health.

Healthy Food Agreement-All BRIDGES families are asked to commit to the following:

Provide a healthy lunch for your child(ren) daily, with at least three (3) combined servings of “healthy foods”. Additional nonnutritive items (or treats) may also be provided in moderation (i.e. *one* home-baked cookie, *one* small bag of home-popped popcorn, etc.). Families are asked to give extra thought to food choices each week, and proactively include their children when establishing the weekly food schedule. “Healthy food” is defined as:

- Whole fruits, fresh vegetables, whole grains (rice, flax, oats, wheat, etc.), nuts and legumes, lean proteins and dairy products which have minimal or no processing;
- Foods **without** high fructose corn syrup, hydrogenated oils or trans fats, refined sugars, artificial color and additives, high sodium, or high saturated fat;
- Water, unsweetened milk, or beverages with high nutritional value (i.e. fruit juice with 100% juice). Note: most juices contain added refined sugar.

Support our healthy school culture by not bringing the following food items onto campus or to school events: Soft drinks, fast food, Lunchables (or similar *highly processed* meal substitutes), Cheetos (or similar *highly-processed* snack bags), and/or candy bars. “Out of sight, out of mind.”

Follow nutritional guidelines for birthdays, class parties, and special events: We all enjoy celebrations, and acknowledge that special days like birthdays are traditions that children will carry with them the rest of their lives. However, in order to moderate our student’s access to nonnutritive “treats” while they are in our care, we ask that food not be bought as a “treat” for a special day.

Communication

There are many ways to stay informed of school events, discussions, meetings and successes. If you are feeling out of the loop in any way, please contact your child’s teacher so that you can be put in touch with the right channel of communication.

Weekly or Biweekly Teacher Letters/Emails

Your child’s teacher will be sending home frequent updates via email, or by hard copy if you do not have access to email (please notify us in writing if you need all School correspondences in hard copy). This is a good source for learning what is happening in your child’s classroom. Curricular focuses, field trips, classroom community reminders and updates, as well as inspirational messages are often distributed in this forum. Classrooms are in the process of establishing web pages, and any classroom information or newsletters will also be posted there.

Director’s Notes

Our weekly *Director’s Notes* are a great way to stay connected! If you are not receiving this email, please request to have your name added by emailing kathee.hans@bridgescharter.org. This is a good source for learning what is happening in other classrooms and in our PMCs, to see updates on school wide issues, to gain inspiration and a deeper understanding of what makes BRIDGES Charter School unique, or even to write an article yourself on a topic of interest to the BRIDGES Charter School

community.

School Board Meetings

BRIDGES holds public board meetings on several Mondays during each month in the school Multi Purpose Room. The public is welcome to attend all open session meetings, which typically begin at 6:30pm. Dates change to accommodate various events and holidays. Check the website calendar to confirm dates and location. A time for public comments is designated at the beginning of each meeting (speaker cards are available). This is the place to come learn about, and have input on, all school-wide operations.

PAC Meetings

The Parent Advisory Council (PAC) serves as an “umbrella” of the PMCs, a booster club of sorts. The PAC is responsible for overseeing the PMCs and assisting parents with volunteering; it will also serve as a forum for discussion of matters of interest and concern to parents. The PAC coordinates the Back to School Picnic and organize mentors for new families. Attendance at a monthly PAC meetings is a great way to feel connected and heard; these meetings are usually held the first Monday of each month. All parents, guardians and teachers are welcome to attend. (Our website has additional details) .

End of the Year Survey

An end of the year survey will be offered each year. This anonymous survey will allow parents to give feedback on all aspects of our School and community. Responses will be carefully considered for their potential impact on our future School policies, procedures and climate.

Special Days

Birthdays

Birthdays are acknowledged at BRIDGES Charter School, but the ways in which teachers honor the students in their classrooms may vary; we also honor the traditions of families who do not celebrate birthdays by considering alternate activities for these children. Check with your child’s teacher about the tradition in his/her classroom. **We do not allow “birthday” food treats to be brought to your child’s classroom on an individual basis. This request supports not only our Healthy Food Agreement (“treats in moderation”), but also equity in recognition amongst our students.** However, the classrooms may designate specific days to celebrate clusters of birthdays together and will allow for special occasion treats at that time. Please note: we request that treats brought on specially designated days be homemade, with as many whole ingredients as possible. Should you be aware of specific allergies in your child’s classroom, please provide an ingredient list if you are not present to serve the treat yourself. These special days will not occur more often than once per month.

There are many ways to acknowledge a birthday, which don't involve food. If it is your child's birthday, and you'd like to join them in Circle or share something special with the whole class, in honor of your child (something which doesn't involve treats), we welcome you to do so. However, we ask that you inform your child's teacher in advance of any such special visit, so that classroom schedules can be respected and/or adjusted.

