

THE PRENTICE SCHOOL



PARENT HANDBOOK

2010-2011

THE PRENTICE SCHOOL

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2010-2011

Please carefully read the entire Parent Handbook, paying close attention to the following important items:

- The Prentice School Staff Page 11
- Staff Extension List Page 12
- Assistive Technology Page 14
- Communication - access to web Student Portal Page 17
- Communication – Prentice Pulse Page 17
- Field Trips – permission slips Page 20
- Tuition Schedules Page 24
- Attendance Page 26
- Lunches Page 35
- Classroom Activities and Parties Page 35
- Movie/Video Policy (**new policy**) Page 36
- Books and Materials Page 36
- Dress Code / Uniform Policy Page 37
- Emergency Procedures / Evacuation Pages 43-45
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- Medicine at School Page 47
- Carpool Procedures Page 50
- Volunteering (**new policy**) Page 54
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- *Prentice Pulse* Page 50

After reading the handbook, please sign (legibly) and return the acknowledgment form to Debra Farmer in the front office. Thank you.

THE PRENTICE SCHOOL

Carol H. Clark
Executive Director

BOARD OF DIRECTORS

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Ernie Cohen
Lynn R. Davis
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The Prentice School

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THE PRENTICE SCHOOL



THE PRENTICE SCHOOL MILESTONES

- September 1986 The Prentice School opens its doors as Newport Community School with two teachers and 25 students in a small four-room building in Costa Mesa. Dr. Nancy Royal is the Founding Executive Director.
- June 1987 Enrollment climbs to 35, necessitating a move.
- September 1987 The school opens in a new location on Costa Mesa's back bay and changes its name from Newport Community School to Prentice Day School to honor a founding benefactor.
- June 1988 Increased enrollment forces the school to lease portable buildings for the middle school and to use a nearby house for office space.
- April 1990 Enrollment reaches 120 students; a waiting list is started. The search for a new campus begins.
- Fall 1993 Classes begin at 18341 Lassen Drive in Santa Ana. After leasing the campus for a year from the Church of Jesus Christ of Latter Day Saints, a capital campaign is launched to raise the funds needed to purchase the school.
- 1994 The capital campaign raises \$2.8 million toward the purchase of our 6-acre campus.
- June 1995 The school receives a prestigious six-year accreditation from the Western Association of Schools and Colleges; only 1 to 2 percent of applicants receive this rating on the first attempt.
- June 1996 Enrollment soars to 197.
- November 1996 Prentice celebrates its 10th anniversary with a Founders' Day celebration.
- September 1997 The school officially changes its name to The Prentice School.
- December 1997 Dr. Nancy Royal retires; Debra L. Jarvis, the school's assistant director for seven years, is selected as the Acting Executive Director.
- June 1998 The Board of Directors unanimously names Debra L. Jarvis as the school's new Executive Director.
- The school pays off the mortgage at the Santa Ana site.
- February 2000 The Board votes to replace the Administration Building and to build an Academic Support Center.
- April 2001 Founders Plaza is dedicated and the newly constructed Administration Building opens.
- August 2001 The Academic Support Center, the brand new home for the school's Enrichment Program, opens.

- June 2004 The Board of Directors unanimously names Carol H. Clark as the school's new Executive Director
- June 2006 Prentice celebrates its 20th anniversary with a reunion.
- August 2006 Prentice re-introduces a kindergarten level class with six students enrolled.
- August 2007 Prentice offers a pre-k class for the first time, with an initial enrollment of 3 students. The Prentice Early Primary Program (PEPP) encompasses grades pre-k through 1 and is open to all children ages 4-7.
- August 2008 New site plan is approved by the Orange County Board of Supervisors
- August 2009 As part of new site plan, additional modular unit is installed and PEPP is moved to the library building, which was originally built to be a kindergarten classroom.
- August 2010 Prentice establishes high school long-distance learning classes on campus in conjunction with Allied National High School.
- Prentice establishes Foundations 4 Learning as part of its strategic plan.

Mission Statement

Empowering students with dyslexia to build their foundation for success

Expanded Mission Statement

To nurture the full potential of bright, capable students who learn differently through mastery of skills, development of a “toolbox” for lifelong learning, and the celebration of the individual strengths of each student.

To serve as a resource for students and their families through early intervention, assessment, support services, current information and research, and/or recommendations for alternative educational avenues.

The Gift of Prentice

We are an inspiring community where children with dyslexia and other learning differences become students who master skills and develop a tool kit for life-long learning. We offer our students a physically, emotionally, academically, and socially safe environment where differences are accepted and uniqueness appreciated. We identify, encourage, and nurture our students' gifts and areas of strength. “I can't” is replaced with “I can”; and students develop a heightened awareness of their learning styles, taking full command of their learning process.

The Prentice School also strives to be an educational resource for Southern California students and their families. We offer evaluative screenings, as well as the most current information and research about dyslexia and suggestions for alternative educational avenues for children with learning differences.

Statement of Ethics

Staff members at The Prentice School, by virtue of their special responsibilities within the academic community, represent this school to the larger society. They have, therefore, a special duty to exemplify the best qualities of the institution and its philosophy and to observe the highest standards of personal and professional conduct.

In so doing, they promote the merits of the institution and of education generally, without disparaging other schools. Their words and actions embody respect for truth, fairness, free inquiry, and the opinions of others. They respect all individuals without regard to race, color, gender, creed, ethnic or national identity, handicap, or age.

They uphold the professional reputation of their colleagues. They safeguard privacy rights and confidential information. They do not grant or accept favors for personal gain, nor do they solicit or accept favors for the school where a higher public interest would be violated. They avoid actual or apparent conflicts of interest and, if in doubt, seek guidance from appropriate authorities.

They observe these standards and others that apply to their professions, and they actively encourage colleagues to join them in supporting the highest standards of conduct.

2010-2011 Prentice Staff Roster

Academic Administration

Carol H. Clark	Executive Director
Louise Dumais	Elementary School Principal
Karen L. Lerner	Jr. High & High School Principal
Jayne Hall	Operations Manager
Stanley Tom	Assistive Technology Specialist
Leslie Votava	Elementary Administrative Intern

Business Administration

Jenny Nguyen Accountant

Support Staff

Cheryl Cormier	Develop. Director
Debra Farmer	School Secretary
Beth Johnsen	Health/Attend Clerk
Lauren Krausgrill	Admissions Coord.
Jared Robison	Network Admin.
Carol Stewart	Executive Asst.
Diana Wilhite	Principals' Asst.
Justino Pacheco	Chief Custodian
Jose Lira	Custodian (p.m.)

Enrichment Staff

Linda Robbins	Art
Corine McClure	Computers
Linda Jenkins*	Library
Amy Maclean	Music
(vacant)	Physical Ed/Health
Susan Laux	Science (elem.)
Michelle Meyerson	School Psychologist
Barbara Stern	Cognitive Coach
Juliana Clark	Speech & Language
Debra Brunner	Speech & Language

*Not an employee - volunteer

Learning Specialists – Elem. School

Janis Huennekens	Pre-K/Kindergarten
Leslie Votava**	1 st Grade (3 days)
Ann Marie Furgeson	1 st Grade (2 days)
Margaret Allan	Second Grade
Eric Horowitz	Third Grade
Sharyn Buttes	Fourth Grade
Sheri Lesser	Fourth Grade
Sharon Jacobs	Fifth Grade
Dru Stith	Fifth Grade

Learning Specialists – Jr. High School

John Mullet	Sixth Grade
Mick Wiley	Sixth Grade
Aime Champlin	Seventh/Eighth Grade
Barbara Bullard	Seventh/Eighth Grade
Carly Gonzalez	Seventh/Eighth Grade
Mary Oliver	Seventh/Eighth Grade
Harold Selman	Seventh/Eighth Grade
Karen Connor	Eighth Grade History
Jeff Lehton	HS & Tutor Coordinator

Instructional Assistants

Wendy Coke	Erin Suica	Debbie Fischbeck	Rachel Newman
Sandra DL Santos	Justine Tan	Sabrina Fox	Therese Noha
Maricela Salas	Brenda Wilcox	Christian Morales	Leslie Powell

8/06/10

**Ann Marie Furgeson teaches two days a week when Leslie Votava as acting Elementary Principal

The Prentice School Staff Extension Listing

Phone No.	Name	Title	E-mail Address
714-244-4605	Event Reservations		
714-244-4640	Foundations 4 Learning		
714-244-4604	Student Absences		
<u>Administration Offices:</u>			
Ext. 215	Carol H. Clark	Executive Director	carolclark@prentice.org
Ext. 234	Cheryl Cormier	Dir. of Development	ccormier@prentice.org
Ext. 212	Louise Dumais	Elementary Principal	ldumais@prentice.org
Ext. 210	Debra Farmer	School Secretary	dfarmer@prentice.org
Ext. 217	Jayne Hall	Operations Manager	jhall@prentice.org
Ext. 235	Lauren Krausgrill	Admissions Coord.	lkrausgrill@prentice.org
Ext. 220	Beth Johnsen	Health/Attend Clrk	bjohnsen@prentice.org
Ext. 225	Karen Lerner	Jr. High & HS Prin.	karenlerner@prentice.org
Ext. 211	Jenny Nguyen	Accountant	jnguyen@prentice.org
Ext. 284	Jared Robison	Network Admin.	jrobison@prentice.org
Ext. 218	Carol Stewart	Exec. Assistant	cstewart@prentice.org
Ext. 252	Stanley Tom	Assist. Tech.	stom@prentice.org
Ext. 214	Diana Wilhite	Principals' Assistant	dwilhite@prentice.org
<u>Learning Specialists:</u>			
Ext. 238	Margaret Allan	2 nd grade	mallan@prentice.org
Ext. 249	Barbara Bullard	7 th -8 th grade	bbullard@prentice.org
Ext. 243	Sharyn Buttes	4 th grade	sbuttes@prentice.org
Ext. 253	Aime Champlin	6 th -7 th grade	achamplin@prentice.org
Ext. 248	Karen Connor	8 th -grade history	kconnor@prentice.org
Ext. 237	Ann Marie Furgeson	1 st grade (2 days)	amfurgeson@prentice.org
Ext. 250	Carly Gonzalez	7 th -8 th grade	cgonzalez@prentice.org
Ext. 239	Eric Horowitz	3 rd grade	ehorowitz@prentice.org
Ext. 224	Janis Huennekens	Pre-K/Kinder.	jhuennekens@prentice.org
Ext. 241	Sharon Jacobs	5 th grade	sjacobs@prentice.org
Ext. 285	Jeff Lehton	HS & Tutor Coord.	jlehton@prentice.org
Ext. 256	Sheri Lesser	4 th grade	slesser@prentice.org
Ext. 244	John Mullet	6 th grade	jmullet@prentice.org
Ext. 247	Mary Oliver	7 th -8 th grade	moliver@prentice.org
Ext. 251	Harold Selman	7 th -8 th grade	hselman@prentice.org
Ext. 240	Dru Stith	5 th grade	dstith@prentice.org
Ext. 237	Leslie Votava	1 st grade (3 days)	lvotava@prentice.org
Ext. 246	Mick Wiley	6 th grade	mwiley@prentice.org
<u>Enrichment Specialists:</u>			
Ext. 216	(vacant)	Physical Education	
Ext. 213	Juliana Clark	Speech Pathologist	jclark@prentice.org
Ext. 227	Linda Jenkins	Librarian	ljenkins@prentice.org
Ext. 254	Susan Laux	Science (elem.)	slaux@prentice.org
Ext. 221	Amy Maclean	Music Room	amaclean@prentice.org
Ext. 222	Corine McClure	Computer Lab	cmclure@prentice.org
Ext. 257	Linda Robbins	Art	lrobbins@prentice.org

Ext. 245 Michelle Meyerson School Psychologist mmeyerson@prentice.org
 & Barbara Stern Cognitive Coach bstern@prentice.org

Other:

Ext. 258 Parent Guild
Ext. 285 Tutoring

Unassigned: Ext. 226 (Business Office Asst.)
 Ext. 236 (Kovalcheck)
 Ext. 242 (Room 203)
 Ext. 283

6/28/10

Learning Specialist Qualifications

All instructors are certified teachers. Our Learning Specialists (classroom teachers) have successfully completed postgraduate classes (two years) in the use of the Slingerland® Adaptation of the Orton-Gillingham Multi-sensory Approach to Language Arts or will do so within a short time period.

Learning Enrichment Specialists (art, computers, music, PE, etc.) must participate in the first-year Slingerland® Multi-sensory Approach to Language Arts summer school class within two years of being hired at Prentice.

The Learning Specialists also have a variety of other graduate-level training and credentials (see Staff Biographies).

THE PRENTICE PROGRAM



THE PRENTICE PROGRAM

Instructional Program

The multi-sensory instructional program at The Prentice School meets all California requirements in the following subject areas:

- Art
- Computer Literacy
- Health
- Language Arts
 - English, Reading
 - Spelling, Handwriting, and Oral And Written Expression
- Mathematics
- Music
- Physical Education
- Science
- Social Studies

In 1995, 2003, and again in March 2009, The Prentice School was awarded a six-year accreditation by the Western Association of Schools and Colleges (WASC). This prestigious rating is earned by only 1-2% of first-time applicants.

Prentice uses a nationally renowned multi-sensory instructional method known as the *Slingerland® Adaptation of the Orton-Gillingham Multi-sensory Approach to Language Arts*. The goal of this specialized teaching method is to create a framework for children with dyslexia “to learn how to learn.”

Slingerland® is a total language approach that involves reading, spelling, handwriting, oral language, organization of thought, and written expression. While phonics is an important component, the Slingerland® Approach places equal emphasis on vocabulary development, reading comprehension, and written expression. Phonetic decoding alone may increase word recognition, but real reading takes place only when a child understands the meaning of the words themselves.

Many students take approximately two-three years to master the Slingerland® strategies; but once they do, they can use them to unlock the mysteries of language throughout their lives.

The basic principles of the Slingerland® Approach are:

- **Using simultaneous multi-sensory presentation and reinforcement**
Everyone has three main learning channels—visual, auditory, and kinesthetic. Traditional schools usually teach to the student’s visual and auditory channels only. The Slingerland® Approach takes advantage of all three. For instance, spelling at Prentice includes saying the word orally, writing it in the air with their arm, and then writing it on paper.
- **Beginning with the simple and moving to the complex**
A student must be able to associate a sound with a symbol before being able to blend sounds into words, or words into sentences and paragraphs.

