



# PEREGRINE SCHOOL

**Parent Handbook 2022-2023**

*Peregrine Elementary School*

## ***Welcome to Peregrine School!***

This handbook contains information about our programs and policies. Because we are a dynamic institution, our policies are subject to change. Please follow all Google Group emails to stay informed. Communication is important to us at Peregrine School, so we'd love to hear from you too!

Chris Erickson, Interim Peregrine School Director  
Jessica Ryan, Elementary School Director

**ATTENTION:**

*Due to the COVID-19 pandemic, we have made changes to Peregrine School policies. All COVID-19-related changes will be noted in this style box.*

*These changes and additions to our policies will be in effect until Peregrine School deems it safe to resume normal operations.*

*For our full and most updated Pandemic Policies, please visit [peregrineschool.org](http://peregrineschool.org).*

**Peregrine School South**

2650 Lillard Drive  
Davis, CA 95618

Front Desk: (530) 753-5500

Fax: (530) 753-5533

[www.peregrineschool.org](http://www.peregrineschool.org)

[info@peregrineschool.org](mailto:info@peregrineschool.org)

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## I. Program Elements

### *Peregrine School*

Peregrine School comprises of two centers. Peregrine Early Childhood Center (“ECC”) serves children ages 18 months through transitional kindergarten, with parallel programs located at our original campus in West Davis and our second campus in South Davis. Our south campus also includes our elementary school for kindergarteners through sixth grade. A Chinese immersion kindergarten parallels its English component, and language studies in Chinese or Spanish continue as an option through elementary school.

The mission of Peregrine School 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.

Our self-invented acronym SOAR (Science, Outdoor Education, Arts, and Responsibility) summarizes our program focus as a green school which develops the whole child through

arts, sciences, outdoor education, and socio-emotional development. On a practical level, these goals are reached through intentional exposure to a variety of experiences aimed at developing the whole child. Our elementary subjects are not only language arts and math, but also in-depth science and social studies from kindergarten on. In addition, all elementary students experience a variety of weekly enrichments including chorus, dance, gardening and foreign language.

### *How Our Classes are Organized*

**Kindergarten.** Peregrine School has two kindergartens: the Owls, our English speaking kindergarten (with Spanish enrichment) and the Dragons, a Chinese immersion kindergarten program which follows the Pandas, a Chinese immersion preschool program. Kindergarten is a six hour per day program so that students not only learn language arts and math (the sole foci of three hour kindergartens), but also participate in all subject areas (see above section). Kindergarten is a unique and significant year. Students not only adjust to elementary school as “big kids”, but also receive their first formal exposure to reading and math. These subjects are taught in the context of children’s lives, in a hands on manner.

**Magpies (1st - 2nd grade).** After kindergarten, two grade levels of students are intentionally taught together. Our 1-2 classroom, the Magpies, is the culmination of our early childhood years, and is a time for rich growth. Students author their own books, master basic reading, and launch into math at their own level. Science and social studies themes are close to children’s lives, and social studies includes themes of community, agriculture, native gardens, Native Americans, Spanish mission times, the Gold Rush, and modern California. A highlight of the class every other year is a 24 hour stay for Magpies families and teachers at Sutter’s Fort, in which students and parents together simulate life in 1840 in every way. Students make their own bread, butter, and food from scratch, make candles, do carpentry, and sleep overnight on the ground, all in period costumes. Parents do the same!

**Eagles (3rd - 4th grade) and Crows (5th - 6th grade).** Each class spends two years on in-depth humanities studies including history and literature of America (grades 3-4) and early humans through the Renaissance, including the study of Aristotle and Shakespeare (grades 5-6). Students also participate in hands-on laboratory science, including science fair projects, and individualized math. Third through sixth grades are departmentalized, with two teachers shared by the two groups of students, one teaching science and math and the other, history and language arts. It is during these years that one can really see the benefits produced by the Peregrine approach from preschool on. Students do independent research studies and work in groups on long-term projects, some of which they choose. Field trips to San Francisco, to the De Young Museum or MOMA, and to the Exploratorium, are part of the program, and are matched to thematic studies. Reading and writing occurs across the curriculum, and students learn to produce their work on computers. Students share their creative projects with the larger community through art

shows and original plays.

### *Progressive Education, Project-Based Learning and Reggio Emilia*

Thematic, in-depth project-based learning links experiential learning with academic pursuits to create deeper meaning in both. This approach is central to our elementary teaching, although we are eclectic and apply various methods in keeping with the needs of students. A guiding principle of Peregrine School is that whatever the method, **learning is driven by the passions and interests of the students**. Our goal is to motivate students to follow their passions while also exploring traditional academic disciplines. To this end, students are exposed to and generally exceed state and national standards in academic subjects and in the arts.

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, has 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](http://labschool.ucla.edu)), a well-established project-based learning program and from the Opal School in the Children's Museum in Portland, Oregon.

Educators in the Reggio Emilia region of Italy have created a famous and highly effective version of progressive education ([reggioalliance.org](http://reggioalliance.org)) for young children. 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](http://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 are based on three month themes, which cover topics in history and science while integrating them into “big ideas” such as “continuity and change” or “relationships.” By experiencing various disciplines in relation to the same theme, students gain a deep knowledge of both the disciplines and the content area 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 of what they have learned, through researching a question of their choice,

carrying out a service activity, creating a game or presentation for other (sometimes younger) students, or creating an artistic production or installation. Field trips give deeper meaning to all projects, and are a common part of the Peregrine experience. Extended family field trips and study tours occur on a regular basis.

Project-based learning occurs daily Monday through Thursday afternoons at Peregrine School and encompasses science, social studies and the arts. Fridays provide extra project time as well as time for vocal music, gardening, and other specialties.

### *Academic Skills In Language Arts And Math*

Peregrine School is dedicated to balancing an in-depth understanding of academic subjects with the acquisition of the specific skills that make learning possible. Mornings are dedicated to math and language arts. Teaching groups are small, so that they can be tuned to the needs of each student. Students sometimes work independently, using a tutorial approach.

**Math:** Peregrine School uses programs that focus on Cognitively Guided Instruction (CGI) 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 (Kg) participate in a variety of math challenges and discussions. Singapore Math is the principal program used in grades 1-6. 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 involve students in group work.

**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, e.g. 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 second-grade students draw from Lucy Calkins' Columbia Reading and Writing Workshop, which enables each student to read at their "just right" reading level. In addition, they participate in Writers' Workshop, and use various spelling and decoding programs, including Word Study. Third through sixth-grade students participate in literature circles and various types of fiction, nonfiction, poetry, informational, and persuasive writing projects. 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 both in words and non-verbally.

