



THE BRIDGE SCHOOL

COOPERATIVE ELEMENTARY

FAMILY MEMBERSHIP HANDBOOK

*The Bridge School is a cooperative, multiage, progressive elementary program
that fosters authentic learning through whole child development.*

A PROGRAM OF BURIEN COOPERATIVE EDUCATION PROJECT

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Bridge School Contact Information

Mailing Address

The Bridge School
P.O. Box 48074
Burien, WA 98148

Physical Address

1005 SW 152nd Street
Burien, WA 98166

Phone

206-922-1202

E-Mail

Info@bridgeschoolcoop.org

Website

www.BridgeSchoolCoop.org

INTRODUCTION

The Family Membership Handbook is to help you fully participate as a member of The Bridge School and to understand the guidelines, rights and responsibilities of your participation. The Bridge School relies on engaged parent and caregiver involvement for safe and effective operation. Everyone has something unique to offer and teachers, parents, caregivers and students are encouraged to find their own best way of contributing. It's important that all families understand the information in the handbook so that we are all on the same page regarding the operation of the school.

If you have any questions, please talk immediately with the school Director.

ABOUT THE BRIDGE SCHOOL

The Bridge School was founded in 2010 by a small group of parents wanting something different than what was locally available for their children's educational experiences. They believed that school should actively involve families and be a place for children to express themselves, be creative, to learn and play outside and have an opportunity to create their own academic knowledge base. So, they got to work as a community to make this vision a reality.

At The Bridge School, students age 5-11 are taught in multi-age classrooms and assessed based on developmental stage rather than strict grade levels. This fosters strong student-teacher relationships and opportunities for peer-to-peer learning and leadership. We use research-based developmental continuums and descriptive benchmarks to assess students and mark progress along a multi-year span.

We highly value our strong school community and expect all Bridge School staff and families to take active, nurturing roles to support this foundation. We share responsibility for supporting the development of every child, not just our own, and our primary focus is to support *whole child development* by inspiring, cultivating and protecting students' intellectual, social, emotional, creative and physical growth. We help each student develop his or her sense of self as a learner, community member, and participant in their academic, social and natural worlds. In short, we want to help children become not just good learners but *good people*, as Alfie Kohn might say.

We believe that students actively construct their understanding and knowledge by relating it to what they know. Regular field trips, student-inspired projects and hands-on education are integral to create authentic, relevant learning experiences. We trust children and their learning processes and we trust, encourage and expect our deeply committed teachers to be creative in their teaching methods as they treat students with sincerity and respect.

We work very hard – some of us every day – and take responsibility for providing a thriving learning environment for our students and for future Bridge School families. Though we are still a young school, we have developed tremendously as we continue to work together, celebrate success, solve problems and clarify our vision.

We welcome you in our journey to learn, work, play and explore together.

Mission Statement

The Bridge School is a cooperative, multiage, progressive elementary program that fosters authentic learning through whole child development.

In support of this mission we believe that all children...

- Deserve a safe, non-competitive environment in which to grow and challenge themselves
- Learn best when they are happy and engaged
- Thrive in multi-age classrooms that promote mentorship, modeling and collaborative problem solving based on developmental readiness and social needs
- Need authentic, practical and meaningful experiences to connect new information to what they already know
- Can work, learn and play cooperatively to develop a sense of social belonging and identity
- Deserve to see themselves as capable learners and be supported in doing their best work
- Need the freedom to explore personal interests and self-expression

There is no single type of Bridge School family. However, families here generally support the mission of our program by:

- Treating our developing school with respect
- Supporting fearless exploration
- Valuing the state of childhood and the wonder, play and joy that comes naturally to children
- Helping others in our community and demonstrating compassion and support for one another
- Having a really good time at school
- Having a sense of humor and perspective about ourselves and our children

Values

Building a Strong Community

Our school is rooted in students, families and teachers working together with respect, gratitude and open hearts to forge connections with each other and the larger community. We strive to communicate effectively, act responsibly and promote mentorship, empathy and compassion. We respect and value all individuals for their unique needs, strengths and good intentions.

Sense of Self

Students must grow in their understanding of who they are as individuals within a safe, accepting community. As they work together, they begin to see and understand similarities and differences so they can develop their own voice, confidence and independence.

Joy of Learning

Human beings are naturally curious and children, especially, have a sense of wonder about the world and how it works. We support this curiosity by helping them recognize what they already know and encouraging them to ask questions so they can fully understand their world and continue their love of learning.

Creativity

Creativity takes many forms including (but not limited to) artistic expression, spatial reasoning, interpersonal skills, logic, physical skill and understanding the natural world. Teachers and students work together to see ideas and the world in new ways, to inspire imaginative thinking, and to creatively address learning.

Perseverance

Learning can be joyful, but it also involves failure and the fortitude to persevere through an unsuccessful first, second or third attempt. Learning to handle disappointment while continuing to seek understanding is vital to a successful education.

Connecting to Nature

Human beings have an innate desire to connect with nature and are inspired by its wonders. Outdoor exploration and bringing the natural world into the classroom provide concrete, recognizable learning experiences. We encourage environmental stewardship to preserve this for all to enjoy.

Program Description

We understand that families have different educational needs and preferences. We currently offer a full schedule that consists of two primary components: Core Academic Program and Friday Enrichment. Families may enroll in just the Core Academic Program or add Friday Enrichment to provide 1000 instructional hours for full time students. We also offer an optional Early Summer Camp for those wishing to extend the year, as well as a variety of summer camps that run if minimum enrollment requirements are met.

Core Academic Program

The Core Academic Program meets Monday through Thursday from 8:30am–3:00pm in three multiage classrooms; the Coho Class serves students ages 5-6, the Kokanee class serves ages 6-7 and the Chinook Class serves students ages 8-11. There are opportunities throughout the week for all students to interact during recess, lunch, in Exploration classes and with cross-class “buddies.”

The Core Academic Program uses the full strength of our learning community to focus on academic subjects, social development and creative skills. The weekly schedule includes literacy and math workshops, social studies, science, social-emotional lessons, theater skills, music, visual arts, outdoor education and the use of broad interdisciplinary themes, projects and field trips to encourage deep exploration.

Friday Enrichment Workshops

Friday Enrichment Workshops meet on Friday from 8:30am-12:00pm and typically include a broader range of ages. Priority registration is for Core Academic Program students, though workshops are also open to home schooling students. Registration is per session and requires additional tuition.

Depending on the annual theme and instructor, students enrolled in this program will use and develop academic skills through a new lens focused on theater, art, design, creative problem-solving or other topics. This component offers an opportunity to expand student learning and complements the Core Academic Program.

Early Summer Camp

Since our school year ends in early June, Early Summer Camp offers an opportunity to extend the year for a week immediately following the last day of the Core Program (depending on demand). This is open to Bridge School and home schooling students. Additional registration and tuition is required.

These weeks provide an opportunity to spend time delving deeply into a high-interest subject drawn from student, teacher and parent interest over the course of the year. Past Focus Week topics have included Favorite Field Trips, Makers Week, Outdoor Education & Hiking, Arts & Crafts, Stop Motion Animation and Art Through Color.