- **Teaching through the intellect**
Individuals with dyslexia cannot learn by rote memorization. They need to develop a thorough understanding of concepts and apply them after thinking them through logically.
- **Structuring the learning experience to ensure success**
Our teachers individualize the instruction to meet each child's needs and then gently guide them to mastery of new skills.
- **Helping the students internalize new information and then applying it**
Because of their disorganized language patterns, children with dyslexia need extra help in learning how to associate and generalize information.

The students who master these strategies have the tools they need for a lifetime of learning. We know the Slingerland® Approach works because many of our graduates are now on the honor rolls at their high schools, colleges, and graduate schools or successfully working in the labor force.

Assistive Technology (AT)

An “assistive technology” device is any item, piece of equipment, computer software, or product system, whether acquired commercially or off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a child with a learning disability. An assistive technology (AT) accommodation may encompass techniques and may range from the simple and “low-tech” to the computer-based and “high-tech”.

An assistive technology specialist is on staff at the school to ascertain the specific AT needs of individual students. Of particular concern is equipping Prentice graduates with the tools to provide the greatest functional academic independence when entering the high school general education environment. Should a Prentice student be a candidate for AT consideration, the specialist will conduct an AT evaluation involving the entire educational support team of the parents and teachers as well as the student herself or himself.

If an AT accommodation is indicated, the AT specialist will work with the student, the teachers, and parents to provide initial training and on-going support. Successful AT accommodation use requires its appropriate integration both into classroom curriculum and home use. Ongoing collaboration between all relevant parties will be essential to support the AT user.

Some examples of computer-based AT software that may be considered for greater functional academic independence include:

- Word Prediction – used to facilitate written expression for poor spellers, dysgraphia, and those requiring auditory support.
- Graphic Writing Organizers – used to help create structured writing compositions for individuals who can generate ideas and thoughts but have difficulty in organizing them in written form.
- Text-to-Speech – for individuals having difficulty accessing the content of printed material, the program reads aloud digitized text while highlighting the words on a computer display as they are being spoken.

- Talking Word Processors – provides auditory feedback as words and sentences are being composed.
- Math Expression Programs – Provides the user with poor handwriting form the ability to produce neat math expression. This facilitates more accurate calculation and can “show the work”.
- Voice Recognition – For the individual who can compose dictation, this software provides an alternative to handwritten and typed written expression.

In contrast to the above functional independence tools above, AT software also exist to support learning and curriculum goals. Upon consultation with teachers and parents, adaptive educational software may be recommended.

For further information please contact the Assistive Technology Specialist at extension 252.

Internet Access

The computers in the computer center and science lab are internetted for instructional purposes and are under the direct supervision of the computer teacher and science teacher. The library computers are also internetted for research purposes and are within constant view of the librarian. In addition, the main Prentice server has a “firewall” to block undesirable access from inside or outside of Prentice. Prentice also electronically monitors Internet access and reviews reports weekly. A subscription to a monitoring service constantly updates the blocks on the server. No one using a computer at Prentice has a right to an expectation of privacy. Prentice computers are solely for educational or business use. Anyone abusing the privilege of computer use is subject to possible dismissal.

Not quite up to speed on what’s going on in the classroom? The Prentice School offers the teacher’s homepage, which serves as a true window to the classroom. The teacher’s homepage can be used as a tool to enhance the day-to-day communication and updates of classroom activities; homework; and dates to remember for teachers, students, and parents. In addition, students may use the teacher’s homepage to download homework or review project criteria and due dates, so homework is never again late.

Appropriate Use of Computer Hardware & Software Acknowledgment (Student)

Parents should pay particular attention to the Appropriate Use of Computer Hardware and Software policy statement, which is included at the end of this portion of the handbook. Parents are encouraged to discuss the policy with their student to assure understanding of his/her responsibilities. Parents also are encouraged to discuss the following points regarding e-mails/twitter with their children:

Six Things to Think About Before You Hit “Send”:

1. Never reveal or display personal information about yourself: address, phone number, school name, location
2. Don’t assume anything you send or post will remain private!

3. There is no “taking it back.” Once you send or post something, it will truly never go away. Even if you delete the item, someone else may have already copied and forwarded it on.
4. Consider the recipient’s reaction – even if you intended a message as a joke or to be fun, it doesn’t mean the recipient will take it that way.
5. Never give in to pressure to send or post something that you are uncomfortable with.
6. Never e-mail or text a message that you wouldn’t say face-to-face with someone.

The Acknowledgments and Consent form that is part of the enrollment packet includes parental acknowledgment of the Appropriate Use of Computer Hardware and Software. An individual acknowledgment form for the student’s signature will be distributed by the computer teacher, who will keep the signed forms in her classroom. This policy will be strictly enforced.

Communication

A regular flow of communication between parents and staff is important. To this end, Prentice has established various methods for communicating to ALL parents:

- **E-mail Blast:** The school sends an e-mail blast to all parents on a weekly basis, providing information about school activities, parent meetings, volunteer opportunities, fundraising activities, etc.
- **Red Folders/Communication Folders:** Fliers/announcements/forms will be sent home on Wednesdays via your child(ren)’s red or communication folder. This distribution will occur only once; the document(s) will then be posted on the Prentice website under *News* that Friday. Forms also can be found on the website under *Calendars*.
- **Prentice Pulse:** The school will send messages through an automated outbound notifier telephone feature regarding special/emergency announcements.

Prentice is striving to reduce the amount of paper used every year. Staff encourages you to use your computer to check the Prentice website, teacher home page, and e-mail to stay informed.

Instructions – Access to Student Portal, Prentice Website

1. Access website <http://Prentice.org>
2. On right side under banner, click: “Student Portal” button
(white text on blue background)
3. Select and Click on a category:

Elementary	(Grades 1-5)
Junior High	(Grades 6-8)
Enrichment	(Art, Computers, Music, PE)
High School Trans. Services	(Admissions, Business Off., Counseling, Speech & Lang.)

4. Click on a teacher or staff name
5. On teacher's web page, find "Classes"

Click on appropriate class for information, homework assignments, instructions, etc.

Classroom Placement

Prentice does not accept requests by parents for placement of their child in a particular classroom. Placement of a student is based on balancing each teacher's classroom, teacher input, and assessments. A student who enrolls during the school year is placed in the classroom where he/she visits. This placement is based on the number of students in the classroom at that time.

Testing and Evaluation

Before enrollment, an Admissions Committee reviews the child's previous psychological testing, evaluations, diagnoses, and information regarding prescription medication, if applicable. The committee also looks at a number of criteria to help determine if the child is appropriate for our program, including at least an average score on an individually administered intelligence test. We also ask the prospective student to visit from three to five days in the classroom.

We evaluate our students' achievements on an ongoing basis by using multiple measures, including standardized testing for 7th graders in preparation for high school assessments. The results of these tests guide us in making appropriate curricular decisions concerning each student.

Report of Progress Conferences

The Prentice School is on a trimester system. This means that there are three report card periods, not four.

- November 5: End of 1st Trimester
- February 18: End of 2nd Trimester
- June 9: Last Day of School, 1:00 p.m. Dismissal

In addition, Prentice will send progress reports for elementary students on a monthly basis and for 5th grade and junior high students on

- September 24
- January 7
- April 13

Two formal Parent-Learning Specialist conferences have been scheduled at the following times:

- November 15-19: Conferences, 1:00 p.m. Dismissal
- March 1-4: Conferences, 1:00 p.m. Dismissal

Additional conferences may be arranged with your child's Learning Specialist. Telephone conferences are another way to keep in close communication. **Learning Specialists may be reached by telephone before 8:05 a.m. and after 3:20 p.m.** at (714) 538-4511 or by e-mail (addresses listed on page 10).

Teacher In-Service Days

In addition to early dismissals for conferences, Teacher In-Service Days are scheduled **every Thursday** at 2:00 p.m. beginning August 13, 2009 through June 3, 2010.

Homework

Homework is used to reinforce classroom work. It is an opportunity for students to work independently, to develop personal responsibility and organizational skills, to review and expand concepts, and to practice newly acquired skills. Reading on a nightly basis is a component of the homework program. Reward Reading can be substituted, however, for the nightly reading.

The amount and type of home-work vary by the class level and the individual student's needs.

Homework Guidelines:

Pre-k/Kindergarten	Parent reads with child
Grades 1 & 2	20 to 30 minutes
Grades 3 & 4	30 to 50 minutes
Grades 5 & 6	50 to 90 minutes
Grades 7 & 8	Approximately 2 hours

If you have any questions about homework, please contact your child's Learning Specialist.

Students are expected to complete their classroom assignments. It is important for parents to allow time for doing homework and to plan for a place that is quiet and free of distractions, such as television or other children playing nearby. Students should be encouraged to work on their own.

If the student does not understand the work, he/she should follow the procedures explained by the teachers for obtaining additional guidance. This assists the child in learning to be his/her own advocate, and it helps the child develop personal responsibility. **Junior high students** will be invited to a lunchtime study hall if/when homework is not completed.

A planned family trip during regular school days/weeks is **not** considered an excused absence, and the Learning Specialist **will not** be expected to provide a packet of work for your child to complete while out of school. Our Learning Specialists provide direct instruction to the students that parents are not trained to provide. The Learning Specialists, however, will attempt to provide work for excused absences whenever possible.

Tutoring Services

The Prentice School offers tutoring for both Prentice students and non-Prentice students during before and after school hours. To receive more information on the tutoring program available please contact the Tutoring Coordinator at extension 283.

Library

The school's Library Tech will work with students during library reading rotation. The tech will be happy to assist students in the selection of books. Students may check out books for two-week periods. If a library book is lost or damaged beyond repair, the student will be expected to reimburse the school for its replacement.

Donations to the library are always welcome. The "Birthday Book Club" allows an individual to commemorate his/her birthday by donating a book to the library. Please contact the librarian for more information about this project.

Field Trips

In order to make classroom studies more meaningful, classes may take field trips to places related to the instructional program. Prentice needs a signed permission slip for each field trip in order for a student to participate. Permission slips will be distributed in the students' Wednesday communication folders. If necessary, parents may print a copy of the permission slip from the Prentice website under "Current Students" in "Forms" in the drop-down menu or in the calendar section. In addition, information and forms are placed in the calendar section of school website. **If the form is not submitted by the due date, the student will not be allowed to participate in the trip(s).** It is the responsibility of the student and parent, not the teacher or assistant, to return permission slips to homeroom teachers in a timely manner.

There will be some instances when your child's teacher will ask for your assistance with student transportation.

Before you volunteer to drive on a field trip, please verify that you have:

- A valid California driver's license
- No health restrictions on your license
- No moving traffic violations within the past two years
- No accidents for which you have been liable within the past two years
- Enough seat belts for every passenger
- Proper auto liability insurance (minimum of \$300,000, preferably \$500,000)

On occasion, there is a large number of parents who are interested in volunteering to drive and supervise for field trips; and teachers make every effort to give each interested parent an opportunity to drive during the school year. Field trip and classroom volunteers are expected to supervise and/or work with all students, not just their own child.

On occasion, staff professionals schedule brief off-campus activities as part of their social skills programs. Permission slips are required for these activities, also; and the above-mentioned access information for the permission slips is the same.

Slingerland® Summer School

Slingerland® Learning Specialist Education classes are held throughout the country during the summer months. The Prentice School offers these classes under the auspices of the University of San Diego. Learning Specialists participate in lectures, observation, and practicum in the use of the *Slingerland® Adaptation of the Orton-Gillingham Multi-sensory Approach to Language Arts*.

Slingerland® summer school classes for students are offered for 18 days during the summer. Prentice also offers a *Fun with Language* and *High School Survival Skills* programs in conjunction with summer school.

In each session, the classes are comprised of students from other schools as well as The Prentice School. New students who will be entering Prentice in the fall are encouraged to attend summer school.

Appropriate Use of Computer Hardware and Software Policy (Applies to Grades 1-8 Only)

Hardware

- Students shall respect the equipment provided, including Thin Clients, monitors, keyboards, printers, and mice.
- Abuse of equipment will result in a ban of equipment usage for a period of time determined by the teacher.

Software

- Only software that is within the guidelines of standard classroom usage is permitted.
- Manipulation (hacking) of software is not permitted; disciplinary action will be initiated.
- Establishment of links to other programs is not permitted.
- Any manipulation of software that results in emotional harm to other students is strictly forbidden.

Citrix

- Students must access only their documents, using their personal password.

Internet

- Student access is limited to support educational purposes, for example classroom assignments. Instant messaging, chat rooms, gaming sites, social networks such as My Space and Facebook, or other inappropriate sites are not permitted.

These rules are applicable by grade according to computer utilization. There shall be no expectation of computer privacy by students. Instructors will monitor student machines for appropriate utilization. Abuse of any of the above rules will result in an appropriate consequence as determined by the teacher.

ADMINISTRATION



ADMINISTRATION

FINANCIAL INFORMATION

Funding

The Prentice School is an independent, nonprofit school. It receives no direct funding from the federal or state government. Instead, it is funded by tuition receipts, auxiliary programs, grants, and philanthropic contributions. Prentice is grateful to the many foundations, organizations, and individuals who have supported it with funds, time, and talents.

Enrollment Contract

If a student has more than one parent or guardian, both parents and/or both guardians must sign their child's Enrollment Contract.

Enrollment Forms

Prentice enrollment forms can be found on the school website under "Current Students" in "Forms" in the drop-down menu; parents can print the forms, complete manually, and mail them **by August 1**. For those parents who do not have access to a computer or are uncomfortable using the computer, Prentice will schedule two days sometime after mid-July when parents can stop by the school and complete the enrollment packet on campus.

Tuition Schedules

The Prentice School's annual tuition is set by the Board of Directors. It is payable in a single lump sum or in 12 equal monthly installments. Prentice offers a \$400 discount for full payment of tuition.

You can pay the 12 monthly installments by using either ACH (automatic withdrawals from your checking account) or a charge card. The tuition schedules are explained in more detail in the Enrollment Contract that is sent to parents upon their child's admission to The Prentice School.

A late charge of \$100 will be assessed when any installment is not paid within 10 days after the due date. Any check or ACH/charge card returned due to insufficient funds will result in a \$20 service charge in addition to the \$100 late charge. A \$30 monthly processing fee is added to the monthly installment for all credit card users.