### *World Language Instruction*

Peregrine Elementary is piloting a world language program in Chinese and Spanish during the 2019-2020 school year for students in kindergarten through second grade. Our hope is that this program will continue so that students can advance in their language of choice during subsequent years. Continuation of the program will depend on family interest.

Kindergarten world language takes two forms. The Dragons class is in Chinese all day, with the exception of one hour of English reading in the afternoon. The Owls kindergarten is in English except for one hour a week of Spanish language and culture, which is the main feature of one afternoon.

In first and second grade, students who completed the Dragons class are invited to participate in a daily period of Mandarin reading, writing and speaking at 8:30-9:15 each morning. For this pilot year, this program is covered by normal school fees.

Students who are in first or second grade (and a few third graders) can elect to take a parallel speaking, reading, and writing class in Spanish, also at 8:30-9:15 AM. No prior experience in Spanish is required.

In addition, all first and second grade students will get an hour of afternoon instruction in either Mandarin or Spanish one afternoon per week. Only children who are in the morning Mandarin class can take Mandarin in the afternoon. Students who are not in Mandarin will take Spanish language and culture in the afternoon, regardless of whether they are in the morning Spanish class. The afternoon class will be an enrichment session accessible to all.

At present, there are no formal language classes during the school day for children in third grade up, but it is our hope that we will develop these programs in the future.

We are excited to pilot these language programs because we believe that learning a world language and being exposed to another culture is an important part of becoming a multicultural, world citizen, which is what we want for our students.

### *Science, Our Garden, and Our Natural Environment*

SOAR (Science, Outdoor education, Arts and Responsibility) is a concept which guides our inquiry. SOAR subjects create a base upon which all learning can grow. One characteristic that distinguishes Peregrine School is our emphasis on science instruction and outdoor education. Science learning starts from the very beginning of the student's time at Peregrine School, with inquiry, hands-on experiments, gardening, cooking, field trips, service learning, and projects. We follow the Next Generation Science Standards, recently adopted by California schools.

Our grounds serve as learning environments which include vegetable and flower gardens, fantasy gardens for creative play, and native plant and wildlife habitats. We have also partnered with Fish and Wildlife and other agencies to develop our grounds.

All classes receive science from trained experts, generally with a formal background in science. Grade k-2 elementary students receive about two hours of science instruction per week, in addition to an hour of gardening instruction on Fridays. Grade 3-6 students receive two full afternoons of instruction in science, in our science lab.

Reggio-inspired schools respond to community strengths. Peregrine School recognizes Davis as both the location of a major science university and an environmentally committed community. In addition, Peregrine staff recognizes the importance of outdoor education in childhood development in a time when many students experience "nature deficit disorder." Informal times such as recess and lunch occur in our gardens, which provide a green and relaxing environment that calms our students.

### *Integrated Curriculum in Social Studies, Science, Language 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' experiences. At Peregrine School, grade level standards in social studies, science, the arts, applied math, 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 the subjects listed above. Over a two-year cycle, 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. Director 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.

Because we cover social studies standards several years ahead of recommended state standards, Peregrine students have more time to go in depth studying history than most students. For example, students study two years of American history rather than one in grades 3-4. This enables us to cover all of American history up to modern times, rather than to end at the Civil War, as is typical. Similarly, grade 5-6 students student ancient history for two years rather than one, enabling them to cover the Eastern and Southern Hemispheres as well as the Western one.

**History and social studies** themes lend themselves well to studies that include science and 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 a 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 showcases produced by students and guided by expert teachers with backgrounds in these areas. The performance of student written work through plays, poetry readings, and writing contests adds a creative writing element to our program. In addition, students attend live performances at the Mondavi Center for the Performing Arts four to five times per academic year, so that they can become informed supporters of the arts.

### *Building a Healthy Community*

Leading a healthy lifestyle as a child is the cornerstone of lifelong health. At Peregrine School, we teach students to incorporate healthy habits into a productive day which involves good food and plenty of outdoor activity. Two years ago, we expanded our lunch time to allow a full hour for play. We never made a better decision. Students accomplish much more work when they have had time to play.

At lunch time, students and staff receive a healthful, usually local and organic lunch. They also receive a hearty morning snack (2 food groups) and an afternoon snack if they stay for aftercare. An extra bonus is that students eat family style with their teachers, which provides great opportunities for relationship building.

Our goal is to develop the “whole student”. Our curriculum is designed to build emotional

intelligence and self-regulation, and incorporates meditation and mindfulness. Perhaps most importantly, students participate in an intentional social skill building program called “Cool Tools” which we learned from the UCLA Lab School, which helps them to problem solve when they have disagreements.

*Some of the following activities are impacted by the COVID-19 pandemic re: social distancing, and limiting the mixing of cohorts. Any group activity or altered social event will be carefully evaluated.*

Peregrine School seeks to create a community school by encouraging 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
- Leadership opportunities to become board members or parent representatives

#### *Specialist Teachers*

One of Peregrine School’s tenets is that children benefit greatly from exposure to expert instructors. Our staff includes native Spanish speakers, professional dancers, visual artists, 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.

#### *Field Trips*

*This section has been impacted by the COVID-19 pandemic. Any group activity or altered social event will be carefully evaluated. Field trips are allowed with modifications to transportation, group sizes, and locations. Each trip will be individually assessed.*

Peregrine School students enjoy an unusually high number of field trips, which are matched to our project-based learning and are an important part of our curriculum. These field trips provide crucial natural, agricultural, cultural, and artistic exposure; they also accustom students to comporting themselves appropriately outside the school grounds.

When possible, field trips are taken via bus, so parent drivers are not needed —we think it’s great for students to learn to use public transportation. Longer field trips depend on

parent drivers, and can only occur if enough parents are willing to drive. See “Field Trip Policies,” page 20 for driver requirements.

Field trips include Mondavi Center performances and educational programs at the Crocker Art Museum . We also offer an annual optional weekend family trips to destinations such as Yosemite.

Peregrine International offers opportunities for older students and their 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. In the summers of 2016 and 2017, Yi Che led Peregrine families on a study tour to China. If you are interested in such opportunities, please talk to Lorie Hammond, our School Director.

### *Our Discipline Approach: 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. It builds on the foundation of 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 must 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 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 self-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 approach 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. **Our goal is 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.** These are the skills students will need to live successfully in a democratic society.

“Cool tools” (a UCLA Lab School program) 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.

**Safe School** 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 Safe School behaviors. Please share these with your child. They will also be shared at school.

1. My words are helpful and kind.
2. I am a gentle person.
3. I respect the property of my friends and my school.
4. I listen to my teachers and friends.