Our Cooperative School Model

The Bridge School uses a cooperative model to structure our organization and enrich our classrooms. There are a variety of ways to be a “cooperative school” and this section outlines our version. In short, school staff plan and implement programs while participating families fill organizational roles and classroom positions to enhance student learning by supporting teachers and interacting with students.

We use this model because we believe it creates a strong community of families and staff to surround our growing students. Parents are encouraged to share their skills and knowledge with teachers who may be able to integrate parent skills into curriculum. Throughout all of this, students have the benefit of developing skills to interact with a variety of adults.

School Director

The Director acts as overall coordinator for Bridge School programs to ensure we are reflecting our mission and values. The Director manages school administrative tasks, program development and overall communication needs as well as ensures that tasks are completed through School Support Teams and Classroom Support Positions. The Director works collaboratively with the Teaching Staff and Parent Board and actively participates on the Budget Committee, Admissions Committee, Financial Aid Review Committee and the Vision Team.

Core Academic Teaching Staff

Classroom Teachers are responsible for planning and implementing curriculum, field trips, classroom organization, assessment and effective teacher-family communication. Teachers supervise and work with Classroom Support parents and the Director to ensure that all children are individually supported. Teachers also participate on the Vision Team and Admissions Committee and periodically attend Board Meetings.

Contracted Teaching Staff

Depending on school needs, we contract with a variety of instructors to provide specialized instruction in our Exploration classes and Friday Enrichment Program. Contracted teachers align their programs with Bridge School needs and work with the Director and staff to ensure consistent expectations for students.

The Bridge School Parent Board

The Bridge School Parent Board consists of elected parents and is vital to the effective functioning of the school. Board members include the Board Chair, Treasurer, Secretary, Membership Coordinator, Fundraising Lead and Project Manager. The Board is responsible for upholding our school mission and maintaining financial best practices, and managing School Support Teams. Vital tasks include recruiting members, fundraising and maintaining the facility. Board members attend a monthly meeting. (See Appendix B for complete description of individual Board Member responsibilities).

Member Families

Member families are those with students enrolled in the Core Academic Program and are required to participate in Classroom Support Roles, School Support Teams and several cleaning shifts. Each family must contribute a minimum number of Work Hours per year between these roles, as detailed further in this handbook. Member families enrich and enliven our program in many ways including assisting with field trips, leading small group work, leading Explorations classes and art workshops, and contributing ideas, feedback and support to program development.

Community Communication Guidelines

Bridge School members will find that there many opportunities to practice healthy communication skills with one another, staff members and a variety of children. As a community we work together to create calm, safe and inviting learning environments for everyone. To collectively support a positive environment, we ask that everyone practice the following communication guidelines as we work and play together.

- Always assume the positive intentions of others.
- Take responsibility for sharing appreciations and concerns.
- Be honest, purposeful and proactive when communicating.
- Approach situations with curiosity rather than judgment.
- Address problems directly with the person with whom you have the concern.

We ask that parents respect the authority of teachers and the Director at all times during school hours. If you have an issue or question with how something is handled during class, wait and talk privately with the appropriate staff member. In addition, it's important to obtain permission from a teacher before observing or attending class if it's not your regularly scheduled work shift.

Finally, please do your best to talk first with the Director if you have a concern regarding your child, the school, teachers, or other parents and resist discussing a concern with others who are not in positions to help resolve the concern.

MEMBER RESPONSIBILITIES

As a cooperative school, we rely on member involvement and participation to function, build community and keep tuition as low as possible. Member responsibilities include participation in the following ways:

- School Support Team (*1 per family*)
- Classroom Support Role (*1 per family*)
- Monthly Parent Meeting Attendance (*unless excused by Project Manager*)
- Parent Training Attendance for those working directly with students
- Cleaning Requirement
 - Attendance at one pre-year Cleaning/Organization Event
 - Participating in several scheduled weekly Classroom Cleanings
- Prompt and complete payment of Tuition and Fees

Bridge School Family Members are required to contribute 136 Annual Work Hours per year (average of 15-16 hours/month) through participation in Classroom Support Positions, School Support Teams and required cleaning. Single parent families must contribute 68 Annual Work Hours.

The Director works with families to find the best fit for parents and the Project Coordinator tracks individual family work hours via families entering hours on Google Docs. The following activities may count toward work hours:

- School Support Team Hours (outside of Parent Meetings)
- Classroom Support Role Hours (including Parent Training)
- Fundraising/Auction Work
- Driving and Attendance on Field Trips
- Cleaning Hours
- Additional work done outside of the above with permission of Project Coordinator or Director

School Support Teams

Every parent and staff member is assigned to a School Support Team which is not only our foundation for parent involvement, but allows parents to get to know each other throughout the year. Each team is responsible for supporting a specific set of tasks led by a board member. See Appendix C for complete description of teams.

- **Facilities Support Team** - Maintains cleanliness, functionality and safety of indoor and outdoor environments
 - Lead: Project Coordinator (board member)
 - Key Position: Health and Safety Coordinator
- **Community Development Team** - Recruits and welcomes new families, develops and organizes community building activities and facilitates communication among members.
 - Lead: Membership Coordinator (board member)
- **Treasury Team** – Responsible for monthly financial reports to the board and membership and tuition collection. Treasurer chairs the Budget Committee.
 - Lead: Treasurer (board member)
 - Key Position: Assistant Treasurer
- **Fundraising Team** - Responsible for creating annual fundraising plan and coordinating fundraising efforts to meet the annual fundraising goal.
 - Lead: Fundraising Lead (board member)
 - Key Position: Auction Chair/Co-Chairs
- **Vision Team** - Ensures that school program as a whole meets the vision, mission and values of The Bridge School and creates long-term strategic plans; members limited to Board Chair, Director, Teachers and veteran Bridge School parents
 - Lead: Board Chair (board member)

Classroom Support Roles

The classroom experience is greatly enhanced by active parent participation during school hours. Working with children is a privilege, but we also understand that not all parents are able, interested or suited to working directly with students. Specific Classroom Support Roles needs may shift from year to year, but in general fall into the following categories:

In Class Roles:

- **Classroom Teaching Assistant** – Work directly with students under teacher supervision in the classroom; requires additional training provided by the school.
- **Recess Support** – Supervise midday recess and lunch (12-1pm) 2-4 days per week or before and end-of-day recess (8:15-8:30 and 2:45-3pm); requires additional training provided by the school.
- **Handwriting Without Tears Instructor** – Lead small groups in handwriting exercises 2 days per week. Training provided.

Out of Class Roles:

- **Librarian** – Keep library tidy by re-shelving books regularly. Coordinate Scholastic book orders.
- **Student Documentation** – Work with teachers on a monthly basis to collate student work into portfolios; may include assisting with student assessment.
- **Classroom Parent** – Assist teachers to organize field trips, plan special activities and other classroom needs.

Parent Meeting Attendance

Parent meetings provide time to connect with teachers and parents, share information and meet with support teams. One parent/caregiver from each member family is required to attend every parent meeting and is responsible for communicating relevant information to the non-attending parent. If you must miss a meeting, contact the Project Coordinator. Multiple missed meetings may result in reviewing family membership at the school.

Parents are also required to attend Parent Orientation at the beginning of the year or notify the Director.