If parents or other financially responsible parties are 60 days in arrears and have not communicated with the Business Office, the school will call those individuals and inform them that their child(ren) cannot attend school, effective the next day and until suitable arrangements for payment are made with the Business Office.

All monies owed to The Prentice School for tuition and for other services must be paid in full by the last day of that school year unless other arrangements have been made previously with the Executive Director. **All tuition and fees must be paid in full before a child can enroll for the following academic year.** If necessary, delinquent accounts will be referred to a collection agency.

If a family encounters a financial emergency during the course of the school year, they should discuss their situation with the Executive Director only.

Parents should be aware that the full tuition amount does **not** cover the annual cost for educating a student, thus the need for fund-raising and grants. Parent support of the school's fund-raising efforts is anticipated and greatly appreciated.

Tuition Assistance

Generous donors have provided Prentice with funds to offer tuition assistance to families who qualify for financial assistance. After enrolling their child at Prentice, families who are interested in applying for tuition assistance should check with the Business Office for detailed information. Tuition assistance is awarded on the basis of financial need and is dependent upon the amount of funds available in any given year. The Prentice School offers tuition assistance up to a maximum of two-thirds of total tuition. For additional information about tuition assistance, please access the Prentice website.

Acknowledging the critical importance of early identification and appropriate instruction, the board of directors approved a reduced tuition rate for students entering pre-kindergarten through the first grade.

Donations to the annual Tuition Assistance Fund as well as to the Richard and Sharon Ettinger Scholarship Endowment Fund are always welcome. These contributions are tax-deductible and are an excellent way to help a child with dyslexia.

Tuition Remission

The Prentice School has established a tuition remission of \$1,000 to parents who have more than one child enrolled at Prentice.

Payments – Miscellaneous

The Prentice School and Parent Guild would greatly appreciate payment of miscellaneous student activities by check or credit card; **no cash please**. In addition, school administration discourages students having cash in the classroom.

Checks for school-sponsored activities should be made payable to "The Prentice School." Checks for Parent Guild-sponsored activities (Scholastic Book Fair, Back-to-School Picnic, Grandparents & Special Friends Day, etc.) should be made payable to "The Parent Guild."

ATTENDANCE

Reporting Absences

The California Education Code, Section 48200, makes full-time education compulsory for children between the ages of six and sixteen, or high school graduation. It is the legal responsibility of parents or guardians to see that their school-aged children are enrolled and attending school every day, unless they have a valid excuse. **Under the law, a child may be legally excused from attending school only for:**

- **Illness**
- **Quarantine**
- **Funeral service of a member of the immediate family**
- **Medical or dental services**
- **Any testing or visitations connected to placement in high school**
- **Part-time job with signed work permit**

Prentice does not recognize vacations, family visits, or babysitting siblings as a valid excuse for missing school, regardless of advanced notice from a parent. The report card will record whether absences are excused or unexcused.

- When a student is **absent** for any reason, the **parent/guardian should call 714-244-4604 and notify the school before 8:15 a.m. or as soon as possible.** This telephone number is dedicated solely for reporting absences. Upon returning to school, **Prentice requests that the parent submit a written notice (including e-mail) to the Health/Attendance Clerk,** who will then share the information with the homeroom teacher.

Parents are asked to please notify the school if a child has a communicable disease such as head lice, measles, mumps, chicken pox, pink eye, etc. If a child has had surgery, the school requires a physician's note releasing the child to attend school. Prentice requires that a student be free of fever for 24 hours prior to returning to school.

A student who is absent for 15 days or more in a trimester will not receive grades on a report card for that trimester unless home school or tutoring has been implemented. A new student who begins at Prentice with less than 20 days remaining in a trimester will not receive grades on a report card for that trimester.

Because of the importance of regular attendance, we ask that plans for family trips and other activities be scheduled for weekends, vacations or after-school hours. **Homework cannot be given in advance for unexcused absences.** In the case of an excused absence, homework can be made up at a later date.

Tardy Slips

School begins promptly at 8:15 a.m. The school gate will be locked at 8:20 a.m. If your child arrives after 8:20 a.m., he/she is tardy. Please pull into an available parking slot (**do not stay in the carpool lanes**) and come to the front office to sign in your student.

- When a student arrives at school **late**, the parent and student must go to the front office to state the reason for the absence and obtain a re-admit slip

Early Departure

Students are not allowed to leave campus at any time during school unless a parent/guardian has made special arrangements in advance with the child's classroom teacher. If prior arrangements have been made with the Learning Specialist to pick up the student, the authorized individual must present himself/herself in the front office (not the classroom) to sign out the student before he/she can be released. If someone other than the parent or guardian is picking up the student, he/she must present a signed note from the parent or guardian before the student will be released.

If a parent needs to pick up a child early (2:45 p.m. or earlier), please park the car, go to the front office, and sign out the child. The student will not be called from the classroom until the individual who is authorized to pick up the student arrives in the front office. The school secretary will call the appropriate Learning Specialist and ask for the release of the student at that time.

- **If a parent arrives after 2:45 p.m., he/she must go through carpool.**

Frequent absences from the classroom for any reason negatively affect your student's schoolwork. Please keep early departures to a minimum.

The school assumes no liability in cases where students leave the premises in violation of the above policy.

Dismissal for Medical or Dental Appointments

If your child is absent for an entire day for a medical or a dental appointment, it will be considered an excused absence if you bring in a written note from your child's doctor or dentist. Frequent absences of this type, including appointments of shorter duration, are detrimental to the student's class work and should be kept to a minimum. **Please consider scheduling these appointments after school, during school breaks, or on Thursdays of each month, after the 2:00 dismissal.**

Before/After School Supervision

For safety and insurance reasons, school administration asks that no students arrive at school before 7:45 a.m. However, if a parent's schedule does not permit this, Prentice offers a supervised Before School Club that starts at 7:15 a.m. A \$5 daily fee is charged for each student. Parents are encouraged to complete and return the form as soon as possible if they are interested in the Before School Club.

If parents are delayed beyond 3:30 p.m. because of traffic or an emergency, the child is taken to the After School Club. Students are not allowed to wait outside the front gates. The After School Program is offered between 3:30-5:30 p.m. (and following dismissal on minimum or early dismissal days) Monday through Friday and is supervised by a member of the Prentice staff. **Students will not be released to the parent or designated individual without signing the attendance sheet.**

The cost of this program is \$10 per hour, which applies to any increment of the hour the child attends. After 5:30 p.m. the fee increases to \$25 per hour. Parents are encouraged to complete and return the form as soon as possible if they are interested in the After School Club.

Registration forms for both Before- and After-School Care are available upon request at the front desk. In addition, the forms are posted on the school's website under "Current Students" in "Forms" in the drop-down menu.

STUDENT INFORMATION

Student Records

The school maintains records of each student's academic progress, health, interests, and activities in a cumulative file at the school. Parents have the right to review these records by contacting the school to make an appointment. **Check with the appropriate principal if there are any questions about the contents of the file.** If a parent believes any part of the record is inaccurate, he/she must submit a change request in writing. Copies of records are provided at a cost. When a child transfers out of the school, his/her records will be forwarded only after the new school requests them in writing.

When professionals or school officials request the school to complete forms pertaining to Prentice students, Prentice will send these forms **directly** back to the professionals or school officials. This transfer of information occurs only with prior parental permission.

Requirements for the First Day of School

Parents should complete an enrollment packet several weeks before school begins each year. This packet includes a number of important forms. School administration would like to receive all of the forms before the first day of school, but two are **mandatory**:

New Students:

- An emergency/medical/disaster information form
- A copy of your child's current Immunization Record

Returning Students:

- A new emergency/medical/disaster information form
- A copy of your child's Immunization Record **ONLY** if it has changed.

If these two forms are not received by the morning of the first day of school, the student will be unable to attend class until the parents have completed the forms and submitted them to the office.

Change of Address/Phone Numbers

Parents must notify Prentice immediately of any change of address, phone numbers, or e-mail addresses so the school's records are accurate at all times. Notification can be made by e-mail to the School Secretary.

Health Records/Immunizations

According to California School Immunization Law, Health and Safety Code, Division 105, Part 2, Chapter 1, Section 120325-120380 and the California Code of Regulations, Title 17, Division 1, Chapter 14, Subchapter 8, Sections 6000-6075, students must have a chickenpox vaccine for kindergarten entry. The following immunizations are also required for school entry:

- DTaP (diphtheria, pertussis, tetanus)
- Polio
- Hepatitis B
- MMR (measles, mumps, rubella)

Your child also needs school boosters after his or her fourth birthday.

The law also requires a 1st-grade health examination to be completed up to 18 months prior to entry into first grade or within 90 days after beginning 1st grade. A standard form (Report of Health Examination for School Entry PM171 A) needs to be filled out by your child's doctor and submitted to the school within the 90-day timeframe. The required form is available in the school's Health Office.

California regulations require 7th-grade students to have 3 doses of Hepatitis B vaccine and a second dose of measles-containing vaccine (usually given as MMR)

Parents must submit a copy of their student's immunization record, and all shots must be up-to-date for his/her grade level before the student will be allowed to attend school.

A second measles, mumps, and rubella shot on or after their 1st birthday and a Hepatitis B series are now required of all students entering the 7th grade.

New Prentice students must submit a TB screening record that shows a screening was done at the time they entered kindergarten. If the student previously attended school in another state, he/she will be required to have a TB screening before entering Prentice.

Supplemental Forms

The following forms are available upon request from the School Secretary. They are also posted on the school's website under "Current Students" in "Forms" in the drop-down menu:

- After-School Club
- Before-School Club
- Homework Club
- Physician's Request for Administration of Prescription Medicine
- Science Club
- Student Supply List
- Various
 - Activity forms
 - Club forms
 - Permission forms

DISCIPLINE POLICIES



DISCIPLINE POLICIES

Prentice Discipline Policy

One of The Prentice School's goals is to help our students learn self-discipline and manage their own behavior. The staff believes:

- In the right of students to learn in a distraction-free environment
- No student has the right to negatively impact the learning environment of another student, and
- The Learning Specialists have the right to insist on a distraction-free environment in which to teach

Our school cannot successfully educate students if time has to be spent on maintaining order. Time spent on discipline reduces the amount of time available for instructing our students.

Positive Intervention Policy

As a state-certified nonpublic school, Prentice follows state guidelines for developing and using Positive Behavioral Interventions. The school does not recommend nor utilize any form of corporal punishment, and all interventions are conducted to preserve a person's human dignity and personal privacy. Prentice uses positive reinforcement for school and classroom management.

When appropriate, students are provided with positive behavioral interventions through the family conference process. Once an intervention has been created, the academic administration team oversees its implementation with the student's teacher, psychologist, social worker, instructional assistant, and/or speech pathologist (as needed) and monitors its progress.

Discipline – Elementary School

Although the school staff can handle most discipline problems, occasionally an issue arises that warrants notifying the parents. If this occurs, the following steps may be taken:

- First infraction – handled at school by teacher and/or principal
- Second infraction – principal talks to student; parents may be called to discuss infraction with possible meeting with parent
- Third infraction – behavioral contract, as agreed upon by parents, principal, and school psychologist and/or social worker

If the situation is serious enough, a phone call or meeting may be the first step in the discipline process.

Discipline – Junior High School

The Prentice faculty and staff are entrusted with the safety of each student. If a student makes a poor choice, that student will be held accountable and expected to learn from that experience and self-monitor his or her behavior in the future. The Junior High School's philosophy is that managing a student's behavior is not a valid approach to preparing a student for the future. Helping a student to manage his or her **own** behavior is the focus of all members of this school community.

If a student makes a poor choice, that student will be given a lunchtime detention notice. Detention supersedes any other lunchtime activity. If lunchtime detentions become a pattern, Prentice will consider the selection of poor choices as a chronic issue. Chronic problems will be dealt with through a meeting comprised of faculty, student, parent(s), school psychologist, and the principal. The determination of what is considered chronic is made on a case-by-case basis.

- Behavior contracts are a common short-term instrument to help students learn self-monitoring behaviors.
- In-house suspension is an occasional strategy for allowing a student to reflect upon the consequences of a poor choice.
- Students who choose not to complete homework in a timely manner might be invited to a study hall elective in lieu of a chosen elective.

Continued behavior problems can be grounds for suspension and/or expulsion from this school.

Basic Guidelines

All rules fit into this simple, basic guideline:

RESPECT THE RIGHTS OF OTHERS

- **Personal**
 - Body (hands to self, no throwing objects, etc.)
 - Possessions (do not borrow anyone else's belongings without permission)
- **Emotional/Mental**
 - Consider feelings
 - No teasing, hurtful words, bullying
- **Intellectual**
 - Do not interfere with others' thinking and learning
- **Environmental**
 - Maintain respect for the school site and participate in its positive appearance

Teachers and students will work together to develop specific classroom rules. The following offenses committed by students under the jurisdiction of the school are grounds for in-or-out-of-school suspension:

- Continued, willful disobedience, or failure to comply with school policies
- Continued lack of compliance with requests from school personnel
- Avoidance of homework production

- Theft
- Fighting
- Smoking or having tobacco on school premises
- Bringing other prohibited items on campus such as alcohol, drugs, and weapons of any kind
- Use of profanity or vulgarity
- Willful cutting, defacing, or destroying school property or the property of others
- Actions gravely detrimental to the morale and/or welfare of other students

If the undesirable behavior continues, the student will be placed on probation, with the understanding that, without a change in behavior, the student may be asked to leave Prentice. Work missed while on out-of-school probation must be made up at the discretion of the teacher.

Prentice will show "zero tolerance" for the following offenses.

- Verbal or physical assault/battery or any threat of force directed toward any school personnel or students (see Sexual Harassment Policy for Students)
- Use, sale, or possession of narcotics/alcohol
- Use, sale, or possession of any type of weapon

If any of these offenses occur, the child's parent(s)/guardian(s) will be called and **required** to come to the school immediately for a meeting with the staff. Expulsion **will occur** for the use, sale, or possession of narcotics, alcohol, and/or any type of weapon.

Parent Behavior

Parents/guardians are expected to treat faculty and staff with trust and respect. When on school grounds, parents will be respectful of the fact that they will be in close proximity of impressionable children with regards to attire and speech.