5. I can calm myself down.

*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 consequences of anti-social behavior will be, whenever possible, a natural consequence which remedies the situation. For example, if a student throws garbage on the ground, the student might be asked to clean up the yard. Similarly, if a student hurts another student, that student 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. Most conflicts are solved by discussions between the students involved, who learn to listen to each other and find their own resolutions.

When problems involve conflict between students, and/or physical or verbal abuse of one student by another, a process of mediation is called for, and teachers often serve as mediators. 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 their 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. Any student who initiates or participates in a physical conflict will be sent home and may be suspended for a minimum of one school day. Parents become part of the mediation, helping teachers and students to discern the most effective way to prevent the re-occurrence of the problematic behavior. When a physical conflict occurs, parents and their student must meet with the teacher prior to returning to school. The purpose of this meeting is to agree upon a plan of action which prevents further violence. The definition of physical violence is understood developmentally. For example, if a kindergartener pushes in line, this would be considered a correctable behavior but would not result in being sent home.

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 their 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 problems. If a student persists in a problematic behavior, parents may be called in to create a behavior contract to 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. We attempt to balance the needs of individual children against the needs of the group for being in a safe school.

Cool Tools/Safe School is a research-based program invented by a team of psychologists, teachers and parents at the UCLA Lab School to address school behaviors that occur everywhere. This program has been used effectively at the 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 the fall Back to School Night and addressed through parent meetings as needed. While Cool Tools provides the basis of our discipline system, we supplement it with various other research proven methods.

### *Discipline Strategies NOT Allowed at Peregrine School*

It is strictly forbidden to punish students physically by shaking, hitting, or intimidating them in any way. Punishments, as opposed to consequences, are discouraged, because they humiliate children and decrease their self-esteem. We teach our students to self-regulate by demonstrating the rewards of positive behavior and the consequences of negative behavior.

All discipline policies at Peregrine School are in keeping with the Department of Social Services' regulations for children's <sup>1</sup>personal rights in child care centers as listed below.

#### **California Department of Social Services, Section 101223: Personal Rights<sup>1</sup>**

Each child receiving services from a (Child Care Center) shall have rights that include, but are not limited to, the following:

- To be accorded dignity in his/her personal relationships with staff and other persons.
- To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature including but not limited to: interference with functions of daily living including eating, sleeping or toileting; or withholding of shelter, clothing, medication, or aids to physical functioning.
- To be free to attend religious services or activities of his/her choice.
- Not to be locked in any room, building or center premises by day or night.
- Not to be placed in any restraining device. Postural supports may be used as specified in Section 101223.1.

#### **California Department of Social Services Section 101223.2: Discipline**

Any form of discipline or punishment that violates a child's personal rights as specified in Section 101223 shall not be permitted regardless of authorized representative consent or

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<sup>1</sup> California Department of Social Services, Community Care Licensing Division, *Manual of Policies and Procedures: Child Care Center*, Title 22, Division 12, Article 6, pp. 118.1–121.  
<<http://www.dss.cahwnet.gov/ord/PG587.htm>>



authorization.

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.

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.

We do not believe that there are any "bad" children, just children who are struggling with how to get their needs met. We know that this path is different for every child. In order to keep our community positive for every child, parents need to understand that they will be informed only about the difficulties or discipline which relates to their own child. Staff will not discuss the behavior of children other than their own with parents or any other community members, and we expect parents to trust our judgment in taking care of problem situations.

Building a positive school community involves trust on all parts. Our teachers are experts on child development, and take very seriously the task of keeping all children safe and of working with children who are struggling so that they can learn to be productive members of our community. Discipline is not only the desire to regulate child behavior, but also to help shepherd children into the 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. Our goal is to create an inclusive community in which all children and families feel welcome.

## **II. School Policies**

### *Sign-in and Sign-out Procedures*

*See Pandemic Policies for current sign-in/sign-out and drop-off/pick-up procedures.*

#### *Normal Operational Policy:*

A daily sign-in/sign-out sheet is located in the lobby. You must sign your child 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 risk being billed for more hours than your child was actually present. **Students may not sign themselves out, except in certain situations in which older children leave on their own in a manner pre-arranged between parents and teachers.**

### *Drop-off and Pick-up Procedures*

Our teachers exercise vigilance in keeping an accurate count of students in their care, maintaining head counts on their roll-call sheets throughout the day. To help ensure that students are safe at all times, it is important that parents/caregivers follow our drop-off/pick-up procedures.

#### **Drop Offs**

*All students and staff must undergo a screening process daily, including reporting any potential COVID-19 symptoms and a temperature check . Parents must remain with their child until the child has undergone the screening and is approved to enter campus. Parents are not allowed onto the school campus.*

*If you need to drop off outside of the normal program times, ring the doorbell or call the school office at (530) 753-5500. If you know you will be late, please notify your child's teacher.*

#### *Normal Operational Policy:*

Sign-in in the lobby first, then accompany your child into their classroom or the playground and check-in with a teacher.

#### **Pick Ups**

*Elementary pick-up location will be at the East Gate. When you arrive, inform the staff of your name and student being picked up. Classroom teachers will be notified via radio, and your child will be sent out.*

*If you need to pick up early, ring the doorbell at the lobby or call the school office at (530)-753-5500. If you know you will need to pick-up early, please notify your child's teacher ahead of time.*

#### *Normal Operational Policy:*

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. 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 discipline children when a parent is also

present.

Please arrive by 5:20 p.m. to pick up your child, as it often takes about 10 minutes to get them out the door. Kestrel Club teachers' shifts end at 5:30 p.m. Late Pickup penalties begin accumulating at 5:31 p.m.

### *Authorized Pick Ups*

If you wish to authorize another adult e.g. family member, babysitter to pick up your child on a permanent basis, please include the information on our Family Access Module (FAM) in advance of having that person pick up your child. **You are responsible for keeping our Emergency Contact information updated on FAM.**

If you need to add a person not already listed on your emergency in a last-minute situation, please inform the Administrative Office and your child's Head Teacher. The Administrative Office will accept pick-up changes by phone ((530) 753-5500 ); you will be required to provide personal details about your child e.g., birthdate to ensure proper identification.

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 contact the parents immediately if there is a question about who is picking up the child. If the situation is ambiguous, we will hold the child until a parent can be reached.

### *Extra Hours*

Extra Hours are the hours of care beyond your normally enrolled schedule. Extra Hours are available between 7:30 a.m. and 5:30 p.m. on any of your child's normally scheduled school days so long as your child attends curriculum hours that day. Please inform your child's teacher if your child will deviate from their normally enrolled schedule.