Cleaning and Maintenance

Everyone is responsible for keeping our school space clean and organized. Tidiness not only makes the classrooms more inviting, it's vital for the health and safety of the students and overall quality of the learning environment. Each member family is required to participate in the following cleaning shifts:

- Depending on school needs, families are required to complete two to four weekly cleaning shifts per year per enrolled student (2 Hours each) – this includes tasks suitable for students and we encourage student participation.
- One Summer Cleaning/Organization Event (3-4 Hours)

SCHOOL SCHEDULES

Weekly Schedule

Core Academic Program Full-Time: Monday – Thursday / 8:30am – 3:00pm
Part-Time: Monday – Thursday / 8:30am – 1pm
Part time enrollment is primarily for students age 5-6 or with permission from the Director.

Friday Enrichment Workshops Fridays: 8:30am-12pm

Board Meeting Schedule

The Bridge School Board meets monthly on dates/times agreeable to the current board. Bridge school members are welcome to attend board meetings to observe or may request time on the agenda by speaking with the Board Chair.

Parent Meeting Schedule

Parent meetings are held from 6:30-8pm on the first Wednesday of each month starting in October and run through May. The October Parent Meeting will coincide with Curriculum Night. Parent meetings provide time for important announcements, discussion and School Support Team meeting time.

Attendance is mandatory and families must notify the Project Coordinator in advance if a meeting must be missed. No childcare is provided during this meeting.

CLASSROOM PROCEDURES & ENVIRONMENT

The classroom environment consists of a number of parts that ideally work in harmony including (but not limited to) the physical space, teacher-to-student interactions and student-to-student interactions.

Student Drop-Off & Pick-Up

Teachers rely on parents to promptly drop-off children to start the school day smoothly and to pick them up at dismissal so they can clean up and prepare for the next day. Students that habitually arrive late tend to miss teacher instructions and getting into the rhythm of the day with their classmates.

Please respect everyone's time, including your child's, by being punctual for drop-off and pick-up.

Students may be dropped off as early as 8:15. Parents must sign in their child upon arrival and he or she should put away their backpacks and lunches. Children may then either wait with parents in the hall or go outside for supervised recess until 8:30, when their teacher will call them in. Please do not drop children off directly outside.

Pick-up is at 3:00pm; doors will be unlocked at 2:45pm and parents must sign their child out and pick up their child in the recess area outside.

Community Responsibility for Classrooms

While teachers ultimately have responsibility to make sure classroom spaces are inviting, clean and tidy, the students and parents play supporting roles during the week.

Students will learn our classroom norms around keeping their belongings and shared space neat and are expected to maintain those norms during and after school hours. Parents support students in being helpful stewards of our school by reminding all children to put items away and wipe down or sweep areas as needed whether this is before, during or after school hours. This includes our shared space in the hallway and in the play yard.

Communally taking care of our school relieves staff members and teachers from spending their time picking up after students and allows them more time to actively plan and teach.

Expectations of Student Behavior

At the Bridge School, it's important for teachers, staff, parents and caregivers to have consistent expectations of student behavior. At the most basic level we expect the following.

- **We expect students to be respectful to teachers, staff members, parents, caregivers, students, the classroom and the natural environment.** This means listening when others are speaking, respecting personal boundaries and taking care with school belongings and the natural world.
- **We expect students to participate, even if it's not their favorite activity or subject.** This means listening, not leaving the group, following teacher instruction and not distracting other students. Classroom assistants should discreetly bring "wandering" students back to the group unless a teacher has told you there is a special agreement with that student.

Expectations of Adult Behavior

As we have consistent expectations of student behavior, children should be able to expect certain consistent behavior from teachers, teaching assistants and other adults in their community.

We expect the following of all teachers, parents and caregivers in our school community.

- **We expect adults to model effective listening, communication and cooperation skills.**
- **We expect adults to stay calm, objective and hopeful while assisting children with their academic and social learning.** This means focusing on behaviors and obstacles and trying to understand reasons behind roadblocks that arise. If there is misbehavior or frustration in a child, you can acknowledge and accept the negative feelings, but not self-defeating or outwardly hurtful behavior.
- **We expect adults to take active roles with children when they are at school.** It is your role to step in and assist a child who is struggling or to notice a child who has something to share. We also expect adults to correct student behavior that is rude, hurtful, disruptive or destructive.

Getting Student Attention in Busy Classrooms

Sometimes you need to get all the students' attention at one time in a busy classroom or outdoors. Below are the common strategies we use at our school.

- **Chime** - Ring a bell/chime if you are in a classroom
- **Words** - Adult says - "1, 2, 3, eyes on me!"; Students say "1,2 eyes on you!"
- **Visual** - Hold 3 fingers in the air and wait until all students do the same in silence. You are asking for still bodies, quiet voices, eyes on me.
- **Outside Call/Response** - In a loud voice say "Ho!" and students are to respond with "Hey!" and stop what they are doing. This can be very effective if you repeat with lesser and lesser volume.
- **Outside Large Area** - If you need to gather children from a distance, our practice is to do a wolf call and the kids are to come running and meet with you.

Field Trips

Students participate in frequent field trips as part of The Bridge School curriculum. Each student must have a completed the Off-Campus Education Form on file to participate in these events. Most field trips are planned in advance with notice provided to parents. Under some circumstances, classroom activities include unplanned local trips. Parents should always notify the school in advance when an early pick-up is needed in the event that the class will be off-campus.

Teachers will notify parents if siblings are invited and additional cost per sibling.

Field Trip Driver Requirements

We appreciate your help in getting kids into the real world by volunteering to help drive when possible. All drivers must complete the Field Trip Driver Form, have current insurance and a valid driver's license. Vehicles must be properly registered and each passenger provided with restraint and seats in accordance with Washington State Law.

Field trip drivers directly supervise and are responsible for the children that they transport unless otherwise specified. All parents transporting students must carry a Field Trip packet with them at all times which contains student emergency contacts.

Field Trip Drivers able to transport at least three students will have any entrance fees paid for by The Bridge School. Willing drivers who transport less than three students are welcome at the teacher's discretion but will need to cover their own entrance fee(s).

Student Illness: When to Keep Kids Home

To keep our community healthy, please keep your child home if the following occurs.

- **Fever above 100°F.** A feverish child is considered contagious and likely not feeling well enough to learn or participate. Keep him home until fever-free for 24 hours and he is feeling like his usual self.
- **Vomiting two or more times in 24 hours.** Watch for signs of dehydration and keep her home until she hasn't vomited in 24 hours.
- **Red eyes where eye is stuck shut, bright red and/or oozing yellow or green discharge.** These symptoms indicate the highly contagious bacterial form of pinkeye (conjunctivitis) and he should stay home until he's been on antibiotics for 24 hours or until the discharge dries up.
- **Diarrhea three or more times in 24 hours.** This is likely an infection that can spread. As with vomiting, watch for signs of dehydration and follow the same prevention advice.
- **Sore throat accompanied by swollen glands, a fever, headache or stomachache.** This could be strep throat and children should be on antibiotics for at least a full day before returning to school.
- **Stomachache associated with vomiting, diarrhea, fever or no interest in play.** Sharp stomach pain and a rigid belly can be signs of severe constipation, appendicitis, or a bowel obstruction.
- **Cold accompanied by persistent, phlegmy cough, fever, wheezing and/or seems cranky or lethargic.**

Discipline in the Classroom

The Purpose of Classroom Discipline

The ultimate goal of discipline in the classroom is to keep all children safe and provide coaching to help them understand how to behave successfully in their school environment. Our job as parents and teachers is to help children learn how to work cooperatively, establish limits for their behavior, practice empathy and to handle negative feelings through acceptable outlets. All groups of children will encounter conflict at some point and we can help them work through these issues and develop effective tools for negotiation.

