



Parent / Student Handbook 2024-2025

**The Cinnabar School Community welcomes
you and your contribution in working together to make
great things happen for our students.**

Be Safe - Be Respectful - Be Responsible

**Cinnabar Elementary School District
286 Skillman Lane
Petaluma, CA 94952
707-765-4345
707-765-4349 fax
cinnabar.org**

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The Cinnabar School family of staff, students, parents, and community, building on its traditions of excellence, discipline and community involvement, seek to create a safe, stimulating environment which prepares our students to function effectively as life long learners and responsible citizens.

Greetings Cinnabar Family,

I am getting so excited for the 2024-25 school year, which starts August 14! Last year saw growth and improvement, and this year promises to be even better. The future continues to be bright, and it's time to let the rest of Sonoma County know about our great community and the outstanding programs we have here at Cinnabar. We have begun doing so with banners downtown, a movie theater ad that you can see at the Petaluma theater, and we have a series of videos on our website and on our social media sites celebrating our great school. Check them out and share them with others.

Thanks to many enthusiastic parents and staff members, the Cinnabar Education Foundation is back up and running with plans to host events, activities and to raise funds for even more exciting programs and opportunities. Stop by the Cinnabar CEF table at the back-to-school barbecue on Monday, Aug. 12 from 4-6 p.m. to see how you can contribute (through volunteering, securing donations, donating items for activities or just giving your opinions and ideas). Then check out your kiddos classroom and have a hot dog with us and your friends.

After six years of declining enrollment, we have increased our student population for the first time this decade. That is a credit to our staff and families, and their hard work elevating and promoting the academics and environment here at Cinnabar. We are asking for your help in letting people know about the great things by sharing our social media posts.

Last year, individual growth did equal collective growth on campus, and our attendance numbers with students and staff both improved, but we still have work to do. While our absent percentage improved, our numbers are not yet back to pre-pandemic. We also have a significant issue with tardies. So much so, that I was considering pushing our start time forward, but we will continue to start the day at 8:25, but please have your students here before 8:20 to avoid tardies.

Attendance is a key indicator of academic success, and we as a team need to work together to get all students here on a daily basis. Excessive absences also come with consequences, and this year the SARB process will be enforced, and we will be instituting an attendance recovery program, which will include students making up absences through our after school ELOP program and through summer school. Students and families who had chronic absenteeism or tardies will be receiving student support team meeting invitations to come up with a plan for the 2024-25 school year.

Speaking of ELOP, I'd also like to thank our Expanded Learning Opportunities Program directors Theresa Hutchinson and Tracy Karvonen for building and sustaining an amazing program that services students from 6:45 a.m. to 6 p.m. daily and for a tremendous summer program. This year, the directors will be creating even more specific and pre-planned programs for students to expand their learning and catch-up if they didn't understand something during the school day or missed assignments due to absences.

With the impact of attendance on student outcomes, this year's theme is very simple: "Every Minute Matters." This means not just being at school every day, but getting here on time. Tardies negatively impact all students, because they interrupt instructional time. One way to look at it is "The best way to be on time is to be early." With free before school care starting as early as 6:45, if you have multiple drop offs or just struggles getting there on time, reset the goal and try to drop off at 8 a.m., and your student can have a breakfast if they like or they can head out to the yard and play a little before the day begins.

If your child is genuinely sick and potentially infectious, by all means keep them home for the day and let them rest. If there are social-emotional concerns for a student, those are important to address too, but allow us to be a partner and assist with that as well. We have many tools at our disposal here at school to help address those. If a student is struggling with something, bring them to the campus to discuss those things with us, don't just stay home. We will come up with supports and solutions to address those concerns. Bring them straight to the office at the start of the day, and we will work with the student, the parent and any other people that may factor into the concern. We will not force them back into class, until we have a plan and they are comfortable.

Please remember, we are all looking for the same thing; your child's success. When we reach out and ask to meet about attendance, it is not an attempt to judge you or ridicule you, it is an attempt for us to be brought into the mix to help make sure your student is at school, feeling safe and feeling prepared and supported every single day.

I genuinely love all of my students. Obviously a family member's love can never be topped, but when your child gets hurt, I hurt. When your child struggles, I look for how I can help, and when your child succeeds, I celebrate with you and them. Most of the time, those meetings will include a discussion of your student's academic progress, and what we will do to assist them in catching back up. In an effort to continue to improve our intervention program, which is one of the best I have seen in my many years of education, we re-instated one of our intervention teaching positions. Our target is to get all students on grade level and to challenge our students to expand their learning beyond the scope of the adopted curriculum.

