



PEREGRINE SCHOOL

Parent Handbook 2015-16
Peregrine Elementary School

Welcome to Peregrine Elementary School

This handbook contains information about our programs and policies. Because we are a dynamic institution, our policies are subject to change during the school year. Please follow all Google Group email announcements to stay informed. Communication is important to us at Peregrine School, so we want to hear from you, too.

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I. Program Elements

Peregrine School, a Nonprofit Organization

The Peregrine Project is a private, nonprofit organization, founded in 2007. Peregrine Project is an umbrella organization comprised of three programs: Peregrine School, Peregrine Center (afterschool programs), and Peregrine International (service learning).

Peregrine School comprises two centers. Peregrine Early Childhood Center (“ECC”) serves children ages 18 months to kindergarten (ages two through six), with programs located at our original campus in West Davis and another campus in South Davis. Peregrine Elementary School serves grades kindergarten through sixth, also at our South Davis campus.

Peregrine School’s mission is to educate children to be creative, critical thinkers. Our program integrates the academic rigor of a classical liberal arts education with student-driven projects in the arts and sciences, while promoting the emotional and physical health of our students.

For more information about Peregrine School and the Peregrine Project, please visit our website, peregrineschool.org.

Project-Based Learning

Project-based learning links experiential learning with academic pursuits to create deeper meaning in both. A guiding principle of Peregrine School is that whatever the method, **learning driven by the passions and interests of the students is always most effective**. Our goal is to motivate students to follow their passions while also exploring traditional academic disciplines, guided by state and national standards.

Western education has a long, research-backed history of teaching through projects, with the locus of control residing in the child. John Dewey, the American educational philosopher and founder of the progressive tradition of education, provided inspiration to Peregrine School and to countless progressive educational endeavors worldwide over the last 100 years. We also draw inspiration from the UCLA Lab School (labschool.ucla.edu), a well-established project-based learning program.

Educators in the Reggio Emilia region of Italy have created a famous and highly effective version of this tradition (reggioalliance.org). Their approach uses the arts and extended projects (inspired by children, then expanded and augmented by adults) to produce wonderful results. In addition to developing improved attention spans, Reggio children create artwork that goes far beyond what traditional developmental scientists expect from children of those ages. The Reggio Emilia philosophy has been embraced and researched by *Project Zero*, a long-term and extensive study on creativity sponsored by Harvard University, and spearheaded by Howard Gardner, the author of *Frames of Mind*, a book that forwarded the concept of multiple intelligences (pzweb.harvard.edu). Peregrine School is inspired by the Reggio Emilia tradition, but uses methods from various traditions, thereby creating an eclectic program that employs the most proven techniques.

Projects typically involve a multidisciplinary focus that centers on universal themes, such as “continuity and change” or “relationships,” while illustrating how various disciplines can shed light on this theme. In the first phase of a study, students participate in hands-on projects that help them to create background knowledge in the subject under study, and to express this knowledge through various

modalities. In the second stage, students are challenged to develop their own expression, through various activities such as researching a question of their choice, carrying out a service activity, creating a game or presentation for other (sometimes younger) students, creating an artistic production or installation, and more. Field trips give deeper meaning to almost all projects, and are a common part of the Peregrine experience. Extended family field trips and potential study tours sometimes occur.

In practical terms, project-based learning occurs daily Monday through Thursday afternoons at Peregrine School. Fridays are when students participate in special events such as presentations by visiting scientists, larger scale projects, and field trips.

Academic Skills In Language Arts And Math

Peregrine School is dedicated to balancing an in-depth understanding of academic subjects with acquisition of the specific skills that make learning possible. Mornings are dedicated to math and language arts. The whole school participates in each of these subjects simultaneously, so that each student can be taught in a group at his/her own academic level, irrespective of his/her grade level. Teaching groups are small, so that they can be tuned to the needs of each student. Students who are capable of this and who so choose, sometimes work independently, using a tutorial approach.

Math: Peregrine School uses programs that focus on cognitively guided instruction in mathematics, meaning that math is taught with an emphasis on inquiry and understanding rather than an emphasis on algorithms. We have adopted the new California Common Core Standards for mathematics. Young children (K-1) participate in a variety of math challenges and discussions. Singapore Math is the principal program used in grades 2-6. This program is used by schools in many Asian countries, and by other schools worldwide, because it incorporates the principles that have made Singapore students excel at math on international tests for many years. Singapore Math is an inquiry based program that encourages students to explore the number system in depth, and to find varied ways to solve problems. It is particularly outstanding in providing strategies and using drawn models for solving word problems. As a supplement to Singapore Math, students also use other child-centered inquiry exercises that emphasize applications of mathematics to problem solving in daily life, and that involves students in groupwork.

Language arts: At Peregrine School, a balanced approach to language arts emphasizes speaking, listening, reading and writing, and focuses on the needs of each student. Small group instruction is geared to each child's reading and writing level, and portfolios of student work are kept so that progress can be measured. In addition to teaching basic skills, we teach the creation of meaning through the integration of language arts with our thematic (project-based) curricula. In keeping with the new California Common Core Standards, we encourage reading and writing in various genres, including both expository and narrative styles, and we include media literacy and media creation as part of the language arts program. We encourage literacy not only through the use of books, but through an exploration of many means of expression (for example, creating visual art or writing original plays), and attendance at performances at the UC Davis Mondavi Center and other venues on a regular basis.

Peregrine School does not use a single reading series, but draws from a variety of sources. Kindergarten through first-grade students use *Sounds in Motion*, a phonics program based on movement. Kindergarten through third-grade students draw from Lucy Calkins' *Columbia Reading and Writing Workshop*, which enables each student to read at his/her "just right" reading level. In addition, they participate in Writers' Workshop, and use various spelling and decoding programs, including *Word Study*. Fourth through sixth-grade students participate in literature circles and various types of writing challenges. Reading and writing are infused throughout the curriculum, and all projects have a strong

reading and writing component, regardless of the subject. In addition, Peregrine students have many opportunities to participate in drama, dance, and music activities in which they can express themselves in both words and non-verbally.

Spanish Language Instruction

Spanish is less a part of our formal program in the elementary school, but is an enrichment subject at all levels. Students are encouraged to participate in our emergent after-school Language Institute if they want an in-depth experience with a language.

Building A Healthy Community

Leading a healthy lifestyle is the cornerstone of lifelong health. At Peregrine School, we teach students to incorporate healthy habits into a productive day.

At lunchtime, students and staff receive a healthful, usually local, and preferably organic lunch. We have weekly music and dance classes taught by experts, daily physical education, trips to the park, and free time for chosen activities. Our curriculum is designed to build emotional intelligence and self-regulation, and incorporates meditation and mindfulness, and nutrition and physical education.

Peregrine School also seeks to create a family and community school. Peregrine School encourages family and community engagement through:

- Work parties and field trips.
- Parents or community members as volunteer teachers and experts.
- UCD student interns and high school volunteers.
- Parent meetings and school-wide events.

Science, Our garden, and Our Natural Environment

One characteristic that distinguishes Peregrine School from other play-and art focused schools is our emphasis on science instruction. Science learning starts from the very beginning of the student's time at Peregrine School, with inquiry, hands-on experiments, gardening, field trips, service learning and projects. We follow the Next Generation Science Standards, which will be adopted by the California schools in the next few years.

Our grounds are being developed as several kinds of environments including vegetable and flower gardens, in addition to native plants and wildlife habitats. We are working with Fish and Wildlife and other agencies to develop our grounds. Our elementary school has a dedicated science expert who leads garden, nature and general science studies. In addition, we have many parents who are scientists, some of whom choose to share their skills as volunteers or specialists.

Integrated Curriculum in Social Studies and The Arts

The world comes to us as an integrated package, yet school tends to chop it up by disciplines, as if the parts are not connected. This can make learning disjointed and alienated from students' experience. At Peregrine School, the grade level standards in social studies, science, the arts, and applied math, Spanish, and language arts are taught on a two-year cycle in an integrated fashion. Afternoons and much of the time on Fridays are devoted to integrated studies.