Universal Discipline Guidelines

In helping children learn, we must ALWAYS remember that...

- Abusive language, shaming, labeling or threats are not permitted under any circumstances.
- Children may never be removed from the classroom or recess without adult supervision.
- No form of physical punishment is ever allowed in the school.
- Access to lunch or snack is unrelated to a child's behavior and no child shall be denied food as a form of punishment.

Assisting Teachers in Classroom Discipline

At a cooperative school, parents working with children are responsible for assisting those engaged in conflict or exhibiting unsafe or destructive behavior. Kids are learning ALL THE TIME - we want you to be successful in helping this to happen and allowing all children to feel safe and have fun.

We trust your judgment and so should you. If a student's behavior doesn't feel acceptable we expect you to step in and try to resolve the situation. It's better to err on the side of safety and review the situation afterward with a teacher or the Director to determine if another option was available. If you feel stuck, find a staff member and explain what is happening (or send another student to summon help). This can be especially helpful if the child involved is your own.

If there is a situation with your child we will explain what happened, the outcome, and the solution in a positive way with you and your child.

By tracking behavior and classroom issues, we can address recurrent problems via whole class instruction and individual student and family conferences. Report all injuries and significant conflicts to the regular classroom teacher or Director, even if the situation has been resolved.

Strategies for Working with Students

- Observe first; give children sufficient time to work through difficult situations before stepping in
- Redirect a child from disruptive behavior and offer a suggestion for an acceptable one
- Discuss possible consequences of an action
- Help children find the words to verbalize feelings
- Help children identify acceptable ways to release anger or frustration
- Work with all parties in a conflict, including bystanders if appropriate.
- Use positive statements such as, "We need to listen to the teacher right now," instead of, "Stop talking!" and reinforce positive behavior as much as possible – e.g. "You two are really working together to solve this problem!"
- Familiarize yourself with school behavioral norms and refer to them by asking questions – e.g. "Are you being kind and respectful right now?"
- Allow children to take time away.
 - Removing a child from a stressful situation allows them an opportunity to regain control. If they refuse to remove themselves, have them stand with you for a "time in." Invite them to return to the situation when they are ready and explain what "ready" looks like.
 - If a child is unable to regain control, remove them from the room or area and bring them into the Director's office

Caring School Community Social Emotional Curriculum

Caring School Community (CSC) program is a nationally recognized, research-based K–6 program that builds classroom and school wide community while developing students' social and emotional skills and competencies. We believe it is important to provide regular opportunities to model, observe and communicate through cooperative activities. Students learn to take responsibility for their own learning and behavior. They also learn the values of fairness, helpfulness, caring, and respect. The program's four components include Class Meetings, Cross-Age Buddies Program, Home-side Activities, and School-wide Activities.

APPLICATION PROCEDURES

Applying for Core Academic Program

Re-Enrollment for current students and siblings for the following year occurs in January for current families and Open Enrollment begins in February. Students must have reached age 5 by August 31 of the current year to be considered for enrollment.

All applications are reviewed by the Admissions Committee to determine student and family fit with the program. Accepted families submit a non-refundable Registration Fee by the specified due date to hold their spot.

Prospective families are encouraged to attend an open house as part of the application process and required to do the following to be considered for enrollment:

- Parent attends classroom observation
- Prospective Student Visits:
 - Students First Entering Elementary School (Ages 5-6)
 - Young students entering elementary school attend a group visit on a Saturday morning. Children participate in planned small group activities and a short recess with our classroom teachers. During this time parents and caregivers meet with the school Director for a short discussion and questions.
 - Students Transferring from Other Schools or Homeschooling (Ages 6-11)
 - Older students who have previously attended school or been homeschooled spend a half day in an age appropriate classroom to give them a sense of what it would be like to attend The Bridge School and to give our teachers a chance to meet prospective students. Short assessments may be administered.
- Submit completed Application and Application Fee

Core Academic Program Wait Pool

Enrollment applications beyond class capacity are placed into a wait pool for admission as space becomes available. Admission from the wait-pool is based upon many factors including efforts to balance classes by developmental grouping, age and gender.

Enrollment priority is assigned in the following order:

1. Currently enrolled students applying for re-enrollment
2. Siblings of currently enrolled families
3. New student applications

Applying for Friday Enrichment Workshops

Friday Enrichment Workshops run in 2-3 sessions throughout the year. Families must complete a General Enrollment Application (available at school office) and submit payment by the deadline specified, generally a month prior to the start of the session. Students enrolled for the entire year of Friday Enrichment are eligible for paying in monthly installments.

After School Programs

After school programming at The Bridge School varies from year to year. We try to offer one or more sessions over the school year and topics have included Chess Club, Makers Class, Pokemon Playing and Pentatonic Flute. Fees vary based on the class and are occasionally free of charge. We will let parents know at the beginning of the school year what will be offered for the coming year.

TUITION, DEPOSITS AND FEES

Every effort is made to keep The Bridge School affordable for all interested families, while balancing the need to safeguard the financial security of the school and provide a positive, productive learning environment. For a listing of current tuition and fee amounts, please visit our website – www.BridgeSchoolCoop.org.

Core Academic Program Tuition & Fees

Application Fee

An annual Application Fee is due for all re-enrolling and new student applicants by the due date specified on the application form. The application fee is non-refundable and must be submitted for each student to be considered for enrollment. Re-enrolling students are eligible for a reduced application fee.

Registration Fee

Once a student has been accepted, a non-refundable Registration Fee is due in the spring (or within one week of acceptance) to hold a student's spot.

Participation & Cleaning Deposits

A Participation Deposit of \$100 and Cleaning Deposit of \$100 in the form of checks must be submitted with Registration Forms. This deposit will be returned or destroyed at the end of the year provided all Membership and Cleaning Responsibilities have been fulfilled and the Parent Board has verified fulfillment.

Core Academic Program Tuition

Annual tuition is set in December for the following year based on budget and enrollment requirements and does not include the non-refundable Application or Registration Fees. Tuition can be paid in full in July or in 10 equal installments starting July 5th.

There are two standard Tuition Rates for the Core Academic Program: Full Time and Part Time. Any student attending at least one afternoon per week will be required to pay full time tuition. If a student changes status mid-year, tuition installments are adjusted at that time.

Students enrolling mid-year will have their tuition prorated according to the day first attended through the end of the school year. Families may need to make a larger payment up front to "catch up" to the installment schedule as outlined below.

