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Dear Parents and Students,

As the superintendent of Cinnabar Elementary School, it is my privilege to welcome you to the 2021-2022 school year. The purpose of the Student and Parent Handbook is to enable you to become acquainted with the procedures, programs, and services that are provided by the Cinnabar School District. The expectations and guidelines contained within are designed to ensure staff, students, and community volunteers an educational climate that promotes academic excellence in a safe, friendly, positive, and productive learning environment.

We are a PBIS School District (Positive Behavioral Intervention and Supports) and proud of the impact it has on our district. Our entire staff is trained on positively recognizing and reinforcing students following our three school rules: Be safe, Be respectful, Be responsible. We work together to set students up for behavioral success and to support their social skill development.

We are also a STEAM school integrating and offering science, technology, engineering, arts, and math. Along with our core curriculum, STEAM is an exciting and engaging educational program designed to set students up for academic success while providing fun and dynamic enrichment opportunities. Our school community is centered on what is best for each and every child. You are important members of our school ‘family’!

Feel free to contact me at (707) 765-4345 or email me at karcuri@cinnabar.org if you have any questions or concerns.

I look forward to working with you!!

Kristina Arcuri
Superintendent
Cinnabar Contact Information and Directory

School Website: **www.cinnabar.org**
Facebook: Cinnabar School District

The facebook & website are available anytime with information, contacts, and a variety of documents and forms for your use. You may also contact us by phone at (707) 765-4345.

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Position</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td><strong>Office Team:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Kristina Arcuri</td>
<td>152</td>
<td>Superintendent/Principal</td>
<td><a href="mailto:karcuri@cinnabar.org">karcuri@cinnabar.org</a></td>
</tr>
<tr>
<td>Patty Murch</td>
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<td>Business Official</td>
<td><a href="mailto:pmurch@cinnabar.org">pmurch@cinnabar.org</a></td>
</tr>
<tr>
<td>Santi Valverde</td>
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<td>Bilingual Office Tech/Family Liaison</td>
<td><a href="mailto:svalverde@cinnabar.org">svalverde@cinnabar.org</a></td>
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<td>District Secretary</td>
<td><a href="mailto:dmachado@cinnabar.org">dmachado@cinnabar.org</a></td>
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<tr>
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<td>156</td>
<td>Technology Director</td>
<td><a href="mailto:madams@cinnabar.org">madams@cinnabar.org</a></td>
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<tr>
<td>Mililani Donlon</td>
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<td><a href="mailto:mdonlon@cinnabar.org">mdonlon@cinnabar.org</a></td>
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<tr>
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</tr>
<tr>
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<td>Business Office/AP</td>
<td><a href="mailto:grider@cinnabar.org">grider@cinnabar.org</a></td>
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<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Position</th>
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<tbody>
<tr>
<td><strong>Teacher Team:</strong></td>
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<td></td>
</tr>
<tr>
<td>Crystal Friscia</td>
<td>102</td>
<td>Transitional/KN Teacher</td>
<td><a href="mailto:cfriscia@cinnabar.org">cfriscia@cinnabar.org</a></td>
</tr>
<tr>
<td>Stephanie Gonzalez</td>
<td>101</td>
<td>Kindergarten Teacher</td>
<td><a href="mailto:sgonzalez@cinnabar.org">sgonzalez@cinnabar.org</a></td>
</tr>
<tr>
<td>Joy Powell</td>
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<tr>
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<td>1st Grade Teacher</td>
<td><a href="mailto:twillis@cinnabar.org">twillis@cinnabar.org</a></td>
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<tr>
<td>Anne Vonder Kuhlen</td>
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<tr>
<td>Tanja Routzahn</td>
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<tr>
<td>Alison Tucker</td>
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<tr>
<td>Jennifer Collins</td>
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<tr>
<td>Mark Ribeiro</td>
<td>116</td>
<td>6th Grade Teacher</td>
<td><a href="mailto:mribeiro@cinnabar.org">mribeiro@cinnabar.org</a></td>
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<tr>
<td>Catherine Rose</td>
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<td>7th Grade Teacher</td>
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<tr>
<td>Catherine Esquibel</td>
<td>115</td>
<td>7th Grade Teacher</td>
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<tr>
<td>Stephen Winston</td>
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<tr>
<td>Jamie Azevedo</td>
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<td>Math Interventionist/ELD</td>
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</tr>
<tr>
<td></td>
<td>119</td>
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<tr>
<td>Sarah Marcia</td>
<td>113</td>
<td>Special Education Teacher</td>
<td><a href="mailto:smarcia@cinnabar.org">smarcia@cinnabar.org</a></td>
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<tr>
<td>Erica Stevens</td>
<td>122</td>
<td>Speech and Language</td>
<td><a href="mailto:estevens@cinnabar.org">estevens@cinnabar.org</a></td>
</tr>
</tbody>
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**SCHOOL BOARD OF TRUSTEES**

