



Family Handbook 2021- 2022

1250 Vollintine Avenue * Memphis, TN 38107
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Deadre Ussery, School Leader



Faculty and Staff

2021 - 2022

Mrs. Ussery	School Leader	Mr. Casey	Chief Operating Officer
Mrs. Thomas	Dean of Social Emotional Learning		Dean of Curriculum and Instruction
Ms. Brooks	Finance Manager	Mr. Granderson	Operations Manager
Ms. Deener	Office Manager	Ms. Taylor	Office Assistant
Mrs. Dent	Instructional Coach	Mrs. Finn	SEL Coach
Ms. Josey	Instructional Coach	Ms. Ballesteros	SEL Coach
Mrs. C. Brown	Kindergarten Teacher	Ms. Roper	Instructional Assistant
Ms. Thompson	Kindergarten Teacher	Ms. Green	Instructional Assistant
Ms. Rider	Kindergarten Teacher	Ms. Plummer	Instructional Assistant
	Kindergarten Teacher		Instructional Assistant
Ms. Holt	1st Grade Teacher	Ms. Spencer	Instructional Assistant
Ms. Tunstall	1st Grade Teacher	Ms. Jones	Instructional Assistant
Mr. McGhee	1st Grade Teacher	Ms. Porterfield	Instructional Assistant
Ms. Hopkins	2nd Grade Teacher		Instructional Assistant
Ms. Neal-Toombs	2nd Grade Teacher	Mr. Wright	Instructional Assistant
	2nd Grade Teacher	Ms. Jamerson	Instructional Assistant
Mrs. Timmerman	3rd Grade Teacher	Ms. Mallory	Instructional Assistant
Mrs. Robinson	3rd Grade Teacher	Mr. Anderson	Instructional Assistant
Mr. Sanders	3rd Grade Teacher	Ms. Myles	Instructional Assistant
Mrs. Anderson	Special Populations Teacher	Mrs. Bobo	Special Populations Teacher
Ms. Norman	Bridge Teacher	Mrs. Howard	Clinician
Mr. Armstrong	Instructional Assistant	Ms. Kindred	Instructional Assistant
Mrs. Douglas	Family Engagement Coordinator	Mr. Husband	Family Engagement Assistant
Mrs. Walker	Reading Interventionist	Mr. Griffin	Music Teacher
Mr. Williams	Art Teacher	Coach Price	PE Teacher

Vision

PES's vision is to be a leading elementary school that offers high-quality education where students are actively engaged in meaningful learning experiences that produce students who are prepared academically, socially, and emotionally for success in school and in life.

Goals:

- To have a safe, supportive learning environment where students will excel.
- To help students build strong social emotional skills needed to succeed.
- To build strong student/school/family relationships.

Mission

Perea Elementary School (PES) will prepare all students academically, socially, and emotionally for success by creating and maintaining a classroom and school environment that is student-centered, with high academic expectations and where all students feel welcomed, appreciated, and valued.

Core Values and Guiding Principles

Our core values are foundational to the teaching and thinking that happens at Perea Elementary School. They are as follows:

- Empathy: to lovingly respond
- Community: to create fellowship
- Excellence: to consistently give your BEST
- Innovation: creative thinking and learning
- Safety: ALL are protected

Guiding Principles

At Perea Elementary School, we will...

- give our best effort every day in every way.
- patiently listen to understand and honor all voices
- daily "keep it fresh!"
- work together, play together, care.
- create healthy boundaries in a respectful environment

Admissions Policy/Eligibility

Perea Elementary School (PES) is a public charter school. Admission to Perea will be determined by the lottery process for charter schools. In the case that we have more applicants than seats we will incorporate the lottery process for charter schools. PES does not discriminate on the basis of race, color, religion, sex, age, handicap or national origin. To enroll, families need to sign up on the PES waiting list beginning in August of the current school year. As spaces open up during the year, eligible children on the waiting list will be allowed to enter the program.

Children who will turn five years old from August 16 through September 30 are eligible for early kindergarten entry screening. Students turning five prior to August 16 do not require screening, and students turning five after September 30 are not eligible for screening or early entry. All early kindergarten entry screening for students seeking to attend SCS schools, including SCS **charter schools**, must be administered by the SCS Department of Assessment and Accountability. Interested families should contact the Department of Assessment and Accountability at 901-416-5450 as soon as possible to set up an appointment for their child. If a student is enrolled in kindergarten who was not five years old by August 15 and has not passed SCS early kindergarten screening, the student will not be allowed to continue enrollment at the school.