Due Date	Description
July 5 th	Tuition Installment 1
August 5 th	Tuition Installment 2
September 5 th	Tuition Installment 3
October 5 th	Tuition Installment 4
November 5 th	Tuition Installment 5
December 5 th	Tuition Installment 6
January 5 th	Tuition Installment 7
February 5 th	Tuition Installment 8
March 5 th	Tuition Installment 9
April 5 th	Tuition Installment 10

Core Academic Program Refund Policy

Most families opt to payment with installments starting in July prior to the start of the school year. Once a tuition installment has been made, it is considered non-refundable (this includes summer tuition installments). If a student withdraws after the first of the month, the tuition installment for that month is still due.

If families have paid for the entire year by July 5th, a refund will be calculated based on the regular installment schedule.

Friday Enrichment Workshop Tuition

Tuition for Friday Enrichment Workshops is due one month prior to the start of a session, unless enrolling in the entire academic year of Friday Enrichment Workshops. If enrolling for the entire year, then families may either pay for the entire year by August 5th or be invoice monthly starting August 5th.

Friday Enrichment Pro-Rated Tuition

Students enrolling mid-session for Friday Enrichment Workshops is at the discretion of the Instructor. Students joining late are entitled to a pro-rated tuition based on the number of workshops attended through the remainder of the session.

Friday Enrichment Workshop Refund Policy

There are no refunds for classes missed due to student illness or failure to attend.

- Student Withdrawal
 - Students withdrawing prior to the start of a session are entitled to a full refund.
 - Students withdrawing after the first workshop are responsible for payment of the current month of withdrawal. If the family has prepaid for the entire session, they will be refunded for future months following the withdrawal month based on the regular installment schedule.
- Cancellation of Class - If The Bridge School cancels a workshop and does not provide a suitable substitute teacher, the enrolled student is entitled to a credit for the cancelled workshop that may be put toward future classes. Families may request a refund check in writing if desired.

Early Summer Camp Tuition

The Bridge School will offer Early Summer Camps following the end of the Core Academic program. This is open to Bridge School students and the community in general. Tuition is due May 5th along with the General Application Form. Applications received after May 5th are accepted at the discretion of the Instructor.

There is no pro-rated tuition available for Early Summer Camp except if a student is accepted after the start of the week. Those families only are entitled to a pro-rated tuition based on the number of days attended through the remainder of the week.

Early Summer Camp Refund Policy

There are no refunds for classes missed due to student illness or failure to attend.

- Student Withdrawal - Students withdrawing prior to the Friday before the start of camp are entitled to a full refund. There is no tuition refund for students withdrawing once camp has begun.
- Cancellation of Class - If The Bridge School cancels the camp and does not provide a suitable substitute teacher, the enrolled student is entitled to a credit for the cancelled days. Families may request a refund check in writing if so desired.

Bank and Late Fees

Tuition installment payments are due on the 5th of the month and electronic monthly invoices are sent before payments are due. Payments received or postmarked on or before the 5th are considered on time.

In the event that The Bridge School does not receive tuition payment by the due date, the family will be charged \$5.00 per day for each day beyond the published tuition due date. Late fees accrue until the total amount due (including late fees) is received. For example, if your tuition payment is 2 days late and you have accrued \$10 in late fees, the entire amount of tuition plus late fees must be paid in order to stop additional late fees from accruing.

Written requests for any tuition payment extensions must be sent to the Director and Assistant Treasurer, prior to the date that payment is due.

In the case of insufficient funds (NSF) check, the member will be assessed the amount of the check plus any fees the bank charges The Bridge School's account.

FINANCIAL AID

The Bridge School strives to remain accessible to all families regardless of family make-up, work schedules or life situations while maintaining our commitment to a cooperative model. Scholarship awards are determined by the Financial Aid Review Committee based on availability, eligibility and need and there are no minimum income level requirements.

Most financial aid awards are given in the spring for the following year, but will be awarded on a rolling basis if funds permit. Scholarship privileges may be suspended or revoked if it is determined that the member is not fulfilling membership responsibilities.

Contact The Bridge School Director for information or to apply or go to www.BridgeSchoolCoop.org to download Financial Aid Forms.

Yeargin Scholarship Fund

The Yeargin Scholarship Fund offers a limited number of need-based scholarships for families with demonstrated financial need enrolled in the Core Academic Program. Awards are given in the Spring for the following year and may cover up to 50% of tuition costs (excluding Application and Registration fees).

Please complete Financial Aid Request Form and online Parent Financial Statement to apply.

Sibling Scholarships

Families with more than one child enrolled in the Core Academic Program are entitled to scholarships for additional siblings in the Core Academic Program. A second enrolled child from a current family is eligible for a 25% reduction of Core Academic tuition; a third child is eligible for 25-50% reduction in tuition based upon review. Please complete Financial Aid Request Form to apply.

Work Subsidy

We have a limited number of Work Subsidies that offer an additional reduction of 10% of tuition in the Core Academic Program Tuition in exchange for an increase in required parent work hours to 180 per year. If a family has siblings attending, the 10% discount will be applied to the highest tuition amount. Work Subsidies are awarded on a rolling basis as they become available and eligibility is determined by need and demonstrated participation. Please complete Financial Aid Request Form to apply.

Emergency Financial Aid Fund

We have a small reserve for emergency or temporary scholarship needs. These are available during the course of the school year for enrolled families experiencing temporary financial need and/or assistance with the Friday Enrichment Program. To be eligible, members must be in good standing regarding membership responsibilities. Awards are made for up to 50% tuition for up to two months. Please complete Emergency Financial Aid Request Form to apply.

EXCHANGE TUITION RATE - Reduced Work Hours

Exchange Tuition Rates are available to accommodate families with restricted availability to contribute work hours during the school year. Families pay a 20% increase in Core Academic Tuition in exchange for family work hours reduced to 68 hours per year. Families awarded Exchange Tuition Rates are required to participate on a School Support Team, but are not required to have a Classroom Support Position. They must still participate in required school cleanings and attend parent meetings. Please contact The Bridge School Director if you are interested in this option.

POLICIES AND PROCEDURES

Student Tardiness and Absence

Our Expectations for Student Attendance

We expect that your child will attend and be on time to school every day. This is a high expectation, but it is the best way for our teachers to teach your child and their classes as a whole. We are also realists and we know that unexpected things come up. If your child will be late or absent please call the school as soon as possible.

If the absence is due to a vacation, please let your child's teacher know as far in advance as possible. Vacations can be wonderful experiences for learning. Advance notice gives teachers to prepare work for your child to do while away, if necessary.

If tardiness and absence become patterns, we will contact you to better understand the challenges around getting your child to school regularly and/or on time.

The Effects of Chronic Tardiness and Absence

We cannot control whether your child is late or absent, as that is solely in the hands of the family. However, we can share that there are clear and specific impacts to your child when he or she is chronically late and/or absent.

Students who are chronically late...

- **Do not have adequate transition time from home to school.** Teachers typically plan entry activities designed to start the day in a way that allows students to ease into the structure and activity of school. Most children benefit from this transitional time to set them up for a great, expansive day at school.
- **Feel rushed.** Instead of walking calmly into school, children who are late often feel they must rush to put their things away and then try to get into class activities unnoticed and/or catch-up with others.
- **Miss out on teacher instructions.** Students who are late must jump into activities without full instruction. They must now have the teacher repeat instructions or get information from classmates. Sometimes they miss an activity altogether, such as a birthday celebration, community discussion or continued project time from the previous day.
- **Disrupt classroom activities and embarrass the child.** A late-arriving student may have all attention turn toward them in the middle of a group activity, disrupting the flow.

