



# PEREGRINE SCHOOL

2022-2023

Family Handbook

*Early Childhood Center*

## ***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 school emails to stay informed. Communication is important to us at Peregrine School, so we'd love to hear from you too!

Chris Erickson  
Interim School Director

Gabriela Cortez  
Preschool 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).*

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## I. Program Elements

### *Peregrine 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.

Diversity is a strong value at Peregrine School. We resist binary perspectives which diminish or elevate particular races, ethnicities, religions, classes, genders/gender identities, differing abilities, and traditional divisions between humans and nature. Our educational goal is to lead, promote and celebrate open inquiry within a diverse community; to make all community members feel welcome, comfortable, and heard; and to promote environmental and social justice.

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. Our preschools are Reggio Emilia-inspired and play-based. They integrate student initiated projects and extended inquiry in a child-centered environment.

Peregrine School is comprised 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 kindergarten 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.

### *Play-and-Project-Based Learning*

Because young children need hands-on, experiential learning, they learn best through play. Naturally, our basic mode of instruction at the ECC is play! As children get older, more learning can occur through abstract methods; project-based learning links experiential learning with academic pursuits to create deeper meaning in both.

Our goal is to create the richest experience possible for children. This means that our approach is constantly evolving and drawing from a variety of sources. Integrated

thematic studies, which combine a variety of experiences that fit one theme, supplement our Reggio Emilia inspired approach and ideas that come from the children alone. These studies enable us to explore science and art themes new to our children, and to incorporate multicultural and diverse perspectives into our teaching. We developed the acronym SOAR, standing for Science, Outdoor Education, Arts, and Responsibility, to summarize the unique foci of our program.

Western education has a long, research-backed history of teaching through inquiry, 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 ([www.labschool.ucla.edu](http://www.labschool.ucla.edu)), a well-established project-based learning program and from the Opal School in the Children’s Museum in Portland, Oregon, and from the schools of Reggio-Emilia itself, which our School Director has visited.

Educators in the Reggio Emilia region of Italy have created preschools which are world famous for their creativity ([www.reggioalliance.org](http://www.reggioalliance.org)). Their approach uses the arts and extended projects (inspired by children, then expanded and augmented by adults) to produce wonderful results. In addition to developing improved attention spans, Reggio children create artwork that goes far beyond what traditional developmental scientists expect from children of those ages. The Reggio Emilia philosophy has been embraced and researched by *Project Zero*, a long-term and extensive study on creativity sponsored by Harvard University, and spearheaded by Howard Gardner, the author of *Frames of Mind*, a book that forwarded the concept of multiple intelligences ([www.pzweb.harvard.edu](http://www.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. Some projects at Peregrine School are planned in advance and span several months, while others occur spontaneously in a morning. Projects change over time, as teachers attempt to create a balance between sustained, integrated studies and responsiveness to student-initiated interests. The following examples illustrate the sort of projects which have been successful at our school:

- Harvesting potatoes from the school garden. An Escuelita teacher helped students dig the potatoes up and then used them to create a math lesson on counting and sorting. Afterward, students helped to cook the potatoes and ate them, learning about nutrition and about cultural ways of cooking potatoes. Some students expanded the project themselves, creating a “farmers’ market” and “selling” potatoes to the toddler class across the fence!
- Country studies. Escuelita students study “the world” through focusing on the food, culture, geography, language, arts and more about countries represented by our teachers and by other members of our school community. These studies sometimes correspond to holidays, such as the Chinese New Year, when the

playhouse is made into a Chinese restaurant and students take the bus to eat at a real Chinese restaurant. Teachers and parents from other countries serve as resources. Our goal is not only to learn about our world, but also to develop an appreciation for diversity and multiculturalism, with the long term goal of world citizenship.

### *World Language Instruction*

Peregrine ECC offers languages other than English in all classes. El Nido, Escuelita, and Primaria include Spanish experiences through circle time songs, games and instruction throughout the day as well as activities presented in Spanish. Each program strives to have one or more Spanish teacher(s) on its teaching team that communicates in Spanish most of the time.

In addition, Peregrine School offers the Pandas Chinese Bilingual program for 3-5 year old preschoolers, which leads to the Dragons Kindergarten Mandarin Immersion program and to language studies in Peregrine Elementary School. The Pandas class operates in both Mandarin and English, with both native Mandarin speakers and English speakers ensuring that other aspects of development, including socio-emotional support and English language development, also occur.

### *Building a Healthy Community*

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

Students and staff receive a healthful, usually local and organic lunch and snack. We embrace active learning for health and to develop all intelligences. Weekly music and dance classes are taught by experts, and our preschool programs include trips to the park and to our fantasy garden, as well as free play in our large yards. Our curriculum is designed to build emotional intelligence and self-regulation, and incorporates meditation and mindfulness, nutrition, and physical education.

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

We seek to create a community school by encouraging engagement through:

- Work parties and field trips which depend on parent participation.
- Parents and community members as volunteer teachers and experts.
- School-wide family events: Typically a Fall Arts Festival and costume parade; a Winter Science Festival with hands-on science activities for children and families; and our Spring Fiesta at Capay Organic farm.