These studies center on major universal themes, such as “continuity and change” or “patterns and relationships”, that cut across disciplines. Each thematic study takes about one third of a school year, and integrates all of the subjects listed above. Over a two to three-year cycle (depending on our grade-level configurations), grade level state standards for two years are completed. In language arts and math, skills are taught on certain mornings, but the literature and writing part of language arts, and many math applications, are taught through the themes in a systematic way. Lorie Hammond has extensive experience in curriculum development in nationally recognized bilingual science and art projects, and leads the teachers in developing this complex curriculum. Guest scientists and artists are brought in to teach specific themes. Field trips are also important to this process, since our theoretical basis is that real learning comes through experience, through the senses, before it is processed into words and ideas.

See the section above on integrated thematic instruction for more details.

History and social studies themes lend themselves well to thematic studies that include science and they are often expressed through the arts. In addition to art production, art history (that is, the arts and literature that go with various historic experiences) is an important part of our studies.

Visual arts are incorporated in all elements of our program. Visual arts provide small motor experience in many media, serve as means of expression and communication, and promote understanding of thematic concepts.

Performing arts are also incorporated into the Peregrine program at all levels. Dance, music and drama are introduced by teachers and expanded upon by specialists. Performing arts education culminates in a variety of performances and film showings produced by students and guided by expert teachers with backgrounds in these areas. The sharing and performance of student written work through plays, poetry readings, and writing contests add a creative writing element to our program. In addition, students attend live performances at the Mondavi Center for the Performing Arts on a regular basis, four to five times per academic year.

Specialist Teachers

One of Peregrine School’s tenets is that children benefit greatly from exposure to expert instructors. Our staff include native Spanish speakers, professional dancers, visual artists, engineers, scientists, filmmakers, musicians, and naturalists. These teachers give instruction in their own classrooms and other classrooms through regularly scheduled specialty lessons. In addition, we are proud to have an international staff, prepared to share their languages and cultures.

Parents with special skills are encouraged to join our staff as visiting experts, especially as subjects come up in which they have particular expertise.

Field Trips

Peregrine School students enjoy an unusually high number of field trips, which are incorporated into our project-based learning and an important part of our curriculum. These field trips provide crucial natural, agricultural, cultural, and artistic exposure; they also accustom students to working together outside the school grounds. Our students attend multiple Mondavi Center performances and educational programs at the Crocker Art Museum every year. We also offer optional weekend family trips to destinations such as Yosemite. When possible, we use public transportation (the red buses, trains, and walking) to get to local events, such as the Mondavi Center.

Peregrine International offers opportunities for older students and/or families to do service projects in other countries. Thus far, Peregrine International has taken Da Vinci high school physics and biology students to Nicaragua during the summers of 2011, 2012 and 2013 to share appropriate technology and teach in an elementary school through Grupo Fenix, a solar community in Sabana Grande, Nicaragua. Families interested in such opportunities should talk to Deb Bruns (Board member and Peregrine International Coordinator) or our School Director. It is our hope that in the future, projects will merge with Peregrine International to include more extensive family and youth study tours or service learning trips in the world.

Cool Tools/Safe School

The emotional well-being of each child and of the group is a central focus of our school curriculum. A healthy community begins with physical and emotional safety. Beginning with the 2012-2013 school year, we adopted and trained all staff members in the Cool Tools, Safe School program developed at the UCLA Lab School. This program treats the development of safe and effective social skills in individuals and communities as an integral part of the academic curriculum. This program is consistent with and builds on the foundation in positive discipline and emotional intelligence laid at the Early Childhood Center. It is also consistent with our approach to learning, since it emphasizes the development of character and self-control in the individual rather than external control of individuals by authority figures.

Peregrine's discipline approach is based on the premise that children do what they do as an expression of real emotional needs that need to be heard and addressed. Learning to identify, express and appropriately meet one's emotional needs, personally and within a group, is a lifelong pursuit for all of us. Between our Cool Tools program and our mindfulness program, which includes yoga and meditation, we attempt to build both intrapersonal and interpersonal social skills in our students, while fine-tuning these same skills in ourselves and among our staff.

It is important for parents to understand that our approach to behavior management and discipline treats social and emotional intelligence like other forms of intelligence, as something that is learned over time and does not begin as a fully polished set of skills. Our goal is to build self-awareness and control **within** students, rather than to manage them from the outside. We are also realistic, and realize that social skills are developmental depending on age groups and on the needs of a particular child. Younger students need more external structure created by adults than older ones, and some students need more direct social teaching than others. Our goal, however, is for students to be as involved as possible in creating a positive social community for which they feel ownership and in which they want to live together. This process might involve more ups and downs and controlled conflict than a more adult-driven process; however, we feel that the long term results are invaluable. People cannot live in a free society without internal self-control. We want to develop a democratic school society, in a developmentally appropriate way, where students can express themselves, collaborate, and learn to make decisions that benefit their needs and those of others.

"Cool tools" are a concrete way of talking about abstract character traits, such as "respect" or "consideration." They begin with a set of concrete objects, or "tools," that can actually be placed in a tool kit. These tools are taught to students in lessons that illustrate pro-social behaviors. For example, students play with bubbles in the context of discussing how they each have a bubble of space around themselves that they do not like others to enter without permission. When asked to "bubble up," students then know that they need to stand in a way that gives space to the people around them.

It takes time for students to master all the "cool tools" they need. In the meantime, it is important that they experience a safe school. For this reason, the "cool tools" program encourages us to introduce

behaviors that are likened to green, yellow, and red lights in the context of Peregrine School.

Green light behaviors are ones that students can decide for themselves, because they do not hurt anyone. We like students to make as many choices for themselves as are practical. These choices represent green light behaviors.

Yellow light behaviors are ones that adults and students negotiate together. For example, when a class is walking to the park, they may discuss whether to walk in a line or in a group. Students might suggest that they will exert self-control by staying together, not running ahead or lagging behind, and stopping at street corners. If teachers think that these behaviors are safe, they may allow students to walk freely rather than in line.

Red light behaviors are decided by adults, and are not negotiable, because they violate rules of safety for people or property. Peregrine teachers decided on the following short list of red light behaviors. Please share these with your child. They will also be shared at school.

Safety is not negotiable!

- No physical hurting
- No swearing or put downs
- No hurting of property or of others' projects
- Follow playground rules

What if conflicts occur, or rules are broken?

The Cool Tools/Safe School program recognizes that behavior violations will occur. It is essential that these violations be recognized, identified, and not allowed to continue. Since the goal of the program is to teach pro-social behavior, the consequence of anti-social behavior will be, whenever possible, a natural consequence which remedies the situation. For example, if a student throws garbage down on the ground, she or he might be asked to clean up the yard. Similarly, if a student hurts another student, she or he might be asked to write a letter apologizing for this behavior, and to write about how she or he will avoid a similar incident in the future.

When problems involve conflict between students, and/or physical or verbal abuse of one student by another, a process of mediation is called for. In some cases, older students can be trained as peer mediators. In other cases, a teacher might be the mediator. Both/all parties involved in the situation will be involved in the mediation, regardless of whether both were aggressors. It is important that the aggressor hears how the person who was the victim of his/her behavior feels. It is important also that all students realize that there is a lot they can do to avoid conflict situations. Conflict mediation involves both parties listening to the other person's account of what happened and of how they feel, the acknowledgment of each one's perspective by the mediator, and an attempt to find a solution that will prevent this situation from happening again.

If situations are serious, as in the case of a physical fight, parents will be informed. Parents can become part of the mediation, helping teachers and students to discern the most effective way to prevent the re-occurrence of the problematic behavior.

External rewards or punishments are not generally considered effective in the Safe School philosophy, since they are external to the student in question and therefore do not help him/her to transform his/her character into a more pro-social form. In short, they do not teach. In addition, rewards and

punishments are confusing because they encourage students to focus on the actions of a teacher or authority figure who is doling out judgments, rather than to focus on their own responsibility to solve the problem. If a student persists in a problematic behavior, parents may be called in to create a behavior contract which can solve the problem. In persistent cases, a professional counselor may be needed and parents will be asked to support the special services needed by their child.

Cool Tools/Safe School is a research-based program invented by a team of psychologists, teachers and parents to address school behaviors that occur everywhere. This program has been used effectively at the UCLA Lab School for many years, with preschool to sixth grade students, and has also been adopted by many other schools. It is a complex program, which will be explained to parents at a fall parent meeting.

Removal From Peregrine School

Peregrine School may withdraw a student under these circumstances: 1) tuition is not paid according to the terms of the Admissions Agreement; 2) there is an unresolved conflict between the student, parents, staff, and/or school administration or 3) Peregrine School cannot meet the student's needs within the regular administration of its programs. If a student is withdrawn because of conflict, the remainder of the current month's tuition and the last month's tuition deposit will not be refunded.