Parties off site

If you plan to have a party for your child, and this party is an event that will be discussed at school, we encourage you to consider inviting everyone in the class. At a minimum, we ask that you consider inviting the whole grade level, or gender group without leaving anyone out. Although this represents a large number of children, a park or beach party lends itself nicely to a larger crowd. **We do not allow invitations to any kind of party to be passed out in school unless everyone in the class is invited, or unless a whole grade or gender is invited (such as for a sleepover).** Likewise, students should not bring presents, sleepover items, or thank you notes to school or discuss plans for parties when everyone is not included. This policy helps to prevent hurt feelings and distractions during the school day.

Holidays

BRIDGES Charter School's teachers follow a policy and philosophy of instructing and informing our students about the many diverse ways people observe holidays, celebrations, rituals and traditions across history, ethnicity, culture and religion. We believe it is our responsibility to teach *about* holidays, rather than to celebrate holidays. While the teaching of a holiday may sometimes involve some type of celebratory activity, it is our goal to limit or avoid the representation of one holiday over another.

In a pluralistic society, where some people worship differently than the majority, or choose not to observe holidays at all, it is the task of public school teachers to present non-biased education about a variety of viewpoints and beliefs and not to *actively promote* one over another. In order to teach respect, tolerance and understanding, it is incumbent upon us to help children learn about observances with which they are less familiar. At times, BRIDGES will have events that tie into a holiday, such as a crafts fair before winter break, or opportunities to write kind messages to peers around Valentine's Day. We feel a balance of activities, and perhaps the provision of alternatives to many media-driven holidays, is a good way for students to discuss varied viewpoints in the safety of their classrooms.

One of the founding principles of BRIDGES Charter School is the honoring of diversity. There is separation of church and state in this country and too many children are marginalized when schools tacitly support one view over others. We therefore leave it to you, as parents, to discuss your own family's cultural and religious beliefs with your children.

Acceptable Internet Use

BRIDGES Charter School recognizes the importance of computer technology competency as an integral part of the education process. The School has invested a tremendous amount of time, money, and effort to provide our students with filtered access to networks on the Internet so that they will be able to search and download from the worldwide web.

Students are responsible for the proper and ethical use of network access through the computers by following the written procedures set up by the School, as well as, the oral instructions given by the staff. Any actions by students that might harm the computer equipment or software, or impair its effective use, are to be avoided.

Students are prohibited from accessing social networks (Facebook, MySpace, etc.) at school; they are also not permitted to access their email without direct approval by a supervising teacher. Violation of this rule by a student will jeopardize the School's access to the Internet, and the student will immediately lose his/her right to network access. Should BRIDGES students have a login to our website, allowing anyone else to use his/her account name and/or password is also prohibited. **At no time** during School hours, or while on site, may students use the Internet for purely personal interests, such as accessing any sites to shop, browse goods and services, or inquire about clubs, video games, and the like.

It is a violation of the law for a student to knowingly access any secure network files, documents, applications, etc. without express permission by an authorized staff member and a legal signature on the network registry.

There are limited computers available for student access. The teaching staff of the school will also have limited time to monitor all of the information that our students are accessing or downloading while in the classroom. Although the school's network includes filters, students may encounter material in a network/bulletin board that is considered inappropriate or offensive (e.g. pornography, vulgar jokes, statements of belief that some may consider immoral, etc.). Each student is responsible for NOT pursuing material that could be considered inappropriate or offensive, and MUST advise their teacher immediately if any of these sites are accidentally accessed, as these may indicate issues with the network or spam, which require addressing. Accessing or downloading inappropriate material, at ANY time, will not be tolerated by the School and will result in the student's loss of network privileges as well as possible academic penalty and/or disciplinary action.

Students should not, at any time, provide any personal information such as her/his (or any other person's) address, telephone number, password, parents' work address/telephone number, credit card information, or the name and location of the school in any Internet

forum, without the explicit permission of the staff member in charge.

Students will take full responsibility for her/his actions and will use the school's computers and the Internet for educational purposes only.

Students will follow the copyright rules for the distribution and use of software and information on both the school computer system and on the Internet.

Students must realize that use of the school's computer system and Internet is a privilege, rather than a right, and that inappropriate behavior may lead to loss of privileges. All students will be required to sign the Acceptable Use Policy each year.

Peaceful Conflict Resolution

Procedures for solving student conflict

BRIDGES Charter School is a community where students, parents, and teachers are actively involved in teaching and learning. Our goal is to provide a safe environment where all individuals are respected and where we learn to interact with each other constructively. We emphasize self-direction, decision-making, problem solving, and an understanding of natural consequences of behavior. We foster respectful interaction amongst all members of our community. At times, however, conflicts will inevitably arise between children. We work to help children become contributing members of the School community by:

- Peer problem solving – the use of Circle and Council
- Talking with students individually or in small groups as needed
- Encouraging students to evaluate their own behavior. This may include having students
- ask themselves:
 - “What is my responsibility in this situation?”
 - “Is this what I meant to have happen?”
 - “What could I do differently to change the situation?”
 - “What should happen as a result of my actions?”
- Parent volunteers who need help assisting children with a conflict are asked to please seek the advice of the classroom teacher for further suggestions.