- Jennifer Elu        | President | jelu@cinnabar.org
- Cathy Thompson      | Clerk     | cthompson@cinnabar.org
- Paul Sequeira       | Member    | psequereria@cinnabar.org
- Richard O'Hare      | Member    | rohare@cinnabar.org
# CINNABAR SCHOOL DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>TK/Kindergarten</th>
<th>Grades 1 - 5</th>
<th>Grades 6 - 8</th>
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<tbody>
<tr>
<td>8:25 – 10:15</td>
<td>Instruction</td>
<td>Instruction</td>
<td>Instruction</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Recess</td>
<td>10:00 – 10:15</td>
<td>10:15 – 10:30</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Instruction</td>
<td>10:15 – 11:45</td>
<td>11:45 – 12:30</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch and Recess</td>
<td>11:45 – 12:30</td>
<td>Lunch and Recess</td>
</tr>
<tr>
<td>12:15 – 2:00</td>
<td>Instruction</td>
<td>12:30 – 3:00</td>
<td>1:15 – 3:00</td>
</tr>
</tbody>
</table>
| 8:25 – 10:00 | Instruction           | STEAM Wheel & P.E. Instruction |}

*Campus supervision is available at 7:55 a.m. each morning.*

*School begins at 8:25 each day for ALL students.*

*Every Wednesday is a minimum day – school ends at 12:45 p.m. for TK & Kindergarten 1:30 p.m. for 1st-8th grades*

Monday, Tuesday, Thursday, and Friday
TK & Kindergarten end at 2:00 p.m.
Grades 1 – 8 end at 3:00 p.m.

**Cinnabar Mission Statement:** The Cinnabar School family of staff, students, parents, and community, building on its tradition of excellence, discipline and community involvement, seek to create a safe, stimulating environment which prepares our students to function effectively as lifelong learners and responsible citizens.

The Cinnabar School Community welcomes you and your contribution in working together to make great things happen for our students.
The Cinnabar Elementary School District is a single school district and charter school. Cinnabar Charter and Elementary School serves about 250 students in grades TK-8, with grades TK and 1 through 8 designated as a charter school. The school and district were established in 1859 for the purpose of serving the children who lived mostly on farms just north of Petaluma. While some of the children today live on ranches, most live in homes that would be considered suburban. The school serves a relatively diverse student body. We currently have 14 classroom teachers, all of whom are experienced and highly qualified. In addition, there is a music teacher and a culinary kitchen to offer enrichment opportunities for all of our students. For additional support, we have a full-time special education teacher, English language development teacher, intervention teacher, and a counselor, as well an explicit direct instruction, daily ELA intervention, and an instructional coach. We also have a director of technology to coordinate the demands of our school becoming a 1:1 technology school (a computer for each student). There is a librarian, a custodian, a food service worker, and a maintenance/groundskeeper. The office staff includes a bilingual office assistant, district secretary, and a chief business officer. Part-time employees include a school psychologist, speech therapist, and a nurse. We have an active parent teacher organization called CEF (Cinnabar Educational Foundation), a School Site Council (SSC), and an English Language Parent Advisory Committee (ELPAC).

**Make a Difference! Be a Volunteer!**

We are always looking for school volunteers. We want parents, family members and others from our community to be part of the Cinnabar School community. Please check with the office regarding our volunteer procedures. There are also positions on the School Site Council, the English Learner Advisory Committee, and the Cinnabar Educational Foundation.

**Parent Involvement Policy**

**BP 6020**
The Cinnabar School Board of Trustees recognizes that parents/guardians are their children’s first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children’s motivation and commitment to education. The District shall include parent involvement strategies as a component of instructional planning. Teachers and parents/guardians can better understand and meet the student's needs if they work together. Our school has a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques that support classroom learning. Administrators and teachers should keep parents/guardians well-informed about school expectations and advise them when and how they can assist their children in support of classroom learning activities.

The Board encourages parents/guardians to serve as volunteers in the school and to attend student performances and school meetings.

Cinnabar School shows its commitment to this policy by establishing the following:

**Board Policy**

To answer the needs of the local community, provide ways to support parents in working with their children, build consistent and effective communication between the home and the school, train teachers and administrators in effective ways of communicating with parents, and to integrate parent involvement programs as part of the school’s master plan for academic accountability the Board of Trustees shall create board policy.