II. Classroom Routines

Sign-in and Sign-out Procedures

Daily sign-in/sign-out sheets are located in the lobby. Parents must sign their children in and out each day with a legible time. This is important for safety, and used to calculate extra hour charges. If you do not sign your child out, you run the risk of being billed for more hours than your child was actually present. **Students may not sign themselves in or out.**

Drop-off and Pick-up Procedures

Our teachers exercise vigilance in keeping an accurate count of the students present at the school and in their care each day, performing routine checks of the late pick-up list and maintaining head counts on their roll-call sheets throughout the day. To help ensure that our students are safe at all times, it is important that parents/authorized adults follow our drop-off/pick-up procedures.

When dropping off students in the morning, first sign-in in the lobby and then accompany the student to his/her classroom or the playground and check-in with a teacher. Similarly, when picking up your child, please ensure that a teacher is aware that you are departing with your child then sign-out in the lobby.

Parents wishing to authorize another adult (e.g., family member, babysitter, nanny) to pick up their child on a permanent basis must legibly write that person's name on their child's Emergency Contact form in advance of having the person pick up the student. We will accept pick-up changes by phone if you need to add a person not already listed on the emergency form in a last-minute situation; however, you will be required to provide personal details about your child (e.g., birthdate) to ensure proper identification. For one day changes, please indicate the change at the bottom of the sign-in sheet in the lobby.

It is essential that any authorized adult be well-informed of our sign-out and pick-up procedures and follow them accordingly. Staff members may require any person picking up a student to provide a photo

ID as proof of identification. The school will not release the child to an unauthorized person and will notify the parent immediately.

Additionally, when you arrive at school to pick up your child, it is your responsibility to start supervising your own child from that time on. It is awkward for teachers to manage and discipline children when a parent is there, too.

Extra Hours

Parents wishing their child to stay in school beyond their normally enrolled hours may use Extra Hours. Extra Hours are available between 7:00 a.m. and 6:00 p.m. on any of the student's normally scheduled school days. If your child will be leaving early or staying outside his/her normally enrolled hours, please fill out the Early/Late Pick-Up Notification sheet in the lobby; you may also call the Administrative Office to provide notification.

Students enrolled in Kestrel Club, our extracurricular hours enrichment program, are not subject to extra fees, and can attend any time from 7:00- 9:00a.m. and 3:00-6:00 p.m. daily.

Extra Hours Billing Schedule

From September through May, extra hours are tallied on the twenty-first of each month and added to your next monthly tuition bill. For example, the tuition bill for April will include all extra hours used between February 21 and March 20. In June, extra hours are tallied on the last day of school and billed in early July.

What to Wear/Bring to School

Students should dress in comfortable clothing that can get dirty, and should bring a change of clothes in case what they have on gets too dirty or wet. During cooler weather, please send layers. Peregrine students play and eat outside year-round, except for on very rainy or exceptionally cold days. No fancy shoes, please; these students are active all day and should be able to run in their footwear.

Remember to label all your child's clothing and belongings clearly, and please do **not** bring anything to school that is irreplaceable or especially dear to you or your child. Many things get dirty or lost at school.

Toy Policy

Because the imaginative life of children is very important to Peregrine School, some teachers allow students to bring toys or other personal objects from home. **Check with your child's teacher, as the toy policy of each classroom is set by the head teacher and may change during the year if issues arise.** The following general guidelines apply:

- **No toy weapons!**
- All toys must be put in cubbies for morning meeting and other formal teaching times.
- If toys become an object of disruption or conflict, students will be asked to stow them in their cubbies.
- Your child's teacher may limit the bringing of toys or other personal objects. Sometimes, these belongings become a problem, and teachers temporarily ask all the students in the class not to bring them. Teachers will let you know if this occurs and keep you updated for however long it lasts.
- Students must understand that toys brought from home may have to be shared.
- Peregrine School is not responsible for lost or damaged toys or other personal

belongings. Encourage your child not to bring items that are precious, or that your child cannot bear to share.

Birthday Celebrations

Please speak with your child’s head teacher in advance of his/her birthday—traditions are specific to each classroom, and celebrations must always be arranged with the teacher. Due to allergies and our commitment to health, non-sugary foods, we encourage parents to send non-food birthday treats, if they wish. Non-food ideas include sponsorship of an expert scientist or artist to perform for, or work with, the students. For example, one parent hired an expert from the raptor center to educate the class about owls.

At Peregrine School, we seek to be inclusive at all times. If your child wishes to invite his/her whole class to a party at home, then bringing invitations to school is appropriate. But if only a few children are invited, which is of course OK, we ask that you please distribute the invitations another way. All parents will receive a Parent Directory from your child’s Head Teacher, which contains email addresses and phone numbers for other families in your child’s class.

III. Parent Involvement

Peregrine School relies on parent involvement to function. Your help and support is always appreciated! Parents are encouraged to attend Back-to-School Night, parent meetings, student performances, drive and chaperone on field trips, and to volunteer for family tasks, in the classroom and for school-wide events. Additional parent involvement will be requested on an as-needed basis.

Parent Obligations

Peregrine School relies on parent involvement to function. Each family is expected to:

- Volunteer for at least two school-wide events and
- Volunteer for at least one work party

Parent conferences are frequent at Peregrine School, where small class sizes allow for individual program adjustments and for parents to support their children’s educations in specific ways. Communication between parents and teachers is essential to building our school community.

Family Tasks

Family task lists are distributed by your child’s Head Teacher shortly after the start of the school year. Family tasks include caring for your child’s classroom pet, weekly laundry, and IT support.

School-wide Events

Peregrine School hosts various family-friendly events to build community within our school and to welcome others into our community. Each family is expected to volunteer for at least two school-wide events (or more if you’d like!). School-wide events include art and science fairs and the Spring Fiesta. Volunteer shifts are typically between 30 minutes and two hours. Families who participate in the event planning committee need not volunteer for that event. Families who prefer not to volunteer may opt for a buy-out.

Work Parties

Work parties are scheduled by teachers as needed. They typically occur on a Saturday morning in October, February and April. Each family is expected to volunteer for at least one work party.

Fundraisers

Fundraisers are vital for Peregrine School to function and grow. Families are expected to participate in our fundraisers and to help spread the word of our fundraisers.

Field Trips

Field trips are fun and contribute immensely to our teaching program. Field trip participation does not qualify for the classroom volunteer tuition discount.

Drivers must provide proof of automobile insurance prior to the field trip. This proof must be provided every time your automobile insurance is renewed. Car seats or booster seats are required for all students, and must be provided by their families. Volunteer drivers should submit parking receipts to the Financial Administrator for reimbursement.

IV. Food

Lunch Program

Our chefs provide wonderful snacks and lunches, which balance all four food groups and are whole grain, mostly local and organic, and with limited sweets. We do not serve peanuts, tree nuts or shell fish in our school food.

Lunch is served to all students staying past noon at Peregrine School. Students with a program schedule ending at 12:00 p.m. are welcome to stay for lunch – an additional surcharge will be applied to your tuition billing statement at the end of the month, and extra hours also apply (refer to your Admission Agreement for current rate). Our chefs prepare all the food served at Peregrine, as well as screen pre-prepared snacks for nutritional value and allergen safety. Lunches are well-balanced and cover a wide variety of foods.

Lunch is served family-style, with teachers and students sitting down to eat together. Students practice table manners during lunch time, placing their compost and garbage in the proper containers and alternating turns helping to clean up.

Menus are published monthly. They are emailed to families and posted in the lobby. Ingredients and nutritional information are available upon request. Food served at Peregrine School is organic and local when possible and emphasizes whole grains, fruits, vegetables, beans, lean meats, milk products, and fish. We never use foods with trans fats or high fructose corn syrup.

Peanut and Tree Nut Policy

We are a peanut-free school. Because peanut allergies are becoming more common and can be life-threatening, we appreciate your help in following these guidelines to keep our students safe. Failure to follow peanut policy rules will result in a fine. The current rate is listed on your Admission Agreement.

The following food products are **banned** at Peregrine:

- Anything with peanuts.
- Anything with peanut oils.
- Anything manufactured on the same *equipment* as peanuts.
- Tree nuts and shellfish are not allowed in group foods e.g., school potlucks.