Child Custody/ Family Access

Perea ES requires students to be enrolled in and registered for school by their custodial family or legal guardian or a person who provides the school with written permission from the custodial family/legal guardian to register the student. Unless a Tennessee court specifies otherwise, the custodial family or legal guardian shall be the one whom the district holds responsible for the education and welfare of that student.

Families and/or legal guardians shall have the right to receive information contained in school records concerning their minor child. However, the personal information of a custodial family and/or legal guardian shall not be released to a non-custodial family with the child's education record. PES, unless informed otherwise, assumes there are no restrictions regarding the non-custodial family's rights to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the noncustodial family, the custodial family and/or legal guardian shall be requested to submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial family, upon request, shall be granted reasonable access to the student at the school and shall be given access to all the student's educational records including, but not limited to, the student's cumulative file and the student's special education file, if applicable.

The School Leader nor teacher shall permit a change in the physical custody of a student at school unless:

1. The person seeking custody of the student presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the student; and
2. The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.

Immunizations

No students entering school, including those entering pre-kindergarten, kindergarten, first grade, those from out-of-state and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization. It is the responsibility of the family or guardians to have their children immunized and to provide such proof to the School Leader of the school.

No child or youth determined to be homeless shall be denied admission to any school or school facility if the child or youth has not yet been immunized or is unable to produce immunization records due to being homeless. The enrolling school shall comply with any and all federal laws pertaining to the educational rights of homeless children and youth, including the McKinney-Vento Homeless Assistance Act.

Waiver of Immunization Requirements

State law (T.C.A. §49-6-5001) provides waiver of immunization requirements under the following conditions.

1. In the absence of an epidemic or immediate threat of an epidemic, family or guardian may file with the school authorities a signed written statement affirming under penalty of perjury that the immunization and other preventative measures conflict with the family's or guardian's religious teachings and practices. Students who are admitted without immunization under this waiver may be excluded from school during an epidemic or threatened epidemic.
2. Families may present a certificate in writing from a physician stating that such immunization would be harmful to the student involved if provided to the school for the student's permanent file.

Attendance

Regular and punctual school attendance is essential for achieving maximum success from our curriculum. Therefore, the following policy is strictly enforced. Every minute of the instructional day is important, and every effort should be made to have your child at school on time each day. The following reasons will be considered *excused absences*: illness or hospitalization of child, death or illness within the child's immediate family, special and recognized religious holidays regularly observed by persons of their faith, legal court summons

not as a result of the child's misconduct, or extenuating circumstances over which the child has no control as approved by the School Leader or school administration. All absences other than those outlined above will be considered *unexcused*. **It is the responsibility of the family to call the Perea office in the event your child will be absent. In order to be considered an excused absence the school must receive a written note within three days of returning to school.**

Without a written note, the absence will be considered unexcused. If your child is absent for more than 3 days, you must provide a written excuse explaining the absence. Five (5) unexcused absences will require a conference with school administration. Ten (10) unexcused absences will require a school review to determine continued enrollment and a 90-day attendance probation.

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters. A copy of this calendar is included at the back of this handbook.

***Attendance will be taken daily at 8 a.m., whether students are in the physical classroom or attending virtually. Families/guardians will be expected to call the main office if a student is absent. Reasons for excused absences remain the same for in-person and virtual classes.**

School Hours

The school day begins at 7:45 am and ends at 3:30 pm Monday- Friday. Instructions begins promptly at 8:00am. Students are expected to be in their classrooms and ready to begin the school day.

***In a Hybrid or Virtual setting, all students are expected to be present by 8 a.m.**

Arrivals – Please make every effort to ensure your child attends school every day and arrives on time. If your child will be late to school due to scheduled appointments, please notify the office in advance.

Late Arrivals – All students should be in their classrooms by 8:00 a.m. Those arriving after 8:00 a.m. should notify the office in advance of their late arrival. Students must come by the office for a “tardy slip” before going to the classroom. Your child will not be allowed in the classroom without a signed tardy slip from the office. Tardy slips will be kept in your child's file. Habitual tardiness can affect your child's academic success.