### *Understanding SOAR: Science and Outdoor Education*

One characteristic that distinguishes Peregrine School from other play-and-art focused schools is our emphasis on science instruction. Science learning starts from the very beginning of the student's time at Peregrine School, with inquiry, hands-on experiments, gardening, field trips, and service learning projects. Science and Outdoor Education are the keystones of SOAR, Peregrine's unique program vision.

Our garden is used for in-depth science and math education, for food served at the school, and for exposure to the natural world. Each class has a dedicated science teacher who leads garden, nature and general science studies.

### *Understanding SOAR: The Arts/School Performances*

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 enable understanding of thematic concepts. In addition, art is a major way of communicating concepts for children who do not yet write. While we value children's art for itself, our main goal in the arts is to enable children to develop and express creative thinking.

*Group projects that involve the mixing of cohorts (e.g. school-wide play) are temporarily suspended.*

Performing arts are also incorporated into the Peregrine program at all levels. Dance, music, movement, and drama are introduced by teachers and expanded upon by specialists. Performing arts education culminates in a school-wide ECC spring play at each school site.

### *Understanding SOAR: Responsibility*

A major goal of Peregrine School at all levels is to help children take care of themselves and each other, and to take initiative as actors in their world. With young children, the emphasis is on taking care of themselves-- finding their shoes and water bottles, learning to get along with each other at play, and emotional intelligence-- identifying and communicating feelings. As students get older, responsibility for their world-- recycling, maintaining the gardens, and more, become the focus.

### *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*

Peregrine School students enjoy an unusually high number of field trips, which are incorporated into thematic 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 taking responsibility for themselves out in the community.

As the age of the student increases, so does the number and length of field trips. Younger students take neighborhood walks and simple trips such as riding the red bus around town. Older students attend multiple Mondavi Center performances and various other events. We also offer optional weekend family trips to destinations such as Angel Island or Monterey Bay Aquarium which are dependent on family interest and support.

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 14 for driver requirements.

*Field trips are allowed with modifications to transportation, group sizes, and locations.*

## **II. Programs**

Our preschool evaluations use Gardner’s eight intelligences as guidelines for growing the “whole child” rather than simply encouraging academics. This approach has led us to our own SOAR model, in which children explore science, outdoor education, arts, and social development (responsibility) in rich, garden-based environments. SOAR enables us to expand the Reggio model to suit the orientation of Davis, a scientific community, and the opportunities provided by our lovely garden schools.

### *Criteria for Appropriate Placement*

El Nido, Escuelita, Pandas, and Primaria are structured to serve students within a developmental range, which correlates loosely to their age. Student placement is based on a variety of factors which center on the social, academic and overall development of each child, not by family preference.

In general, students stay in a classroom for a school year (September through June). For children in one class all year, we encourage you to use the Winter Parent Conferences as an opportunity to discuss which class would be most appropriate for your child the following year with your child's Head Teacher.

Mid-year changes occasionally occur, if students are developmentally ready. For example, an El Nido student may transition from El Nido to Escuelita at the end of the trimester, if they are developmentally ready, and if space exists in the next program up. Students who seem ready to move are given the opportunity to visit their next possible classroom to see if they are ready, and parents will be consulted in this process.

Panda students should be 3 years old to enter the program and mature enough to benefit from a 5 hour teaching day. The student must also be toilet trained to enter this program. Pandas typically stay in the same classroom for 2 years before they transition to kindergarten.

Primaria is generally defined as the year before kindergarten, although students who will not make kindergarten cut-off dates (being 5 years old by September 1), are sometimes admitted when they are nearly 4 years old. Some of these students stay 2 years in Primaria, for Transitional Kindergarten.

It is important to note that students who begin school at 18 months may spend 1½ or 2 years in one of our preschool classrooms, depending on their birth dates, before they graduate into kindergarten.

### ***Program Overview and Philosophy***

#### *El Nido (ages 18–36 months)*

*Current class sizes and cohort groups are outlined in the Pandemic Policies.*

El Nido is a developmentally appropriate program for children ages 18-36 months, with a maximum class size of 12 students. A teacher-student ratio of 1:4 is maintained throughout the day, up to 1:6 during some parts of the day. Students participate in a variety of intimate, exploratory, play-based projects in Spanish, art, science, gardening, cooking and other subjects, with an emphasis on sensory experiences.

Students play freely, inside and outside, in an environment that encourages social interaction. Teachers encourage independence by guiding children through taking care of themselves, their belongings, their peers, and their classroom. In addition, students participate in specialty classes and activities delivered by experts in areas such as dance, drama, music, gardening and science.

El Nido is a **full-time, year-round** program. Program hours are from 7:30 a.m. to 5:30 p.m. daily and the program includes morning and afternoon snack, lunch, nap and additional playtime.