The following food products are **acceptable** at Peregrine:

- Anything manufactured in the same *facility* as peanuts.
- Tree nuts are allowed in personal food, that is, food brought to school by an individual and consumed by that same individual.

Basic guidelines:

- Do not bring any banned food products to school. See list above.
- Bring your child to school with clean hands, clothes, and face. Even traces of peanut oil can be lethal to anyone with a severe allergy.
- Students may bring alternative nut butters e.g., almond butter, butters made from sunflower seeds, or soy nuts in their personal food. Be sure to clearly label sandwich bags when using alternative nut butters at school, or we will assume your child's sandwich contains peanut butter and throw it away.
- Group food must not contain tree nuts, peanuts, peanut oil, or products made on the same equipment as peanuts. When providing group food, please bring original containers with ingredient labels. Group food include foods prepared by the chef, foods brought by community members to share, and potluck items.
- Tree nuts include walnuts, cashews, almonds, pine nuts, hazelnuts.

Food Allergies

Parents must report all food allergies to the administration. **Parents must complete the Student Food Allergy and Intolerance Form and Emergency Care Plan which is provided in the Admission Packet. Please update changes in your child's allergy information promptly.** Every effort will be made to prevent students from being served foods to which they are allergic.

Peregrine School does not provide special meals to students with food allergies. Students with food allergies are required to bring their own lunch and snack. An exception to the policy of requiring students with food allergies to bring their own food will be made for those students who have **only** peanut or tree nut allergies.

NOTE: All parents must sign and return the **Food Allergy Notification, Acknowledgment and Release of Liability Form**, included in your Admission Packet prior to the start of school.

Breakfast

Peregrine School does not provide breakfast. However, a home-packed breakfast may be eaten at school before 9:00 a.m. Please provide food that does not require heating or special preparation. Anything sent for breakfast will be taken away at 9:00 a.m. and not be accessible to the student again. Leftover breakfast will be sent home to the family at the end of the day. Remember **NO** peanuts allowed. No exceptions.

Snacks

Snacks are provided daily in the mid-morning and mid-afternoon. Parents are encouraged to pack an extra snack for students who stay all day, as some students get very hungry again in the later afternoon. Again, **NO** peanuts, please.

Potluck Events

Peregrine School hosts potluck events, inviting parents and friends to bring food from home to share with the Peregrine community. Because of the danger posed by students' food allergies, please observe the following guidelines when contributing to our potluck events:

- **NO food with peanuts, traces of peanuts, or food processed on the same equipment as peanuts.** Read labels to make sure store-bought foods are safe.
- **NO food with tree nuts (walnuts, cashews, almonds, pine nuts, hazelnuts, etc.).** Read labels to make sure store-bought foods are safe.
- No food that contains high fructose corn syrup and trans fats e.g., hydrogenated oil, partially hydrogenated oil, palm oil, cottonseed oil, tropical oils.
- Try to avoid artificial colorings.
- Bring the complete ingredient list of commercially-prepared or home-made foods.
- Emphasize fresh fruits and vegetables.
- Use, when possible, organic dairy products and meats, and bake with at least half whole wheat or white whole wheat flour.

Birthday celebrations at Peregrine School are not food-centered. See the "Birthday Celebrations" section for more details.

Note to Parents of Picky Eaters

When a student occasionally chooses not to eat the food served, an alternative (e.g., cheese stick) will be offered. However, if this occurs on a regular basis, picky students should bring a snack and a lunch that will provide enough energy so the student can fully participate in her or his school day. These home-packed meals should be brought every day that there is a school meal planned that the student chooses not to eat.

Because our school operates lunch in a "family style" manner, students may be able to make a filling lunch from offerings at the lunch table that they will eat. Students who do bring a home-packed lunch due to pickiness are always encouraged to try the school meal by their teachers and are always welcome to eat the school meal in lieu of their lunches from home.

Teachers and the chef keep an eye out for students who regularly seem to restrict themselves to very few options and will bring this to the parent's attention. Likewise, if parents find that their children are very hungry after school or the students themselves report that they do not eat lunch, parents should bring a lunch and snack for their children.

Food Sent From Home

Food sent from home should, ideally, be like what we serve in that our lunches provide all four food groups: protein, starch (mostly whole grain), fruits, and vegetables. Our snacks provide two of these food groups. Extra "treats" like cookies are not provided at school, except on special occasions. Please do not

bring candy or sugared desserts or snacks to school.

Because we have students with serious allergies in our school, food sharing is not allowed. Please remind your child of this. Allergies can be dangerous or even life threatening. We rely on your cooperation.

Candy/Sugary Treats/“Processed” Food

We do not serve candy/sugared desserts or overly processed snacks, nor do we allow students to bring such items to school from home because:

- Our goal is to teach children good nutritional habits from early on.
- Many children react badly to sugar and become hyper.
- Most parents want their children to eat a healthy diet at school.

We want to emphasize how much we celebrate food at our school. If you have extra fruits on a tree and would like to share them, please give them to our chefs or put them in the lobby for distribution. Likewise, if a class is cooking something as part of their studies, they may ask parents to bring in a food or students might share a special food, which might sometimes be sweet. Our point is not to restrict foods, but to teach students how delicious healthy food can be.

In Case of Emergency Chef Absence

In case of a one day chef’s absence, the lunch program will run as usual. However, in case of severe illness, accident, etc. that causes a multiple day absence for the chef, students will be required to bring a full lunch with snack on subsequent, consecutive days of the absence. This lunch should provide enough energy for the student to fully participate in her or his school day. On the first day of a multiple day absence, the lunch program will run as usual. By 1 pm on the first day, the administration will send out an email that lunches from home will be required the following day. Additionally, signs will be posted alerting parents to the need to bring a lunch the next day. Teachers will attempt to speak with every student present and every parent/guardian involved in pick-up. For students who forget their lunch, teachers will assist the student by providing additional snacks.

V. Health Policies

Illness

Our goal is to limit contagious exposure at school as much as possible. It is impossible to completely stop the spread of viruses and other infectious illnesses at school, because children are often contagious a day or two before they fall ill. We can, however, minimize the spread of infection by following a few simple rules.

Students must be fever-free for a period of 24 hours (without fever-reducing medication) before returning to school. Please err on the side of caution. If you suspect that your child is becoming ill, please keep them home from school. This will help them recover quickly and return to school as soon as possible while curbing the spread of illness within our school.

Check your child’s symptoms against the following list:

Fever. Fever is defined as a body temperature over 100 degrees Fahrenheit. Students may not attend

school until they have been free of fever for 24 hours without the use of fever-reducing medication.

Vomiting. Student may not attend school until 24 hours after the last episode of vomiting.

Diarrhea. Student with recurrent diarrhea must stay home, unless the diarrhea has a known non-infectious cause.

Common cold/flu. Student should not attend school within the first 24 to 48 hours of a cold.

Colds are most infectious at this point, and what looks like a minor runny nose in the morning may be flu by afternoon.

Strep throat/scarlet fever. Student may attend to school 24 hours after the start of antibiotic treatment.

Conjunctivitis (pink eye). Student must be evaluated by a doctor to determine the conjunctivitis' cause.

- **Allergic conjunctivitis.** Student may attend school.
- **Bacterial conjunctivitis.** Student may attend school 24 hours after the start of antibiotic treatment.
- **Viral conjunctivitis.** Student must stay home until all symptoms are gone (viral conjunctivitis is highly contagious).

Ear/sinus/other noncontagious secondary infection. Students may attend school after they have been evaluated by a doctor and started on appropriate therapy.

Head lice. Student may attend school after receiving treatment with anti-lice shampoo (available at most drug stores) or a prescription lice treatment and thorough combing with a nit comb. See the **Head Lice** section for more details on our policy.

Please use your common sense when evaluating your child's health and do not send children to school if they are feeling poorly, have low energy, or are feverish (even if the fever is from a noninfectious source). If students become ill while at school, their parents/authorized adult will be called to come pick them up. Peregrine School does not provide tuition discounts for absences.

Pandemics

During pandemics or other special cases of infectious disease, Peregrine School will abide by the Center for Disease Control guidelines and any measures the directors feel necessary to protect the safety of students and teachers. This could include temporary school closure without refund.