There is a 30-minute grace period at drop-off from 8:30 am to 9:00 am. There is also a 10-minute grace period at pick up from 3:00-3:10 pm. Beyond these grace periods, Extra Hours will be charged.

Students enrolled in Kestrel Club, our extracurricular hours enrichment program, are not subject to Extra Hours fees. Kestrel Club is available from 7:30 am to 9:00 a.m. and 3:00 to 5:30 p.m. daily.

Extra Hours charges are assessed by the quarter-hour. Extra Hours charges are tallied from the 16<sup>th</sup> of each month to the 15<sup>th</sup> of the subsequent month. Extra Hours charges are added to your monthly billing statement and are due with tuition. In June, Extra Hours are tallied on the last day of school and billed in early July.

### *Tuition and Payment Options*

**Pay in Full: \$14,500.00 (discounted rate) due May 3, 2021** Families who elect this option receive a \$450 discount (3% discount) off the annual tuition.

**Nine (9) Monthly Installments: \$1,661/month for nine months. First installment (which acts as a nonrefundable enrollment deposit) is due May 3, 2021.** The subsequent eight installments are due on the first of every month beginning on September 1, 2021. Last installment is due April 1, 2022. Your first installment secures your child's space at Peregrine Elementary School.

**Flexible Tuition Program:** Please contact the Admissions Administrator at [admissions@peregrineschool.org](mailto:admissions@peregrineschool.org) for more information. Flexible Tuition rates include applicable sibling discount.

### *Tuition and Payment Policies*

#### **First Installment and Annual Fee:**

These payments are due by May 3. If your child is accepted after this date, you must remit your first installment and Annual Fee within seven days of notification of acceptance by Peregrine School. The first installment is used to secure your child's space at Peregrine Elementary School and is nonrefundable. Annual Fee is nonrefundable.

#### **Billing Statements:**

E-invoices with the following month's tuition charges and extra hours charges will be emailed to you at the end of each month. Hard copies are available upon request. **Tuition is due on the first business day of each month** regardless of whether or not you receive a billing statement. **Late fees will begin accumulating at 6:00 p.m. on the fifth business day of each month.** Peregrine School has the right to refuse any services to your child, including class attendance, at any time, if any tuition and fees are past due.

#### **Third Party Funds:**

You are responsible for maintaining a zero account balance by 6:00 p.m. on the fifth business day of each month regardless of whether third party funds are provided. Third party funds include subsidies, scholarships, and loans.

#### **To Make a Payment:**

Click the "Pay Now" button included in the invoice sent to you by the Financial Administrator. You will be prompted to make a payment by electronic bank transfer. If you wish to pay by paper check, mail checks (payable to *Peregrine School*) to 2650 Lillard Drive, Davis, CA 95618 or drop off in the box labeled CHECKS in the lobby.

#### **Proration Policy:**

Tuition is not prorated for absences, family vacations, or school closures due to inclement

weather or unsafe conditions. Tuition for mid-year enrollees is prorated based on the number of school days.

*Sibling Discount*  
(Discounts are subject to change)

**Elementary Sibling Discount:**

Families with at least one full-time sibling in the Elementary receive a 30% discount off the elementary sibling's monthly tuition. If there are two Elementary siblings, the discount is applied to the sibling with the lower tuition. Sibling discounts also apply to Kestrel Club.

*Withdrawal Policies*

**Prior to June 1:**

No refunds.

**After June 1:**

Withdrawals must be arranged with the Admissions Administrator. You must provide the Admissions Administrator with written notification at least 30 calendar days before withdrawal. You will then be prompted to fill out a Withdrawal Form. **Withdrawals cannot be made official until the Withdrawal Form is signed and submitted to the Admissions Administrator.**

You will still be liable for the full annual tuition if you withdraw. Peregrine School may forward your information to an agency for collection and to credit bureaus if you fail to pay your outstanding balance. Peregrine Elementary is an annual commitment.

After June 1, 2021, Parents are not entitled any refund and are obligated to pay the School for the full amount of tuition, regardless of whether Student completes the entire School Year, as liquidated damages and assume full responsibility for payment.

*Field Trip Policies*

Field trips contribute immensely to our teaching program. Students are expected to participate in all field trips occurring on days that they are normally enrolled; families opting out of any field trips must arrange for alternate care on those days. Peregrine School does not offer tuition refunds for children who do not attend on these days.. You must provide your own booster seat, if your child requires it, for field trips that require driving.

Siblings and other family members may attend field trips with you, so long as the situation is manageable, and safety can be assured. Please check with your child's teacher

in advance of the trip date. You are responsible for the care of your own children on field trips. We do not provide lunch for parent chaperones or siblings on field trips.

Overnight field trips will be billed to each family's account. The total cost of the field trip will be split equally among all attending students and their families. Costs will include overhead such as teacher wages, lodging, materials. The cost of daytime only field trips i.e., taken during Peregrine School curriculum hours is covered by the Annual Fee.

Prior to the field trip, drivers must submit the following documents to the Administrative Office:

- A copy of their Driver's License.
- A copy of automobile insurance Completed Health Screening form (LIC 503) with TB test and vaccines (MMR/TDAP/FLU).

Volunteer drivers should submit parking receipts to the Administrative Office for reimbursement.

#### *Removal From Peregrine School*

Peregrine School may dismiss your child if your account balance is not paid according to the terms of this Admissions Agreement. In addition, Peregrine School may dismiss your child at any time due to unresolved conflicts between your child, you, and Peregrine School staff. If your child is dismissed by Peregrine School, the remainder of your current month's tuition will not be refunded and you will still be liable for the full annual tuition. Peregrine School may forward your information to an agency for collection and to credit bureaus if you fail to pay your outstanding balance.

#### *Loss of Property*

Peregrine School is not responsible for the loss of any personal property sent to school.

### **III. Classroom Policies**

#### *What to Wear/Bring to School*

*Masks or face coverings are required for all Elementary students. It is the student's responsibility to keep track of and properly use their masks. Please send your child to school with a clean face mask every day.*

Students should dress in comfortable clothing that can get dirty, or in warmer weather, wet. Peregrine students play and eat outside year-round, weather permitting, so they should dress to be outside, with layers in cooler weather. No fancy shoes, please; students are

active all day and should be able to run in their footwear.

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. Things may get dirty, broken, or lost at school.

Make sure to check the lost-and-found bins regularly. The contents of these bins will periodically be donated to charity; we will give fair warning before doing so.