Bottom line, we are excited to help all of our students reach new levels and expand their learning. We will continue our garden project that includes all grades TK-8, and we have joined an environmental pathways program that will offer field trips for free or reduced costs for all grades as well.

See you at the back to school BBQ and on the red carpet on the first day of school,

Ken Silman

Ken Silman

Principal/Superintendent

Cinnabar School District

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.

Name	Ext.	Position	Email
Office Team:	0	Main Office	707-765-4345
Ken Silman	152	Superintendent/Principal	ksilman@cinnabar.org
Santi Valverde	153	Bilingual Office Tech/Family Liaison	svalverde@cinnabar.org
Dana Machado	150	District Secretary	dmachado@cinnabar.org
Mike Adams	156	Technology Director	madams@cinnabar.org
Sage Libbey	157	Librarian	slibbey@cinnabar.org
Theresa Hutchinson	110	ELOP Club Director	thutchinson@cinnabar.org
Tracy Karvonen	110	ELOP Club Director	tkarvonen@cinnabar.org
Katie Fouche	151	Business Office/AP	kfouche@cinnabar.org

Teacher Team:

Leah Beaumont	102	Transitional Kindergarten Teacher	lbeaumont@cinnabar.org
Kourtney Land	101	Kindergarten Teacher	kland@cinnabar.org
Joy Powell	113	Educational Specialist	jpowell@cinnabar.org
Trey Minehan Willis	104	1st Grade Teacher	twillis@cinnabar.org
Anne Vonder Kuhlen	105	2nd Grade Teacher	avonderkuhlen@cinnabar.org
Jamie Azevedo	116	Intervention	jazevedo@cinnabar.org
Mark Ribeiro	107	7th/8th Grade Teacher	mribeiro@cinnabar.org
Jennifer Collins	112	5th Grade teacher	jcollins@cinnabar.org
Ellen Peixoto	114	3th Grade Teacher	epeixoto@cinnabar.org
Catherine Rose	108	7th/8th Grade Teacher	crose@cinnabar.org
Catherine Esquibel	115	4th Grade Teacher	cesquibel@cinnabar.org
Jess Phillips	119	PE Teacher	jphillips@cinnabar.org
Erica Stevens	122	Speech and Language	estevens@cinnabar.org
Andrea Beach	118	Art/Music/Entertainment Teacher	abeach@cinnabar.org
Katrina Hammer	106	6th Grade Teacher	khammer@cinnabar.org

SCHOOL BOARD OF TRUSTEES



Paul Sequeira	President	psequeira@cinnabar.org
Cathy Thompson	Clerk	cthompson@cinnabar.org
Patty Murch	Member	pmurch@cinnabar.org
Jennifer Elu	Member	jelu@cinnabar.org
Richard O'Hare	Member	rohare@cinnabar.org

CINNABAR SCHOOL DAILY SCHEDULE

Time	TK/Kindergarten
8:25 - 10:00	Instruction
10:00 - 10:15	Recess
10:15 - 12:00	Instruction
12:00 - 12:45	Lunch and Recess
12:45 - 2:00	Instructional Time
Time	Grades 1 - 6
8:25 - 10:15	Instruction
10:15 - 10:30	Recess
10:30 - 12:15	Instruction
12:15 - 1:00	Lunch and Recess
1:00 - 3:00	Instruction
Time	Grades 7 - 8
8:25 - 10:30	Instruction
10:30 - 10:45	Recess
10:45 - 12:15	Instruction
12:15 - 1:00	Lunch and Recess
1:00 - 3:00	Instruction

Campus supervision is available at 8:00 a.m. each morning.

***School begins at 8:25 each day for ALL students,
so please have your students in line on the blacktop at 8:20.***

**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.*



Introduction

The Cinnabar Elementary School District is a single school district and charter school. Cinnabar Charter and Elementary School serves about 180 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 10 classroom teachers, all of whom are experienced and highly qualified. We have a full-time educational specialist leading our talented intervention team, which covers our special education students, our English language learners and students who need growth in reading and math. We also have a full-time counselor on campus, plus physical education and music/art/entertainment teachers. We also have a director of technology that coordinates our school's 1:1 technology (a device 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, executive administrative assistant, and a business office accountant. We also employ a nurse part-time. We have a parent teacher organization called CEF (Cinnabar Educational Foundation), a School Site Council (SSC), and an English Language Advisory Committee (ELAC).