Students who are chronically absent...

- **Affect classroom dynamics.** Your child's absence affects the rest of the class. With small classes there is a lot of partner work and your child's partner may be left alone without the full benefit of a tandem exploration of an idea or activity.
- **Can make struggling learners struggle more.** In cases where the missed days add up to weeks, students do not get the full attention and practice they need to develop their knowledge and skills.
- **May need to do additional work at home.** Missing multiple days of school means missing out on their teacher's attention and it becomes the parent's responsibility to help make up that time by requesting and taking material home to work on with their child.
- **May feel left out.** Absent students are not able to participate in group activities that are often a lot of fun. We do local field trips, all school meetings, music class. Your child will miss these bonding experiences if they are not present.

Work Shift Tardiness and Absence

We want your help in the classroom and during recess supervision to be fulfilling to both you and the students. Teachers rely on parents to be on time and prepared for their work shifts. When someone is unexpectedly late or absent for their shift, it causes disruption to the school day. For this reason, we hold the following policies regarding tardiness and absence.

Work Day Tardiness

Please arrive five minutes early for scheduled classroom and recess shifts unless notification has been made to the Director or Teacher. If unexcused tardiness occurs, the Board Project Coordinator will be notified and will issue a written warning. Multiple incidents of tardiness may result in meeting with the Director and possible dismissal from your Classroom Support Role.

Work Day Absence

If you are unable to work a scheduled work shift, it is your sole responsibility to pro-actively notify the Director or Teacher by phone (calling, not text). If the Director or Teacher was notified, the absence will be considered excused. Multiple absences will result in a special meeting with the Director and possible dismissal from your Classroom Support Role.

DO NOT ASK A PARENT TO FILL IN FOR YOU WHO HAS NOT ATTENDED PARENT TRAINING. All parents who work directly with students must attend the parent training or notify the Director to receive alternate training. If a parent would like to start working in the classroom or for recess shifts who has not been previously trained, they must contact the Director before working with students.

Absences from Parent Meetings and Trainings

Attending Parent Meetings is required because they are an opportunity to receive information about the classroom, hear school announcements and to meet with your School Support Team. Members are expected to notify the Board Project Coordinator if they will not be present at a monthly parent meeting. Failure to attend a Parent Meeting without notification will be recorded as an Unexcused Absence and a written warning will be sent.

Parent Trainings are provided for parents and caregivers who work directly with students so that they understand how classrooms operate, what their roles are and how to support students. Missing a training means you will not be equipped to do your best work with students. It is difficult to make up a training at a later date, but if you must do so please notify the Director immediately.

Unexcused Absences

In the event a member has multiple Unexcused Absences from Work Shifts, Parent Meetings and or Parent Trainings as defined in the sections above, the Director will be notified and may place the member on probation. A member placed on probation will forfeit their Participation Deposit and be required to submit a new Participation Deposit in the amount of \$150. Members placed on probation may also lose scholarship privileges. In the event a member has an Unexcused Absence while on probation, the Director may review the membership for termination.

Parent Leave of Absence

A member may be given a maximum of six (6) weeks of leave from work hour responsibilities for surgery, addition of a child to the home, serious hospitalization or other emergency situations. Members must submit a brief written description of the situation to the Director regarding the dates that will be missed.

Procedure for Individual Student Behavior Concerns

Our priority within the school and classroom is to balance our ability to serve all students while addressing needs of individual student development. When we notice that a student has persistent difficult in growing socially, emotionally or academically we take the following steps.

First 30 Days

1. Observation of multiple instances of area of student need and/or that student is not progressing in a certain area
2. Classroom teacher attempts to support the student with adaptive curriculum, agreements and other interventions
3. Parent-Teacher Meeting to discuss the student needs
4. Initiate Student Support Plan

Days 30-60

5. 1 Month Student Support Plan Check-in – Assess progress toward goals and plan as needed
6. Determine if outside specialist or evaluation is needed needs to support student in specific areas
7. Parents investigate public or private resources that can support student needs that are outside Bridge School expertise
8. Consult specialists and identify student support needs that classroom teachers are capable of implementing

Days 60-90

9. Assess student progress
10. Determine if Bridge School can work in tandem with outside resources to provide adequate support for student growth
 - If progress made, continue to adjust plan as needed
 - If no progress, determine if an alternate school/situation is better choice for the student and assist parents in determining alternatives

Student Withdrawal

Written notice must be provided to the Director to officially withdraw a student from The Bridge School. For available refunds, see “Core Academic Program Tuition & Fees: Student Withdrawal Refund Policy.”

Termination of Membership by The Bridge School

Memberships will not be considered for termination until all other reasonable means of administrative intervention have been pursued. A membership may be terminated by The Bridge School for the following reasons:

- If it is determined that a family is not fulfilling the responsibilities of membership as outlined in this handbook.
- A member persists in negative behaviors and/or communication regarding teachers, staff members, member families and/or the program in general.
- If it is determined that the school is not able to serve a student who has needs outside of our realm of expertise, after all reasonable attempts have been made to accommodate the student. In this situation, it is preferable that the family voluntarily withdraw, but it may become necessary to terminate membership if mutual agreement has not been reached.

Parent Background Checks

Background checks will be conducted for all parents, teachers and volunteers through the Washington State Patrol in accordance with the Washington State Child/Adult Abuse Record Search Guidelines (RCW 43.43.830 – 43.43.845). Results are completely confidential. Disputes or discrepancies can be resolved by the member with the Washington State Patrol WATCH office. Criminal history does not necessarily disqualify a parent or caregiver from working with children at The Bridge School. Types of crimes will be weighed and the staff will make a decision based on the best interests of the school.

Student Special Needs

The Bridge School is not currently able to support any specific special student needs. Applications for enrollment of students with special needs will be considered on an individual basis with the goal of determining whether The Bridge School is an appropriate environment with the priority of ensuring that we are able to best serve all enrolled students.

Non-Discrimination Policy

The Bridge School does not discriminate on the basis of religion, race, color, creed, national or ethnic origin, sexual orientation, gender expression, family make-up or circumstances or any other legally protected status in the hiring of staff or in the administration of educational policies or programs, admissions policies or any other school administered programs.

BURIEN COOPERATIVE EDUCATION PROJECT

The Bridge School is a program of Burien Cooperative Education Project (BCEP), a WA State non-profit organization. BCEP seeks to provide creative and fulfilling educational experiences for children that support individual learning, community building, direct connection to nature and family participation.

The mission of Burien Cooperative Education Project is to build a stronger community by creating and promoting cooperative learning programs for children and families in Burien and surrounding areas.

In working toward this mission, BCEP is committed to promoting the following in children:

- A strong sense of local and global community
- A connection to the outdoors
- Non-competitive learning
- Fostering a love of learning
- Respect for self, others and the environment
- Self-confidence
- Seeing self as creative
- Problem-solving skills

As of this writing, The Bridge School is the primary program of BCEP and The Bridge School Parent Board serves as the acting board for BCEP until such time as it has grown to achieve separate programs and an active member base. The April Parent Board meeting will serve as the Annual meeting for BCEP with an election of board members serving both entities. Bridge School families enrolled in the Core Academic Program have active membership and voting privileges in BCEP.