### *Toy Policy*

*Toys from home will not be allowed at school. Please leave all non-essential items at home unless approved by your classroom teacher.*

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 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 meetings 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. 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 teacher in advance of their birthday. Traditions are specific to each classroom, and celebrations must always be arranged with the teacher. Due to allergies and our commitment to healthy, 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, in the past 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 their whole class to a party at home, then bringing invitations to school is appropriate. However, if only a few children are invited, we ask that you please distribute the invitations another

way.

## **IV. Parent Involvement**

*All in-person school wide events have been suspended until further notice. Parent involvement in school events is not expected during this time, though classroom teachers may still reach out to interested parties for work parties, fundraisers, and classroom tasks.*

Peregrine School relies on parent involvement to function. You are encouraged to attend all school events. Your help and support is always appreciated!

### *Family Tasks*

Family task lists are distributed by your child’s teacher shortly after the start of the school year. Family tasks might include caring for your child’s classroom pet, washing laundry, and IT support; tasks vary with the classroom.

### *School-wide Events*

Every year, Peregrine School hosts 3 family-friendly public events: typically an Arts Festival (Fall), a Science Festival (Winter), and a Fiesta (Spring). Each family is expected to volunteer for at least one school-wide event (or more if you’d like!). Volunteer shifts are typically between one and two hours. If you prefer not to volunteer, you may opt for a buy-out. See your Admission Agreement for the current rate.

### *Work Parties*

Work parties are scheduled by Teachers as needed. They typically occur on a Saturday morning, in the fall and spring. Each family is expected to volunteer for at least one work party per year. If you prefer not to volunteer, you may opt for a buy-out.

### *Fundraisers*

Fundraisers are vital for Peregrine School to function and grow. Like most schools, public and private alike, Peregrine School faces the challenge that tuition alone covers only our basic expenses. Families are expected to participate in our fundraisers and to encourage others to give.

## **V. Food**

### *Food Program*



*Our food program will resume in phases. During the fall trimester, our ECC students will be served lunch/snack pre-plated in their classrooms, with all cohorts kept separate. Our Elementary classes will have lunch/snack buffet style with their quarantine groups.*

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 shellfish in our school food. Snack and lunch are served to all elementary students at Peregrine School. Snack is also served to students who stay for the Kestrel Club.

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, Tree Nut and Shellfish 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. See your Admission Agreement for the current rate.

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 includes foods prepared by the chef, foods brought by community members to share, and potluck items.
- Tree nuts include walnuts, cashews, almonds, pine nuts, pistachios, pecans, and hazelnuts.

### *Food Allergies*

If your child has a food allergy, you must complete the Student Food Allergy and Intolerance Form on the Student Forms Online (SFO). The Emergency Care Plan will then be emailed to you. Please update changes in your child's allergy information with the Admissions Administrator ([admissions@peregrineschool.org](mailto:admissions@peregrineschool.org)) 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 must bring their own lunch and snacks when allergens will be served, or bring a substitute for the part of the lunch to which they are allergic.. Elementary children who understand their allergies can eat non-allergic foods in a meal. For example, a parent might send a sun-butter sandwich to substitute for macaroni and cheese if a child has a milk allergy, but that child can still eat the fruits and vegetables provided. While teachers are very aware of their students' allergies, we rely on the judgment of parents in the safe management of their children's allergies. Please send an alternative lunch if safety is a question on a particular day.

An exception to this policy of bringing their own lunch will be made for students who have **ONLY** a tree nut or peanut allergy as they are already accommodated by our kitchen staff. More information on our food allergy policy can be found in our Allergy Management and Prevention Plan. ***Tuition discounts are not provided to students who do not participate in the food program.***

All parents must sign the Food Allergy Notification and Acknowledgment and Release of Liability Form on their Student Online Forms (SFO) prior to the start of school.

### *Food Sent From Home*

Peregrine School does not provide breakfast, although students participating in before care are free to eat their breakfasts before school starts. 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. Please provide food that does not require heating or special preparation.

Food sent from home should, ideally, be like what we serve. For example, 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 sugary desserts or snacks to school.

Remember, **NO** peanuts or shellfish at school, please. Tree nuts can be included in individual children's snacks from home. 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.

### *Potluck Events*

Peregrine School hosts potluck events, inviting the Peregrine community to bring food from home to share. Because of the danger posed by students' food allergies, please read labels to ensure store bought foods are safe and observe the following guidelines when contributing to our potlucks:

- NO food with peanuts, traces of peanuts, or food processed on the same equipment as peanuts.
- NO food with tree nuts e.g., walnuts, cashews, almonds, pine nuts, hazelnuts, pistachios, pecans.
- NO food with shellfish.
- NO food containing high fructose corn syrup and trans fats e.g., hydrogenated oil, partially hydrogenated oil, palm oil, cottonseed oil, tropical oils.
- Avoid artificial colorings.
- Bring the complete ingredient list of commercially-prepared or home-made foods.
- Emphasize fresh fruits and vegetables.
- When possible, use organic dairy products and meats, and bake with at least half whole wheat or white whole wheat flour.

### *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 for the student to fully participate in the 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. 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.

The chefs and the teachers keep an eye out for students who regularly seem to restrict themselves to very few options and will bring this to your attention. Likewise, if you find

that your child is very hungry after school, please pack a lunch and snack for your child.

### *Candy/Sugary Treats/“Processed” Food*

We do not serve candy, sugary desserts or overly processed snacks. We also discourage you from bringing such items to school because:

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

Please note that if a class is cooking something as part of their studies, they may ask parents to bring in a food or children might share a special food, which might sometimes be sweet. Our point is not to restrict foods, but to teach children how delicious healthy food can be.

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.

### *In Case of Emergency Chef Absence*

In the case of a planned absence, the lunch program will run as usual. However, in case of an unexpected 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 the 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. Tuition will not be prorated in case of an emergency chef absence.

## **VI. Health Policies**

### *Illness*

*See Pandemic Policies for additional illness policies. The guidelines in the table below are still true unless superseded by a policy in Pandemic Policies. (Ex: fever)*

Our goal is to limit exposure to contagious diseases at school. 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 approach will help them recover more quickly and return to school as soon as possible; it will also curb the spread of illness within our school.