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

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 Advisory Committee (ELAC)

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

Responsibilities:

The ELAC 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) and LCAP (Local Control Accountability Plan).

The ELAC 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.

ELAC Composition and Elections Requirements include:

Parents of English learners comprise at least the same percentage of the ELAC 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 ELAC membership.

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

Cinnabar ELAC meets three times a year. Our three ELAC 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. ELAC also reviews and gives important insight and input for our LCAP (Local Control Accountability Plan). There is an ELAC parent representative that serves on the School Site Council.

Cinnabar Educational Foundation



Cinnabar School has an educational foundation with a board and 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.

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 (707)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.

Every Minute Matters (PLEASE READ)

Absences, Truancy and SARB AR 5125

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays. (18 days for a full 180 day school year)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse 80778OUIUK., on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

Attendance Supervisor(s)

The Superintendent/Principal or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent/Principal. (Education Code 48240, 48243, 48244)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Whenever chronic absenteeism is linked to a nonschool condition, the attendance supervisor may recommend community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant, as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy

- a. A student who is initially classified as truant shall be reported to the attendance supervisor. (Education Code 48260)
- b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
 - i. The student is truant.
 - ii. The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
 - iii. Alternative educational programs are available in the district.
 - iv. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
 - v. The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
 - vi. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

- d. The student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)
- e. The attendance supervisor may notify the district attorney and/or probation officer of the name of each student who has been classified as a truant and the name and address of the student's parents/guardians. (Education Code 48260.6)

2. Second truancy

- a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)
- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)
- e. The attendance supervisor may notify the district attorney and/or probation officer whether the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)

- b. Upon making a referral to the **SARB** or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the **SARB** or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the **SARB** or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)
- d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

- a. Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)
- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Absence for 10 percent of school days (chronic truancy)

- a. The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.
- b. If a chronically truant student is at least age 6 years and is in any of grades K-6, the attendance supervisor shall notify the parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

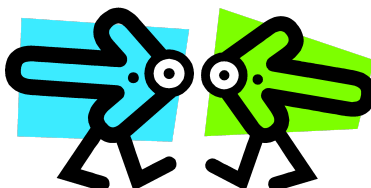
Tardiness



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 8:00 a.m. each day.

Parent/Teacher Communication



Communication between school and home is very important. We communicate with all families using ParentSquare. Please use this link <https://www.cinnabar.org/domain/29> to create an account and download the app on your phone to access the information. 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 the principal is available, they will meet or speak with you immediately. If the principal is not available, the school secretary will set up a time when you can meet. We are here to answer your questions and listen to any suggestions, compliments, or comments you may have.

Parent/Teacher Conferences and Report Cards



Conference Week Sept. 16-20
12:45 dismissal for TK and Kindergarten
1:30 dismissal for 1st-8th

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 8
Trimester 2 ends February 28
Trimester 3 ends May 29

Trimester 1 Report Card sent home Nov. 21
Trimester 2 Report Card sent home March 13
Trimester 3 Report Card sent home May 29

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 at no cost! from 6:45 – 8:00 a.m. Call the school for information on enrolling your child into our before school child care program.

Morning Drop Off - The circle in front of the office is for the school bus only. 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.

Afternoon Pick Up - The circle in front of the office is for the school bus only. Students riding the bus will be brought to the circle to load the bus. Please do not park or wait in the circle after school.

Students being picked up will be dismissed from the schoolyard blacktop. 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 **ELOP** to wait there for their parent/guardian to pick them up. Fees will apply.

Have a plan!!! Make sure your child knows how they are getting home before they are at school. If your child's regular transportation has changed for the day, please send a note in with your child to give to their classroom teacher. 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. That person must also be on your child's emergency card.

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

Riding the Bus - The bus schedule is available in the office. A Cinnabar School 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 Walking 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, and Be Responsible.

Some examples of being SAFE include:

Students walking in the hallways, keeping hands and feet to themselves, 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	Compliments	Giving a Thumb Up
Saying "Thank you"	Giving Gratitude Grams	Smiling
Special jobs	Postcards home	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	Practice desired behavior	Verbal warning
Change of seating	School Rule Reflection sheet	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.