*Escuelita (ages 2.5–4 years)*

Escuelita is a highly enriched program for two and a half to four year olds which has a teaching day that runs from 9:00 a.m. to 2:00 p.m., and merges seamlessly with the Mariposas extended play-based inquiry program which runs from 7:30 to 9:00 a.m. and 2:00 to 5:30 p.m. (see below). Escuelita is play-based and centers on the child as an explorer and active learner, i.e. exploration through the senses and child-centered fantasy play. Students participate in specialty classes delivered by experts. They receive daily instruction in Spanish and participate in a variety of art and science projects. They also play freely, inside and outside, in an environment that encourages social interaction. Gardening and experiences in nature are an ongoing part of the program.

Escuelita classes are subdivided into two age-dependent groupings: Palomas and Golondrinas, to enable age appropriate teaching at circle and some activities.

*Pandas Chinese Immersion Program (ages 3-5 years)*

Students in this program learn conversational Chinese, and receive instruction in Mandarin most of the day. Since many students are native English speakers, this experience is balanced with an English component that is delivered by an English speaking co-teacher. Some lessons are taught in English to provide English language development and to support socio-emotional problem solving for children most comfortable in English. Native Mandarin-speaking teachers from China lead the Chinese portion of the class, which incorporates songs, dances, games, routines, stories, and some Character writing to teach the Mandarin language. The Pandas class is intensive, and is designed for children and families who are serious about learning the Mandarin language.

All students must be toilet trained and independently potty sufficient to enter this program, and should be mature enough to benefit from a 5 hour teaching day. Many Pandas continue onto the Dragons Kindergarten Immersion Program after completing the Pandas preschool.

Mariposas daycare is offered from 7:30 to 9:00 a.m. and from 2:00 to 5:30 p.m. for families who desire it (see below), but this program is not in Chinese.

*See Pandemic Policies for daycare groups.*

*Primaria (ages 4-6 years)*

Primaria is an excellent preparation for kindergarten, and can serve as a transitional kindergarten for students who miss the kindergarten cut off or who can benefit from another year of play-based instruction.

Primaria is a play-based pre-kindergarten/transitional kindergarten program that runs from 9:00 a.m. to 2:00 p.m. The program is designed for 4 to 6 year olds and centers on play based inquiry and thematic studies in all subject areas. Science drives the curriculum and reading, writing and numeracy are introduced in natural but systematic ways. Longer themes such as “water” are introduced along with changing student-driven themes which emerge from student interests. Children participate in Spanish instruction, thematic projects in all subject areas, and specialist instruction in visual and performing arts. Students have physical education every morning.

All students must be toilet trained and independently potty sufficient to enter this program, and should be mature enough to benefit from a 5 hour teaching day.

#### *Mariposas (Day Care)*

*See Pandemic Policies for daycare groups. Students will not mix in daycare outside of their designated cohorts.*

Mariposas is available to Escuelita, Panda and Primaria students before and after curriculum hours, from 7:30 a.m. to 5:30 p.m.

In the morning, preschoolers from all three classes are combined, but as numbers increase, they are taken to their own classrooms to prepare for instruction.

Escuelita students staying beyond 2:00 p.m. have their own dedicated Mariposas program in the afternoons, with some students staying awake for quiet activities from 1:00 to 3:30 p.m., while others nap at this time. When all students awaken, a snack is provided, and free play and informal activities occur from 4:00 to 5:30 p.m. All parts of the day are enriched, with meaningful activities provided.

Primaria and Panda students combine in their own designated Mariposas program after 2:00 p.m. A minority of these students nap from 2:00 to 3:30 p.m., and many have quiet time followed by outdoor time and sometimes visits to the park. Informal activities occur until 5:30 p.m. each day.

### **III. School Policies**

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

### *Sign-in/Sign-out Procedures*

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.

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

Our teachers exercise vigilance in keeping an accurate count of students in their care, and 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.

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

### *Pick Ups*

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.

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. Mariposa teachers' shifts end at 5:30p.m. Late Pickup penalties begin accumulating at 5:31 p.m.

### *Authorized Pickups*

If you wish to authorize another adult (18 years of age or older) 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 the person pick up your child. **You are responsible for keeping your Emergency Contact information updated on FAM.**

If you need to add a person not already listed on your emergency form at the last-minute, please inform the Administrative Office and your child's Head Teacher. The Administrative Office will accept pick-up changes by phone (South campus 530-753-5500 or West campus 530-758-8845); 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 (18 years of age or older) 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 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 as long as your child attends curriculum hours that day. Extra Hours are subject to availability. Please inform your child's Head Teacher if your child will deviate from their normally enrolled schedule.

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.

#### *Monthly Tuition Payments*

Tuition is due on the 1<sup>st</sup> business day of each month. Late fees will begin accumulating at 5:30 p.m. on the 5<sup>th</sup> business day of each month. Peregrine School has the right to refuse any services to your child, including class attendance, at any time, if all or part of any tuition and fees are past due. Tuition is not prorated due to absences, vacations, school closures due to inclement weather, or unsafe conditions, or scheduled school holidays, e.g., spring break.

#### *Schedule Changes of Enrolled Students*

**Please provide written notification to the Admissions Administrator of any schedule changes at [admissions@peregrineschool.org](mailto:admissions@peregrineschool.org).** An administrative fee will apply to each change in schedule, including those prior to their 1<sup>st</sup> day of school. See your Admission Agreement for the current rate.