Check your child’s symptoms against the following list:

<b>Fever</b>	Per our school policy, fever is defined as a body temperature of 100 degrees Fahrenheit or more. Students may not attend school until they have been free of fever for 24 hours without the use of fever-reducing medication.
<b>Vomiting</b>	Students may not attend school until 24 hours after the last episode of vomiting.
<b>Diarrhea</b>	Students with recurrent diarrhea must stay home, unless the diarrhea has a known non-infectious cause.
<b>Common cold/flu</b>	Students 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.
<b>Strep throat/scarlet fever</b>	Students may attend school 24 hours after the start of antibiotic treatment.
<b>Conjunctivitis (pink eye)</b>	Students must be evaluated by a doctor to determine the cause(s). Return to school must be cleared by a doctor.
<b>Allergic conjunctivitis.</b>	Students may attend school.
<b>Bacterial conjunctivitis</b>	Students may attend school 24 hours after the start of antibiotic treatment.
<b>Viral conjunctivitis</b>	Students must stay home until all symptoms are gone (viral conjunctivitis is highly contagious).
<b>Ear/sinus/other noncontagious secondary infection</b>	Students may attend school after they have been evaluated by a doctor and started on appropriate therapy.

<b>Head lice</b>	Students 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.
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Please use your common sense when evaluating your child’s health and do not send them to school if they are feeling poorly, have low energy, or are feverish (even if the fever is from a noninfectious source). If your child becomes ill while at school, you will be called to come pick them up. Refunds for absences will not be issued.

*Pandemics*

*See Pandemic Policies for procedures relating to COVID-19.*

During pandemics or other serious cases of infectious disease, Peregrine School will follow the Centers for Disease Control’s guidelines and any measures the Directors feel necessary to protect the safety of students and staff, including temporary school closure. Refunds for closures will not be issued.

*Immunization Requirements*

Under the California School Immunization Law (California Health and Safety Code, Sections 120325-120375) Peregrine School students are required to have all the immunizations outlined below<sup>1</sup> prior to arriving for their first day of school. Present your child's Immunization Record as proof of immunization prior to their first day of school.

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 below. 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 of a preventable infectious disease occurs (as defined by the Centers for Disease Control), Peregrine School reserves the right to require you to keep inadequately vaccinated students away from school. Peregrine School does not offer tuition refunds in this circumstance.

<b>Immunizations (Shots) Required</b>	<b>Vaccines</b>
4 Polio. 3 doses OK if one was given on or after 4th birthday.	<b>Polio:</b> OPV or IPV.

5 DTaP	<b>DTaP:</b> Diphtheria, tetanus, and pertussis combined vaccine. Record may show DT, DTP, or Tdap.
3 Hep B	<b>Hib:</b> <i>Haemophilus influenza</i> type b vaccine
2 MMR, on or after the first birthday <sup>1, 2</sup>	<b>MMR:</b> Measles, mumps, and rubella combined
1 Hib, on or after the first birthday	<b>Hep B:</b> Hepatitis B vaccine
2 Varicella <sup>3</sup>	<b>Varicella:</b> Chickenpox vaccine

Immunization Requirements for Child Care: Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 60006075

<sup>1</sup>Receipt of the dose up to (and including) 4 days before the birthday will satisfy the child care entry immunization requirement

<sup>2</sup>Required only for children who have not reached the age of 4 years 6 months

<sup>3</sup>If a child had chickenpox disease and this is indicated on the Immunization Record by the child's physician, they meet the requirement

### *Medical Exemption*

You may have your child exempted from required immunizations if a licensed physician (MD or DO) determines that a vaccine is not advisable because of an underlying medical condition. You must submit a letter or affidavit, signed by you and your child's physician, documenting the medical exemption. *Please be mindful that unimmunized students are at greater risk of contracting diseases and spreading them to their families, schools and communities.*

### *Influenza Vaccine*

Because of recent flu epidemics, it is recommended that students and their families receive an annual seasonal influenza vaccine.

### *Note on Recent Epidemics*

Because of recent flu epidemics and local pertussis (whooping cough) and measles 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 babies. Immunity tends to wane in adulthood, but can be boosted with a tetanus shot, which also contains the pertussis vaccine. Consult with your doctor about your immunity to measles – some vaccines given after 1956 have been shown to be less effective than previously thought.

### *Health-Related Services*

All medication must be clearly labeled with the student's full name and clear instructions for administration, including dosage and frequency. Prescription medications must be stored in the original prescription bottle with the child's name on it. Over-the-counter medications must be in their original bottle. Do not bring medications in Ziplock-type bags. Before any medication (prescription or nonprescription, including sunscreen) can be administered by a teacher, you must complete and sign a Consent for Administration of Medications form. Additional copies are available in the Administrative Office or front lobby.

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. Parents/authorized adults will be verbally notified at pick-up of any reports needed to be signed by the parent.

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

1. A staff member will immediately call the persons listed on the student's Emergency Contact form. The emergency contact will come pick up the student and take them to the student's personal physician or an emergency room.
2. The teacher will fill out the Unusual Incident Form and give it to you. Please sign and return it to the Administrative Office. The original form will be kept in the student's confidential file and a copy will be sent to the licensing agency.

For an immediately threatening injury, illness, or reaction, a staff member will immediately apply basic first aid or CPR while another staff member calls 911. If a staff member is alone, they will administer first aid or CPR for two minutes, then call 911, as recommended by 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 will be called as quickly as possible. The Unusual Incident Form required by child care licensing will be filled out and given to you. Please sign and return it to the Administrative Office. The original form will be kept in the student's confidential file and a copy will be sent to the licensing agency.

### *Head Lice*

Like all schools with young children, Peregrine occasionally sees cases of head lice (<http://www.cdc.gov/parasites/lice/head/>). Although lice pose no serious threat to health, they cause discomfort and are easily spread, so when cases appear at school, the following steps are taken to ensure 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 7 to 10 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. *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 7 to 10 days.
- As soon as a case of lice is identified, Peregrine School will have two consecutive days of lice checks at drop-off each morning. If new cases of lice are identified, we 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. You must wait on campus until your child has been cleared of lice. 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 will be laundered, and carpets/rugs will be thoroughly cleaned. Please take your child's belongings (especially nap gear!) home to be washed.

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 a student receives 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 an additional round of treatment.

Your help is crucial during head lice outbreaks. Volunteers are needed to do lice checks in the 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 Plans*

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

**Force Majeure:** The School's duties and obligations under the Admissions Agreement will be immediately suspended without notice during all periods that the School is physically closed because of force majeure events including, but not limited to, any fire, flood, environmental hazard, unsafe condition, act of God, war, governmental action, act of terrorism, pandemic, epidemic or any other event beyond the School's control. The School retains the right, during a force majeure event, to re-open through an online learning process or by relocating to an off-campus facility or by some other means.