Anti Bullying Policy

Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent/Principal or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the

development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent/Principal or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent/Principal or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent/Principal or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent/Principal, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent/Principal or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Student Dress and Grooming Guidelines



Research has shown that student dress and appearance affect student attitudes and conduct. Cinnabar School District looks upon the district dress code as a key component of the educational process. We are of the opinion that we are preparing students for success. **All students will wear clothes that are safe, respectful, and responsible in a learning environment.**

Specific details and examples include:

- Flip-Flops and sandals without heel straps are considered undesirable foot protection for school. Sneakers/tennis shoes are recommended footwear and necessary on PE days.
- Undergarments can not be exposed
- Pajamas and slippers are not appropriate for school
- Clothing with drug/alcohol/tobacco logos
- Clothing with gang symbolism or graffiti
- Clothing with inappropriate or offensive language or statements
- Clothing where the torso or midriff is exposed or see through clothing is not allowed
- Hats may be worn outside for sun protection

Please remember to:

- Label outerwear so lost clothing can be returned to the owner
- Maintain personal hygiene
- Bath regularly

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 – Lunch:

For the 2024-2025 school year we will be offering Universal Meals. All students qualify for breakfast and lunch free of charge regardless of family income. New students will need to complete the Household Income Data Collection form, included in the registration packet or in the front office.

Along with breakfast, students are encouraged to bring a healthy snack to eat during morning recess. Due to food allergies, students are not allowed to share food.

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. No cupcakes, cakes or balloons. Also, please send party invitations, via U.S. Postal mail, 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.

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.



English Language Proficiency Assessment for California

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) initial is administered in the Fall and summative is administered in the Spring.

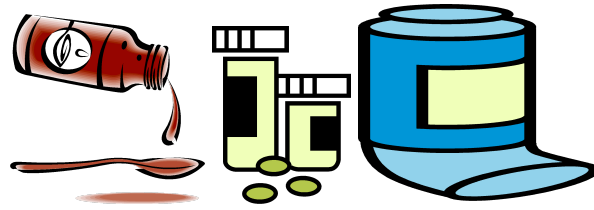
School Nurse



Our school nurse is contracted through a consortium of small districts in Petaluma. The nurse is scheduled to be on campus at Cinnabar School approximately once a week and available as needed. The school nurse conducts vision and hearing screenings on children in TK/Kindergarten, 2nd, 5th, and 8th grades. She also screens all new students and students being considered for special education programs, as well as 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. If your student has asthma, food allergies, or any other chronic medical condition, please notify the office and our school nurse. 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. In the spring, she teaches a unit on Growth and Development of Puberty to 4th, 5th, and 6th grade students. She is part of the team that teaches Comprehensive Sexual Education and HIV to 7th and 8th grade students. Parents are welcome to contact the school nurse with any questions.

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 and include a dosing spoon if needed.
- 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 support setting them up for success. All students get Tier 1 instruction and support. Some students get extra small group support. 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 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.

Educational Specialist Class

The Resource Specialist Program (RSP) is a special education service. The Educational 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 Educational 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 2024-2025

California Assessment of Student Performance and Progress (CAASPP)

Smarter Balanced (SBAC)

In California, all students in grades 3 through 8 will participate in the 2024-2025 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

Firearms Safety Memorandum

To: Parents and Guardians of Students in the Cinnabar School District

From: Ken Silman, Superintendent

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Cinnabar School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain

access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.^[1]

- **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.^[2]

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.^[3]

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.^[4]

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Ken Silman
Cinnabar Superintendent/Principal

Date published: 8/1/2023
California Department of Education

^[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

^[2] See California Penal Code section 25100(c).

^[3] See California Civil Code Section 29805.

^[4] See California Civil Code Section 1714.3.

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

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.

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:

<u>Material Name</u>	<u>Active Ingredient(s)</u>
Gordon's Farm "Pronto Big N' Turf"	41 % Glyphosate

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.

Non Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
program.intake@usda.gov

This institution is an equal opportunity provider.

Signature Page

To be signed and returned on the first day of school.

I have read and understand the Cinnabar Parent/Student Handbook.

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____

How did you hear about Cinnabar School:

- ☐ internet/website
- ☐ friends/family
- ☐ Social media
- ☐ Prior school/pre-school
- ☐ Flyer/event
- ☐ movie theater
- ☐ downtown banner