Immunization Requirements – Peregrine Elementary School

Note: The California legislature recently passed SB277, changing immunization requirements for students. The law does not take effect until January 1st, 2016. We will update this policy to comply with the new law before it takes effect. For more information see <http://www.shotsforschool.org/laws/sb277faq/>

Under the California School Immunization Law (California Health and Safety Code, Sections 120325-120375) all students at Peregrine School are required to have all of the immunizations according to the schedule outlined below* prior to arriving for their first day of school. Parents/Guardians must present their child's Immunization Record as proof of immunization prior to their first day of school.

Vaccine	Required Doses
Polio	4 doses at any age , however 3 doses meet the requirement for ages 4–6 years if at least one was given on or after the 4th birthday [†] ; three doses meet requirement for ages 7–17 years if at least one was given on or after the 2nd birthday [†] .
Diphtheria, Tetanus, and Pertussis	Age 6 years and under: DTP, DTaP or any combination of DTP or DTaP with DT (diphtheria and tetanus) 5 doses at any age , however 4 doses meet requirements for ages 4–6 years if at least one was on or after the 4th birthday [†] .
	Age 7 years and older: Tdap, Td, or DTP, DTaP or any combination of these 4 doses at any age , however 3 doses meet the requirement for ages 7–17 years if at least one was on or after the 2nd birthday [†] . If the last dose was given before the 2nd birthday, one more (Tdap) dose is required.
Measles, Mumps, and Rubella	Kindergarten: 2 doses[‡] both on or after 1st birthday [†] .
	Grades 1–6 : 1 dose on or after 1st birthday [†] .
Hepatitis B	Kindergarten: 3 doses at any age
Varicella	1 dose[§]

*Guide to Immunizations Required for School Entry Grades K-12: Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

[†]Receipt of a dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

[‡] Two doses of measles-containing vaccine required. One dose of mumps and rubella-containing vaccine required; mumps vaccine is not required for children 7 years of age and older.

[§] Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.

A child who lacks one or more required vaccine doses may be admitted if the dose(s) are not currently due **on the condition** that they receive the remaining dose(s) when due, according to the schedule above. If the maximum time interval between doses has passed, the child cannot be admitted until the next immunization is obtained.

Peregrine School reserves the right to refuse enrollment to unvaccinated children because of the potential risk to the larger community. If an outbreak, as defined by the CDC, of a preventable infectious disease occurs, Peregrine School reserves the right to require parents/guardians to keep inadequately vaccinated students away from school. Peregrine School does not offer tuition refunds in this case.

Influenza Vaccine

Because of recent flu epidemics, it is recommended that students, and other family members, receive an annual seasonal influenza vaccine.

Exemptions

California law allows three (3) exemptions to student immunization requirements: (a) medical exemption, (b) personal beliefs exemption, and (c) religious beliefs exemption. *Please be mindful that unimmunized students are at greater risk of contracting diseases and spreading them to their families, schools and communities.*

- **Medical Exemption**

Parents/Guardians may have a child exempted from required immunizations if a licensed physician (MD or DO) determines that a vaccine is not indicated for a student because of an underlying medical condition. Parents/Guardians must submit a letter or affidavit, signed by the parents/guardians and the student's physician, documenting the medical exemption.

- **Personal Beliefs Exemption**

Parents/Guardians may have a child exempted from required immunizations if the immunization is contrary to his or her personal beliefs. Parents/Guardians must submit:

- i) A signed letter or affidavit requesting an exemption that states that the required immunization(s) are contrary to their beliefs.
- ii) A statement signed and dated by a healthcare practitioner (i.e. medical doctor, doctor of osteopathic medicine, nurse practitioner, physician assistant, or naturopathic doctor) and parent indicating that the practitioner has provided, and the parent/guardian has received, information about the benefits and risks of immunizations and the risks of vaccine-preventable diseases.
- iii) Parents/Guardians and health care practitioners must use The Personal Beliefs Exemption to the Required Immunizations form that meets all of the above requirements developed by the California Department of Public Health (available in the Peregrine School office and online at <http://eziz.org/assets/docs/IMM- 8262.pdf>).
- iv) A valid record of the required immunizations that their child has received.

- **Religious Beliefs Exemption**

Parents/Guardians may have a child exempted from required immunizations if a family's religion does not permit members to seek medical advice or treatment from a healthcare practitioner. Parents/ Guardians do not need to get a signature or information about immunizations from a health care practitioner. Parents/Guardians must submit:

- i) A signed affidavit requesting a personal beliefs exemption from required immunizations.
- ii) Parents/Guardians must use The Personal Beliefs Exemption to the Required Immunizations form developed by the California Department of Public Health (available in the Peregrine School office and online at <http://eziz.org/assets/docs/IMM-8262.pdf>).

We reserve the right to refuse enrollment to unvaccinated students because of the potential risk to the larger community. If an outbreak, as defined by the CDC, of a preventable infectious disease occurs, we reserve the right to require parents/guardians to keep inadequately vaccinated students away from school. No tuition refund will be provided.

Note on Recent Epidemics

Because of recent flu epidemics and local pertussis (whooping cough) outbreaks, it is recommended that adult family members also seek regular vaccinations from their health care providers. Pertussis is a serious illness that can be fatal to young babies. Immunity tends to wane in adulthood, but can be boosted with a tetanus shot, which also contains the pertussis vaccine. Ask your doctor whether you should take this precaution, and get your flu shots every year!

Health-Related Services

Medication for specific students is kept inaccessible to students during the school day and administered when necessary by the teachers. All medication must be clearly labeled with the student's full name and clear instructions for administration. Before any medication (prescription or nonprescription; this includes sunscreen) can be administered by a teacher, the student's parent or authorized representative must complete and sign a Consent for Administration of Medications form, available in the office.

Prescription medication is administered by a teacher according to the prescribing doctor's instructions. Nonprescription medication is administered according to the product label.

Minor injuries are treated on-site and documented with an On-Site Injury form, which is kept in the student's confidential file. Every effort will be made to verbally inform parents of an injury. However, because of staff changes in the afternoon, it is ultimately the responsibility of the parent (or authorized person picking the child up) to check the family's folder **every day** for an On-Site Injury Form and any other communications. The form must be signed and returned to the school.

Any injury requiring prompt medical attention, but short of an emergency, triggers the following process:

1. A staff member immediately calls the parent/emergency contact listed on the student's contact list form. The parent/authorized adult will come pick up the student and take him/her to the student's personal physician or an emergency room.
2. The teacher fills out the On-Site Injury form and places it in the student's family folder in the lobby. The parent must sign the form and turn it in to the Admin Office. The form will be kept in the student's confidential file.

For an injury threatening life or limb, a staff member immediately applies basic first aid or CPR while another staff member simultaneously calls 911. If a staff member is alone on site, he/she administers first aid or CPR for two minutes, then calls 911, as recommended in the American Heart Association's current CPR/First Aid guidelines. If possible, the staff member will call 911 from the school's landline so that

Emergency Services can trace the call to the school's address. The student's parent/emergency contact is called as quickly as possible. The On-Site Injury form is filled out and placed in the student's confidential file.

Head Lice

Like all schools for young children, Peregrine occasionally sees cases of head lice (<http://www.cdc.gov/parasites/lice/head/>). Although lice pose no real threat to health, they are pesky and easily spread, so when cases occur, the following steps are taken to make sure the lice are eradicated as quickly as possible:

- Students found to have a new case of either live lice, or nits (*unhatched eggs*) that are visible within an inch of the scalp, are sent home for treatment with anti-lice shampoo. Once the student has received a shampoo treatment and has had a thorough nit-combing, the student may return to school, even on the same day. We recommend that the whole family be treated with anti-lice shampoo, and all clothing, bedding, and other soft items the student may have had contact with be washed in hot water. Please follow the directions on the shampoo bottle exactly; they often include a second treatment seven to ten days later, to take care of any undiscovered eggs that may have hatched. During the time of treatment, the student is allowed at school with or without the presence of nits. **Please note:** In situations where a parent does not wish to use anti-lice shampoo and insists on using alternative methods such as nit-combing alone or tea tree oil, etc., the student **must be nit-free before returning to school.**
- There are effective alternative treatments available by prescription from your child's doctor. Some kill only lice and some kill lice and nits (unhatched eggs). Your child may return to school after one of these treatments has been correctly applied. However, as with the over-the-counter shampoo, some of them may require re-treatment after a week to 10 days.
- As soon as a case of lice is identified, the school will have two consecutive days of lice checks at drop-off each morning. If new cases of lice are identified, the school will follow-up one week later with two or more consecutive days of lice checks. In addition, the school will hold preventative lice screenings every month, or every other month, at the school's discretion. We will make every effort to provide advance notice of lice screenings to parents. Lice checks occur in front of the school, and parents must wait until their child has been cleared. Nit shells that are more than an inch out on the hair are not indicative of new lice infestations.
- All soft fabric items in the affected classrooms are laundered, and carpets/rugs are thoroughly cleaned. Parents must take their children's things (especially nap gear!) home to be washed.