Pick Up – It is necessary that children be picked up no later than 3:30 pm. The time after 3:30 pm is used by the teachers to prepare for the next day. There will be no teacher supervision

after 3:30pm. Any students remaining after 3:30 will be placed in After Care until a family/guardian is reached.

Children will only be released to a responsible adult or older sibling (over the age of 13).

Please make sure that anyone who may be responsible for picking up your child is listed on your child's pick-up list. Anyone picking up your child may be asked to show proper identification. Please notify us immediately if this list changes. Your child will **NOT** be released to anyone not on this list. Please update your child's enrollment forms with contact numbers for people on the pick-up list so that we will be able to reach them when needed. **The Department of Human Services will be notified of children not picked up within an hour after dismissal.**

If you are divorced, separated, or a single family, appropriate court documents must be presented to the Perea office in order for the approved person(s) to pick up your child.

Student Drop-off and Pick-up

Drop-off – Student drop off will be at the front entrance of the school on Vollintine. Staff will escort students from the family's car to the entrance of the building. Please pull forward and be prepared to drop and roll.

Pick-up – Students must be picked up by 3:30pm. Each family will receive 2 cards for pick-up. Families may line-up for pick-up at the main entrance on Vollintine. Staff will assist all students into their vehicle.

Walking Students – Students walking to school must enter at the main entrance on Vollintine. Families may pick their students up at the main entry doorway. Staff will be present to assist.

Parking Lot

Please remember parking lot etiquette by following these simple rules:

- Do NOT block parked cars in.
- Never leave a minor child unattended in your car.
- State of TN law requires children to be seated in car seats.
- Please park your car in a parking space when visiting the school.

Aftercare – Perea Elementary School offers after-school care for working families only between the hours of 3:30-5:30 p.m. Monday through Friday.

Curriculum

Perea Elementary will use Math Expressions, Wit and Wisdom, Foundations, and Science, all aligned to TN State Standards.

Math Expressions: a proven Pre-K–6 curriculum that helps children make sense of math by exploring, discussing, and demonstrating their understanding of key concepts. In busy, active lessons, students learn how to look deeper and choose their own path to the answers—skills that will take them far beyond the math classroom.

Wit and Wisdom: the curriculum features knowledge-building lessons and carefully curated selections of art and books that inspire a passion for reading and writing in students. Every text *Wit & Wisdom* students touch is authentic, of the highest quality, and chosen to meet their social-emotional learning needs—no basals or leveled readers here. Students use these texts at every turn to learn—and eventually to master—essential reading, writing, speaking, and listening skills as well as grammar and vocabulary.

Foundations: a carefully structured reading and spelling curriculum using engaging, multisensory techniques. Foundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

Changemaker: Perea uses a social-emotional health curriculum called *Changemaker* to teach students about the brain, their emotions, and how they can have more control over their actions and reactions. This curriculum is delivered through weekly instruction to all students and incorporated into all teacher/instructional assistant practices every day.

Technology

All students will receive computer equipment to complete assignments and/or participate while learning. Families will be expected to sign the Technology/and Liability agreement listed below acknowledging responsibility for equipment and expectations for the return of equipment in good working condition. Families will also sign a *Digital Citizenship Agreement* that defines expectations, responsibility, and respectful digital behavior within the student’s classroom.

Assessments

iReady, given three times per school year, comprises one of Perea’s benchmark assessment tools for ELA and Math. To further assess progress with foundational literacy skills, students will be given the **Developmental Reading Assessment, 3rd Edition (DRA3)** test three times per school year. Students will also receive a SCS-based report card each nine-week period. Curriculum based assessments will be given consistently throughout the year. A schedule of formal assessments dates is included in our school calendar.

Promotion/Retention

Perea Elementary School will make every effort to ensure that all students are successful and are able to be promoted to the next grade level. We have designed and created an academic program that is student-centered and will enable the school to identify when students are not experiencing sufficient levels of success. Regular and ongoing conversations will occur with teachers and families of such students, and plans will be made (see Response to Instruction and Intervention below) to provide the necessary support for students and rapidly increase student achievement. As indicated in our goals above, Perea Elementary School expects students to demonstrate proficiency and growth in all core content areas. In order to do this, students will need to master grade level standards. Accordingly, our promotion and graduation standards reflect this.