**Further, as a Title 1 school, Cinnabar recognizes the following:**

- A procedure to ensure Title 1 parents are consulted and participate in the planning, design, and implementation of Cinnabar’s Title 1 program.
- Regular and periodic programs throughout the school year that provide for training, instruction, and information on all of the following:
  - Parent’s ability to directly affect the success of their children’s learning through the support they give their children both at home and at school;
  - Home activities, strategies, and materials that can be used to assist and enhance the learning of children both at home and at school;
  - Parenting skills that assist parents in understanding how to provide positive discipline and build healthy relationships with their children;
  - The ability to develop consistent and effective communication between the school and the parent/guardian concerning the progress of the children in school and concerning school programs;
  - An annual statement identifying the specific objectives of the program;
  - An annual review and assessment of the program’s progress in meeting those objectives;
  - Parents/guardians shall be made aware of the existence of this review and assessment through regular school communication mechanisms and shall be given a copy upon the parent’s request.

**School Site Council**

6
The Cinnabar School Site Council (SSC) has a number of responsibilities outlined in numerous California Education Code Sections, as well as in the Cinnabar Elementary School District Board Policy 0420. It is composed of parents, staff and administration, chosen by their constituent groups. The Site Council’s purpose is the development and improvement of Federal Categorical Programs and State Local Control Accountability Plan (LCAP). A categorical program is one in which the State or Federal government provides funds for specific endeavors within the school and supplements the school or district’s general funding. Categorical funds at Cinnabar School and in the Cinnabar Elementary School District support the funding of teacher aides, the English Language Development program, and computer-based interventions and enrichment programs. SSC updates the Single School District Plan each year to guide school improvement and spending in categorical programs. SSC also annually reviews state test scores and gives input on the district’s and charter’s Local Control Accountability Plan (LCAP). This group updates other school wide plans such as Title 1 Plan, Safe School Plan, Facilities Improvement Plan and Technology Plan.

**English Learner Parent Advisory Committee (ELPAC)**

**Requirement:** Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Parent Advisory Committee (ELPAC).

**Responsibilities:**

The ELPAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).

The ELPAC shall assist the school in the development of: the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance.

**ELPAC Composition and Elections Requirements include:**

Parents of English learners comprise at least the same percentage of the ELPAC membership as English learners constitute of the school’s total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELPAC membership.

Other members of the ELPAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Cinnabar ELPAC meets twice a year. Our two ELPAC meetings are open to all who would like to attend. These are important informational meetings about our educational programs for our English Language Learners. The meetings provide time for families to give input on our procedures, policies, and programs. ELPAC also reviews and gives important insight and input for our LCAP (Local Control Accountability Plan). There is an ELPAC parent representative that serves on the School Site Council.
Cinnabar Educational Foundation

Cinnabar School has an educational foundation with a board and active members that include school board members, teachers, parents and community members. CEF is our school’s PTO (Parent & Teacher Organization) and has a long tradition of serving Cinnabar’s students. There are no membership dues and everyone is welcome to attend the monthly board meetings. In addition, there are many opportunities to volunteer throughout the year on committees or simply volunteer at one of our community events. Read the Cinnabar newsletter to find out how to get involved and keep up with the many CEF activities that involve families and support students.

Cinnabar is a STEAM School = Science, Technology, Engineering, Arts, and Music

All students participate in dynamic art and music program as part of their learning at Cinnabar. Students participate in art and receive music instruction from a credential music teacher. Science and technology are integrated into our ELA and math programs. TK-8 students have access to technology with our iPads, and Chromebooks in the classroom.

Attendance and Absences

Regular attendance is essential for successful student achievement. **Students are expected to be at school on time every day.** By law, absences are only excused due to illness, medical/dental appointments, or death of immediate family members. Other reasons for absences are not excused. Absences will result in lower student achievement. We cannot ensure learning for a student who is not at school. If unexcused absences are unavoidable, an **Independent Study Contract** may be an appropriate alternative. Independent Study is a program that allows students to do school work while needing to be away from school for a short period of time due to special circumstances. To participate in this program, you MUST request an independent study contract as far in advance as possible (minimum of 2 weeks), and the request needs to be approved by the principal. If you know your child will have an
unavoidable absence that cannot be excused, Independent Study is an option to consider. Please notify the office in advance when you request an Independent Study Contract.