You will be credited any deposit difference due to a reduction in schedule.

For **schedule extensions during the school year**, please provide the Admissions Administrator with written notification at least 2 weeks prior to your desired schedule extension start date.

For **schedule reductions during the school year**, please provide the Admissions Administrator with written notification at least 30 days prior to your desired schedule reduction start date. An administrative fee will apply to any change in schedule. See your Admission Agreement for the current rate.

#### *Field Trip Policies*

*Field trips are allowed with modifications to transportation, group sizes, and locations.*

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 any tuition refund for children who do not attend on these days. Part-time students with a parent chaperone are invited to join their class field trips if the field trip is not on their regular school day. You must provide your child's car seat or booster seat for field trips that require driving.

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

Field trip fees are billed to each family's account. The total cost of a field trip e.g., staff admission, group transportation, will be split equally among all attending students, and billed on the following billing statement.

Mondavi Field Trips: Because Mondavi performance trips must be scheduled a year in advance, **all families** are charged for the price of their child's tickets (about \$17 each) regardless of their child's participation.

Two weeks prior to the field trip, drivers must submit the following to the Administrative Office:

- A copy of their Driver's License
- An up-to-date copy of automobile insurance
- An up-to-date Driving Record
  - This can be found on the CA DMV [website](#)
- Completed Health Screening form (LIC 503) with TB test and proof of vaccines (MMR/TDAP/FLU)
- A signed Driving Liability Waiver

Contact the Volunteer Coordinator for the Driving Liability Waiver at [volunteer@peregrineschool.org](mailto:volunteer@peregrineschool.org)

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

*Removal From Peregrine School*



In the event that Peregrine School suspends, expels or otherwise removes your child for any reason set forth in the Admissions Agreement, or in the event you withdraw your child voluntarily, you remain obligated to pay 30 days' tuition consistent with the 30 day notice periods and Peregrine School will retain all tuition and fees paid by you. You are not entitled to any refund and are obligated to pay the School for the full amount of tuition owed consistent with the 30 day notice period if your child is suspended, expelled or otherwise removed for any reasons set forth in the Admissions Agreement for all or any portion of the School year.

#### *Loss of Property*

Peregrine School is not responsible for the loss of any property.

### **IV. Classroom Policies**

#### *Nap Time*

Nap time is only offered for Mariposas/aftercare students with a full-day schedule (7:30am-5:30pm), and occurs between 1:30 and 3:30 p.m. Non-napping students, including students with a 9am-2pm schedule, have quiet play time outside or in another classroom during this time. If you arrive to pick up your child while they are still sleeping, please ask one of the teachers to get your child. Do not enter the room—doing so may disturb the other napping students.

Nap is offered to students whose parents want them to nap and to students who still need a nap. Please be patient if your child is having difficulty taking naps at school. It takes time for children to adjust to new routines, and some have more difficulty than others. Teachers will make every effort to get students to sleep within a reasonable amount of time, but if the student does not fall asleep, teachers will take the student into the classroom with the non-napping students, or offer quiet activities when another classroom is not available.

After the initial adjustment period, usually about a month, if the student is not asleep by 2:00 p.m., they will join the non-napping students at play. If the same student does not fall asleep for 3 days in a row, they will no longer be offered a nap, unless something changes in their life that suggests they may return to napping. In other words, a student who consistently does not fall asleep will no longer be offered naps.

Teachers occasionally receive individual requests which do not fit our needs in a group situation. We understand that allowing children adequate sleep is very important, and that children can experience challenges with regard to changing nap schedules. That said, parents are discouraged from asking for naps on some days and not on others. Information about students' naps will be provided to parents by teachers, but we will not call parents to consult them at nap time, since that disrupts the classroom routine.

We appreciate your understanding that it is not feasible to create a customized nap schedule for each student in the classroom.

### *Potty Training at Peregrine School*

*See Pandemic Policies for bathroom policies related to COVID-19.*

Potty training is a much-discussed issue in Peregrine’s ECC programs because everyone wants children to be supported in their training, but must balance this desire with program and staff needs.

According to the American Academy of Pediatrics (under HealthyChildren.org), a child is ready to potty train when they can go at least 2 hours during the day without going to the bathroom, remains dry after naps, and can ask to use the bathroom consistently before going. The child also has to want to potty train.

Since Peregrine School is principally an enrichment program, rather than a custodial daycare program, our goal is to meet students’ custodial needs in as efficient a manner as possible so that we can enable teachers to focus on teaching. Here are our guidelines:

**El Nido:** The El Nido program will not generally do potty training, but can encourage children to “try” on the toilet during set diapering times. All children should be in diapers or pull-ups, unless they are reliable by standards listed under Escuelita below since student readiness varies. In general, El Nido students do not meet the American Academy of Pediatrics guidelines for being ready to potty train, however, since there are 2 year old students in the program that may be ready for potty training the potty policy for Escuelita would apply.