Per Tennessee State Board of Education policy 4603, Perea Elementary School adopts the following policies for promotion and retention of students:

Perea Elementary School shall promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. No student enrolled shall be promoted unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subjects of reading and math as demonstrated by the student's grades, standardized test results, and nationally normed assessment results (iReady). This requirement shall be applied on a case by case basis for students who are participating in a researched based intervention prior to the beginning of the next school year or to students who have an individualized education program. (IEP) Students who have difficulty in achieving the requirements for promotion may be considered for retention.

- Special Education Students: Promotion and grading is the same for special education students as for general education students, given that accommodations and modifications are provided for graded assignments. If accommodations and modifications cannot be provided, grading and promotion should be determined on an individual basis.

Factors used to identify students who may be considered for retention shall, at minimum, include:

- (1) The student's ability to perform at current grade level as measured by class work;
- (2) The results of state assessments, nationally normed assessments (iReady), and screening or monitoring tools;

- (3) The student’s chances for success with more difficult material if promoted to the next grade;
- (4) Attendance; and
- (5) Social and emotional maturity

Given our focus on social-emotional learning and our desire to serve the whole child, it will not be our policy to retain students unless it is absolutely critical.

Academic Progress Benchmark Goals

GRADE	iReady	Assessments
End of K	75th percentile	End year with 80% Standards Mastery (Denoted by M=mastery and X= Non-mastery)
End of Grade 1	75th percentile	End year with 80% Standards Mastery
End of Grade 2	75th percentile	End year with 80% Standards Mastery
End of Grade 3	75th percentile	End year with 80% Standards Mastery
End of Grade 4	75th percentile	End year with 80% Standards Mastery
End of Grade 5	75th percentile	End year with 80% Standards Mastery

Letter Grade, Percentages, and Rubric Score

Letter Grade	Percentage	Definition
A	93-100%	Students earning an A in class are consistently demonstrating advanced mastery of skills and content standards.
B	85-92%	Students earning a B in class are consistently demonstrating proficiency with skills and content standards.
C	75-84%	Students earning a C in class are consistently demonstrating basic competency with skills and content standards.
D	70-74%	Student earning less than 70% in class needs to demonstrate improvement and has not demonstrated a basic level of mastery of skills and content standards. Mastery of standards needs to occur before promotion to next grade level.

****During this school year, Perea Elementary will work to revise our grading and promotion/retention policy to ensure an equitable learning outcome for all students.**

Academic Interventions

It is expected that interventions will occur on an ongoing basis and that effective intervention strategies may result in a student's promotion. Therefore, instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by School Leaders on a regular basis.

Field Trips

Individual classes/grades at Perea will plan field trips based upon children's interests. Travel to and from outside locations will be done on buses through an approved bus company. Families may be allowed to attend field trips depending on the nature of the field trip. If there is a fee involved ample notice will be given. **All field trip permission forms must be signed by the child's family or legal guardian for the child to attend.** Due to liability and insurance, we are unable to transport children who are not enrolled as students of Perea on the bus.

Walking Field Trips

Our students will participate in community events within walking distance of the school. As events happen, we will notify you in a timely manner.

Support Services

Perea Elementary School offers special education as well as social and emotional learning support for students who exhibit persistent challenging behavior problems in the classroom. Social Skills Improvement System (SSIS) is a curriculum the teachers use with students who need additional instruction and practice building social-emotional skills. Families are also invited to partner with teachers to reinforce the SSIS lessons at home. Perea also partners with community providers that offer behavior management programs for children. If your child participates in any of these additional services, a family or legal guardian's signed permission is required, and family Conferences will be required during the school year.

School Meals

Perea Elementary School students will receive breakfast, lunch and snack meals at no cost as part of our partnership with The National School Lunch Program (NSLP). It provides an alternative approach to offering school meals to local educational agencies and schools in low-income areas, instead of collecting individual applications for free and reduced-price meals. The NSLP allows schools that predominantly serve low-income children to offer nutritious school meals that are cost effective and meet all USDA guidelines.