Please note: Over the counter anti-lice shampoo and some of the prescription treatments do not kill nits (unhatched eggs), just adult lice. After receiving treatment, student's hair should be combed thoroughly with a nit comb to remove all eggs. Complete treatment with the shampoos (and some of the prescription treatments) includes another treatment 7-10 days later. Once students receive the first treatment, they may return to school even if nits or dead lice are found in their hair. However, it is essential that the second treatment be performed. If nits or adult lice are discovered after that, they will again be sent home for a round of treatments.

Parent help is crucial during head lice outbreaks. Volunteers are needed to do lice checks each morning from 8:30 to 9:30 am, and also to take home bags of laundry from the affected classrooms to wash. We appreciate your patience and understanding during these outbreaks.

Preventative Measures

To prevent the spread of head lice during an outbreak, we recommend that students with long hair wear it tied back. Please keep in mind that hair will need to be taken down for the lice screening before entering the classroom, so please do not put hair up in a very intricate style, especially if your child cannot bear to have it taken out; a ponytail or braid is sufficient. Tea tree oil can also serve as a deterrent to lice. Some shampoos contain tea tree oil, or the oil can be applied directly to hair.

Disaster Plan

Peregrine School reserves the right to temporarily close if we conclude the school is unsafe to operate. This could include power outages, floods, or other unusual and unforeseen occurrences, including outbreaks of infectious disease. Refunds for lost time will not be issued.

Power outages: The most common event resulting in lack of services.

- In the case of **suspension of services that is announced in advance (e.g., a power outage for service upgrades)**, the administration will notify parents by email of this occurrence, and the way we plan to handle it. Parents have the opportunity to keep their child home if they do not want their child to undergo the inconvenience of a power outage.
- In the case of a **power outage caused by a storm or other unplanned event**, Peregrine School will continue to provide services as normally as possible. Parents will be informed immediately by email, and if the situation warrants closing the school due to discomfort (darkness in classrooms or bathrooms, lack of heat in winter), administration will call parents to have them pick up their children. Normally assigned staff members will be responsible for students until they are picked up, and will take special care to keep students comfortable, safe, and tranquil.

Earthquakes:

- **In advance:** At Peregrine School, we hold quarterly earthquake drills. Teachers have a signal which means that students should come to them without delay, then tell students which kind of drill they are having. Students learn to “duck, cover, and hold on” under a table during an earthquake. They practice staying away from windows and falling objects, and staying calm, never running outside. If students are already outside, they practice lining up at the designated area.
- **In the case of an earthquake**, students will assume the “duck, cover, and hold on” position they practice. They will huddle under tables, away from windows and falling objects, until danger has passed. After the earthquake has passed, they will evacuate the room and walk to the designated area where teachers will count students and make further plans. Teachers are aware that there could be after-shocks, and that the procedure could have to be repeated.

Fire:

- **In advance:** At Peregrine School, we hold quarterly fire drills. A fire alarm sounds and students are asked to line up at their classroom door to the outside, and are then led by their teachers to a designated area. A teacher from each class will check the classroom and bathroom/hall for students who may be left behind. Parents will be notified in advance of these drills, so that students can be warned and will not be afraid.

- **In case of fire:** Peregrine preschools and toddler classrooms have doors to the outside yard. Students will line up and be escorted out of these classrooms, as in the case of a drill. The fire department will be called immediately by the administration.

Intruders:

- **In advance:** Peregrine School can only be accessed through one front entrance, which is kept locked at all times. Parents use a key pad, the combination of which is changed periodically, to enter the building. All staff have emergency numbers posted at their fingertips, to call in case of emergency.
- **In case of an intruder:** In the unlikely event that someone unsafe is reported in the neighborhood or attempts to enter Peregrine School, the front entrance will remain locked and the police called by the administration. Students will be brought into their classrooms and kept there, with outside doors locked, until all danger has passed. Teachers will check the locks on their room doors and hallways doors near their rooms, and administration will go through the building to make sure that all hallway and MPR exterior doors are locked.

Need to evacuate the school: In the unlikely event of an evacuation, students will be taken to Walnut Park (South Davis) and brought into the tennis courts to ensure that no student wanders off.

Parent notice: Parents will be notified by email as soon as possible if any dangerous situation has occurred at Peregrine School, and will be told whether or not to pick their children up early. Administration will make parent notification a priority as soon as the immediate danger, which is their first priority, has passed.

VI. Discipline Policies

General Guidelines

At Peregrine School, we use a shared approach to discipline called Cool Tools. See more details about this program, under the “Cool Tools/Safe School” section. Developed at the UCLA Lab School, this curriculum teaches students to identify, express, and respond appropriately to their emotions and desires within a group context. While we take a positive approach to building a community, some behaviors cross limits that we cannot allow at Peregrine School, and require immediate action.

Any action on the part of a child which endangers another child or a staff member physically is subject to immediate action. This action will be determined by the child’s teachers and/or the director, and might include removing the child from the group for a period of time, discussing the situation, and determining that the child understands that some behaviors are not acceptable, regardless of circumstances. Guidelines in the Cool Tools program will be used.

If the action is extreme, Peregrine School reserves the right to send the child home for the remainder of the school day. Parents will be called immediately in such a circumstance, and the child will be isolated from other children until they come.

Verbally abusive behaviors toward peers or adults are also disallowed, and will result in consequences appropriate to the particular circumstances.

The goal of our discipline system is to assure mutual respect between children and adults in our school community. We are committed to avoiding disciplinary strategies that demean children in any way. Staff members are trained in the Cool Tools approach that provides an alternative to demeaning discipline tactics such as yelling or being sarcastic.

Discipline Strategies NOT Allowed at Peregrine School

It is strictly forbidden to punish children physically by shaking, hitting, or intimidating them in any way. Please see the pamphlet on shaking children put out by the State of California for more details. This pamphlet is posted in the lobbies.

Punishments, as opposed to consequences, are discouraged, because they humiliate children and decrease their self-esteem. Our students are taught to self-regulate by demonstrating the rewards of positive behavior and the consequences of negative behavior.

Corporal punishment is never used at Peregrine School. Staff members using corporal punishment will be immediately dismissed. Parents who use corporal punishment at school may be forced to withdraw from the school. Yelling, humiliation, and intimidation of children are also never appropriate at Peregrine.

Beyond Discipline

Our goal is to create a positive community where adults and students alike care about each other's growth and welfare, cheer for each other's successes, and help each other through hard times. We seek to model tolerance rather than judgment, and embrace every child as a potentially successful member of our community.

Discipline is not only the desire to regulate child behavior, but also to help shepherd children into an ability to live with others peacefully and productively. Learning to behave for the good of the group is hard for young children. It needs to be taught like any other skill, and to be modeled by adults at all times.

VII. Governance and Staffing of Peregrine School

The Peregrine Project

The Peregrine Project is dedicated to exploring innovative techniques in education and health. Peregrine Project is a non-profit umbrella organization that is comprised of three main programs: Peregrine School, Peregrine Center, and Peregrine International. Peregrine Center runs after-school programs. Peregrine International runs international service learning and study tours within and beyond the USA.

Founders

Peregrine School and Peregrine Project were founded by Lorie Hammond and Elena Whitcombe, a mother-daughter team. Lorie Hammond is Professor Emeritus of Education at Sacramento State University and has a lifelong dedication to progressive, bilingual science and art education. Elena Whitcombe is a family physician committed to liberal arts education and finding ways to teach healthy lifestyle practices to young children.

Board of Directors

The Board of Directors makes broad goals for the Peregrine Project. Board members include leaders in the community, parents, and supporters of the school that have an area of expertise related to the Project and its mission. Board meetings are monthly, and are attended by teacher and Parents Representatives. Minutes are kept in a binder at the lobbies of each site. Parents are welcome to attend open sessions of board meetings.