**Escuelita:** Most children potty train between 2 and 4 years old, so Escuelita is a key age for potty training. That said, potty training is mostly a home responsibility, which we will support as much as is feasible. Parents are encouraged to devote a vacation time to the initial stages of potty training, so that when children are first using the toilet at school, they are further along in the process. All Escuelita students are encouraged to use the toilet at regular intervals, every 2 to 3 hours, when everyone visits the bathroom. Those in diapers will also be changed at that time.

No student will be forced to use the toilet against their will. Students who ask to use the bathroom at other times will also be taken right away. Students will not be taken extra times on a parental schedule which differs from our regular schedule. Students need to be in diapers or pull-ups until they have 2 weeks of dry diapers at school. If a student who is wearing underwear has 1 accident in a day, they will be put in pull-ups for the remainder of that day.

**Pandas:** Students must be potty trained and independent in their toilet habits before entering Pandas. Exceptions for special needs can be made if teachers agree to them, and they do not interrupt the school program.

**Primaria:** Students must be potty trained and independent in their toilet habits before entering Primaria. Exceptions for special needs can be made if teachers agree to them, and they do not interrupt the school program.

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

Please dress your child in comfortable clothing that can get dirty. During warm weather, make sure your child is wearing clothing that can get wet. During cooler weather, send layers. Peregrine students play and eat outside year round, weather permitting, so send your child dressed to be outside. Your child should wear shoes that they are able to safely run in and able to take on and off by themselves. No fancy shoes, please!

Please do not bring anything to school that is irreplaceable or especially dear to you or your child e.g., special clothing, beloved toys, or photographs. Things will 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.

Send the following items to school with your child:

- Two changes of clothes to leave in your child's cubby. Please, place them in a Ziploc-type bag. Clearly label all your child's clothing and belongings. Replace these outfits as needed.
- If your child is not toilet trained, send a full box of diapers and several containers of wipes, clearly labeled with your child's name. Replenish as necessary.
- If your child stays for Mariposas, a small blanket that can stay at school for nap time. A crib sheet, small pillow, and small stuffed animal are optional. Please launder nap time gear weekly.

### *Toy Policy*

Because the imaginative life of children is very important to Peregrine School, some Head Teachers allow students to bring toys from home. Check with your child's Head Teacher as the toy policy of each classroom may change during the year if issues arise. The following general guidelines apply:

- No toy weapons!
- All toys must be put in cubbies for Circle Time and for other formal teaching times.
- If toys become an object of disruption or conflict, students will be asked to stow them in their cubbies.

- If toys become a problem, teachers will temporarily ask all students in the class not to bring them. Teachers will let you know if this occurs and however long it will last.
- Students must understand that toys brought from home will 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*

Individual birthday celebrations at Peregrine School are not usually food-centered. Please speak with your child's Head 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 so wish. Non-food ideas include gifting a book to the classroom, or sponsorship of an expert scientist or artist to perform for, or work with, students. For example, one parent hired an expert from the raptor center to educate the class about owls.

At Peregrine School, we seek to be inclusive at all times. If your child wishes to invite the entire class to a party, then bringing invitations to school is appropriate. However, if only a few children are invited, which is of course okay, we ask that you please distribute the invitations another way.

## **V. Parent Involvement**

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 Head Teacher shortly after the start of the school year. Family tasks include caring for your child's classroom pet, weekly laundry, and IT support.

### *School-wide Events*

Every year, Peregrine School hosts 3 family-friendly public events: an Arts Festival (Fall), Women in Science (Winter), and The Spring 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 Head Teachers as needed. They typically occur on a Saturday morning, once a trimester. 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 asked to participate in our fundraisers and to encourage others to give.

## **VI. Food**

### *Food Program*

Our chefs provide wonderful snacks and lunches, which balance all four food groups and are whole grain, mostly local and organic, and with limited sweets. Our chefs prepare and screen pre-prepared snacks for nutritional value and allergen safety. We do not serve peanuts, tree nuts or shellfish in our school food.

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.

*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.*

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, 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 dispose of it .
- 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. An exception to this policy 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, included on their Student Forms Online (SFO), prior to the start of school.

### *Food Sent From Home*

Peregrine School does not provide breakfast. 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, sugared desserts or snacks to school.

Remember, **NO** peanuts or shellfish, please. 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*

*Potluck Events are temporarily suspended.*

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, sugared 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 hyperactive.
- 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.

## VII. Health Policies

### *Illness*

Our goal is to limit contagious exposure 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.

*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)*

Check your child’s symptoms against the following list:

Fever	Per our school policy, fever is defined as a body temperature of 100.3 degrees Fahrenheit or over. Students may not attend school until they have been free of fever for 24 hours without the use of fever-reducing medication.
Vomiting	Students may not attend school until 24 hours after the last episode of vomiting.
Diarrhea	Students with recurrent diarrhea must stay home, unless the diarrhea has a known non-infectious cause. Students may not attend school until 24 hours after the last episode of diarrhea.
Common cold/flu	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.
Strep throat/scarlet fever	Students may return to school 24 hours after the start of antibiotic treatment.
Conjunctivitis (pink eye)	Students must be evaluated by a doctor to determine the conjunctivitis’ cause. Return to school must be cleared by a doctor.
Allergic conjunctivitis.	Students may attend school.
Bacterial conjunctivitis	Students may attend school 24 hours after the start of

	antibiotic treatment.
Viral conjunctivitis	Students must stay home until all symptoms are gone (viral conjunctivitis is highly contagious).
Rash	Students must remain at home until cleared by a doctor.
Ear/sinus/other noncontagious secondary infection	Students may attend school after they have been evaluated by a doctor and started on appropriate therapy.
Head lice	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.