Communication with Families

There will be regular communication with families throughout the school year through family Square; notes from teachers; phone calls; conferences; family meetings; and home visits.

Please ask your child's teacher where communication materials may be picked up and please check on a regular basis. Perea maintains an "open door" policy and welcomes you to talk in person, call, email or write Perea teachers and/or administration as needed. Please make sure that accurate and updated contact information (including addresses and phone numbers) is always on file in our office and with your child's teacher.

Tuesday Folders

Perea Elementary School will send home a **Tuesday Folder** each Tuesday beginning the 3rd week of school. These folders will contain three (3) key items each week:

- Weekly academic and behavior updates
- Student work from the previous week
- Student/family Packet

Additionally, announcements, forms and/or important handouts will be shared in the **Tuesday Folder** as well. Please review, sign and return on Wednesday.

Home Visits

Home visits are mandatory for each child and his/her family that are enrolled at Perea Elementary School. Each new child to Perea ES will have one home visit conducted by his/her teacher before the start of the school year.

Family/Teacher Conferences

Conferences are scheduled twice a year; we believe that your child's success in school relies on commitment by families and staff working together as a team. Your support is necessary for the success of this program and these family conferences are an excellent opportunity for all of us to communicate our goals and successes with each other. You are more than welcome to make more frequent appointments to meet with your child's teachers to discuss any concerns or celebrations that you might have.

Family Engagement Plan

The Schools of Perea will develop a culture for Perea families to collaborate and work together as one system that encourages families to learn from each other as individuals and in groups, invite community partnerships to share education and career experiences with families, and provide opportunities for continued participation and involvement.

Parents' involvement is vital to the success of our students. Research shows that parent involvement enhances student self-esteem, increases academic achievement and cognitive development, and improves student behavior and attendance. The Schools of Perea has created

a family engagement plan that reflects practices that enhance parent engagement and community involvement.

A. Facilitate family cohesion and school belonging

Strategies include:

- A Parent Resources Center onsite to provide parents with resources to help with self-sufficiency, student achievement, counseling, and supportive services.
- Assist families in creating goals for their child and help in obtaining those goals.
- Include Family Engagement Coordinator, Family Engagement Assistant, and Community Partners to support families with workshops to enhance skills level of adults, translations, and share information about programs.
- Families involved in the home visit program set family goals where the Family Engagement Coordinator supports learning outcomes.
- Family engagement events are provided monthly to families to increase family engagement.

B. Establish a network of community resources

Strategies include:

- Build community partnerships with community and technical colleges such as Southwest Community College, TCAT-Memphis, and Arkansas State University-Mid-South.
- Maintain a relationship with city-wide organizations to enhance adult and child learning.
- Inform families of various resources and outreach programs and other organizations that promote learning and well-being.
- Link families with support services, peer-to-peer groups, and various resources depending on family needs.
- Ensure that families are aware of services and their rights under federal and state laws.

C. Increase family participation in decision-making

Strategies include:

- Improvements to the Parent Advisory Board to increase parent togetherness and work to improve our school.

- Families will be given the opportunity to give input on campus climate surveys, beginning, and end of year surveys, surveys about future programs, surveys about their needs, surveys about family engagement, etc.

D. Equip families with tools to enhance and extend learning

Strategies include:

- Approach parents as equal partners in their child's education while emphasizing parents as the child's first teacher.
- Parent/Teacher conferences twice a year to discuss their child's academic progress.
- Providing monthly calendars that provide ideas and activities to do with their child at home to enhance the learning in the classroom.
- Technology workshops to allow parents to be active partners in their child's education and help them become 21st-century learners and ultimately digital citizens.
- Host a networking workshop providing a wide variety of community services available at the event.
- Family Engagement Coordinator providing individual sessions on developmentally appropriate activities to utilize at home.

E. Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks

Strategies include:

- Ongoing professional development for all staff members in the area(s) of cultural responsiveness and how to connect families.
- Provide knowledge based on the importance of family engagement.
- Provide professional development that focuses on crucial conversations.
- Additional professional development to include de-escalation skills, dealing with families in crisis, confidentiality, etc.
- Gain an understanding of early intervention services to support family inquiries and needs.