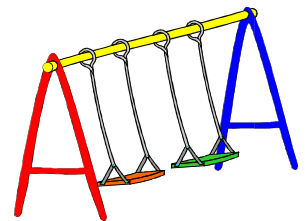
If parents drop off their children at the classroom door in the mornings, parents are not to engage the teacher in conversation. School needs to begin promptly at 8:15 a.m. with teachers prepared and in front of the class ready to instruct.

Parents and school staff are a team working together to insure success for each student. Students are most successful when parents and faculty work closely together as a team in the best interest of the student.

Playground Rules

Specific Playground Rules:

- Students must follow directions of playground supervisors
- When students hear a whistle, they must stop play immediately
- Students are not to climb trees, fences, or any equipment not designed for climbing
- Nothing should be in hands while on equipment
- Keep hands to self. If students use their hands or feet to fight, they will automatically be sent to the office
- Clean up lunch papers, baggies, etc.



- Swings:
 - Swing forward, not sideways
 - No running or throwing things between swings
 - No pushing people on swings
 - No pushing or slinging empty swings
- Objects other than balls should not be thrown (no projectiles)
- Students must remain at tables during first 10 minutes of lunch period
- Students will not be excused for play until lunch area is cleaned
- Volleyball, tetherball, and basketballs may be used during recess periods
- No profanity
- No skateboards or roller blades
- Dodge ball and tag are **not** allowed to be played on school campus

Lunches

Students should bring lunches to school in bags or lunch boxes labeled with their names. Should a student forget his/her lunch or one was not ordered for that day, a package of crackers and water will be provided at no cost. **Please do not send soda or candy in your child's lunch. Do no send drinks in glass bottles.**

School administration asks that parents not make a habit of delivering lunches for students since this can be a scheduling problem if the lunch is delivered late. If parents want to deliver a lunch, they must deliver it to the main office **prior to their child's scheduled lunch period**. The student then will be informed his/her lunch is ready for pick-up.

The school's hot lunch provider is **Choice Lunches** by Choice Foodservices. All lunch orders must be purchased through the provider. The menu is posted on their website, www.ChoiceLunch.com. Payment is made directly to Children's Choice. Students will be unable to order lunch through the front office.

Classroom Activities and Parties

Students enjoy special classroom activities and parties. Any special classroom activity or party, however, must be coordinated with the classroom Learning Specialist prior to the event.

Children are deeply hurt if they are "left out" of social events. Therefore, invitations to parties that are to be held off campus may not be passed out at school unless they are given to **every member** of the class. If every member of the class is not to be invited, the invitations must be mailed and transportation to the party must **not** originate from the school. A list of addresses of students in your child's class can be found in the school directory. Arrangements for class parties should be made with the classroom Learning Specialist.

It is inappropriate for parents and students to invite teachers and assistants to attend family social gatherings/events such as birthday or bowling parties. Please refrain from this practice. Please feel free to invite teachers and/or staff, however, to ceremonies honoring your student, such as an Eagle Scout award ceremony and graduation.

Movie/Video Policy

The Prentice School approves the viewing of appropriate films during school or at school sponsored activities.

During class time where curriculum is being taught:

The viewing of a film or segment of a film must have educational value, showing a direct link to the instructional learning objectives of the approved curriculum. Videos are to be used appropriately and sparingly.

During school time (rainy day lunch, compliment point party, long bus ride, etc.)

Teachers will show only movies rated G in elementary and may show movies rated PG in junior high if parents have been previously informed. Teachers must view all movies ahead of time in their entirety and exercise sensitivity to different values and cultures when selecting films.

Messages/Telephone Use

Parents should leave messages with the school office for their child(ren) **ONLY IN CASE OF AN EMERGENCY**. Student use of telephones is reserved for emergencies only.

Cell Phones

The use of cellular telephones during the school day is prohibited. **All cell phones must be turned off and in backpacks while on school grounds, including carpool and after-school activities.** If a cell phone is found in use during the day, the phone will be confiscated and returned at the end of the day.

The use of the cell phone to make alternate arrangements for after-school transportation will not be allowed, since prior parental authorization is necessary for students to leave campus with anyone other than those previously authorized.

Electronics

In order to facilitate an atmosphere conducive to learning, students are not allowed to have electronic games/music in the classrooms.

Books and Materials

All textbooks are required to be covered. It is the responsibility of the parents or guardians of a child who loses, damages, or destroys school materials (including library books) or equipment to pay for the replacement of said materials and equipment at the current replacement cost. **Final report cards and testing will not be mailed to any family that has an outstanding balance.**

DRESS CODE / UNIFORM POLICY



DRESS CODE / UNIFORM POLICY

The Prentice School is a uniform school. Students are expected to be in uniform every day, unless a free-dress pass is being used or it is a Free Dress Day. If a free-dress pass is being used, that pass needs to be presented to the homeroom teacher that morning, or the student is in violation of the dress code. Please check the free-dress pass for its expiration date.

The faculty and staff have a full day of education planned for each student and do not wish to interact with a student in a negative manner with regards to the student's attire. School administration asks that a parent or responsible adult check to make sure that the student is in uniform each day. This notice serves as the **sole warning**.

If an **elementary student** is found out of uniform, the student will be counseled and expected to comply with the dress code policy. This could include calling parents and requesting proper attire be brought to school.

If a **junior high** student is found out of uniform, that student will be given a uniform referral notice that will place the student in detention during lunch with a staff member. During detention, the student is allowed to eat lunch; but the restriction in activity is designed to deter the student from being out of uniform again. If the student does arrive for detention and needs to be found, that student will be given an additional day of detention. If the student is found to be in violation of the dress code after lunch, he/she will have detention on the next day that the student is in school. Detention supersedes any other activity planned for that lunch period, including sports activities or teacher appointments. Every time the student is in violation of the dress code, the student will be in detention.

If any student becomes a chronic uniform offender, administration will request a conference with the parents to ascertain what problem exists with regards to following Prentice uniform rules. Continual refusal to follow school rules might result in a student being asked to leave the school.

The Prentice School administration has the right to request that a child comply with any rule not mentioned in the following Dress Code if it is deemed to be interfering with the educational setting.

Uniforms - General

- ✓ Prentice uniforms are purchased through True Grits.
- ✓ It is the parent's responsibility to periodically check and make sure that the uniform fits properly. Remember that students at Prentice grow physically, as well as intellectually!
- ✓ All clothing needs to fit. No oversized or tight clothing is allowed.
- ✓ Ripped jeans are not acceptable school apparel, even for free dress days.
- ✓ Since all uniforms look the same, all clothing should be labeled with the student's name – especially sweatshirts.

Uniforms –Blouses/Shirts

- ✓ **All non-banded shirts must be tucked in at all times with the exception of PE, break, and lunch.** If a student is found with a shirt not tucked in, that student is in violation of the dress code. Students must be able to raise their arms and still allow enough material at the bottom of the shirt to be tucked in. **If a child does not like to tuck in the shirt**, purchase the banded shirt, which should rest no lower than the hips.
- ✓ Shirts with an elastic bottom band do not have to be tucked in.
- ✓ Only solid white undershirts are allowed.

Uniforms – Shorts, Pants, and Skirts

- ✓ All boys' shorts cannot be longer than the bottom of the knee.
- ✓ All girls' shorts and skirts cannot be shorter than 3 inches above the knee.
- ✓ All shorts, pants, and skirts must be worn at the waist; no skirt is to be worn with a rolled-up waist.
- ✓ All hems must be neat – no frayed hems allowed.
- ✓ If there are belt loops, then a belt must be worn. Belts allowed can be only plain navy blue, plain black, plain brown, or plain khaki with a plain buckle.

Uniforms – Sweaters and Jackets

- ✓ Only Prentice sweatshirts may be worn. Do not bring any other sweatshirt to school; they are not allowed either before or after school or during break or lunch. If non-Prentice sweatshirts are brought to the school, they will be confiscated; and your child will be in violation of the dress code.
- ✓ Wearing ripped sweatshirts or sweatshirts with writing on them is not permitted.
- ✓ Outer jackets or coats can be worn only to and from school, during break, and during lunch. They must be left in the locker/homeroom for the rest of the day.
- ✓ True Grits offers two alternative sweatshirts that are perfect for cold or rainy weather and can be worn in the classroom:
 - A hooded zip-up jacket
 - A hooded, pull-over jacket with hand pockets
- ✓ If it is raining hard, students are allowed to use a raincoat to change classes.

Uniforms – Shoes and Socks

- ✓ ALL socks must be a solid color in only white, tan, green, or blue. **Socks must be visible** and worn below the knee. **No tights and patterned or disappearing socks are allowed.**
- ✓ All shoes must be sturdy, have backs, and must remain on during physical activity. Open-toe, backless shoes and boots are not allowed due to activity during PE.

Personal Affects

- ✓ No makeup is permitted. Clear lip balm or lip gloss is allowed. All fingernails must be of natural color.
- ✓ No tattoos of any kind are allowed at this school.
- ✓ Boys are not allowed to wear earrings.
- ✓ Girls may wear only one earring per ear, and dangling or hoop earrings are not allowed.
- ✓ Both boys and girls may wear a watch. Except for medical alert bracelets, no bracelets (including rubber bracelets) are allowed, since they interfere with language class.
- ✓ The only necklaces or rings that will be allowed are either of a religious nature or of sentimental value. We ask that they be small and unobtrusive.
- ✓ No caps or hats are allowed, except for approved headwear during PE.

Personal Grooming

- ✓ Moderate hair styles are expected:
 - Extreme hairstyles are not permitted, i.e., spiked hair longer than 1 inch in any direction
 - Hair gel may only be used in moderation
 - Hair should be combed and brushed, well groomed, and worn in such a fashion that vision is not obstructed – eyebrows must be visible below front hairline
 - Length of boys' hair should be cut to above the shirt collar and tapered so that the hair on the back of the head above the neck line is short enough to lay down smoothly

- If a student is asked to cut his/her hair, a form (see next page) will be sent home with this request. The parent has until the beginning of the next week to comply with this request. After this period, a conference with parent and student will be held to discuss this matter.
- Dyed or highlighted hair is not allowed for either boys or girls
- Girls' hair ornaments should be minimal
- ✓ No facial hair is allowed

During Free Dress Days, we ask that students select clothes appropriate for school:

- ✓ No offensive writing on clothing
- ✓ No spaghetti straps or bare midriffs
- ✓ No excessively baggy or tight clothing
- ✓ A respectable length to shorts, skirts, or dresses
- ✓ No makeup
- ✓ No jewelry
- ✓ No sandals, flip-flops, or boots

Labeling Outer Wear

Please put your student's name in jackets, sweaters, etc. with a **permanent** marker. Lunch boxes/bags should also be labeled.

Lost and Found

Lost articles may be claimed in the Health Office before or after school only. Any article left for more than one month will be given to a charity.

School supplies, final student work, clothes, etc. that should be taken home at the end of the school year but are left at school will be discarded or recycled by August 1.

HAVE YOU SEEN THIS?

ATTENTION

Student Name: _____

You are in danger of being in dress code violation with regards to your hair. The Student Handbook states:

- Hair should be well-groomed and worn in such a fashion that vision is not obstructed – eyebrows must be visible below front hairline
- Length of boy's hair should be cut to above the shirt collar and tapered so that the hair on the back of the head above the neck line is short enough to lay down smoothly.

We realize that it is not always easy to make a hair appointment immediately, so please have your hair cut to conform with the above regulations before this date, or you will be in lunch detention until this situation is rectified.

Deadline Date: _____

Karen Lerner
Junior High School Principal
and
The Uniform Police

MEDICAL / HEALTH





MEDICAL/HEALTH

Illnesses and Accidents

Students with temperatures, colds, viruses, or other communicable diseases should **remain at home** until fully recovered. Parents are asked to please:

- Notify the school if a student has a communicable disease
- Keep the student at home until he/she is fever-free for 24 hours prior to returning to school

If a student becomes ill or is injured at school, he/she will be escorted to the Health Office where they will remain until appropriate emergency help, if necessary, arrives.

After contacting the appropriate emergency personnel, the school will make every effort to contact the parent, guardian, or persons listed on the student's Emergency/Medical/Disaster Information form.

Any time a student is hit or injured in the head, the school will contact the parent(s) immediately.

Emergency Procedures

The school will try to contact parents to let them know the nature of the emergency as well as the procedure being followed. In case of a life-threatening emergency, or when delay could result in medical complications, the school will make every effort to ensure that the child receives medical attention immediately. This may include calling paramedics or police.

There may be a cost to parents for paramedic and/or hospital emergency room procedures. It is understood that enrollment at The Prentice School confers upon the school the obligation to select emergency care providers when parents/guardians or the child's physician cannot be reached, and that no liability would attach to such a decision.

In the event of a natural disaster, Prentice will follow the lead of Tustin Unified School District, 714-730-7301, in terms of remaining open or closed. If an emergency situation (fire, power outage, water main break, etc.) arises that necessitates a school closure, the school will initiate the *Prentice Pulse*, the automatic outbound notifier telephone program, to inform parents to pick up their child(ren) as soon as possible.

If an evacuation of the campus becomes necessary, Prentice staff will escort the students to an alternate location that is safely away from the disaster site. Immediately prior to the start of the evacuation, administration will initiate the *Prentice Pulse* to instruct parents to pick up their children as soon as possible at the alternate evacuation site. Upon arrival at the alternate location, Prentice staff will follow the same procedures as if on-campus for first aid, student supervision, and release of students.

Hewes Middle School is designated as the school's initial alternate evacuation site. If the emergency continues and it becomes necessary to spend the night, staff will escort the students to Foothill High School, our secondary evacuation site. Directions and maps follow.