Please call the school office before 8:45 a.m. at 765-4345 on the day your child is absent. We need to know the date and the reason for the absence. All absences must be verified or the absence is considered unexcused. If we do not hear from you, we may contact you at home or work.

Students Leaving During School Hours: If you need to pick up your child during the school day, send a note to your child’s teacher then, come to the office to sign him or her out, in the “Student Sign Out Log” on the counter. A staff member will get your child from class; please do not go to your child’s classroom. Upon returning to school please check back in at the office and have your child obtain a pass before he or she returns to the classroom.

Tardiness

School begins at 8:25 a.m. SHARP! Students who are late must report to the office for a Tardy Pass to admit them to class. Tardy students miss out on critical information and learning activities. Tardiness is very disruptive to everyone. The child who is late often feels a high level of anxiety when he/she enters the class, and children who are already working are interrupted. Please make every effort to have your child here on time and ready to learn!

The playground opens at 7:55 a.m. each day.

Students who are consistently on time and at school every day are recognized monthly at our student assemblies. Students can be recognized monthly, at each trimester, and at the end of the year for perfect attendance.

Parent/Teacher Communication

Communication between school and home is very important. We will use a variety of formats to get information to you that include our Cinnabar newsletter, “Robo” calls, personal calls, emails, text messages, our website, and notes home. The office staff and the teachers send information home on Thursdays in a Cinnabar folder. Thursday’s folder should come back the next day. If you would like to speak to your child’s teacher, please send a note with your child, send an email, or call and leave a voicemail message so that an appointment can be arranged. If you need to speak with the superintendent/principal, please come by or call the office. If she is available, she
will meet or speak with you immediately. If she is not available, the school secretary will set up a time when you can speak to her. We are here to answer your questions and listen to any suggestions, compliments, or comments you may have.

**Parent/Teacher Conferences and Report Cards**

2021-2022 Parent Conference Week is scheduled for November 15-19
This week school will be dismissed at 1:30 p.m. every day.

Conferences will be held after school through early evening. You will receive a note from your child’s teacher letting you know when your conference is scheduled and asking you to confirm the time. Please return the notice confirming the time or requesting another time in a timely manner. We want to accommodate your schedule the best we can. The sooner we get information from you, the better we can accommodate your needs. Other conferences can be arranged at any time during the school year by simply contacting your child’s teacher. We believe continuous communication between home and school is key to your child’s academic and behavioral success.

Our school year is divided into three trimesters. Report cards are sent home at the end of each trimester. The following list the trimesters end dates and when report cards will be sent home:

- Trimester 1 ends November 5
- Trimester 2 ends February 25
- Trimester 3 ends June 2
- Trimester 1 Report Card sent home Nov. 19
- Trimester 2 Report Card sent home March 10
- Trimester 3 Report Card sent home June 2

Middle School Progress Reports are sent home every other week in the Thursday folder. Parents are expected to sign the report and have their child return it the next day. The schedule for progress reports being sent home is on the school website:

www.cinnabar.org

**Phone Messages and Student Phones**

Please help us secure uninterrupted instruction at school. Please do not call and ask that messages be delivered to your child at school except in emergency situations. **We ask that you make plans for after school before your child comes to school.** Please do not ask your child to phone you from school to let you know if he/she needs a ride. These things should be
agreed upon before students come to school. We will permit students to call home in emergency situations.

**Cell Phones**

**Students may not use cell phones during the school day.** Student cell phones will be confiscated if seen or heard during the school day. If a cell phone is confiscated from a student, the cell phone will be taken to the front office, logged in, and a parent/guardian contacted. A parent/guardian will need to come to the school to pick up the cell phone. The school is not responsible for lost, stolen, or damaged cell phones.

**Arrival and Dismissal**

**We offer before school child care at our Cinnabar Clubhouse** from 6:45 – 8:00 a.m. Call the school for information on enrolling your child into our before school child care program. The enrolled price is $3.00 per morning and must be paid in advance. There must be funds in your daycare account to use the daycare.

**There is no supervision for children who arrive before 7:55 a.m. and are not enrolled in our before school clubhouse program.** Before school drop-in fee for non-enrolled students is $4.00 and the afternoon drop-in fee is $12.00. Payment for childcare is expected prior to usage!