F. Evaluate family engagement efforts and use evaluations for continuous improvement

Strategies include:

- The Family Engagement Coordinator will conduct goal-oriented home visits.

- Data collected at home visits.
- Participation data will be collected at family engagement meetings.
- Ensure that parents' voices are heard and acknowledged during the improvement cycle.

Family Meetings

Family Meetings will be scheduled each month. **The first month's family meeting is the on-boarding session and it is MANDATORY. *The child's family or legal guardian must attend Family Orientation.*** This is an important time to learn about Perea Elementary School and legally sign the necessary forms for your child.

Family Meetings will typically be held from 5:30 p.m.-6:30 p.m (in person with a virtual option). Each month our family Meetings will be based on topics that interest our families and will be interactive. Dinner and childcare will be provided. The classroom with the most families attending wins a special reward.

Brunch Meetings

Breakfast meetings will be scheduled from 12:00 p.m.-1:00 p.m This gives families an additional opportunity to participate at the school. Breakfast meetings tend to focus more on personal development, job readiness, budgeting, and strengthening families. A light healthy breakfast is served.

Family Advisory Board

Perea Elementary School's Family Advisory Board (F.A.B.) is designed to bring families together and work to improve our school. The F.A.B. sponsors different activities throughout the year and is a direct link between the families and the Perea Leadership Team. Each classroom will have two family Representatives which will communicate important information to the other families. F.A.B. meets on a monthly basis.. This is another opportunity for you to take an active role in your child's education.

Parties

Birthdays are special days for our children and we look forward to celebrating with them on their special day. If you would like, you may bring a special snack to help your child celebrate his/her day. Because we encourage healthy eating habits in our children, we encourage you to limit sweets and instead look for healthier options such as fruit, vegetables, yogurt, or cheese and crackers. All items must be purchased and cannot be homemade. **We ask that you do not bring balloons, party favors, pizzas or lunch meals nor invite outside vendors.** Please check with your child's teacher to coordinate these plans prior to the day of celebration.

Dress Code

Uniforms are mandatory for each child. The uniform is dark blue, black, or khaki bottoms and a yellow or purple shirt with or without the PES logo. Polo shirts are required Monday-Thursday. School t-shirts

are allowed on Friday ONLY. All shirts must be tucked in. Denim wear is not acceptable. Earrings and sagging pants are not acceptable. We will spend some time outside each day, except on bad weather days. Therefore, **please make sure your child comes to school each day with the appropriate outerwear (e.g. hat, gloves, and coat)**. Children should bring “layers” to take off as the weather changes. Please make sure that your child is dressed in comfortable play shoes. Children are not allowed to wear sandals. Tennis shoes will provide more traction than dress shoes and help decrease accidents outside.

Recess

All students will have recess time after lunch. Because of this, tennis shoes or closed toe shoes are strongly recommended for your child. Recess will take place outside unless it is raining or lower than 40 degrees outside.

Accidents

In the event your child is injured at Perea, his/her teacher will provide immediate help and comfort to your child. The teacher will also fill out an incident report to be kept in your child’s file, a copy will be given to you and you will be notified. If the accident is serious, you will be contacted immediately to pick up your child for further attention by a physician. It is very important to always update your child’s teachers and the Perea office with current contact information so that we will be able to reach you when necessary. **If you cannot be reached or there is any urgency for further care, Perea will contact EMS directly. Please make sure you have signed the Authorization for Emergency Medical Care.**

Health Policies

When a child is accepted for admission, Perea requires that a health and immunization history form in accordance with Memphis, Shelby County and the State of TN Dept. of Health regulations be completed by the child’s physician. **The State of TN immunization form must be submitted before your child may attend school.** In addition to regularly required vaccinations, the Department of Human Services requires the Hepatitis A vaccine. Please make sure to provide your child with this vaccine. This vaccine is required by the Shelby County Health Department based on location of the neighborhood. If your child is overdue or in need of an immunization, the family must notify the office of the date/time of the child’s appointment as a condition for remaining in the program.