APPENDIX A

EMERGENCY AND SECURITY PROCEDURES

The following procedures are established to:

- Ensure a safe and secure learning environment for students, members and faculty
- Create standard day-to-day policies and procedures to maintain a secure facility
- Provide training and guidance for emergency situations

Standard Health and Security Procedures

- Children must be properly signed in and signed out in the Daily Sign-In Roster.
- Children will be released only to the parent/guardian or those listed on release forms.
- Children may not be left unattended at any time in or out of the classroom.

Disease Control

Please follow the following practices to reduce the spread of disease:

- If you suspect you or your child is ill or getting ill, please keep your child at home.
- Inform the Director if your child develops a communicable disease, including head lice.
- All enrolled children must complete an immunization form or immunization waiver before attending school.
- Use gloves when handling bodily fluids.
- Use a bleach solution (1T bleach per quart of water, ¼ c per gallon of water) to clean and sanitize tables and equipment.
- Children and adults must wash hands with running water and soap before entering class and also before eating, after restroom use, coughing or blowing one's nose.
- Garbage/Compost must be removed from the classrooms daily.

Food Preparation

- Food must be stored properly to prevent spoiling or contamination.
- Wash hands before and after preparing food.
- Food preparation area must be cleaned before and after preparing food.
- Dishes must be washed and rinsed with hot water and soap, then sanitized with a bleach solution after each use.

Fire Evacuation Procedure

- Evacuate to the designated meeting area according to the established evacuation route.
- Summon Help: Pull the Fire Alarm and call 911.
- If safe to do so, use the fire extinguishers or blanket to extinguish or control the fire.
- Teacher must bring the emergency kit only if possible to do so safely.
- Teacher must bring the sign-in sheet and take roll at the designated meeting area.

Earthquake Evacuation Procedure

- Get under tables, against an inside wall or a corner away from windows and brace yourself until shaking stops.
- In halls and other areas with no cover, move to an interior wall; kneel with back to wall; assume the duck & cover position: place head close to knees, clasp hands behind neck, and cover side of head with arms.
- Do not enter or leave the building during an earthquake.
- After an earthquake, evacuate to the designated meeting area according to the established evacuation route.
- If outdoors, move away from the building, utility wires, and metal fences. Remain a safe distance away from buildings, utility poles or other structures until deemed safe by emergency responders or other authorities.
- Teacher must bring the emergency kit only if possible to do so safely.
- Teacher must bring the sign-in sheet and take roll at the designated meeting area.
- Meet at the designated meeting place and take roll, check for injuries and give first aid.

Lockdown/Intruder Alert

Occasionally schools have been faced with the threat of unauthorized individuals entering the facility. An intruder is defined as any visitor who, through act or deed, poses a perceived threat to the safety and welfare of children and adults.

- If an unfamiliar person comes into the facility, approach them and ask if you can help as you assess the situation. If you are uneasy or suspicious of the person immediately contact the school director and/or call 911. Remain calm.
- **If you feel your or a child's safety is threatened, DO NOT CONFRONT THE INDIVIDUAL**
- If the suspected intruder is not inside the classroom, close all doors and await emergency responders.
- If unsafe to remain indoors, evacuate the facility and move to the nearest safe area.
- When "all clear" is given, the teacher will apprise the adults of the situation and counsel with children.
- When the threat has been eliminated, normal activities should be resumed as soon as possible as instructed by the teacher.
- Director will apprise parents of all "lockdowns" whether practiced or real.

Power Outages

- Unplug all electrical equipment; turn off all but one light
- Director or Teacher will contact landlord, if needed
- All parents will be notified if power outage is prolonged

Gas Leaks

If gas odor is detected:

- DO NOT activate the fire alarm system or any other electrical equipment.
- Evacuate children and staff and close doors.
- Take the following items with you:
 - Attendance/Sign-in Sheet
 - First Aid Kit
 - Cell phone, if available
- Call 911 from outside the building
- Move children to designated area no less than one block away and take attendance
- Have the following items ready for police and fire personnel:
 - Location of leak, if known
 - Number of children, staff, volunteers, and visitors
 - Knowledge of anyone remaining in the building
- Notify parents immediately if evacuation looks to be long term or if children are moved to an alternate location.

Shelter in Place

Any workday parent or teacher may make the decision to Shelter in Place when he/she perceives a threat from toxic or hazardous materials outside of the building. Evidence of this type of threat may be from odors, sounds, visible smoke or vapor from outside of the building. A Shelter in Place may also be initiated following a safety or health hazard reported by emergency responders or other public authorities.

Modify Shelter in Place procedures for the specific incident. The items listed below are general guidelines for conducting Shelter in Place and should be used, modified or added to, to create a safe environment and meet the needs of the specific incident.

To initiate Shelter in Place: Alert all adults and Call 911

Shelter in Place Procedures

- Everyone reports to the Kokanee classroom as quickly as possible.
- Hang “Shelter in Place” sign on door.
- Close classroom doors and windows.
- Turn off pilot lights, air conditioners, and exhaust fans.
- Tape around doors, windows, and vents, or place wet towels at bottom of door.
- Do not open doors or windows until all-clear signal.
- Close drapes and stay away from windows.
- Take roll, to ensure accountability of all students & adults.
- Do not allow anyone to leave the classroom.
- Wait for further instructions.
- Do not evacuate the room until told to do so.
- When you evacuate, open all windows and doors to air out the room.
- Inform parents, of the incident as soon as possible.

APPENDIX B

PARENT BOARD POSITION DESCRIPTIONS

Chair

Organized, diplomatic, multi-tasking person who enjoys working with people and problem solving.

- Act as Chairperson for the Bridge School Board of Directors, including overall coordination of board member responsibilities
- Schedule and facilitate Board Meetings
- Schedule and facilitate Parent Meetings
- Act as Lead for Vision Team for strategic planning and to ensure programs align with The Bridge School vision, mission, values and philosophy
- Work with the Director to coordinate lease agreements
- Organize summer retreat and quarterly check-in on annual goals
- Serve on the Budget Committee in development of the Annual Budget

Membership Coordinator

Community minded, organized person who enjoys working with others to develop community and share our school with prospective members.

- Serve as Lead for the Community Development Team
- Act as liaison for member parents and present related business to the Parent Board and/or Director to resolve concerns
- Organize and facilitate Open House events, related publicity needs and other recruiting efforts.
- Support prospective members by responding to prospective parent inquiries and scheduling tours; tours may be conducted by Membership Coordinator or other trained parents on the Community Development Team
- Support community development in the following ways:
 - Develop and coordinate social events that support community development.
 - Schedule summer meet-ups and potlucks
- In the event that the Board Chair can no longer fulfill his/her duties, act as Chair until board selects a replacement

Project Coordinator

Organized person with good communication skills who sees the big picture regarding school support and facility needs.