**Morning Drop Off** - The bus circle will be used for busses that are dropping off students. Please use the parking lot when dropping off students in the morning. Please pull as far forward and to the right as possible and drop off at the crosswalk or park and walk your student onto the campus. **Vehicles may NOT be left unattended in the circle.**

**Afternoon Pick Up** - Students riding the bus will be brought to the circle to load the bus. There is no access to the bus circle in the afternoon. Please do not park or wait in the circle after school. Students being picked up will be dismissed from the picnic tables near the child care building. Parents should park in the parking area, cross the parking lot and wait for students to be dismissed there. **Students will not be allowed to walk unescorted through the parking lot.** We will supervise students in the dismissal area until a designated person is there to pick them up. As a matter of policy, children who have not been picked up 15 minutes after dismissal time will be escorted to the **Clubhouse** to wait there for their parent/guardian to pick them up. Fees will apply.

Do not enter the hallways of the school without first checking into the office. **All visitors** must sign in and wear a visitors badge.

If your child is going home with someone else a note must be given to the teacher that day stating who is picking them up and signed by the guardian/parent.

**Riding the Bus** - The bus schedule is available in the office. A **Cinnabar School Ride the Bus Contract** must be signed by student and parent prior to riding the bus and be on file in the office. **We expect students to follow all bus rules and parents to support their children in**...
being safe, respectful, and responsible at bus stops and while riding the bus. The driver is in charge of the bus. All students are expected to follow the directions of the bus driver. The driver must be the person who determines what is distracting or unsafe behavior. If your student is using the bus please pick him/her at the bus stop promptly.

Walking & Wheeling - We recommend that young children not walk to school unless accompanied by an older sibling. When a student has permission to walk or ride a bicycle home, the student must sign out at the office before leaving campus and have a signed Permission to Walk After School Contract on file. As per California Helmet Law, students must wear a helmet when riding their bikes or scooters and walk their wheels up and down the hill.

Field Trips

Students and their teachers have the opportunity to participate in educational and exciting field trips each year. The Superintendent/Principal reviews and approves all field trips requested by the teaching staff. Field trips reinforce the students’ curriculum in our STEAM programs (Science, Technology, Engineering, Arts, and Music). Students must return field trip permission slips 2 days prior to the trip or they cannot participate.

Sports & Transportation: 
In order for parents to drive students for after school sports, a Cinnabar School Driver Certification form must be completed and a copy of an insurance policy showing liability coverage on the vehicle must be provided. The minimum acceptable liability limit for privately owned vehicles is $100,000 per occurrence. If you transport students often, we recommend that your coverage be $300,000 per occurrence.

Positive Behavioral Interventions & Supports (PBIS)

At Cinnabar School, we are committed to create an environment where all students and staff feel safe and welcome and where good teaching and great learning flourish. To that end, we have adopted a multi-tiered system of supports and utilize a Response to Intervention (RTI) process, and Cinnabar School has a school-wide PBIS system. PBIS has five critical features:

1. The adults at school have consistent expectations and use common language and strategies to support all students.
2. We explicitly teach all the students our three school rules:
   - Be Safe
   - Be Respectful
   - Be Responsible
3. We acknowledge and encourage all students when they are following the rules.
4. We reteach and correct students who are not following the rules.
5. We use data in order to make the best decisions possible on how to best support our students.

All of this is done in such a way as to provide the necessary level of academic and social-behavioral support to each and every student. Our goal is to set each student up for success.

We have three school rules. These rules are designed to guide students as they learn how to be successful at school, in the community, and in life. The three school rules are:

Be Safe       Be Respectful       Be Responsible

Some examples of being SAFE include:
Students walking in the hallways, keeping hands and feet to one’s self, using technology appropriately, being only where there is staff supervision, wearing appropriate clothing for being active at recess and P.E., and leaving gum at home.

Some examples of being RESPECTFUL include:
Students staying focused on the task at hand, actively listening, using language that build others up, using appropriate voice levels, and removing hats and hoods when indoors.

Some examples of being RESPONSIBLE include:
Students being on time, completing their work, turning their homework in on time, following all adult directions the first time asked, keeping personal items in backpacks.

Cinnabar is a PBIS school. The staff has training on PBIS and we have a PBIS Team. Our staff positively reinforces students following our rules 4:1. That means four times recognizing proper behavior to one behavior correction.

Some ways we recognize students being safe, respectful, and responsible are:

- Giving a High Five
- Saying “Thank you”
- Special jobs
- Compliments
- Giving Gratitude Grams
- Postcards home
- Giving a Thumb Up
- Smiling
- Awards assemblies

We use a system of corrective feedback when students are not following the rules. We use the rule violation as an opportunity to teach correct behavior and increase students’ appropriate responses to different situations. Student behavior has been categorized into three levels. This leveled system is designed to increase staff consistency in responding to and documenting misbehavior.