Hewes Middle School
 13232 Hewes Avenue
 Santa Ana, CA 92705
 (714-730-7348)

Foothill High School
 1925 Dodge Street
 Santa Ana, CA 92705
 (714-730-7464)

Walking Directions and Map to Hewes Middle School

- | | |
|--|---------------------------|
| Head east on Lassen Drive toward Esplanade Avenue
(About 1 minute) | Go 289 ft
Total 289 ft |
| Turn left at Esplanade Avenue
(About 2 minutes) | Go 0.1 mi
Total 0.2 mi |
| Turn right at Fairhaven Avenue
(About 6 minutes) | Go 0.3 mi
Total 0.5 mi |
| Turn right at Hewes Street
(About 5 minutes) | Go 0.2 mi
Total 0.7 mi |



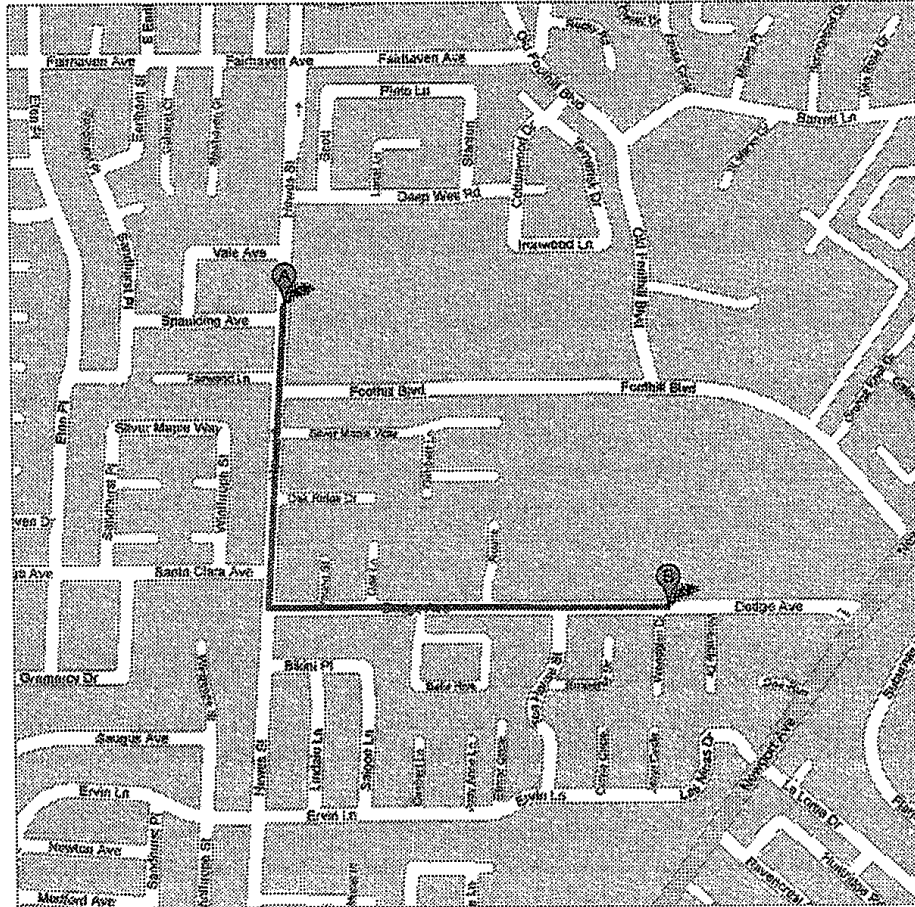
Walking Directions and Map to Foothill High School

Head **south** on Hewes Street toward Spaulding Avenue
(About 6 minutes)

Go 0.3 mi
Total 0.3 mi

Turn **left** at Dodge Avenue
(About 7 minutes)

Go 0.4 mi
Total 0.7 mi



Evacuation routes may be changed due to street conditions at the time.

In case of a major natural disaster, such as an earthquake, Prentice has three out-of-state emergency contacts:

- Mrs. Joyce Hofeling, a retired Prentice teacher (801-576-9463)
- Mrs. Jocelyn Brown, Mrs. Hofeling's daughter (801-446-9056)
- Mrs. Elizabeth Wall, Mrs. Hofeling's daughter (801-282-6020)

If Prentice is able to get a message out, it will be forwarded to Mrs. Hofeling or to one of her daughters.

Fire/Earthquake Drills

Monthly fire and earthquake drills are held for all students. Students are instructed to leave the building quickly and quietly and report to previously designated areas. Lockdown drills are also held twice a year for all students.

Child Abuse

In accordance with California law, school staff members are obligated, under penalty of fine and jail term, to report the reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. In this very serious and legally narrow area, the school **will not** contact parents in advance of making a report to legal authorities, which would be the procedure followed in most other legal matters. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School staff will make such reports in the best interests of the affected child and, once reasonable suspicion is established, **DO NOT** have any legal alternative except to make the report to the proper authorities for their investigation and review.

Threat of Violence

POLICY: The Prentice School is opposed to and will not tolerate physical violence or the verbal threat of violence against any student or staff member.

DEFINITION: "Verbal violence" is defined as:

- Willfully threatening to cause physical injury to another person, whether another student or a staff member, to the extent that the other person believes his/her safety is being threatened and, in particular,
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the student from being a witness or retaliating against the student for being a witness.

PROCEDURE:

After a thorough investigation and consideration of any extenuating circumstances, all of the following will occur (California Education Code, Part 27, #48900) if school administration determines that a Prentice student has willfully threatened to cause harm to another and believes it is a viable threat:

1. Prentice will expel the child immediately
2. Prentice will include the expulsion and the reason why in the student's cumulative file
3. Prentice will inform all parents and staff of the situation
4. Prentice will report the incident to the police

Sexual Harassment Policy for Students

The Prentice School is a safe place to learn, where students should not have to worry about being sexually harassed. Title IX of the Educational Amendments of 1972 makes sexual harassment illegal. We want to make sure that students and parents know what kind of behavior is not acceptable and that sexual harassment problems will be taken very seriously.

Sexual harassment could be any kind of unwanted sexual conduct like:

- Sexual advances (asking someone to have sex)
- Touching of a sexual nature (touching someone's private parts)
- Graffiti (tagging) of a sexual nature
- The display or distribution of sexually explicit drawings, pictures, and written materials
- Sexual gestures (making sexual motions with hands or bodies)

- Sexual or “dirty” jokes
- Pressure for sexual favors
- Touching oneself sexually or talking about one’s sexual activity in front of other people
- Spreading rumors about or rating other students as to sexual activity or performance

Not all physical contact is considered sexual in nature. Some examples of okay touching could be students hugging or holding hands when they both want to hug or hold hands, an athletic coach hugging a student who made a goal, a first-grade teacher’s consoling hug for a child with a skinned knee, or one student’s demonstration of a sports move requirement contact with another student. Sexual conduct is sexual harassment when a student does not want the behavior or is offended by it.

There are two main kinds of sexual harassment: quid pro quo harassment and hostile environment harassment.

1. Quid pro quo harassment is when a school employee makes a student think that he or she has to do something sexual in order to do well in school; for example, if a teacher threatens to fail a student unless the student agrees to date the teacher. It doesn’t matter if the student does what the teacher says or not, either way it is quid pro quo harassment.
2. Hostile environment harassment is when there is sexual harassment that is so bad, happening for a long time, or happening in many areas of the school, that it makes it hard for a student to focus on learning or makes him or her feel scared, threatened, or abused. A hostile environment could be because of sexual harassment by a school employee, another student, or someone visiting the school.

Although one incident of quid pro quo harassment is unlawful, generally a hostile environment is created by many incidents. So, for example, a sexual joke, even if offensive to the student to whom it was told, does not by itself create a sexually hostile environment. However, a sexual assault or other severe single incident can create a hostile environment.

If you think your child is being sexually harassed, there are many things that your child can do to protect himself/herself. For example, counsel your child:

- If someone is telling dirty jokes or making sexual comments, the first thing to do is to tell the person that you don’t like what he or she is saying or doing. If it occurs a second time, then tell a teacher or your school counselor.
- If someone is gesturing inappropriately, touching you, or making you feel uncomfortable because of his or her behavior, talk to someone right away. Tell a trusted teacher, your school counselor, or principal that you need to speak privately with him or her about a serious matter, and then talk about the problem.

Students, parents, counselors, and principals can all work together to make sure that sexual harassment is not a problem at The Prentice School.

Medicine at School (Prescription and Nonprescription)

School personnel may assist in the administration of prescription and non-prescription medicine only if certain conditions are met. The following policy will be strictly enforced!

All medicines will be kept locked up in the Health Room. Children may not keep medicine in their pockets, desks, backpacks, etc., and they may not transport medicine to the school on the bus. *All prescription and non-prescription medicines must be delivered to the Front Office or to the Health Office by an adult.* Also, **children may not take any medicine on campus without the knowledge of school personnel.**

If a parent wants a child to take any type of medicine while at school, appropriate forms must be filled out and turned in at the beginning of each school year. If the child's medications change *during* the school year, please notify the Health Clerk in writing. The Health Clerk will keep the instructions on file.

1. If the student must take a prescription medicine, it must be specifically requested on a written form **signed by the student's parent/guardian and doctor**. The form (Physician's Request for Administration of Prescription Medicine) may be obtained from the Health Office or on the Prentice website under "Current Students" in "Forms" in the drop-down menu. Medication must be in an original prescription bottle labeled clearly with the student's name and dosage. Please make certain that the medication's shelf life has not expired. The student must go to the Health Room to take the medicine. Dosage, time of day, and the initials of the staff person who is dispensing the medication are recorded in a logbook.
2. If the student needs non-prescription medicine, it must be specifically requested on the Student Health Inventory form and signed by the parent/guardian. The Student Health Inventory is part of the enrollment packet and can also be obtained in the Health Office or on the Prentice website under "Current Students" in "Forms" in the drop-down menu. **The medicine must be supplied in advance by the parent and labeled with the child's name and the appropriate dosage.** The child must go to the Health Room to take the medicine.

Medicine at Home

If a child is taking medication at home for a continuing medical condition, parents should let the school know the type of medicine, the current dosage, the name of the supervising physician, and any side effects that should be reported to the parent or physician.

One or two days' dosage of any medication taken by the child at home should be given to the school to have in case of an emergency (i.e. earthquake).

Emergency/Medical/Disaster Information Forms

Emergency/Medical/Disaster Information forms are to be completed and filed with in the Health Office by the first day of the student's enrollment. In case of accident or illness, the school will attempt to contact the parents or guardians. If they cannot be reached, the child's physician or the next adult on the emergency card will be contacted. **It is the responsibility of the parent/guardian to keep this information accurate and up-to-date at all times.**

TRANSPORTATION



TRANSPORTATION

Carpooling

Transportation is the responsibility of the parents. School rosters are mailed to all families in July for carpooling purposes.

Traffic Control Policy

The Prentice School has successfully implemented an effective program of traffic control for the past several years. This policy is very important because:

- It safeguards the students.
- It provides an orderly traffic pattern that reduces the impact on the neighbors.
- The County Use Permit requires Prentice to implement and monitor a traffic control policy.

Approach to School Site

Prentice carpools should use the main arterial streets. After exiting the freeway system, the school should be approached from either Chapman or 17th Street. The direct approach to the school is via Esplanade and Lassen - **not by neighborhood streets.**

If parents arrive in the north Tustin area ahead of the appointed time, please do not enter the residential neighborhood immediately surrounding the school.

Cars should enter the drop-off/pick-up area from the eastern most drive and exit from the western most drive, turning left toward Esplanade. There are to be **NO RIGHT TURNS** out of the Prentice parking lot. **INSTEAD, cars must turn left and exit via Lassen to Esplanade.**

Parents and staff **MUST NOT DRIVE OR PARK** on neighborhood streets, especially Kootenay and Bow.

Park only in approved parking spaces. The school's Use Permit **prohibits** parking on the **south side of Lassen Drive**, directly in front of residential homes. During special events that increase the parking needs, the north gates will be opened on Fairhaven to allow parking on the blacktop.

Carpool Procedures/ Parking Lot Speed Limit

For the purposes of this plan, each car is considered a "carpool" and must comply with the following procedures.

- **The maximum speed limit in all lanes of the Prentice parking lot is 5 mph.** There have been a few close calls involving cars and people. For everyone's safety, it is imperative that drivers observe this 5 mph speed limit and be prepared to apply the brakes at a moment's notice.

- All vehicles approaching Prentice for the purpose of transporting students must have a carpool number displayed in its front window. The school secretary issues these numbers using the following criteria:
- Carpool numbers are assigned by the earliest date that a family within the carpool has returned their signed Enrollment Contract and implemented a payment method.
- Carpool numbers are mailed to parents approximately one week before school starts.
- Carpools can line up only at the **specific time** assigned to their carpool number. (Please refer to the Pick-Up Schedule printed in this handbook.)
- If a special situation exists, the parent is to make an appointment with the Executive Director to discuss a possible exception.
- A staff member is posted at the west end of the parking lot. Using a bullhorn, he/she relays each carpool number to the "dismissal" staff member who releases the students to their carpool. Until the "dismissal" staff member releases students, the students must wait behind a chain-link fence near the pick-up area. The staff member at the head of the carpool line assists students, if needed, as they enter cars.
- The parking lot at the school accommodates approximately 62 cars at one time, 31 in each of two double-file lines. Once each car reaches the pick-up point, it takes an average of 24 seconds to load the students into each vehicle. It is important that parent-teacher conferences not be held in the pick-up line. Parents are to park in an approved parking space if they wish to engage in a conversation. **Do not** leave cars unattended in the red or yellow curb areas in front of the school at any time.
- **Do not park and then walk up to the student carpool area.**
- **No child will be allowed to leave by walking across the street, even if accompanied by a parent. Please do not break this important safety rule.**

Pick-Up Schedule			
<u>Carpool Numbers</u>	<u>Regular Schedule Dismissal Time</u>	<u>Thursday Dismissal Day</u>	<u>Conference Dismissal Day</u>
1 - 33	3:05 p.m.	2:05 p.m.	1:05 p.m.
34 - 64	3:10 p.m.	2:10 p.m.	1:10 p.m.
65 - 95	3:15 p.m.	2:15 p.m.	1:15 p.m.
96 & up	3:20 p.m.	2:20 p.m.	1:20 p.m.

Note that the **line-up process** for carpool pick-ups remains the same even when the dismissal time changes.

PLEASE NOTE: The County Use Permit **requires** Prentice to implement and monitor a traffic-control policy, which includes our sequential numbering system. The permit specifically **limits to 33 the total number of cars in the parking lot at one time** and **prohibits parking on the south side of Lassen Drive**, directly in front of residential homes. The county and the California Highway Patrol periodically spot checks the school to make sure we follow these guidelines. **Please adhere to the above time schedule at all times and try to join a carpool**

so we can reduce the number of cars in the parking lot. The Highway Patrol officer who has monitored our carpool recently commented that Prentice and parents are doing a good job. Let us please continue to “do a good job.”

Academic instruction does not conclude until 3:00 p.m. As previously noted, it is detrimental to a child’s class work if he/she misses too many classes or portions thereof. In addition, the student may miss homework assignments, which are usually assigned at the end of each class by junior high teachers and the end of the day by elementary teachers. Please consider scheduling appointments after school, during school breaks, or on Thursdays of each week, after the 2:00 p.m. dismissal.