- Act as Lead for the Facilities Support Team
- Coordinate with Director to ensure School Support Teams complete assigned tasks
- Collect monthly Work Hour Timesheets from members and monitor completion of required hours
- Monitor unexcused member absences from scheduled work shifts and Parent Meetings; issue warnings if necessary
- Coordinate school development projects that do not fall within the scope of Parent Team responsibilities.
- Coordinate weekly cleanings:
 - Coordinate with Director to create task lists for school cleanings, post cleaning checklist
 - Send reminder emails for scheduled cleanings and ensure that assigned families participate
 - Notify Director of cleaning supply needs

Treasurer

Best for detail-oriented, organized person who also understands and can communicate the big financial picture.

- Act as Lead for the Treasury Team
- Responsible for assisting the Parent Board and Director in treasurer tasks and supporting fundraising efforts as needed
- Reconcile bank account with QuickBooks - Monthly;
 - Submit Reconciliation Report to Board Chair for audit/signoff
 - Treasurer and Board Chair sign/date Reconciliation Report
- Prepare and Present Monthly Financial Report at Board Meetings
- Annual Auction Reconciliation - Work with Assistant Treasurer and Fundraising Team to reconcile auction sales after event
- Financial Audit Review
 - Prepare books for financial audit review in June
 - Submit books to external accountant for audit
- Work with Director to Prepare Annual Budget
 - Final approval of budget needs to be done by December in time to publish new tuition rates during open enrollment
- Participate on Financial Aid Review Committee, unless there is a conflict of interest

Secretary

Detail oriented person who feels comfortable recording meeting minutes and disseminating information internally.

- Record attendance and minutes of Board meetings; distribute copies of minutes to Board members and post copy for general membership viewing
- Maintain signed copy of all minutes with files
- Record attendance and announcements from Parent Meetings and post for general membership viewing within two days of meeting date
- Write thank you notes as needed
- If skills apply - Work with the Director and Board to determine publicity needs and marketing strategies; coordinate implementation of stated publicity plans

Fundraising Lead

Person able to see the big financial picture and match fundraising needs to our parent base; able to communicate and delegate effectively with team members.

- Act as Lead for the Fundraising Team
- Create and/or adjust annual fundraising plan to meet the fundraising needs of the school.
- Responsible for successful completion of all fundraising events
- Delegate tasks as appropriate to fundraising team members.
- Participate on the Auction Team as needed.
- Create and/or maintain system for capturing data and procedures for all fundraising events and passive fundraising ventures.
- Investigate possible grant opportunities or locate parent able to do so.

APPENDIX C

SCHOOL SUPPORT TEAM DESCRIPTIONS

Each Support Team is cooperatively responsible for an area of school need. The task lists below are not all-inclusive but provide specific and suggested descriptions of the type of work that each team needs to support; various needs may arise over the course of the year that fall within a team's area which they will then address.

The Parent Board welcomes feedback from parents regarding the effectiveness of teams.

Facilities Support Team

Team Lead: Project Coordinator

General Description: Responsible for maintaining cleanliness, functioning and safety of indoor and outdoor environments

- Conduct monthly inspection of school premises to ensure clean and safe environment
- Repair, maintain and/or replace furniture, classroom items, cleaning equipment and outdoor equipment
- Weekly Tasks:
 - Maintain outdoor area to ensure area is clean and safe
 - Wash dirty towels and rags weekly
 - Every Thursday afternoon:
 - Empty all remaining trash and recycling from all rooms and compost food waste in outdoor worm bin
 - Sweep all rooms
- Support green practices such as recycling, composting and energy efficiency

Key Team Support Role: Health and Safety Coordinator

- Coordinate with Director to conduct walk-through with parents at orientation to ensure awareness of health and safety procedures
- Coordinate with Director to create and post Emergency procedures and routes and ensure regular practice of procedures (e.g. Fire Drill, Earthquake Drill, Lock-Down Procedure)
- Maintain all-school disaster preparedness kit that includes water, food and emergency supplies
- Post proper dishwashing and cleaning procedures to promote safe food handling practices are followed
- If communicable disease is present, notify Director to send announcement to families

Community Development Team

Team Lead: Membership Coordinator

General Description: Responsible for developing and organizing community building activities and facilitating communication among members, and assisting with recruiting and welcoming new families.

Community Development

- Coordinate Stone Soup Celebration in November with teaching staff and Director
- Coordinate Ball at the Bridge Dance Party in December
- Coordinate and assist with Open House in January/February; involves collaboration with Director
- Coordinate and assist with social events within the school (e.g. Potlucks, movie/game nights)
- Work to strengthen, improve, and celebrate acceptance and diversity; this could include researching ways to increase diversity in student body and staff and/or locating activities, speakers, storytellers etc. to represent a variety of viewpoints and experiences
- Plan dates and locations for summer social events and distribute the calendar to all families

Communication Support (if skills within the team allow)

- Assist in implementing and improving communication within the school and with the greater community in any or all of the following ways: newsletters, school bulletin boards, classroom blogs, press releases, website, brochures, outreach materials, business cards, etc.
- Produce newsletters by gathering relevant information from teachers, Director, parents, parent education sources etc.

Treasury Team

Team Lead: Treasurer

General Description: Coordinate with Parent Board and Director to accomplish responsible management of The Bridge School budget and funds

Key Support Role: Assistant Treasurer

- Manage Accounts Receivable (Bi-Monthly)
 - Manage Tuition Income for Core Academic Program:
 - Send monthly electronic invoices and manage online tuition payments
 - Send out reminders regarding late payments
 - Send monthly electronic invoices for Friday Enrichment and Cedar Play School
 - Collect and deposit all checks from Payment Box
- Deposit All Income to Bank (Bi-Monthly)
 - Make copies of all checks received prior to depositing
 - Deposit all monies into bank account
- Enter all payments using QuickBooks online
 - Include student name, amount, purpose of payment, check number, date of deposit

Fundraising Team

Team Lead: Fundraising Lead

General Description: Responsible for meeting annual fundraising goal by implementing Annual Fundraising Plan.

- Plan and coordinate Building the Bridge Annual Auction Event
- Coordinate and communicate Passive Fundraising activities
- Other events as needed (e.g. rummage sale, grants, etc.)
- Research and write grants as needed
- Communicate with membership regarding needs and accomplishments for fundraising

Key Support Role: Auction Chair/Co-Chairs

- Organize and manage efforts for Annual School Auction Event
- Present date, location and general budget for Auction to School board at August Board Meeting or earlier, if possible
- Create committees and delegate workload as needed
- Maintain tracking system to procure and catalog donations
- Coordinate set-up and supervision of auction event with other fundraising team members
- Work with Treasurer to assure efficient and accurate payment methods for auction event
- Coordinate auction follow-up including thank-you notes, reconciliation of budget and final report to the board

Vision Team

General Description: Make strategic planning recommendations to the board based on school development needs and ensure that school program curriculum, activities and execution meet the vision, mission and values of The Bridge School.

Members limited to Board Chair, Director, Classroom Teachers and a minimum of 1 Veteran Bridge School member nominated by the Parent Board and approved by the Vision Team.

Team Lead: Board Chair

- Meet quarterly to discuss strategic planning needs, research areas of need and make recommendations to the Parent Board
- Annually evaluate and review how we are currently meeting school mission, vision and values
- If needed, develop evaluative methods for staff to use to select and implement curriculum and classroom practices to ensure fit with school vision, mission and values
- Ensure that all members know and understand school mission, vision and values and work with Membership Team to accurately represent mission, vision and values of the school to the community