Parent-to-Parent or Parent-to-Staff Conflicts It is the hope of everyone at BRIDGES Charter School that any disputes can be resolved informally by direct and healthy communication. Attempts at informal resolution are strongly encouraged; resolving differences in a timely, objective and equitable manner creates a climate of collegiality, mutual trust and respect. If the dispute cannot be resolved after following informal procedures, please consult the school's Education Coordinator or Director.

•**Policies and Legal Issues** School operational policies are available in the school office. Reviewing policies and procedures lends information that may at times help to solve a conflict. The BRIDGES Charter School Board of Directors approves all school policies and procedures. Thus, issues of policy and procedures should be addressed directly to the School Board at the next scheduled Board meeting.

•**Daily Operations** The Director implements Board policy through establishing school procedure and daily operation. The Director serves as the primary administrator of the school. Any daily operations/procedural issues involving the whole School should be addressed directly to the Director.

Emergency Disaster Procedures

Should an emergency or disaster situation ever occur in our area while school is in session, we want you to know that the school has made preparations to respond effectively.

Fire Drill – Fire/evacuation drills will be held monthly. Teachers are required to keep a student roster with them at all times during an evacuation, checking attendance immediately after exiting the room and arriving at the designated field area. In the case of fire, students will be immediately evacuated to the field behind and/or adjacent to the School campus, and will need to remain in a designated area until cleared to return to class, or until allowed to leave campus with a parent or guardian.

Earthquake – In the event of an earthquake, all students, parents and teachers should quickly duck, cover and hold, where they will remain until the “all clear” signal is given, at which point they will then safely exit the classroom to the field behind or adjacent to the BRIDGES Charter School campus.

Lockdown – In the case of an imminent danger or threat at the School, an emergency lockdown of the School may be required. During a lockdown, the Director (or teacher in charge) will call 911 and notify all teachers, support staff, parent volunteers, and the

Board President. If the threat is detected the signal for “Lockdown” will be announced over the telephone/intercom to classrooms and to the office, then a rapid succession of bells with pauses to announce lockdown will sound. Any students, parents or volunteers not in classrooms should go to the safest and closest area or room. DO NOT try to go to your own classroom unless it is the closest location to remain safe. Instead, enter any available room and stay there.

The Director and staff will follow the directions of law enforcement and/or other competent authorities upon their arrival. When it is determined that there is no danger, an “all clear” will be signaled by the Director (or teacher in charge). In the event that parents are coming onto campus while the School is in a lockdown, parents will not be allowed to enter the campus or the classrooms. Parents must wait in a safe place for the lockdown to end.

Should there be a major earthquake or other emergency, children will remain under the supervision of School’s personnel until a parent or a responsible adult designated on the child’s emergency release form signs him/her out.

Non-Discrimination Policy

BRIDGES Charter School is committed to providing an environment free of harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender identity, or mental or physical disability. BRIDGES Charter School will not condone or tolerate harassment or discrimination of any type by any student, parent, staff member or volunteer. BRIDGES Charter School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. This may include a combination of education, counseling, and/or discipline.

Lost and Found

Please make sure to label everything your child brings or wears to school. This is the quickest and most reliable way to make sure your child’s belongings make it home. It is also very important to leave valuables and “special” toys at home. In the event that something is lost either at School or at a School-sponsored event, all lost and found items will be placed in a designated area near the office marked “lost and found”. If the item lost is fragile, check also in the office. Unclaimed lost and found items are donated to thrift stores and charities, at regular intervals.

EFFECTIVE WAYS TO WORK WITH CHILDREN

1. Be warm and friendly. Learn the children's names and show interest in what they are doing and telling you. You are a very important listener.
2. When working with children, encourage them to do their own thinking. Give them plenty of time to answer; silence often means they are thinking and organizing what they want to say or write
3. If you don't know an answer or are unsure of what to do, admit it to the children and work it out together. Feel free to ask the teacher or the children for help when you need it.
4. Use tact and positive comments. Encourage the children and seek something worthy of a compliment, especially when the children are having difficulties.
5. Accept each child. You do not need to feel responsible for judging a child's abilities, progress or behavior.
6. Respect a child's privacy. If a child or a teacher reveals personal information, regard it as a confidence.
7. Maintain a sense of humor.
8. Be consistent with teachers' rules for classroom behavior, schedule, and atmosphere.
9. Wear comfortable clothes and don't hesitate to "get down to a child's level."
10. If parents and friends ask about your work, tell them you enjoy working with the children and discuss activities you do rather than specific information about a child, teacher, or the school.
11. Keep your commitment. The children will expect you and look forward to your coming. If you know you will be gone, tell them in advance. Keep all promises, and make none that you cannot keep. Children never forget!