In light of the school’s traffic control policy and concern for the safety of all students, parents are required to comply with the carpool rules as stated below:

- Pick up a student early in the front office and only when absolutely necessary; otherwise, please go through carpool.
 - If a parent needs to pick up a child early (**2:45 p.m. or earlier**), please park the car, come to the front office, and sign out the child. **If a parent arrives after 2:50 p.m., he/she must go through carpool.**
- Clearly display the carpool number on the vehicle’s dashboard/windshield the entire time parents are in the carpool area.
- Line up at the specific time assigned to your number.
- Remain in your car when in the carpool lane.
- Pick up a child through carpool, not on foot.
- **For the safety of students, turn off cell phones upon entering the carpool line and keep them off until after departure from the carpool area.**
- Exit the parking lot by turning left and proceeding to Esplanade, not through neighborhood streets.
- Travel at 5 mph through the parking lot.
- Send written permission for a child to go home with a friend.
- Please do not ask for a special exception. School administration will be unable to grant your request.

PARENT PARTICIPATION



PARENT PARTICIPATION

The Prentice Parent Guild

The Prentice Parent Guild is designed to facilitate more effective communication between the parents and Learning Specialists. This organization helps organize special events, fund-raising projects, and programs with informative speakers. We hope all parents will participate. Parents can contact the Parent Guild via:

- Mail 18341 Lassen Drive, Santa Ana, CA 92705
- Telephone 714-538-4511, ext. 258
- E-mail parentguild@prentice.org
- Website Parent Guild tab

Volunteering

As a nonprofit school, Prentice always needs and appreciates parent volunteers. There are many opportunities to help, including in the classrooms, library, and main office and for specific activities.

The Prentice Parent Guild, the school's official parent support group, also needs volunteers to help with a number of school-related functions that it sponsors, including the Parent-Alumni Picnic, the Scholastic Book Fair, bi-annual Grandparents/Special Friends Day, Spirit Day, and various fund-raisers.

A newly established policy states that **each parent (couple) volunteer ten hours of service for the school year, donate \$200 to the school, or purchase \$200 worth of items on the school's "wish list" that is posted on the website.** The policy encourages everyone to do his/her fair share, and no parent is left feeling that he or she is being overextended. The policy is included in the student's contract agreement.

For the safety of our students, administration wants to know when guests, including Parent Guild volunteers, are on campus. Please sign in and out in the Parent Guild log book at the front desk and wear a Parent Guild badge whenever you volunteer your time on the school campus. Your cooperation is greatly appreciated as the school continues to provide a safe environment.

We welcome your culinary know-how when we need treats for special events or class parties, and we are dependent on parent drivers for many of our Field Trips.

Keep your eye on the weekly e-mail blasts for multiple opportunities to play an important role in your child's life at Prentice! When you demonstrate that you value education by donating your time, your child will notice. Research indicates that students of volunteering parents perform better in school.

Wrap-Up Meetings

Prentice will schedule separate “wrap-up meetings” for primary, intermediate and junior high grades. Parent representatives from each classroom will be invited to meet with the Executive Director and offer suggestions, express concerns, share kudos, etc. for the current and upcoming school years. Parent names will be randomly selected from each classroom and invited to participate.

Visiting Classrooms and Attending On-Campus Events

Classrooms

You and other interested individuals are encouraged to visit the school on any school day during the year that is convenient for you as well as your child’s Learning Specialist. Arrangements must be made in advance.

To keep unauthorized visitors out of our classrooms, **visitors must first stop by the Front Office to sign in and receive a visitor’s pass.** Since classroom visitations distract students, please limit your visit to 20 minutes, once a month.

Please remember that Learning Specialists and classroom assistants will be unable to speak with visitors during instructional time, but you are welcome to make an appointment to conference with the teacher at a mutually convenient time.

On-Campus Events

As mentioned previously, Prentice is striving to provide a safe environment for our students and our visitors. Parents must stop by the Front Office to sign and receive a visitor’s pass whenever you are on campus, including special parent workshops, lunch-on-a-blanket, Muffins with Mom, Donuts with Dad, Tea with Me (Karen Lerner), Coffee with Executive Director, etc.

STAFF



STAFF BIOGRAPHIES 2010-2011

Academic Administration

Carol H. Clark, B.A., M.A., Executive Director

Carol graduated from California Western University with a degree in humanities with an emphasis in English. She has a master's degree in educational administration as well as an administrative credential, a director certificate from the Slingerland® Institute, a junior college credential, and a CLAD certificate.

She taught in Chula Vista, CA, for many years and was named the Chula Vista Elementary School District's "Teacher of the Year" for 1992-93. She also served as a District Mentor Teacher. Carol was honored with San Diego Cox Cable's "Teacher Tribute Award" in 1993.

Since 1985, she has trained teachers in the Slingerland® Approach to Language Arts for the University of San Diego. She became a director of the program in 1987. In 1990, she implemented a Slingerland® Summer School to run concurrently with the teacher-training program. With the support of the University, she began an after-school tutoring program in Chula Vista in 1992.

She serves on the Faculty Senate for the Slingerland® Institute and is a former Faculty Senate Representative to the Slingerland® Institute's Board of Directors. Carol has directed the Prentice Slingerland® Teachers' Training Program as an adjunct professor for the past 12 summers for the University of San Diego. She serves as Co-Community Projects Chair for the Tustin Branch of The American Association of University Women. Her primary project for 2009-2010 is Tech Trek, a math and science summer camp for 7th-grade girls at UC San Diego. Carol also is a member of the Orange County Private School Association. Because of her extensive directing experience in the Slingerland® Institute for Literacy comprehensive training programs, Mrs. Clark has been named as one of five managing directors in the country. Prentice has been named one of five "founding sites" in the United States for Slingerland® training programs.

Carol enjoys spending time with her family, particularly her grandchildren, Emma, Hailey, R.J., and Jordan. She also enjoys walking, reading, listening to music, and watching sports.

Louise Dumais, B.A., M.A., Elementary School Principal

Mrs. Dumais was born in Rumford, Maine, the youngest of five children. After graduating from the local high school, she came to California and attended Los Angeles City College and California State University. Her college attendance was interrupted by almost ten years, during which time she married and had a daughter. In 1970, Mrs. Dumais returned to college and graduated from California State University, San Fernando and started teaching in Victorville, California. For the next 27 years, Mrs. Dumais taught elementary school and served as a Reading Coordinator and a Special Education teacher. She also worked as an elementary Vice Principal, Principal, and District Director.

The job Mrs. Dumais liked the very most was teaching students to read and write. She thinks she is especially lucky to be able to retire with her charming, wonderful husband and still be able to work part-time with boys and girls who work very hard at learning to be better readers and writers.

Jayne M. Hall, B.S., Operations Manager

Jayne comes to the business office with 25 years of accounting, insurance, and human resource experience. Her employment history includes 10 years in non-profit and 15 years in manufacturing, IMAX production, and a CPA firm. She has a B.S. degree from California Polytechnic University in business management and later completed her accounting degree at Saddleback Junior College. Jayne is a member of the American Association of Women Accountants.

Jayne has three daughters: one a graduate of UC-Santa Barbara and auditor for PWC, one at UC-Davis, and one in high school. Jayne enjoys volunteering her spare time with the Girl Scouts. Jayne's hobbies include running, walking, yoga, and time with her girls.

Karen Lerner, B.A., M.A., Junior High School Principal

Karen brings various points of view to her job as principal of the Junior High. Before joining the administrative team eight years ago, she taught in the junior high program for nine years. She is also a parent of a former Prentice student and is married to a founding board member.

Karen holds a multiple-subject teaching credential from UCI, a learning disabilities special education credential from Chapman University, and an administrative services credential from UCI. She also completed three years of the Slingerland® Institute Teacher Training Program and done advanced work with Carol Murray. Karen is a graduate of Rutgers University with a B.A. in dance and New York University with an M.A. in dance education. Before coming to Prentice, she was a member of the dance faculty at both UCI and Chapman University.

She and her husband Marc have two daughters - Emily, a graduate of the University of California, Santa Cruz, and George Washington University Law School, who is a lawyer with Health and Human Services in Washington, DC - and Dorie, a former Prentice student, who graduated from Whittier College and is a graduate student in library science at Rutgers University. When not at school, Karen tries to breathe!

Business Administration

Jenny Nguyen, B.A., Accountant

Jenny joined the business staff in spring 2004. She has a B.A. degree from California State University, Fullerton in business administration, with a concentration in accounting. She has developed a wide range of accounting knowledge from working many years in the manufacturing and retail industries.

Jenny enjoys traveling, skiing, home decorating, and spending time with her family.

Support Staff

Cheryl Cormier, Director of Development

Cheryl comes to Prentice with over 29 years of experience in the profit and non-profit sectors, with multiplicity of skills and knowledge. Her employment history includes 20 years working for a Fortune 500 insurance broker as a Marketing Consultant, servicing major sports and entertainment programs and venues. In 2000, Cheryl entered the non-profit world and took her expertise to the Los Angeles City College Foundation as their Associate Director of Development and shortly was appointed to Interim Executive Director. Over the next eight years, she spent her career working with community colleges, helping them to build their foundations, develop funding sources, and expand resources to provide students the means to achieve their academic goals.

She and her husband have four daughters and one grandson. Cheryl enjoys walking and quiet time.

Debra Farmer, School Secretary/Front Office

Debra joined Prentice in the fall of 2005 and is beginning her 6th year with the school. She came to Prentice with a long corporate background with Fortune 500 companies doing corporate finance, marketing, new business, human resources, personnel training, and executive assistance, as well as long-term catering and construction experience.

She resides in Garden Grove with her beloved 16-year-old son, Jacob, and their hilariously spoiled cat, Snoopy (who thinks he is a human trapped in a fur ball's body). The family hobbies include anything baseball – major league or Little League – it's all good! (Jacob and Debra are huge Angels fans and live to razz Dodger fans...lol...); having bonfires at the beach; swimming; community service volunteering in their local community; gardening, musical events, arts/art museums; movie watching, and spending time being silly and having fun with family and friends whenever and wherever possible.

Beth Johnsen, Health/Attendance Clerk

Beth starts her 18th year at Prentice wearing a new hat as the Health/Attendance clerk, while continuing her daily copying duties. It is going to be a big change for her not working in the classroom as an instructional assistant.

Beth will no longer patrol the Prentice playground, but she still patrols the streets and parks of Laguna Beach, performing various duties as a volunteer with the Laguna Beach Police Department's C.O.P. program, giving back to her community. (Watch where you park, she can issue tickets!)

In her spare time, Beth likes to get together with friends, travel, read, quilt, pet sit, and is addicted to Sudoku and crossword and jigsaw puzzles.

Lauren Krausgrill, BA, Admissions & Outreach Coordinator

Lauren joined Prentice in the summer of 2009. She is a sixth-generation Californian raised in Bakersfield where she worked for 11 years as an Administrative Assistant at her family's architectural supplies business. While she received her BA from the University of Arizona in history, she pursued her minor in Italian studies by studying language abroad in Florence, Italy. In 2008, Lauren graduated from CSU-Bakersfield with a single-subject teaching credential in social science and taught junior high at PBVUSD as a substitute. During which time, she also mentored sophomore girls in a teen enrichment program aimed at improving social skills and self-esteem. Lauren continues to pursue her teaching interests, working as a tutor for junior high and high school students in need of SAT/ACT/ISEE test preparation.

Lauren enjoys volunteering, tutoring, snowboarding, yoga, needlepoint, and spending time with her friends and family in Laguna Beach. She also loves to play tug-of-war with her tiny but fierce Yorkshire Terrier named Ozzy Osbourne.

Carol Stewart, B.S., Executive Assistant

Carol joined Prentice in 2003, shortly after moving to Long Beach. She brings to Prentice many years of experience in the non-profit world, working 10+ years for Riverside Community Health Foundation, where she interacted with the board of directors, committee members, donors, and volunteers on a daily basis. Carol also planned and assisted in the foundation's fund-raising special events.

During Carol's career, she passed an extensive "Certified Professional Secretary" exam, obtained her human resources certificate, and earned her B.S. degree from California Baptist University (the same year her son graduated from high school).

Carol and her husband Craig are enjoying their "beach life"; they like to travel and try new restaurants. They have one adult son, Christopher, who lives in Riverside

Stanley J. Tom, M.S., Assistive Technology Specialist

After earning bachelors and masters degrees in geography from UCLA and University of Arizona respectively, Stan held several positions at McDonnell Aircraft as a technical writer, systems analyst, and technical instructor. After aerospace, he worked in the education department and later as the Network Administrator at the Museum of Contemporary Art in Los Angeles. Subsequently, as the director of instructional quality at a networking technology school, Stan oversaw the professional development of instructors. There he earned a number of industry technical certifications. In the meantime, Stan also taught physical, regional, and cultural geography classes at Long Beach City College.

Just prior to Prentice, Stan was a senior technology specialist at the Assistive Technology Exchange Center, part of Goodwill Industries of Orange County. Here Stan became proficient in assessing the educational, functional, and employment accommodation needs of individuals with learning and physical disabilities. In this role, he worked with various state agencies and school districts in Southern California to identify appropriate supports to help people reach their goals.

Stan enjoys spending time with his wife, young son, and beagle. He enjoys long distance cycling, photography, art museums, reading, and music.

Diana Wilhite, B.S., Principals' Assistant

Diana begins her 14th year at Prentice this year. She is the assistant to both Karen Lerner, Junior High Principal, and Louise Dumais, Elementary Principal. Diana joined Prentice after completing her B.S. degree in Psychology at Pittsburg State University in Pittsburg, Kansas, in 1995.

Diana has three daughters, Tammy, Sheila, and Crystal, and five grandchildren, Timothy, Monica, Devin, Dylan, and Darby. She also is the great-grandma of three: Bobby, Hailey, and Alyssa. Diana's favorite and most time-consuming activity is spending time with her family. When she gets a chance, she enjoys a good mystery novel.

Learning Specialists – Elementary School

Margaret Allan, B.A., M.S.

Margaret joined the teaching staff at Prentice in 2006. She graduated with a Master of Science in Education from Medaille College in New York. Her thesis research was on "Multi-sensory Education for Dyslexic Children." Margaret holds a California Multiple Subject teaching credential and has completed the second year of the Slingerland® Teachers' Training Program. Her B.A. degree is from the University of Western Ontario, in London, Canada.