Finance Committee

The Finance Committee is a subcommittee of the Board of Directors. The Finance Committee is composed of board members and staff support. The committee meets monthly and advises the directors on fiscal policies and management.

Parent Communication

Peregrine School is committed to being responsive to parents. Issues relating to the classroom, day-to-day activities and your child's specific needs should be directed to your child's teacher. The best ways to communicate with your child's teacher, unless it involves an issue for that school day, is to email them or talk with them after, rather than before, the school day. Teachers use the time in the morning before school starts to prepare for teaching that day.

We take complaints (and compliments!) and concerns about employees seriously. If you have a complaint about a staff person, please direct it to the School Director or the Administrative Director. At your request, we will keep your identity confidential. We also accept anonymous complaints.

For all other questions or concerns, please ask our Administrative Assistants.

Teaching Staff

In the elementary school, all head teachers hold either a California teaching credential, a master's degree in a field related to their teaching, or both. Some teachers also have special abilities in the arts or sciences, and share these with the students through special projects in the classroom. Specific biographies of our wonderful teachers are posted on our website.

Substitute Teachers

Substitute Teachers are brought in to cover for teacher absences or staff meetings. Prior to becoming a substitute, candidates are evaluated by the School Director and teaching staff. Substitutes are then trained and supervised by our teaching staff.

Interns

Peregrine School partners with UC Davis to recruit and invite student interns to participate in our classrooms and kitchens. These interns gain academic credit and work experience under the guidance of the Peregrine teaching staff or the school chefs. Interns enhance our teaching program by supporting teacher projects and by sharing their own special interests and areas of expertise with our community. Often, student interns remain with the school long after completing their internships, joining our staff as substitutes or regular teachers, or remaining in the community as long-term friends

of the school.

Because our teachers are well-trained in positive classroom management and professional teaching techniques, they are more than capable of guiding interns in following our educational methods and

philosophy. In addition, all interns work closely with the teaching staff, and are never left unsupervised with students or made responsible for handling discipline.

Staff Meetings & Professional Development

A project-based learning school places heavy planning responsibilities on its teachers. Hence teachers need time to plan and assess progress. We are very proud of the academic expertise and commitment of our staff; such expertise and commitment allows us to create our innovative programs.

Teachers, like all professionals, need ongoing professional development. At Peregrine School, this is accomplished in a variety of ways. Before and after each school year, the entire staff meets for Inservice, a series of workshops, lectures, and planning sessions for the year's themes and curriculum. Inservice is also used to set up the classrooms and prepare for the year. Occasional student-free planning days are also incorporated into the school calendar.

In addition, the teaching staff meet after school once a week, for the purposes of week-to-week program planning and problem solving.

We recognize the inconvenience posed to Peregrine families when there is no school. We attempt to keep these student-free professional development days to a minimum by substituting meetings during the teaching day. However, these student-free planning times enable teachers to produce the high quality program that is central to Peregrine School.

Appendix 1: Staff Contact List

Peregrine Elementary School (South)

2650 Lillard Drive, Davis, 95618

Office: (530) 753-5500

Fax: (530) 753 – 5533

www.peregrineschool.org

info.peregrineschool@gmail.com

ADMINISTRATIVE STAFF

Lorie Hammond, *School Director*

lorie.peregrine@gmail.com

(530) 848-9617 (cell)

Kim Longworth, *Administrative Director*

kelongworth@inreach.com

(530) 753-5500

Su-Fei Kuok, *Finance Director*

sufei.peregrine@gmail.com

(530) 753-5500

Kathy Fairclough, *Financial Administrator*

kathy.peregrine@gmail.com

(530) 753-5500

Mireya Inga, *Admissions & Marketing Director*

mireya.peregrine@gmail.com

(530) 753-5500

Julia Van Horn, *Admin. Assist. & Devel. Coordinator*

julia.peregrine@gmail.com

(530) 753-5500

Saumirah McWoodson, *Admin. Assist. & Intern Coord.*

saumirah.peregrine@gmail.com

(530) 753-5500

Kimberley Lounsberry, *Administrative Assistant*

kimberley.peregrine@gmail.com

(530) 753-5500

ELEMENTARY HEAD TEACHERS & SPECIALTY TEACHERS

Juliette Pinsky

Grades K-1

juliette.peregrine@gmail.com

Carol Fonseca

Science & Maths Specialist

fonseca.carolinag@gmail.com

Marcia Margoniner-Reilly

Grades 2-4

(916) 956-9299 / mem.reilly@gmail.com

Moné Azzopardi

Associate Teacher

(650) 504-2201 / mazzopardi@ucdavis.edu

Chris Erickson

Grades 5-7

(714) 726-6750 / ccerickson3@gmail.com

Dorothea (Dottie) Bonneau

Performing Arts Specialist - Drama

Denise Fladager

Performing Arts Specialist – Dance & Music

Appendix 2: 2015-16 Board of Directors, Finance Committee & Parent Representatives

Board of Directors

Name

1. Deborah Bruns
2. Carrie Gordon
3. Lorie Hammond
4. Su-Fei Kuok, Treasurer
5. Katherine Lee
6. Kim Longworth, Secretary
7. Aladrian Mack
8. Crystal Olson
9. Elena Whitcombe, Chair
10. David Zavatson

Affiliation

- Yolo County Office of Education
American Dental Association
Founder and Peregrine School Director
Parent
Harder+Company
Parent
Community member
Sacramento State University
Founder and Family Doctor
University of California, Davis

Finance Committee

Name

1. Carrie Gordon
2. Su-Fei Kuok, Chair
3. Kim Longworth
4. Dave Zavatson
5. Kathy Fairclough

- Board member
Board member
Board member
Board member
Staff

Parent Representatives

Name

1. Jack Chen
2. *Pending*
3. *Pending*

Class

- Escuelita South

Appendix 3: 2015-16 ECC Admissions Agreement



PEREGRINE SCHOOL

ADMISSION AGREEMENT 2015-16

Peregrine Elementary School

TUITION SCHEDULE & RATES

Tuition Hours: Mon through Fri, 9:00 am to 3:00 pm.; 8:30 to 9:00 am gratis.	\$13,150/year
Kestrel Club Extracurricular Program Hours: 7:00 to 8:30 a.m. and 3:00 to 6:00 p.m.	\$360/month

PAYMENT OPTIONS

- **Monthly installments. \$1315/month.** Families who elect this option must **pay their June 2016 tuition deposit by [please refer to your Admission Agreement]**. The June tuition deposit is used to secure your child's spot in the program and as the tuition payment for June 2016. Please note that June tuition is also \$1315, despite the fact that the school year ends mid-month.
- **Prepaid Annual Tuition. \$12,755.50 (discounted rate).** Families who elect this option receive a 3% discount off the total tuition. Tuition must be **paid in full by [please refer to your Admission Agreement]**. Families with financial aid agreements are not eligible for a prepaid tuition discount.

SIBLING DISCOUNTS

After one child from a family enrolls in our Elementary School, discounts are applied to each subsequently enrolled sibling's tuition. Sibling discounts also apply to Kestrel Club and Primaria Day Care. Families with financial aid agreements are not eligible for sibling discounts.

- The second sibling enrolled receives a **15% tuition discount**.
- The third sibling enrolled receives a **30% tuition discount**.

ADDITIONAL FEES & RATES

Fees and rates are subject to change.

Annual Enrollment Fee: This annual fee covers the costs of fingerprinting and annual CPR courses for all staff, food and childcare at all school events. The fee is due at the time of formal enrollment for each student.	\$50/year (non-refundable)
Late Tuition Fee: Tuition is due on the first business day of each month. Late fees begin accumulating at 6:00 p.m. on the third business day of each month.	\$20/day
Non-Sufficient Funds Fee:	\$20 + applicable late tuition fees
Peanut Fine:	\$20/incident
Failure to Sign In or Out Families must sign their child in and out daily, noting the exact time on the lobby clock. Extra Hours charges may apply.	\$10/incident
Extra Hours (for use on an as needed basis): Families are welcome to use extra hours as long as their child attends curriculum hours that day.	\$5/half hour

After 6:00 p.m. Late Pick-up Fee:

This fee applies only to late pick-ups AFTER 6:00 p.m.; charges begin to accumulate at 6:01 p.m. At other times of day, during regular operating hours, late pick-ups will be charged the extra hours rate.