Please use your best judgement 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 lost time will not be issued.

#### *Pandemics*

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

During pandemics or other special cases of infectious disease, Peregrine School will abide by the Center 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 lost time will not be issued. See Addendum to the 2020-21 ECC Admissions Agreement.

#### *Immunization Requirements (ECC)*

Under the California School Immunization Law (California Health and Safety Code, Sections 120325-120375) Peregrine School students are required to have all of 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 he or she 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, as defined by the CDC, of a preventable infectious disease occurs, Peregrine School reserves the right to require inadequately vaccinated students to stay away from school. Peregrine School does not offer tuition refunds in this case.

Immunizations (Shots) Required	Vaccines
3 3 Polio 4 4 DTaP 3 3 Hep B 1 1 MMR, on or after the first birthday <sup>1, 2</sup> 1 Hib, on or after the first birthday <sup>‡</sup> 1 1 Varicella <sup>3</sup>	<p><b>DTaP:</b> Diphtheria, tetanus, and pertussis combined vaccine. Record may show DT or DTP</p> <p><b>Hib:</b> <i>Haemophilus influenza</i> type b vaccine</p> <p><b>MMR:</b> Measles, mumps, and rubella combined</p> <p><b>Hep B:</b> Hepatitis B vaccine</p> <p><b>Varicella:</b> Chickenpox vaccine</p>

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 other family members, 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 healthcare providers. Pertussis is a serious illness that can be fatal to young babies. Immunity tends to wane in adulthood, but can be boosted with a tetanus shot, which also contains the pertussis vaccine. 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. Medications must be stored in the original medicine bottle. Do not bring medications in Ziplock-type bags. Before any medication (prescription or nonprescription; this includes sunscreen) can be administered by a teacher, you must complete and sign a Consent for Administration of Medications form, available at the front desk.

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, our protocol is as follows :

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 On-Site Injury Form and Unusual Incident Form. 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, our protocol is as follows:

1. 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 2 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.
2. The student's parent/emergency contact will be called as quickly as possible.
3. The teacher will fill out the On-Site Injury Form and 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. You may request a copy from our Administrative Office.

### *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 real 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*, will be 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 lice 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 treatments 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 affected classrooms will be laundered, and carpets/rugs are thoroughly cleaned. Please take your child's belongings (especially nap gear!) home to be washed.

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.

### *Bicycle Helmet Policy*

If you wish your child to ride the balance bicycles and trikes, send a bicycle helmet to school with your child. Clearly label the helmet with your child's name. Peregrine School does not provide helmets to discourage the potential for spread of head lice. To consent to your child riding the bicycles without a helmet, please sign the Bicycle Helmet waiver included in your Enrollment Packet on Student Forms Online. Students who do not have their own helmets and whose parents have not signed the waiver will not be allowed to

use the bicycles and trikes.

### *Disaster Plan*

**Force Majeure:** Parents understand that a “Force Majeure Event” may necessitate a cessation of or change in all or part of the School’s operations. A “Force Majeure Event” includes, but is not limited to, any fire, flood, act of God (earthquake, tsunami, volcanic eruption, hurricane, tornado, lightning, etc.), governmental action, or acts or threats of the following: terrorism, epidemic, pandemic, viral outbreak, war, revolution, natural disaster, poor air quality, riot, strike, lockdown, or any event beyond the School’s reasonable control, or that makes performance inadvisable, impracticable, illegal or impossible in the School’s determination.

If a Force Majeure Event occurs, Parents understand that the School shall be entitled, in its sole discretion, to immediately and without notice: (1) extend, condense or otherwise modify the School Year; (2) change the facilities in which the School’s educational program, including classes, programs, activities and events, (“Program”) are held; (3) change the manner and format of the Program, including, but not limited to, changing to an on-line electronic format, independent or parent-guided study, or any other format or manner; or (4) postpone or cease all or part of its operations and its duties, obligations and performance under this Agreement. Parents further understand that their obligations under this Agreement remain and will continue, and that no portion of any tuition, fees or other payments made by Parents or that are outstanding will be forgiven or refunded if the School’s operations cease or are postponed, suspended or modified because of any Force Majeure.

#### **Power outages:**

- In the case of a suspension of services that is announced in advance e.g. a power outage for service upgrades, the administration will notify you via email 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.
- In the case of a power outage caused by a storm or other unplanned event, you will be informed immediately by 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 or lack of air conditioning in summer, you will be called to have your child picked up. Staff members will take special care to keep students comfortable, safe, and tranquil.