Margaret has two sons: Christopher, age 14, and Alex, age 13, as well as a pampered cat and dog and assorted fish. In her spare time, Margaret enjoys traveling with her boys, backpacking, camping, and kayaking.

Sharyn Buttes, B.A.

Sharyn is beginning her 11th year at Prentice. She received a multiple-subject and CLAD credential from Chapman University and also completed the first and second year of the Slingerland® Teachers' Training Program. Sharyn received her B.A. in linguistics from California State University, Fullerton. She taught English as a second language for four years to children in grades K-6, and she also taught grade 3 in the public school system.

Sharyn has a daughter in college, two grown sons, a daughter-in-law, and one grandson. She enjoys traveling, river rafting, going to the theater, and surfing the Internet.

Ann-Marie Furgeson, B.A., M.Ed.

Ann-Marie holds a B.A. in Sociology with a minor in Spanish from the University of Utah. In 2002, she completed her California CLAD multiple-subject credential followed by her Masters Degree in Education from Concordia University. Ann-Marie originally came to Prentice in 2002 as a 5th-grade teacher. In 2004, she welcomed her first child and decided to become a stay-at-home mom. However, since then, Ann-Marie has continued to work at Prentice doing various part-time teaching jobs including developing and teaching the Family Life course taught in the junior high. Ann-Marie is so thrilled to be returning to Prentice this year as a part-time 1st-grade teacher. She is passionate and enthusiastic about helping children realize their learning potential.

In her spare time, Ann-Marie enjoys reading, traveling, and spending time with her husband and two children.

Eric Horowitz, B.A., M.A.

Eric Horowitz began at Prentice during the 2007-2008 school year. Previously, he worked at MIND Research Institute implementing a math and music program in local public and private high school. As an undergraduate, he studied literature and history at both Sarah Lawrence College in New York and at London School of Economics. Eric received his Bachelor degree from Sarah Lawrence College and his Masters degree from Pepperdine Graduate School of Education. Eric also completed his first year of the Slingerland® Teachers' Training Program.

Outside of the classroom, his interests vary and include, but are not limited to, literature, SCUBA, traveling and road trips, crosswords, hiking with his dog, and music.

Janis Huennekens, B.A., M.S.

Janis is beginning her 5th year at Prentice and will continue teaching pre-kindergarten/-kindergarten. She holds a multiple-subject teaching credential and CLAD certificate from Chapman University, as well as a Master of Science in Reading from Walden University. She also has completed the Slingerland® Teachers' Training Program and has a B.A. in Psychology from Cal State Fullerton and an AS in Nursing with an RN license from Cypress College. Janis taught ten years in the Palm Springs area in grades K-2 and taught preschool for nine years prior to obtaining her teaching credential.

Janis is married and has two children, Cassie, who is now a fashion designer, and Adam, who is finishing his degree in engineering. She loves to travel with her family and scrapbook and has begun jewelry making in her spare time.

Sharon Jacobs, B.A., M.A.

Sharon is beginning her 14th year at Prentice and has 28 years of teaching experience. She has a California Clear Multiple Subject Teaching Credential. In addition to completing the first and second year of the Slingerland® Teachers' Training Program, she holds both a B.A. in English literature and an M.A.T. in Elementary Education from Wayne State University in Michigan. She has also completed additional postgraduate general education work at the University of Alaska, Irvine Valley College, and the University of San Diego.

Sharon and her husband have four grown children and four grandchildren. She enjoys reading, gardening, and hiking with her husband.

Sheri Lesser, B.A.

Sheri begins her 6th year as a teacher at Prentice. She completed the first and second years of the Slingerland® Teachers' Training Program. Prior to Prentice, Sheri taught 6th-grade. She holds a California CLAD multiple-subject credential (K-8) from Concordia University in Irvine. Sheri graduated from CSU-Fullerton with a double B.A. in Business Management and Philosophy, focusing in organizational behavior.

Sheri and her husband Larry have two children, Brandon (8) and Amanda (4). In her spare time, Sheri enjoys reading, cooking, and traveling with her family.

Dru Stith, B.A.

Dru is beginning her 15th year teaching the 5th grade at The Prentice School. Dru holds a California State Teacher's Credential in multiple subjects and has a B.A. in Liberal Studies and English from California State University, Long Beach. She has completed the first and second years of the Slingerland® Teachers' Training Program.

Dru is a native Californian who has taught several grade levels in her 26 years of educating children, including five years as a 4th-grade teacher. She and her husband have five grown children and 13 grandchildren. In her spare time she enjoys her grandchildren, cooking and reading mystery novels.

Leslie A. Votava, B.A., M.S.

Leslie is proud to begin her third year with The Prentice School as the 1st-grade teacher. She truly enjoys teaching the foundation subjects of Prentice: reading, writing, math, and Slingerland. Leslie is looking forward to another great year of working with all of her new Prentice students and families, as well as continuing her relationships with former students and their families.

Leslie is also excited to continue in her second year as the Administrative Elementary Principal Intern this year under the direction of Louise Dumais, Elementary Principal. Leslie's educational work experience includes ten years of teaching at the elementary level, five years teaching as a middle school Reading Specialist, three years in administration as a middle school summer school Principal and high school Assistant Principal, and teaching college courses for beginning teachers. Leslie received her Bachelor of Arts degree in Liberal Studies and English from Chapman University and a Master of Science degree in Education Administration from Pepperdine University. She holds her CA Clear Multiple Subjects Teaching Credential, a CLAD Equivalency English Learners Certification, a CA English Supplemental Credential, and a CA Administrative Credential. She is currently completing her Tier II Administrative Credential at the University of California, Irvine. In addition, Leslie just completed the second year in the Slingerland® Teachers' Training Program this past summer; and she plans to become a future Slingerland® Master Teacher.

Leslie enjoys being doing everything with her daughter, from being outdoors, riding bikes, and going to the beach to reading books, listening to music, and singing songs. Leslie loves to sing and has performed around the world, singing in places such as: The Sydney Opera House in Australia, The Rock Church in Finland, The Vatican in Italy, and St. Basil's Cathedral in Russia.

Learning Specialists – Junior High School

Barbara Bullard, B.S.

Barbara will begin her 14th year as a Prentice teacher. She completed the first and second years of the Slingerland® Teachers' Training Program and three additional advanced Slingerland® modules with Carol Murray. Barbara earned her B.S. degree from California State University, Long Beach.

Barbara and her husband, John, have two daughters: Carolyn, 28, who graduated from Prentice in 1997, and Elizabeth, 26.

Aime Champlin, B.S., M.T.

Aime Champlin earned her single-subject teaching credentials in the areas of biology and chemistry from Western Washington University. Prior to earning her teaching credentials, Aime worked for two years as an instructional assistant and an assistant coach for the Mt. Baker School District near Bellingham, Washington. She is excited about her 5th year of teaching here at The Prentice School.

Ms. Champlin and her 12th-grade son returned to Southern California four years ago, after living in Washington for 14 years. She is very happy to live closer to her family, which includes her dear sister, Mrs. Gonzalez. Ms. Champlin enjoys surfing, playing guitar, dancing, and spending time with her son.

Karen Connor, B.A.

With over 30 years of teaching experience, Karen will begin her fifth year at Prentice. She received her Special Education Credential from California State University, Fullerton and her Multiple Subject Credential from the University of California at Irvine. Over the years, Karen has taught in the Cerritos, Irvine, and Westminster School Districts. She also taught at Pegasus private School in Huntington Beach for fifteen years. Karen completed her first and second years of the Slingerland® Teachers' Training Program.

Karen lives in Tustin Ranch with her dog, a 16-year-old shih tzu. Her lovely daughter, Melissa (27 years of age), was married last summer, and Melissa and her husband Bernie also live in Tustin. Karen enjoyed planning the wedding, which was a fabulous event.

A member of the Daughters of the American Revolution, Karen loves to learn more about her family history. She also enjoys gourmet cooking, sewing, arts and crafts, floral arranging, traveling, singing in a women's choir, and going to movies with her friends.

Carly Gonzalez, B.S., M.S.

Carly has enjoyed teaching math and language arts at Prentice for the past nine years. She designed the Tutoring Center at Prentice. Carly graduated from Western Washington University with a B.S. and an M.S. in Mathematics. Prior to joining the Prentice staff in 2001, Carly tutored math for eight years and taught college and business algebra for one year. She also completed the first and second year of the Slingerland® Teachers' Training Program here at Prentice and has her secondary teaching credential in mathematics. Carly also teaches a college algebra class at Saddleback College two evenings a week.

Carly, who is married, enjoys dancing, snowboarding, surfing, hiking, camping, reading, spending time with friends and family, swimming, kayaking, and traveling abroad.

John Mullet, B.A.

John is beginning his 9th year as a Prentice teacher. John had nine years of classroom experience as a substitute teacher in the Anaheim City School and Newport-Mesa Unified

School Districts. John also completed the first and second years of the Slingerland® Teachers' Training Program. John received a B.A. in History from the University of California, Irvine and is a fully credentialed teacher by the state of California.

John and his wife Carla have been married for 14 years. His hobbies include the American Civil War, Jimmy Buffett concerts, and college football.

Harold Selman, B.S., M.A.

With over 20 years of teaching experience in both public and private schools, Harold is beginning his 7th year at The Prentice School. He completed his B.S. in Business Administration and M.A. in Education at the University of Louisville in his home state of Kentucky. Harold holds a clear California multiple-subjects credential and considers math his specialty, but he has taught a wide range of subjects at the middle school level.

Harold enjoys reading, spending time outdoors, and learning about his family's history.

Mary Stewart-Oliver, B.A., M. Ed.

Mary has 15 years of teaching experience in both public and private schools. She is beginning her 7th year at Prentice. Mary holds a B.A. in Psychology from Southwest Texas State University, a M.Ed. in Exceptionality and Special Education, and a M.Ed. in Elementary Education from the University of St. Thomas in Texas. She currently holds a California Multiple Subject Credential and a California Level 1 Educational Specialist Credential for Mild to Moderate Disabilities. She has completed the first and second years of the Slingerland® Teachers' Training Program.

In addition to her teaching experience, Mary was selected to Who's Who Among America's Teachers for 2004-2005 and 2005-2006 school years.

Mary was born in Texas and moved around the world with the military. She is married and enjoys spending time with her dog, Chase, and cat, Lilian; traveling; swimming; kayaking; hiking; and watching Texas Longhorn football and San Antonio Spurs basketball. Mary also will be enjoying a new addition to her family, with the birth of her first child in September.

Mick Wiley, B.A

Mick joined the Prentice Staff as an instructional assistant in 2001 and interned in the 5th grade before becoming a 6th and 7th-grade English teacher in 2003. He completed his special education credential and his B.A. in Criminal Justice at Cal State Fullerton. Mick worked as a supervisor and operations manager at Security Pacific Bank and Bank of America in the mail and courier department prior to entering the teaching field.

In his free time, Mick enjoys rooting for the Dodgers and Angels as well as reading, jogging, following college football, and going to the beach.

Enrichment Staff

Juliana Clark, B.A., M.A., Speech and Language Pathologist

Juliana is a California State licensed speech pathologist and holds a certificate of clinical competence from the American Speech/Language/Hearing Association. She earned her B.A. in Communication Disorders and Science from the University of Colorado, Boulder, and her M.A. in Speech and Language Pathology at San Francisco State University. Juliana has spent the last 14 years working with children and adults in the areas of speech, language, cognition, and swallowing in both hospital and school settings.

Juliana enjoys running, reading, traveling, and spending time with her husband Brian her two little girls, as well as family and friends.

Susan Laux, B.A., Elementary Science

Susan's consulting business designs exhibits and educational materials for museums, educational institutions, and private organizations. Her work began at the Smithsonian in Washington, D.C., where she assisted in curation and was an Educational Specialist in science. After moving to California, she accepted a position as an Executive Director for a local museum. For over twenty years Susan has provided science enrichment programs for youth in schools, parks, and her private classes.

Susan enjoys the out-of-doors, either working in her garden, hiking, or rock climbing. She also enjoys going to the theatre, visiting museums, and attending other cultural events.

Jeffrey Lehton, B.A.

This is Jeff's first year at The Prentice School, and he is Mr. Wiley's instructional assistant. During 5th period Jeff teaches high school test prep, sign language, and radio. Twice a week he coaches the after-school sports club. Jeff completed his first year of the Slingerland Teachers' Training Program during the summer break.

Jeff was born and reared in El Centro, CA. Before starting his freshman year of school at UC Irvine, Jeff took the summer to play baseball in Mexico for the *Mexicalli Diablos*. Jeff graduated from UC Irvine in 2007 and is currently working on his special education and multiple subject teaching credentials.

Amy Maclean, M.S., Classroom and Instrumental Music

Amy Maclean is a professional flutist who studied musicology at New York University and received her master's degree in Music Education from Hofstra University on Long Island. A private flute instructor since 1970, she has also taught both classroom and instrumental music, as well as Spanish, in public schools back in New York.

Amy also worked in arts administration, representing such world-renowned musicians as Indian sitarist Ravi Shankar and Metropolitan Opera baritone Sherrill Milnes, and later served as librarian for Hofstra's music department. After relocating to California, she was the managing editor position for three aviation publications in the mid-1990s before returning to classroom teaching full-time. This is her 12th year at Prentice.

As a graduate student, Amy performed in a master class for the late premiere flutist, Jean-Pierre Rampal. She current concertizes with Quintessence, a woodwind quintet established in 1990, as well as with the Orange County Wind Ensemble and other ensembles.

Corine McClure, B.A., Computer Teacher

Corine earned her multiple-subject teaching credential in June 2009 from National University, allowing her to pursue her dream to enter the teaching profession. She discovered her love for teaching while working for several years as a Corporate Trainer, applying nearly 9000 hours in the classroom teaching computer software applications to adults. In addition to her experience as a Corporate Trainer, Corine also worked in pricing, finance, and as an executive assistant. She earned her Bachelor's Degree in Business Management from The University of Phoenix in 1994.

In her free time, Corine enjoys running, reading, volunteering, and spending time with her family and friends.

Michelle Meyerson, B.A., M.A., School Psychologist

Michelle has a Master's Degree in Marriage Family Therapy from Phillip's Graduate Institute and has a Pupil Personnel Service Credential in School Psychology. She earned her B.A. in Psychology at California State University, Chico.