### **Power outages**

- A planned suspension of services will be announced in advance (e.g. a power outage for service upgrades). The administration will notify you via email of this occurrence, and of the way we plan to handle it. You have the opportunity to keep your child home if you do not want your child to undergo the inconvenience of a power outage.
- If a power outage is caused by a storm or other unplanned event, you will be informed immediately via email, and Peregrine School will continue to provide services as normally as possible. If the situation warrants closing the school due to discomfort, e.g. darkness in classrooms or bathrooms, lack of heat in winter, lack of air conditioning in summer, you will be called to pick up your child. 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**

- At Peregrine School, we hold quarterly earthquake drills. Teachers give a signal to let students know to 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 as practices. 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 be repeated.

#### **Fire**

- Peregrine School holds fire drills quarterly. A fire alarm sounds, and a teacher gives a signal to let students know to walk outside, and they 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 children can be warned and will not be afraid.
- Peregrine preschools and toddler classrooms have doors to the outside yard. In the event of a fire, students will line up and be escorted out of these classrooms, as in the case of a drill, and taken to an area far enough from the school to assure safety. The fire department will be called immediately or alerted by the alarm.

#### **Intruders**

- Peregrine School can only be accessed through one front entrance, which is kept locked at all times. The keypad combination to enter the building is changed periodically. All staff have emergency numbers posted to call in case of emergency.
- In the unlikely event that someone unsafe is reported in the neighborhood or attempts to enter Peregrine School, the front entrance will be locked and the police will be called. 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 hallway doors near their rooms, and administration will go through the building to make sure that all hallway and exterior doors are locked.

**Evacuation of 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 via 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.

## **VII. Governance and Staffing of Peregrine School**

### *The Peregrine Project*

The Peregrine Project is a private, nonprofit organization, founded in 2007. It is governed by a Board of Directors composed of parents, teachers, and community experts, and

operates as a 501C3 nonprofit corporation. The Peregrine Project is dedicated to forwarding innovative practices in education and health. The 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.

### *Founders*

The Peregrine Project was 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 arts education. Elena Whitcombe is a family physician committed to liberal arts education and finding ways to teach healthy lifestyle practices to young children and their families.

### *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 our mission. Board meetings are held five times a year, and are attended by teacher and parent representatives. The Board of Directors appoints standing committees to carry forward projects and to oversee day-to-day operations. Anyone is welcome to attend open sessions of board meetings.

### *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 Head Teacher. The best ways to communicate with your child's Teacher, is to email them or talk with them after the school day, unless it involves an issue for that school day. Teachers use their time in the morning before school starts to prepare for teaching that day.

We take complaints and concerns about employees seriously. If you have a complaint (or a compliment!) about a staff member, please direct it to our School Director, Lorie Hammond ([lorie@peregrineschool.org](mailto:lorie@peregrineschool.org)) or to our Elementary Director, Chris Erickson ([chris@peregrineschool.org](mailto:chris@peregrineschool.org)).

At your request, we will keep your identity confidential. For all other questions or concerns, please ask our front desk Administrative Assistant.

### *Teaching Staff*

Peregrine School teachers are highly educated and experienced. We are very lucky to have the exceptional teachers we have, and excellence in teaching is at the heart of progressive education, where the teacher has significant academic freedom.

Teachers plan and oversee the operation of each Peregrine Elementary classroom, and provide feedback to parents about their students. They also plan and execute curriculum and supervise any other teaching staff in that classroom. Elementary teachers have either Masters Degrees or teaching credentials, or both, and some have advanced degrees beyond that (EdD or PhD). In addition, many of our teachers have specialized interests, talents, and expertise which enrich our school. Please see teacher bios on our website.

Associate teachers collaborate with teachers in some classrooms, particularly in the early grades (k-2) or when classes are large. Associate teachers have bachelor's degrees, and some have higher degrees as well. Some are preparing to become classroom teachers in the future. Many associate teachers have special talents and skills, like our head teachers.

Specialists teach specific subjects on a part-time basis and are experts in their field. In the elementary school this year, we have two language teachers for Chinese and Spanish, as well as a dance teacher who danced on Broadway. We also have two elementary teachers who will teach specialty classes due to their undergraduate degrees in art or vocal music. Our director teaches gardening, and works with our elementary director, who is also our garden manager. Specific programs can vary year to year or even during the year, but we are proud to have so many skilled and talented teachers at our school. Their talents are what make our program excellent.

### *Substitute Teachers*

Substitute Teachers cover for teacher absences and staff meetings. Prior to becoming a substitute, candidates are evaluated by the School Director or Elementary Director and teaching staff. Substitutes are then trained and supervised by our teaching staff. All staff, including substitutes have a clear Criminal Record Summary and meet relevant health requirements (TB tests; vaccinations).

### *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 staff. 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.

### *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. The quality of our teaching is synonymous with the quality of our program. Teachers, like all professionals, need ongoing professional development.

At Peregrine School, this is accomplished in a variety of ways. The elementary teaching staff meets once a week after school. During this time, after care students may be supervised by substitutes. Staff meetings enable teachers to plan and reflect upon curricula, discuss solutions to classroom problems, and produce portfolios. In addition, various committees form to create special events, such as the science or arts festival, or to address issues. Our elementary teaching staff solves problems collaboratively, guided by our Elementary Director, who convenes staff meetings. The School Director also attends elementary staff meetings on a regular basis and assists with professional development.

Each school year begins professional development the week before school starts. This is an important time, which covers both professional health and safety issues (mandating reporting, diversity training, etc.) and curriculum and program planning for the year. Student-free planning days are also incorporated into the school calendar.

In addition, teachers also attend and present at professional conferences. These are invaluable experiences for teachers enabling them to be part of a greater professional development community. This year, for example, elementary teachers are presenting two workshops at the national Progressive Education Network conference in Minneapolis.

Teachers also attend professional training at the UCLA Lab School, the Opal School, and other places which provide excellent workshops for teachers in progressive education techniques. Some teachers also attend optional summer workshops. For example, two teachers and two associate teachers attended a week long Forest Institute this summer to prepare for environmental education with our students.

We recognize the inconvenience posed to Peregrine families when there is no school or when teachers are replaced by substitutes while teachers attend a training or make a conference presentation. We also recognize that Peregrine teachers are leaders in their field, and need to stay in touch with new ideas to remain so. We attempt to keep student-free planning days to a minimum. However, a high level of professional development enables teachers to produce the high-quality program that is central to Peregrine School.