ENROLLMENT & PAYMENT POLICIES

Peregrine Elementary School will admit children regardless of religious affiliation, color, race, national or ethnic origin, or the natural origin or configuration of their families.

Tuition Deposit and Annual Enrollment Fee Refund Policies

The tuition deposit (equal to one month's tuition minus any applicable sibling discount) is used to secure your child's space at Peregrine Elementary School. This tuition deposit also serves as the tuition payment for June, the last month of the academic year. This deposit, in addition to the Annual Enrollment Fee, is **due [please refer to your Admission Agreement]**. Families whose child is accepted *after* this date must pay the tuition deposit and Annual Enrollment Fee within seven days of notification of acceptance by Peregrine School. The tuition deposit and the Annual Enrollment Fee are non-refundable.

Monthly Tuition Installments

Until the student's last month, tuition installments are due by the first business day of each month. Late fees will begin accumulating at 6:00 p.m. on the third business day of each month. Payments can be made as far in advance as desired. Tuition is not prorated during absences, vacations, school closures due to inclement weather (safety) or scheduled school holidays e.g., spring break.

At the end of each month, a billing statement with the following month's tuition (plus extra hours—see **Extra Hours** section for details) is emailed to each family. Hard copies can be delivered via family folders if necessary. Payment by cash or check (made out to *Peregrine School*) can be mailed to the South Davis site at 2650 Lillard Drive, Davis, CA 95618 or dropped off in the box labeled **CHECKS** in the lobbies at either site.

Third Party Funds

Families using third party funds (e.g., subsidies, scholarships, loans) to pay tuition must maintain a zero balance by 6:00 p.m. on the third business day of each month. **Families are responsible for full tuition regardless of whether third party funds are provided.**

Extra Hours (available 7:00 a.m. to 6:00 p.m.)

Families may use extra hours as needed when they drop their child off at the school early or leave them after his/her enrolled hours (between 3:00 pm and 6:00 pm). There is a 10-minute grace period at drop-off and pick-up times (8:20-8:30 am and 3:00-3:10 pm). Beyond the grace periods, Extra Hours will be charged. Extra Hours charges are assessed by the half-hour and tallied from the 21st of each month to the 20th of the subsequent month. Extra Hours charges will be added to the tuition bill each month and due with tuition on the first business day of each month.

PICK-UP & SIGN OUT POLICIES

Late Pick-Ups After 6:00 p.m.

Please arrive no later than 5:50 p.m. to pick up your child, as it often takes 10 minutes to get them out the door. The Kestrel Club teacher's shift ends at 6:00 p.m.

A daily sign-in/sign-out sheet is located in the lobby. Parents must sign their children in and out each day with a legible time. This is legally required by the state, important for safety, and also used to calculate Extra Hours charges. If you do not sign your child out, you run the risk of being billed for more hours than your child was actually present.

BASIC SCHOOL POLICIES

Peanut Policy

We are a peanut-free school. Because peanut allergies are becoming very common and can be life threatening, **food products with peanuts and food products manufactured on the same equipment as peanuts are banned at Peregrine School.** If such food products are found in your child's food or possessions, you will be fined.

Health Screening/Sick Child Policy

Teachers are authorized to refuse admission to students who appear sick at drop-off/greeting time. If a student becomes sick during school hours, a parent/guardian will be phoned and requested to come pick the student up, or to send an authorized adult to pick the student up. Families must provide reliable phone numbers on the Emergency Contact form and keep these updated.

Vaccination Policy

Under the California School Immunization Law all students at Peregrine School are required to have all of the immunizations according to the schedule outlined below prior to their first day of school. Parents/Guardians must present their child's Immunization Record as proof of immunization prior to their first day of school.

Vaccine	Required Doses
Polio	4 doses at any age, however 3 doses meet the requirement for ages 4–6 years if at least one was given on or after the 4th birthday; three doses meet requirement for ages 7–17 years if at least one was given on or after the 2nd birthday.
Diphtheria, Tetanus, and Pertussis	Age 6 years and under: DTP, DTaP or any combination of DTP or DTaP with DT (diphtheria and tetanus) 5 doses at any age, however 4 doses meet requirements for ages 4–6 years if at least one was on or after the 4th birthday.
	Age 7 years and older: Tdap, Td, or DTP, DTaP or any combination of these 4 doses at any age, however 3 doses meet the requirement for ages 7–17 years if at least one was on or after the 2nd birthday. If the last dose was given before the 2nd birthday, one more (Tdap) dose is required.
Measles, Mumps, and Rubella	Kindergarten: 2 doses both on or after 1st birthday.
	Grades 1–6 : 1 dose on or after 1st birthday.
Hepatitis B	Kindergarten: 3 doses at any age
Varicella	1 dose

Vaccination Policy (continued)

A child who lacks one or more required vaccine doses may be admitted if the dose(s) are not currently due on the condition that they receive the remaining dose(s) when due, according to the schedule above. If the maximum time interval between doses has passed, the child cannot be admitted until the next immunization is obtained.

Emergencies/Natural Disasters/Disease Outbreaks:

Peregrine School reserves the right to temporarily close the school if we conclude it is unsafe to operate. This could include power outages, floods, or other unusual and unforeseen occurrences, including outbreaks of infectious disease. Refunds for lost time will not be issued.

Photography

Peregrine School reserves the right to photograph students for classroom projects and for use within the Peregrine School community, such as on a password-protected Shutterfly site. Please refer to the Photography Release in the Admission Packet regarding publication of your child’s name in publicly visible media (e.g., website, newspaper, etc).

FAMILY RESPONSIBILITIES

Communication

Families are required to join the Peregrine School Google Group (you will receive an email invitation shortly prior to your child’s start date) and are responsible for staying informed via the Google Group email. Families are also expected to check their lobby folders each day.

Absences

Head teachers must be notified in person, in writing, or by email when a child will be missing school. Please call the school to inform staff when your child will be absent due to illness.

School-wide Events

Our school-wide events are family-friendly events that help build community. Each family must volunteer to help for **at least two** school-wide events e.g., school fairs and the Spring Fiesta. Each family must also volunteer for **at least one** work party. The school calendar is included in your Admissions Packet.

REMOVAL FROM SCHOOL

Peregrine School may withdraw a student if tuition is not paid according to the terms of this Admissions Agreement. In addition, Peregrine School may withdraw a student at any time due to unresolved conflicts between the student, parents and Peregrine School staff. If a student is withdrawn because of conflict, the remainder of the current month’s tuition and the tuition deposit will not be refunded.

ACCEPTANCE OF ADMISSION AGREEMENT – 2015-2016

ANNUAL TUITION RATES

Tuition:	\$13,150/year
Kestrel Club Extracurricular Program:	\$360/month
Monthly Installments:	\$1,315/month
Prepaid Annual Tuition:	\$12,755.50/year

SIBLING DISCOUNTS

Second sibling:	15% tuition discount
Third sibling:	30% tuition discount

ADDITIONAL FEES & RATES

Annual Enrollment Fee:	\$50/year (non-refundable)
Late Tuition Fee:	\$20/day
Non-Sufficient Funds Fee:	\$20 + applicable late tuition fees
Peanut Fine:	\$20/incident
Failure to Sign In or Out:	\$10/incident
Extra Hours:	\$5/half hour
After 6:00 p.m. Late Pick-up Fee:	\$20/every 15 minutes

PLEASE COMPLETE THE FOLLOWING, SIGN, AND RETURN THIS FULL PAGE WITH PAYMENT

(Keep pages 1-5 for your reference)

* I agree to pay the annual tuition of _____.

* I intend to enroll my child in the Kestrel Club Extracurricular Program: ___Y ___N ___MAYBE

Student's Name:	
June 2016 Tuition Deposit	\$
Annual Enrollment Fee (<i>non-refundable</i>)	\$50
Sibling Discount (<i>if applicable</i>)	NA
TOTAL DUE UPON ADMISSION	\$
<i>Please make checks out to Peregrine School</i>	

Please note: In addition to the June tuition deposit due now, the first month's tuition payment is due on the first business day of the month in which your child starts attending Peregrine School.

All parents or guardians financially responsible for the student must sign this agreement.

I have read and agree to the terms and conditions of the
Peregrine School Elementary Admission Agreement 2015-2016.

Parent's Signature Parent's Signature Date

Peregrine School Representative Signature Date

Office use only:

Date Received: _____ Check #: _____