Prior to getting her PPS credential and working at The Prentice School, Michelle worked several years in the mental health field doing therapy with the mentally ill, specifically treating drug addicts and alcoholics. In addition, she worked as a social worker to help place foster children in a safe home environment.

Michelle has always had a strong passion for working with children. She enjoys traveling, being active, and spending time with her husband and kids as well as family and friends.

Linda Robbins, B.A., Art

Linda taught art to both children and adults in Ohio prior to moving to Orange County in 1986. She received her training at the Cleveland Institute of Art and at Case Western Reserve University. She also studied abroad at the Ecoles D'Art Americaines in France. In addition, she completed graduate studies at the University of California, Irvine, and at National University, receiving a multi-subject credential.

Linda's professional experience includes working as an art instructor for the Irvine Unified School District and developing art programs at the Irvine Fine Arts School and the Orange County Museum of Art. She has also worked with elementary age children with various learning disabilities in special education programs in the Capistrano Unified School District. Linda recently became certified to teach art and creativity for healing. She has been the art teacher at Prentice for the past 17 years.

Linda lives in Beverly Hills. Her youngest son Rick graduated from Loyola Marymount University, majoring in multimedia computer graphics. Her older son Dan, a professional bass player, graduated as a music major from the University of California, Santa Cruz. Her daughter Jennifer, a graduate of Loyola Marymount University, is juggling marriage, motherhood, and an acting career. Linda has four grandchildren, Covi, Addie Mae, True, and Milo. In her spare time, Linda enjoys traveling, painting, and cooking for her family.

Instructional Assistants

Wendy Coke

Wendy is an Orange County native who found herself living in both the north and south ends of the state and serving children with special needs in both areas. When her family's relocations finally brought her full circle back to her roots, she found Prentice. It made a lasting, positive impression. She served as her own child's advocate, but it was not until 2008 that she joined the Prentice staff as an instructional assistant. Wendy completed her first year of the Slingerland Teachers' Training Program during the summer break.

Wendy loves science, nature, animals, music, and cookies. In her spare time, she likes to bake, crochet, travel, and go fishing. She is happily married and has two children in college.

Sandra De Los Santos

Mrs. De Los Santos has been associated with Prentice since 2001, when her son started school here in third grade. He graduated from Prentice in 2007 and will be a senior at Foothill in the fall.

She was president of the Parent Guild for the 2003-2004 school year and started working as an Instructional Assistant in 2004. Mrs. De Los Santos helps run the After-School program and loves very much working with children. She attended Fullerton College and is now attending Santa Ana College, studying early childhood education and administration.

Debbie Fischbeck

Debbie Fischbeck joined the Prentice family in 2001 as a junior high instructional assistant. In 2006 she took a three-year hiatus and is happy to rejoin Prentice this year in the same classroom as before. Her love of children and passion to help them gives her a great feeling of accomplishment.

Debbie and her husband of 28 years live in Orange. They have two sons and a wonderful new daughter-in-law this year. Together her family enjoys camping in the great outdoors, fishing, hiking, and jeeping.

Sabrina Fox, B.S.

Sabrina has worked at Prentice as an Instructional Assistant for eight years. She started in elementary with Sharyn Buttes and moved to junior high where she works with Barbara Bullard. Along with helping run the After-School Program, she safely helps the students into their cars at the end of the day. Prior to Prentice, Sabrina worked as an elementary assistant for 12 years at a Christian school in Orange. Sabrina has her B.S. degree in Human Services from the University of Phoenix.

Sabrina has been married to her best friend for 27 years. She has two children, a son and a daughter, both college graduates and both married in 2008. She also has a foster son, who served in the Marine Corps and now is hoping to attend college. Sabrina has been a foster parent for the County of Orange for 16 years. She enjoys cooking, reading, and spending time with family.

Christian Morales, B.A.

Christian came to Prentice in 2007 as an Instructional Assistant. In 2008 he became a School Support Specialist, teaching junior high elective classes and supervising a variety of projects for school administration. In 2009 Christian returned to being an Instructional Assistant and continues to teach during student rotations. He completed his second year of the Slingerland Teachers' Training program during the summer break.

Christian was born and raised in Los Angeles. The first time he moved out of LA County was to attend college; he relocated to Orange County to attend UC Irvine. Christian is the first of his family to attend and graduate from college. His goal is to pursue a teaching career. Christian learned to play the bass guitar for a church worship team while in high school and still enjoys playing. He also enjoys going to the movies and concerts.

Rachel Newman, B.A., M.F.A.

Rachel arrived at Prentice in 2010 as an Instructional Assistant. She also taught a Graphic Novels elective course for 7th graders during the spring semester. She holds a B.A. in Communication from Mills College in Oakland, CA and a M.F.A. in Screenwriting from Chapman University. She is pursuing her Multiple-Subject Credential with the Cal State TEACH program. She credits Prentice for giving her the final push she needed to make that step.

Rachel grew up in Alabama and misses home, but loves California too much to leave. She also loves her two long-haired cats and uses them as her inspiration in the children's stories she writes.

Therese Noha, B.S.

Therese joined Prentice in March 2007 when her family moved to Orange County. Therese taught high school biology and A.P. environmental science prior to joining Prentice. Therese also has 15 years' experience as an analytical chemist. Therese earned her B.S. degree from the University of St. Francis outside of Chicago, Illinois.

Therese is married and has two children in college. She enjoys traveling, reading, and shopping.

Erin Suica

Erin first worked at Prentice from August 2003 to June 2007 as an instructional assistant and after-school art club teacher. Erin returned to Prentice in August 2009 with a renewed passion and commitment to helping children with dyslexia succeed. Erin has taken various art classes at Santiago Canyon College and early childhood educational classes at Fullerton Community College.

Erin has four children. She enjoys spending time with her husband and children, doing home and garden projects, going to church, entertaining, and painting.

Brenda Wilcox

Brenda came to The Prentice School in May 2005. She started in elementary with Miss Lum and then off to junior high and 5th grade with Mrs. Borchert for two years. This year Brenda will again assist Mrs. Stith in a 4th-5th combo class. Before Prentice, Brenda worked in the Orange Unified School ECE program at Parkside Elementary and Lista Vista Elementary Schools. She was also President of the PTA at El Modena High School.

Brenda was born in Los Angeles and moved to Downey at the age of seven. She is married and has three children and four grandchildren. She enjoys cooking; gardening; her newest grandson, Isaac Dean; one great-grandchild, Ryder; and another on the way. Most of all, Brenda has always enjoyed working with children in a school setting.

DAILY SCHEDULE / SCHOOL CALENDAR



SCHOOL SCHEDULE / SCHOOL CALENDAR

2010-2011 Daily Schedule

8:15 a.m.	1 st – 8 th School Begins
10:00 a.m. – 10:15 a.m.	1 st – 3 rd Grade Recess
10:15 a.m. – 10:30 a.m.	4 th – 5 th Grade Recess
10:25 a.m. - 10:35 a.m.	6 th – 8 th Grade Break
11:15 a.m. – 11:50 a.m.	Pre-K, Kindergarten Lunch
11:40 a.m. – 12:15 p.m.	1 st – 3 rd Grade Lunch
12:05 p.m. – 12:40 p.m.	4 th – 5 th Grade Lunch
12:50 p.m. – 1:25 p.m.	6 th – 8 th Grade Lunch
3:00 p.m.	1 st – 8 th Dismissal

Thursday – 2:00 p.m. Dismissal Schedule

8:15 a.m.	1 st – 8 th School Begins
10:00 a.m. – 10:15 a.m.	1 st – 3 rd Grade Recess
10:15 a.m. – 10:30 a.m.	4 th – 5 th Grade Recess
10:25 a.m. – 10:35 a.m.	6 th - 8 th Grade Break
11:15 a.m. – 11:50 a.m.	Pre-K, Kindergarten Lunch
11:40 a.m. - 12:15 p.m.	1 st – 3 rd Grade Lunch
12:10 p.m. - 12:45 p.m.	4 th – 5 th Grade Lunch
12:20 p.m. – 12:50 p.m.	6 th – 8 th Grade Lunch
2:00 p.m.	1 st – 8 th Dismissal



SCHOOL SCHEDULE – SCHOOL CALENDAR

PRE-KINDERGARTEN / KINDERGARTEN CLASS
2010-2011 DAILY SCHEDULE

Option 1 – Monday through Friday

8:15 a.m.	CLASS BEGINS
9:45 a.m. – 10:00 a.m.	RECESS
11:15 a.m. – 11:50 a.m.	LUNCH
3:00 p.m.	DISMISSAL

Option 2 – Monday through Friday

8:15 a.m.	CLASS BEGINS
9:45 a.m. – 10:00 a.m.	RECESS
11:15 a.m. – 11:50 a.m.	LUNCH
12:05 p.m.	DISMISSAL

Option 3 – Monday through Friday (kindergarten only)

8:15 a.m.	CLASS BEGINS
12:05 p.m.	DISMISSAL

Option 4 – Monday, Wednesday & Friday (pre-k only)

8:15 a.m.	CLASS BEGINS
10:00 a.m. – 10:15 a.m.	RECESS
11:15 a.m. – 11:50 a.m.	LUNCH
12:05 p.m.	DISMISSAL

The Prentice School 2010 – 2011 School Year
Where children with dyslexia learn to succeed

NOTE: Early dismissal at 2:00 p.m. is scheduled every Thursday.

AUGUST 2010

- 9 New Parent meeting, 7:00 p.m.
- 9-11 Preparation days for teachers
- 12 First day of school, 2:00 p.m. dismissal
- 12 Parent Guild Welcome, 8:15 a.m.
- 23-27 Scholastic Book Fair
- 25 Back-to-School Picnic, 5:45 p.m.

SEPTEMBER

- 03 Parent Guild meeting, 8:15 a.m.
- 03 Traffic Saver, 2:00 p.m. dismissal
- 06 Labor Day Holiday – No School**
- 07 Back-to-School Night, 7:00 p.m.
- 09 Rosh Hashanah Holiday – No School**
- 14 Coffee with Exec. Director, 8:15 a.m.
- 15-17 7th grade Camp, Sea World
- 15-17 8th grade Astro Camp, Idylwild
- 22 Monthly Open House, 9:00 a.m.
- 23 Photo Day
- 23 Parent Workshop, 7:00 p.m.
Teens & Technology, Ann Marie Furgeson
- 24 Jr. high progress reports

OCTOBER

- 01 Parent Guild meeting, 8:15 a.m.
- 11-15 6th grade Outdoor Camp, Cedar Crest
- 18-22 Fall Break – No School**
- 22 Wine Tasting (Gala underwriter)
- 26 The Great CA Shake Out (Prentice)
- 27 Monthly Open House, 9:00 a.m.
- 28 Photo Make-Up Day
- 28 Parent Workshop, 7:00 p.m.
Slingerland Parent Night, Faculty
- 29 New Parent Welcome, 9:00 a.m.

NOVEMBER

- 01 Friends of Prentice Golf Tournament
- 05 Parent Guild meeting, 8:15 a.m.
- 05 1st trimester ends
- 09 Portfolio Picks/Literature Links
- 11 Veterans Day Holiday – No School**

- 15-19 Parent Conf., 1:00 p.m. dismissal

24-26 Thanksgiving Holiday – No School

DECEMBER

- 03 Parent Guild meeting, 8:15 a.m.
- 10 Pre-Holiday Mixer, 3:00 p.m.
- 14 Winter Program, 7:00 p.m.
Chapman University
- 15 Monthly Open House, 9:00 a.m.
- 17 Parent Guild Boutique
- 20-31 Winter Break – No School**

JANUARY 2011

- 03 Classes resume
- 07 Parent Guild meeting, 8:15 a.m.
- 07 Jr. high progress reports
- 12 Coffee with Exec. Director, 8:15 a.m.
- 17 Martin Luther King Hol. – No School**
- 21 Walk Through California, 4th grade
- 26 Monthly Open House, 9:00 a.m.
- 27 Parent Workshop, 7:00 p.m.
Non-Verbal Learning Disorders & Exec. Function, Dr. Sabrina Schuck

FEBRUARY

- 04 Parent Guild meeting, 8:15 a.m.
- 12 Sweetheart Ball (fundraiser)
- 18 2nd trimester ends
- 18, 21 President’s Day Holiday - No School**
- 23 Monthly Open House, 9:00 a.m.
- 23 Portfolio Picks/Literature Links
- 24 Parent Workshop, 7:00 p.m.
Dysgraphia & Written Language, Carol Clark
- 25 New Parent Welcome, 9:00 a.m.
- 28 Parent Conf., 1:00 p.m. dismissal

MARCH

- 01-04 Parent Conf., 1:00 p.m. dismissal
- 04 Parent Guild meeting, 8:15 a.m.
- 04 Walk Through the Ancient World,

7th grade

- 16 Donuts with Dad, 7:45 a.m.
- 23 Monthly Open House, 9:00 a.m.
- 25 Spring Mixer

APRIL

- 01 Parent Guild meeting, 8:15 a.m.
- 11-14 Scholastic Book Fair
- 13 Jr. high progress reports
- 14 Open House / Science Fair / Art Show
- 15 Professional Growth Day – No School**
- 16 25th Anniv. Gala (Sat)
- 17 25th Anniv. Reunion (Sun)
- 18-29 Spring Break – No School**
- 22 Good Friday – **No School**

MAY

- 02 Classes resume
- 03 Staff Appreciation Day
- 04 Coffee with Exec. Director, 8:15 a.m.
- 06 Parent Guild/Officer Election, 8:15 a.m.
- 11-13 8th grade Sacramento trip
- 13 Walk Through the American Revolution, 5th grade
- 19 Muffins with Mom, 7:45 a.m.
- 20 Graduation Mixer, 3:00 p.m.
- 25 Monthly Open House, 9:00 a.m.
- 27 Traffic Saver, 2:00 p.m. dismissal
- 30 Memorial Day Holiday – No School**

JUNE

- 01 Portfolio Picks/Literature Links
- 02 Volunteer Appreciation Tea
- 03 Spirit Day, 1:00 p.m. dismissal
- 05 Father/Daughter Dance
- 09 8th-Grade Graduation, 10:00 a.m.
- 09 Last day of school for students, 1:00 p.m. dismissal
- 10 Last day of school for teachers

Note: Elementary “Lunch on a Blanket” scheduled on the first Thursday of every month.