## VIII. Appendix 2: Guidelines for Staff-Student and Student-Peer Interactions

### *Introduction*

At Peregrine School, we encourage a close, warm, and considerate relationship between students and teachers. Our teachers, and often other staff members, serve as the students' role models, guides, and mentors in learning as well as living. The purpose of these guidelines is to give clear direction regarding appropriate conduct and boundaries between staff and students, and between the students themselves. The expectations set forth in this document are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities established by the school. Rather, they are intended to:

- Alert staff to some of the more sensitive matters involved in staff-student relationships
- Specify boundaries related to potentially sexual situations
- Identify conduct that is contrary to accepted norms of behavior, and therefore in conflict with the duties and responsibilities of staff
- Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism

It is important for the school to maintain a school-wide culture in which students and staff members understand their responsibility to report misconduct, and feel free to do so without retaliation from any other students, staff, or administrators. In order to prevent abuse and/or exploitation, students and staff must know that their teacher or supervisor and the school administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid any situation that could prompt concern by students, their families, fellow staff members, and school administrators and leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family, my colleagues, my supervisor or my family were standing next to me?"

Students will vary in the degree of comfort they have interacting physically with teachers and other staff. It is important to be responsive to students when they express discomfort with the physical behavior of a staff member towards them. One kindergarten student may enjoy a quick hug when a teacher is congratulating them; another may be more comfortable with a high-five. It is the responsibility of teachers and other staff members to be sensitive to each student's boundaries when physically engaging with students.

In this document, "staff" or "staff members" refers to all employees of the school, volunteers, interns, administrators, and members of the Board of Directors.

### *Boundaries*

For the purpose of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a

student-teacher relationship is deemed an abuse of power and a betrayal of trust.

### *Definitions of Acceptable and Unacceptable Behavior*

Some activities that may seem innocent from a staff member's perspective may be perceived as inappropriate or sexual from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student-staff interactions must always be guided by appropriate boundaries regarding activities locations and intentions.

### *Acceptable Behavior*

#### Students in grades K-2

- Neighborhood walks to parks, shopping centers and stores with blanket or specific parent permission. Blanket permission is acceptable for repeated events
- Addressing student questions on difficult topics (politics, death, suicide, religion) by encouraging respectful discussion of different points of view and asking students' opinions. ***Avoid sharing your own opinion about politics, religion, or other controversial subjects.***
- Giving scientifically accurate answers about bodies (anatomical names of body parts, generalized questions about animal reproduction) but deflecting sex education questions to students' families.
- Participating with students in discussions and actions about social and environmental justice in a manner respectful of all possible student or family points of view.
- Respecting a student's privacy about things that happen at home, and refraining from asking or commenting unnecessarily about a student's parents or family circumstances
- Positively recognizing family discipline styles, within legal and acceptable boundaries
- Celebrating all kinds of families
- Modeling gender neutral stances on how people dress or what they can do
- Informing parents if unusual topics have come up in the classroom that might seem out of bounds, and explain how they were handled

#### Students in grades 3-6

- Neighborhood walks to parks, shopping centers and stores with blanket or specific parent permission. Blanket permission is acceptable for repeated events
- Addressing student questions on difficult topics (politics, death, suicide, religion) by encouraging respectful discussion of different points of view and asking students' opinions. ***Avoid sharing your own opinion about politics, religion, or other controversial subjects.***
- Answering questions students may have related to their health and sexual development; modeling gender neutral and non-judgmental attitudes about sexuality; keep response age



appropriate.

- Helping students discover meaningful after-school and summer activities
- Talking to students about real-world challenges and inviting their opinions on moral/ethical issues
- Respecting a student's privacy about things that happen at home, and refraining from asking or commenting unnecessarily about a student's parents or family circumstances
- Positively recognizing family discipline styles, within legal and acceptable boundaries
- Celebrating all kinds of families
- Modeling gender neutral stances on how people dress or what they can do
- Informing parents if unusual topics have come up in the classroom that might seem out of bounds, and explain how they were handled

*Acceptable Behavior ONLY with Written Permission from Student's Family*

### Students grades K-2

- Giving students a ride to/from school or field trips
- Taking students on field trips beyond the neighborhood in buses or cars
- Inviting students into your home
- Communicating with students other than by using school electronic communication and internet platforms (i.e., communicating by personal email, cell phone, or social media)
- Communicating with students outside of regular school hours

### Students grades 3-6

- Giving students a ride to/from school or field trips
- Taking students on field trips beyond the neighborhood in buses or cars
- Inviting students into your home
- Communicating with students other than by using school electronic communication and internet platforms (i.e., communicating by personal email, cell phone, or social media)
- Communicating with students outside of regular school hours
- Sending emails, text messages, or letters to students if the content is not about school activities.

*Unacceptable Behavior*

### Students grades K-2

- Kissing of any kind; physical contact unnecessary for the purpose of greeting, assisting or comforting a student
- Making or participating in sexually provocative comments, jokes or conversations
- Discussing personal troubles or intimate issues in the presence of students
- Gossiping about anyone in the school community: students, students' families, staff members, administrators, interns, volunteers, or board members
- Taking advantage of your relationship with students to isolate, intimidate, or otherwise inappropriately relate to students
- Intentionally being alone with a student away from the school without obtaining prior parental permission
- Being alone with a student except to assist with first aid, toileting, changing clothes, retrieving objects from the classroom, or to assist in a special project or classroom teaching

task requiring 1:1 attention

### Students grades 3-6

- Kissing of any kind; physical contact unnecessary for the purpose of greeting, assisting or comforting a student; any intimate physical contact, including stroking, pinching, massaging, rubbing or brushing against the body
- Making or participating in sexually provocative comments, jokes or conversations; making sexual jokes or comments; telling stories with sexual innuendos
- Discussing personal troubles or intimate issues in the presence of students
- Gossiping about anyone in the school community: students, students' families, staff members, administrators, interns, volunteers, or board members
- Taking advantage of your relationship with students to isolate, intimidate, or otherwise inappropriately relate to students
- Intentionally being alone with a student away from the school without obtaining prior parental permission
- Being alone with a student except to assist in first aid, or to assist in a special project or classroom teaching task requiring 1:1 attention

### *Guidelines for Student-Peer Interactions*

### Students grades K-6

Treating each other and teachers with respect and keeping our bodies safe and to ourselves are basic rules in Peregrine Elementary. When violated, students engage in conflict resolution with each other under supervision of teachers, learning to express how they feel as aggressor or victim of an action, and working out how to avoid future actions. Repeatedly aggressive students are assisted in behaving appropriately through consultations with teachers, parents or professionals as needed.

Behavior that is unacceptable between peers includes kissing of any kind; physical contact beyond what is appropriate for the purpose of assisting or comforting another child; or making or participating in sexually provocative comments, jokes or conversations.

Students are taught to respect diversity of all sorts and to treat gender as a fluid concept. Students are expected to allow any person to dress and express themselves in any way they want to and to play any role they wish to play.