Sick Children

We ask that you do not bring your child to Perea if he/she exhibits any of the following symptoms: **elevated temperature, vomiting, diarrhea, red throat, reddened eyes, evidence of ringworm, continuous sneezing or coughing or yellow mucus draining from nose.** Perea does not have facilities or staff to care for an ill child. Many childhood illnesses are contagious. Your child should be kept at home until he/she is no longer ill. Based on Pediatrician recommendations, we ask that your child remain free from fever, diarrhea and vomiting for 24 hours before returning to school to insure your child is over his/her illness. If your child’s illness requires a doctor’s visit, you must bring a note from your doctor at

the time of your child's return to school. If your child becomes ill at school, you will be contacted to pick up your child and your child will need to remain at home for 24 hours.

Medicine Dispensing

Sometimes children get over the worst of an illness, and are no longer contagious, but still require ongoing medicine prescribed by a doctor. In that event you may bring the medicine to school along with written instruction on dispensing the medicine. The Perea School Leader or other office staff member will administer the medication. **All prescription medicine must have a pharmacy label with your child's name and instructions as to dosage. We will not administer prescription medication without it. Non-prescription medicine must have a label attached, filled out by family, with name, and instructions as to dosage.** Perea will give out medications on an as needed basis only. We strongly recommend that all morning medications be given at home prior to your child's arrival at school and only the lunchtime medications be given at school. At no time will we administer a dosage beyond what is prescribed or recommended on the label. Medicine must be brought to school by a family or legal guardian and turned in to the office to be locked up. The family (or guardian) must sign a Medicine Release Form for medicine to be administered. ***This procedure must be followed anytime medicine is to be given.***

Children with Asthma

We want to partner with you in providing adequate care for your children while they are at school. We require all children with an asthma diagnosis to have an **Asthma Action Plan** on file in the office. This information is very important and will help us ensure your child's medical safety at school. We also require that all children with asthma keep proper medication at school at all times.

Medical Emergency Plan

1. The teacher will report an emergency to the office.
2. The office will contact the child's family/guardian.
3. If the family cannot be reached, the emergency number will be called.
4. If neither the family nor the emergency number can be reached, and it is a medical emergency, 911 will be called. **In a serious emergency requiring immediate attention, 911 will be called first.** The School Leader or teacher will accompany the child to the hospital, taking the family's approval for medical treatment.
5. In the event that it is not a medical emergency and the child needs to be removed from the classroom, the child will be brought to the office to rest.

It is very important that if any of your personal information changes, notify the office immediately.

Inclement Weather Policy

All decisions to close school will be made by our School Board and Administration. This includes times when the school day has already begun and the decision to close comes after classes are already in session.

Procedure - In the case of inclement weather, the Leadership Team will make the decision to close school as soon as possible. When that decision is made, the following takes place:

1. Teachers are informed of the closing and instructed to call their families, using the current phone numbers that are available.
2. Teachers then call families to inform them of the closing.
3. A message is placed on Perea's answering service, informing callers of the closing. You can get this message by calling 901-203-6420.
4. The closing information will be broadcast on **Fox 13 & Channel 5** television station as soon, as is possible. We will not broadcast closings on any other television or radio stations.
5. The administration office will send an email and post on the school's social media pages as well as communication through ParentSquare.
6. If school is already in session, families are responsible for having their child immediately picked up when they are informed of the closing.

Discipline

We believe students need social-emotional skills like self awareness, self regulation, understanding others, relationship skills, and responsible decision making in order to reach their full academic potential. Perea ES will teach students social-emotional skills so they will know how to identify, label, and process feelings and emotions before they form into behavior.

To promote disciplined skills and positive behavior, Perea staff may use the following practices:

6 Steps to Conflict Resolution

1. Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level.
2. Acknowledge children's feelings. Say something simple such as "You look really upset." Let children know you need to hold any object in question.
3. Gather information. Ask "What's the problem?" Do not ask "Why" questions.
4. Restate the problem. "So the problem is..."
5. Ask for ideas for solutions and choose one together. "What can we do to solve this problem?"
6. Be prepared to give follow-up support. Acknowledge their accomplishments (e.g., "You solved the problem!") Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Redirection- drawing a student's attention to something else and focusing that negative energy on something positive. Redirection is taking a negative situation and turning it into a positive one. Redirection can be a great mood changer. Teaches children what is not acceptable and gives them an example of a behavior that is acceptable. Example: Teacher says, "Throwing blocks is never a good idea—someone could get hurt or something could break. How about we throw the ball to each other when we get outside?"