#### **Earthquakes**

- Peregrine School holds earthquake drills quarterly. 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 practiced. They will huddle under tables, away from windows and falling objects, until danger has passed. After the earthquake has passed, they will evacuate the room and walk to the designated area where teachers will count students and make further plans. Teachers are aware that there could be after-shocks, and that the procedure could have to be repeated.

### **Fire**

- Peregrine School holds fire drills quarterly. A fire alarm sounds, a teacher gives a signal to let students know to walk outside, and students are then led by their teachers to a designated area. A teacher from each class will check the classroom, bathroom and halls 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.
- In case of fire: Peregrine preschools and toddler classrooms will use available doors to the outside yard. Students will line up and be escorted out of these classrooms, as in the case of a drill. The fire department will be called immediately or alerted by the alarm.

### **Intruders**

- Peregrine School’s front entrances are 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 case of an intruder i.e., someone unsafe 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.
- In the unlikely event of an evacuation, students will be taken to Walnut Park (South Davis) or West Manor Park (West Davis), and brought into the tennis courts to ensure that no student wanders off.
- You will be notified by email as soon as possible if any dangerous situation has occurred at Peregrine School, and will be told whether or not to pick up your child early. Administration will make parent notification a priority as soon as the immediate danger, which is their first priority, has passed.

## **VIII. Discipline Policies**

### *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.

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.

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*

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 informed, and to have his/her authorized representative informed, by the licensee of the law regarding complaints including, but not limited to, information on confidentiality and the address and telephone number of the Department's complaint unit.
- 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.
- To receive or reject medical care, or health-related services, except for minors for whom a guardian, conservator or other legal authority has been appointed.

*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 authorization.

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

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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>>



identify, express, and appropriately meet one's emotional needs, personally and within a group, is a lifelong pursuit for all of us. Between our positive discipline program and our mindfulness program, which includes meditation, we attempt to build both intrapersonal and interpersonal social skills in our students, while fine-tuning these same skills in ourselves and among our staff.

It is important for parents to understand that our approach to behavior management and discipline treats social and emotional intelligence like other forms of intelligence, as something that is learned over time and does not begin as a fully polished set of skills. Our goal is to build self-awareness and control **within** students, rather than to manage them from the outside. We are also realistic, and realize that social skills are developmental depending on age groups and on the needs of a particular child. Younger students need more external structure created by adults than older ones, and some students need more direct social teaching than others.

Our goal, however, is for students to be as involved as possible in creating a positive social community for which they feel ownership and in which they want to live together. This process might involve more ups and downs and controlled conflict than a more adult-driven process; however, we feel that the long-term results are invaluable. People cannot live in a free society without internal self-control. 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.

### *Positive Discipline*

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.

#### **What if conflicts occur, or rules are broken?**

The positive discipline 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 programs is to teach prosocial behavior, the consequence of antisocial behavior will be, whenever possible, a natural consequence which remedies the situation. For example, if a student throws garbage down on the ground, the student might be asked to clean up the garbage. Similarly, if a student hurts another student, that student might be asked to check in with the hurt student.

When problems involve conflict between students, and/or physical or verbal abuse of one student by another, a process of mediation is called for. In some cases, older students can be trained as peer mediators. In other cases, a teacher might be the mediator. Both/all parties involved in the situation will be involved in the mediation, regardless of whether both were aggressors. It is important that the aggressor hears how the person who was the victim of 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 removed from an area of play and redirected, if all redirection does not succeed, and the student is not able to safely reintegrate into the group setting the student may be sent home. 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. Meeting between parents, teachers, and potentially school directors may be needed to agree upon a plan of action which prevents further violence.

External rewards or punishments are not generally considered effective in the Peregrine 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 prosocial 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 which can solve the problem. In persistent cases, a professional counselor may be needed and parents will be asked to support the special services needed by their child.

### *Beyond Discipline*

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

Discipline is not only the desire to regulate child behavior, but also to help shepherd children into 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.

## **IX. 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 related 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 Head Teacher is to email them or talk with them after the school day, unless it involves an issue for that school day. Teachers use the time in the morning before school starts to prepare for teaching that day.

We take complaints and concerns about our staff seriously. If you have a complaint (or compliment!) about a staff member, please direct it to our Preschool Director Gaby Cortez ([gaby@peregrineschool.org](mailto:gaby@peregrineschool.org)) or School Director Lorie Hammond ([lorie@peregrineschool.org](mailto:lorie@peregrineschool.org)). At your request, we will keep your identity confidential.

For all other questions, please ask our wonderful Administrative Assistants.

### *Teaching Staff*

Peregrine School's teaching staff is diverse culturally, linguistically, and ethnically. Teachers of all genders are encouraged. Our hope is that students learn to be citizens of an increasingly global community by experiencing a multicultural school community. Peregrine School teachers are highly educated and generally meet or exceed state

requirements listed for their positions.

Head Teachers plan and oversee the operation of a specific Peregrine School classroom. They also plan and execute curricula, supervise the rest of the teaching staff in that classroom, and organize student portfolios and other communications with parents. Most of our Head Teachers have Bachelor's or advanced degrees and many years of experience with children.