Level I behaviors do not require administrator involvement, are not more than a minor disruption to the learning environment, and are not chronic. Correctives for Level I rule violations may include:

- Redirection to task
- Change of seating
- Practice desired behavior
- School Rule Reflection sheet
- Verbal warning
- Reteach expected behavior
Level II behaviors are a moderate disruption to the learning environment, may require administrative involvement, or are chronic Level I behaviors. Correctives for Level II Rule Violations may include:
- Conference with student
- Loss of privilege
- Problem-solving worksheet
- Phone call home
- Meeting with principal
- Letter of apology
Level II behaviors are documented on a Behavior Tracking Form (BTF).

Level III behaviors are a major disruption to the learning environment, pose a danger, are illegal, and require administrative involvement. Correctives for Level III Rule Violations may include:
- Parent conference
- Detention
- Suspension
- Law Enforcement contact
- Restitution
- Expulsion
Level III behaviors are documented on a Behavior Tracking Form (BTF).

Behavior Tracking Forms are designed to document correctives and gather data in order to make the best intervention decisions possible. Parents/guardians will receive a copy of the BTF and will be asked to sign the form and return it to school the next day.

You can support your student by asking what the Cinnabar School rules are and letting your students know that these are the same three rules at home. Please encourage safe, respectful, responsible behavior all the time everywhere and positively acknowledge this behavior.

Be Safe  Be Respectful  Be Responsible
Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define appropriate student attire and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance attendance and minimize distraction of other students, in order not to interfere with the educational process. It is also our intention to help protect the health and welfare of individual students.

All students will wear clothes that are safe, respectful, and responsible in a learning environment.

Some examples of being SAFE include:
- Wearing clothing and shoes that are safe for being active during recess and P.E.
- Wearing shoes at all times
- Wearing pants that fit properly

Some non-examples include:
- Wearing high heels, backless sandals or flip-flops
- Wearing sagging pants
- Wearing long dangling earrings

Some examples of being RESPECTFUL include:
- Wearing clothing that covers shoulders and mid-section at all times
- Wearing shorts and skirts that reach mid-thigh
- Removing hats and hoods from your head when entering a building.

Some non-examples include:
- Wearing very short shirts or shorts
- Wearing tops with thin straps
- Wearing backless or see-through clothing
- Wearing clothes that advertises drugs or alcohol
- Wearing clothes with obscene statements
- Wearing clothes/jeans with holes higher than halfway between knee and hip.

Some examples of being RESPONSIBLE include:
- Wearing clothing, jewelry, and makeup that does not distract from the learning environment
- Labeling outerwear so lost clothing can be returned to the owner
- Maintaining personal hygiene
- Bathing regularly

Some non-examples include:
- Wearing clothing that is distracting to students or teachers
- Wearing clothing that reveals underwear
- Wearing make-up or hair dye that distracts from the learning environment

When in the judgment of the adult in authority, an individual’s attire is in violation of the above guidelines the attire will not be allowed. Consequences for not following these guidelines may include: calling home for a change of clothes, removal of inappropriate makeup or jewelry, parent conference with teacher and administrator.
Lunch Program

Breakfast – Snack – Lunch:

For the 2021-22 School year only, we will be offering the Seamless Summer Lunch Program. All students qualify for breakfast, snack and lunch free of charge regardless of family income. In order to participate for this program, you will need to complete the lunch application form. This form will be included in the back to school paperwork and will need to be returned with all paperwork prior to the first day of school. Any minor, accompanied by a parent or guardian, are eligible to receive free lunch.

Students are encouraged to bring a healthy snack to eat during morning recess. Due to food allergies, students are not to share food at school.

Birthdays and Food

Teachers will support the Cinnabar District Wellness Policy by limiting food used for class activities. Therefore, students may celebrate at school with healthy snacks for everyone in the class. Also, please mail party invitations unless the whole class is being invited.

English Language Development

A number of students at Cinnabar School speak languages other than English in their homes. This presents a special challenge as they work to master the academic skills necessary to be successful in school and beyond. Our English Language Development (ELD) program is designed to accelerate the development of their English language skills and support their overall learning success.

Students are tested for their English proficiency and provided assistance in English language development. Learning plans are written by the ELD teacher and the classroom teachers to set special goals for these students to develop their English skills while they master the academic content of their grade level. Understanding that each student’s ultimate success in school and beyond is based on his or her English language ability, the ultimate goal of the ELD program is English Language fluency for each student.
California English Language Development Test

Students in kindergarten through grade twelve whose home language is not English are required by law to be assessed in English Language Proficiency (ELP) each year. English Language Proficiency Assessment for California (ELPAC) test is given in the spring.