Proximity Praise- Find a student in close proximity to the struggling student and praise that student for doing the appropriate and expected behavior. Teacher says, “I see Edward has the quiet and still pose.” “Wow, Destiny is one behind the other and ready to go outside.” As soon as a struggling student complies with correcting his behavior, you reward him with praise and attention.

Behavior Specific Praise- be specific with what you observe students doing or saying.

Catch ‘em Being Good- look for any opportunity to acknowledge students for acceptable behavior. Positive affirmation reminds students they have value and are capable of doing great things. Praising students builds self-esteem and motivates them to keep up the good work. You will get more of what you pay attention to.

Ignoring Behavior- choose your battles. If a child is at the table, but choosing not to participate, ignore this behavior. If a child is in a large group and laying on the carpet, ignore until it becomes disruptive to the group.

Positive Framing- when behavior needs correction, the teacher uses positive framing to state the expected behavior. Rather than bringing attention to stop the behavior that needs correcting, focus turns to what behavior needs to start. For example, the teacher says, “Use your walking feet. We run outside.” This reminds students of expectations and draws attention to effective behavior.

First Then Statements- First we have to...Then you can... Teacher says, “First we have a small group, then you can go to the table.”

Prepare for Transition Method- let student know directly what is coming next and what he/she will need to do.

Calm Down Area- every classroom has a Calm Down Area- **Prince’s Den** where students may go when they are having strong emotions and need to take a break from classroom activities. Each Calm Down area has soft, soothing furnishings that help reduce stress and allow students to have a quiet time alone before returning to the learning environment. Each room also has a Calm Down Basket that contains tools which support regulation through sensory touch, breathing and visuals. The goal is to help the student self-regulate.

Co-regulation- Time/Space/Movement! Physical movement helps the student release tension in his/her body. Breathing exercises help the student relax and refocus. Once the student is calm, the student and adult will discuss what happened (the cause of dysregulation) and how to manage those emotions more appropriately in the future.

Perea ES does not condone corporal punishment. Student dysregulation includes physical aggression towards self or others (hitting, pushing, spitting, kicking, biting), extreme non-compliance (climbing on furniture, eloping, refusing to follow directions), physical aggression toward the school (overturning chairs, throwing toys/books, destruction of property), and inappropriate verbal outburst (screaming, cursing, name calling, inconsolable crying). If behavior problems persist without any improvements, community-based behavior management support may be required, your child may be placed on home suspension, and/or

the child's family may be required to attend the Parenting Classes or wrap around services in order for their child to remain enrolled at Perea Elementary School.

Appropriate Behavior Standard

To assist us in providing a safe, pleasant environment, there must be respectful, professional communication between families, children, teachers, and office staff/administration. **We ask that families please refrain from wearing pajamas or clothing with inappropriate graphics when on Perea Elementary campus.** To help children learn good habits of behavior, proper attitudes towards others, and develop the self-control necessary to succeed to the best of their ability, families are obligated to teach by example. **Please refrain from entering the school building smelling of marijuana as this odor can be offensive.** Families and visitors are expected to use respectful and appropriate language and behavior while at Perea. Inappropriate language and/or behavior will not be tolerated and persons refusing to comply will be escorted off Perea Elementary property and will not be allowed to return. Perea Elementary is a smoke free campus.

Security

Due to increased security and to protect your child, Perea Elementary School has a sign-in policy. Anyone entering our front doors between the hours of 8:00a.m. and 3:30p.m. must stop in the office to pick up a visitor name tag. If you are volunteering in your child's classroom, regardless of the time of day, you must have a visitor's name tag on.

Review/Evaluation Process

We ask that you consider all aspects of your child's education and family's involvement in Perea and comment on both strengths and weaknesses to help us continue to improve our program. Though this organized evaluation is held twice a year, we welcome comments and suggestions at any time.

***Asterisk points to changes in our policies during this time of COVID 19.**



Acknowledgement of Family/ Student Handbook

I acknowledge receipt of Perea Elementary School's Family/ Student Handbook. I will agree to abide by the expectations herein.

Student's name: _____

Teacher's name: _____

Parent/Guardian's signature: _____

Parent/Guardian's Printed Name: _____

Date: _____