Most Teachers in the Early Childhood programs all have experience teaching young children, and have also completed at least twelve academic units in early childhood education.

Many of our Teachers have Bachelor's or advanced degrees in other subjects. Some Teachers are in the beginning stages of their Early Childhood Education careers, and Peregrine School may be their first teaching experience. Teachers lead circle times and activities, and work with their Head Teachers to plan curricula. Teachers bring special talents and interests to share with the community. Some teachers have special expertise in foreign languages, the arts, or the sciences, and share these with students through special classroom projects.

Many Teachers at Peregrine School are pursuing further degrees in teaching in addition to their work at the school.

Specialists teach a specific subject on a part time basis and are experts in their field.

#### *Substitute Teachers*

Substitute Teachers cover for teacher absences and staff meetings. Prior to becoming a substitute, candidates are evaluated by the Preschool Director and teaching staff. Substitutes are then trained and supervised by our teaching staff. All staff, including substitutes, have a Criminal Background Clearance approved by the Department of Social Services and meet relevant health requirements (TB tests; vaccinations).

#### *Interns*

Peregrine School partners with UC Davis to recruit student interns to participate in our classrooms and kitchens. These interns gain academic credit and work experience under the guidance of 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, our student interns remain with the school long after completing their internships, joining our staff as substitutes or as regular staff, 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 continually 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. Teaching staff meet once a week by program. During this time, students may be supervised by substitutes. These staff meetings enable teachers to plan and reflect upon curricula, discuss solutions to classroom problems, and produce portfolios. The School Director and Preschool Director attend staff meetings regularly, and meet with Head Teachers as needed for planning and problem solving.

Throughout the school year, the entire staff meets for In-Service, a series of workshops, lectures, and planning sessions for the year's themes and curriculum. In-Service is also used to set up classrooms and prepare for the year. Child care services are not provided during those days as indicated on 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.

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

## **XII. APPENDIX 3 : STEPS FOR SUPPORTING PERSISTENTLY CHALLENGING BEHAVIOR**

### **Steps for Supporting Persistently Challenging Behavior**

We expect children to exhibit behavior challenges. The biggest thing they are learning while in preschool is how to be social beings, and all children are coming from homes with different expectations. We expect that all teachers solve problems on a daily basis using our school's positive guidance methods in a nurturing manner, and solve more persistent problems together at meetings.

One key component is to maintain good communication between all parties involved, at all times (eg. keep family updated about child's behavior, plan of action, and progress). Head Teachers should make sure that the steps below proceed to a conclusion in a timely manner.

What does a non-Head Teacher teacher say to a parent asking about how their child's day was? Give a positive anecdote, and let the parent know that the Head Teacher will be able to provide more detailed information about their child's day. If the parent has a specific concern about challenging behavior, development, etc. The teacher may say, "I'm not as experienced in communicating that type of information. The Head Teacher will be able to tell you more about that." Non-Head Teachers make sure to communicate anything regarding student challenging behavior, development, etc. to the Head Teacher.

1. **Teachers observe behavior, discuss at Staff Meeting**, and apply problem solving techniques for 1-2 weeks. Document behavior on the ***Peregrine School Behavior Plan and Communication Sheet***.
2. **If behavior persists: Teachers continue to discuss difficult behavior in the next Staff Meeting.** The effectiveness of the action plan is evaluated. Should it be continued? Changed? Is it working or not working? People share strategies and come up with a new action plan. Allow at least two weeks for an action plan. After this **second meeting Head Teacher communicates to the family** the behavior was challenging enough to bring up at the meeting and set an action plan that was used 1-2 weeks. Explain to family what techniques have been used to redirect behavior in a manner which is as constructive as possible (phone call, in person, email? Do what will create the best communication.) Keep a written record of this communication in the child's file. If in person or phone, send a follow-up email to family to recap the discussion. Allow at least two weeks for this second action plan.
3. **If behavior persists beyond 4 weeks or has become more severe:** Head Teacher set up a meeting with parents to discuss the situation and create an action plan; document using the ***Meeting with Family Representative Form***. Allow at least two weeks for this third action plan.
4. ***Problem should resolve or continue with following steps...***

The steps below apply **ONLY** to cases where children have chronic behavior problems and/or where we fear that a child has special needs.

5. **Head Teacher requests an observation by the Director**, followed by a discussion of actions at another teachers' meeting. Director may recommend:
  - a. **Observation by a outside professional**
  - b. **Asking parents to pursue testing/evaluation of the child with a pediatrician, county, or other.**

Possible outcomes might include

- c. **If a child needs any type of intervention**, follow a plan set by an outside professional or Director.
- d. Having an aide or family member attend school with the child
- e. Making a plan to send the child home if certain behaviors occur
- f. Deciding that our program is not the best fit for the student
- g. If parents cannot or will not support needed actions, suggest that the child attend another school.

**\*After Director observation, communication between family and Head Teachers will now be facilitated by the Director.**

The above measures will take an indeterminate amount of time, and will be case dependent.