School Nurse

Our school nurse is contracted through a consortium of small districts in Petaluma. She is scheduled at Cinnabar School once a month and available as needed. The school nurse conducts vision and hearing screening on children in Kindergarten, 2nd and 5th grades. She screens all new students and students being considered for special education programs, as well as seeing students at the request of teachers, parents, or physicians. Medical records of students are reviewed and staff is alerted to children who may have specific health needs or problems. Health records are maintained on all students. Medical records are also reviewed to see that California requirements are met regarding immunizations and physical exams. Our school nurse is a resource to the office staff regarding health problems and first-aid. She also serves as a resource for teachers on health education and our family-life education program.

If your child has asthma, food allergies, or any other chronic medical condition, please notify the office and our school nurse.

Medications at School

State law and Governing Board Policy must be followed when medication is administered at school. **School personnel are not to administer or dispense any medications, even over the counter medications, unless the following regulations are followed and documented:**

- We must receive written authorization from a physician that includes the student’s name medication, dosage, and frequency for all prescription medicines.
- We must have written consent from a parent or guardian and physician for any over the counter medication.
- **All medications must be kept in the school office** unless a written authorization directing otherwise is received from a physician. Medication must be in the original container.
- All medications and authorizations must be renewed at the start of each school year, as needed.
Consent forms permitting school personnel to administer medication are available in the office. Please call the school office if you have any questions regarding this policy.

Multi-tiered Systems of Support (MTSS)

We support all students in being successful in school academically, behaviorally, and with regular attendance. All students get academic, behavior, and pro-social skill development instruction. Some students need additional instruction, interventions, and supports, and a few students need individualized supports setting them up for success. All students get Tier 1 instruction and support. Some students get extra small group supports. And if a student still needs extra support, a Student Study Team (SST) is established.

Special Education Services

Students in the United States are entitled to a “free and appropriate education” as defined by the Individuals with Disabilities Act (IDEA). Those programs and interventions designed under the IDEA to assure that each child’s needs are met are a part of Special Education. The process to determine if a student qualifies for Special Education services is spelled out in the IDEA. If it is suspected that your child is not achieving to his or her potential, your child’s teacher will attempt many interventions and special programs before beginning the Special Education referral process. All referrals to Special Education, for testing, evaluation, or services, require signed parent/guardian permission.

The Individual Educational Plan

If a student is not responding adequately to the support determined by the SST, then they may be referred for further assessments to determine special education eligibility. An Individual Educational Plan (IEP) is written for each student who is found to be eligible for special education services. The IEP Team, the group that writes the IEP, consists of the specialists who conducted the assessments, the child’s classroom teacher, the principal, the child’s parents/guardians, and when appropriate, the child. Once the initial IEP is written, the goals and services outlined in the plan to determine the child’s educational program for the next year. Each year, the team meets to determine if the goals and services remain appropriate. Three years from the initial assessment, the entire team meets again to do a more in-depth evaluation of that child’s placement, goals, and educational needs. Throughout the IEP process, no changes are made in the child’s placement or program without the child’s parent/guardian’s permission.

Resource Specialist Class

The Resource Specialist Program (RSP) is a special education service. The Resource Specialist provides additional support and instruction for qualifying students. To be eligible for this program, students must have a learning disability. These students may need assistance in developing perceptual skills, organizational skills, and/or auditory skills. With additional support and guidance, these students should be able to overcome their obstacles and compensate with other methods of learning. The Resource Specialist services may be delivered both in the regular classroom and in the RSP classroom.
Speech Therapy
The Speech Therapist serves children who have problems with articulation, voice, language concepts, auditory discrimination and syntax (grammar). Children with speech and language disabilities are served in small groups or individually. The Speech Therapist also screens students in kindergarten and first grades for speech and language problems.

School Psychologist
A school psychologist coordinates the special education program at Cinnabar Charter School and ensures that all special education services are provided legally and appropriately. The school psychologist is responsible for administering psycho-educational assessments that must be conducted to determine if a child is initially eligible as well as continuing eligibility for special education services. A school psychologist administers assessments which measure thinking skills, visual and auditory processing, visual motor processing, and social-emotional functioning. The psychologist supports the special education teacher during IEP meetings. School psychologists provide counseling support to individual students, groups of students, parents and families around educationally-related issues. School psychologists support teachers and administrators in supporting positive student behaviors.

Disaster Response Plan
The parents and teachers working on our Disaster Response Plan have called it “The best plan we hope we never have to use.” Nonetheless, the Disaster Plan Committee has worked diligently to ensure that, in the event of a catastrophic earthquake or other tragedy, we will respond in a manner that ensures the safety and well being of each and every one of our students. Our school safety plan is updated annually and goes through a rigorous updating, monitoring, and input cycle each year.

Stored on site, we have food, water, and other supplies. We have first-aid supplies and search and rescue equipment, as well as staff ready to employ it for our students’ welfare. We have organized our entire staff to assist with a rapid and certain response to any disaster. Each staff member, (teachers, behavior coaches, secretaries, aides, and the principal), has a specific role to play to ensure everyone’s safety. Even the children have a special part to play, as members of their classroom.

It is important that the parent/guardian know their role, as well. First of all, please make sure that your emergency contact information is up-to-date. Please understand that we will only release your child to the people you list on your child’s emergency card.

Parents/guardians who come to pick up their children will speak with staff members at the front of the school, who will then have their children brought from the location where the student will be waiting with their class. We will be keeping a detailed log, documenting when each child left,
and with whom. Our most important task, in the unlikely event of a large disaster, is to ensure the safety and well being of each of our students - your children.

**California State Testing in 2021-2022**

California Assessment of Student Performance and Progress (CAASPP)

**Smarter Balanced (SBAC)**
In California, all students in grades 3 through 8 will participate in the 2021-2022 Smarter Balanced tests, these include both ELA and mathematics content areas. These tests are administered online.

**California Alternate Assessments (CAA)**
The CAA for English–language arts and mathematics tests are individually administered to students in grades 3 through 8 who have significant cognitive disabilities. All eligible students are required to participate in an online field test assessment.

**California Science Tests (CAST)**
The science tests are to be administered to students in grades 5 and 8.

**Weapons and Dangerous Instruments**
The Governing Board desires students and staff to be free from the fear and danger presented by weapons. The Board therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, grounds or buses, or at a school-related and/or school-sponsored activity away from school. Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public; a school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on the school grounds.

Students possessing or threatening others with a weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The superintendent/principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

**Legal Reference:**

**EDUCATION CODE:**
35291 Governing Board to prescribe rules for the government and discipline of the schools
48900 Grounds for suspension/expulsion
48902 Notification of law enforcement authorities
48915 Required recommendation for expulsions
48916 Readmission
49330 Injurious object
49331 Removal from possession of pupil by designated employee
49332 Notification of parent/guardian
49333 Return of object
49334 Injurious objects: notification to law enforcement

**PENAL CODE:**
245 Assault with a deadly weapon
417.2 Imitation firearms
417.4 Imitation firearms
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razor, or stun gun; bringing or possessing in school
12020-12028.5 Unlawful carrying or possession of concealed weapons

**UNITED STATES CODE, TITLE 20:**
16301-8962 Improving America’s Schools Act
8921-8922 Gun Free Schools Act of 1994

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**Asbestos Hazard Emergency Response Act Notification**

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) Cinnabar School District must apprise all persons arriving at the Cinnabar School site of the information contained in the school’s Asbestos Management Plan. This plan contains all current inspections, assessments, and action details relative to the school buildings. As required by AHERA, a 3-year re-inspection was recently completed. That report is in the school’s Asbestos Management Plan and is available for anyone to review during normal business hours.

Any further questions may be directed to RESIG (Redwood Empire School Insurance Group), the designated agency responsible for AHERA compliance for the Cinnabar School District.

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**Annual Notification of Planned Pesticide Use**

The Healthy Schools Act requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We intend to use the following pesticides in the school this year:

<table>
<thead>
<tr>
<th>Material Name</th>
<th>Active Ingredient(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon’s Farm “Pronto Big N’ Tuf”</td>
<td>41 % Glyphosate</td>
</tr>
</tbody>
</table>

Cinnabar School District contracts with Terminix for monthly applications of these pesticides. All applications are done when children are not present at the school.

You can find more information regarding these pesticides and pesticide reduction at the Department of Pesticides Regulations website at http://www.cdpr.ca.us.gov. If you have any questions, please contact Cinnabar’s superintendent at (707) 765-4345.
Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.

3. There should be no teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, the district office, or downloaded from the school’s Web site at www.cinnabar.org. You may also download a copy of the California Department of Education complaint form from the following Web site: http://www.cde.ca.gov/re/cp/uc.

Uniform Complaint Procedure

The Board of Trustees and staff recognize that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing our educational programs. Any individual wishing to file a complaint regarding compliance issues may receive a copy of official complaint procedures in the school office.