MacArthur Park Charter School

MACARTHUR PARK
CHARTER SCHOOL

Family Handbook 2026-2027

MacArthur Park Charter School

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Sonoma, CA 95476
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https://www.macarthurparkcharterschool.org
Office Hours: 7:45 a.m. to 3:30 p.m.

School Board:

Chairperson of the Board	Sarah Robertson srobertson@macarthurparkcharterschool.org
Treasurer	David Arntz darntz@macarthurparkcharterschool.org
Secretary	Ty Durekas tdurekas@macarthurparkcharterschool.org

School Office:

Executive Director (Principal)	Danielle Yount dyount@macarthurparkcharterschool.org
School Office Manager	Tina Moi tmoi@macarthurparkcharterschool.org
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Parent Teacher Committee (PTC):

President	Pilar Duran Arntz	pilarntz@gmail.com
Vice President	Maria Morefield	mariamorefield4@gmail.com
Secretary	Jill Wollmam	Jtsudama@gmail.com
Co-Treasurer	Nikki Griffin Jessica Rose	mpcstreasurerptc@gmail.com

🚀 **Imagine, Create, Innovate!**

"Where Curious Minds Become Creative Problem-Solvers."

Welcome to the 2026-2027 School Year at MacArthur Park Charter School

Dear MacArthur Park Charter School Families,

Welcome to the inaugural year of MacArthur Park Charter School (MPCS)! We are honored that you have chosen our school to partner with you in your child's educational journey.

As a STEAM-focused TK–5 charter school, we believe every child is naturally curious, creative, and capable of achieving extraordinary things. Our mission is to provide a safe, inclusive, and engaging learning environment where students develop the academic, social, and emotional skills needed for lifelong success.

Together, we will build a school community rooted in respect, collaboration, innovation, and high expectations.

Thank you for being a founding family.

Sincerely,

Danielle Yount
Executive Director

Mission:

MacArthur Park Charter School offers a collaborative STEAM based learning environment that emphasizes individual student growth to better not only their lives but our communities as a whole. As an environment of educational innovation, the central purpose of MPCS is to increase students' interest in science, technology, engineering, the arts, and mathematics (STEAM) to better prepare them for higher education and jobs in our increasingly technical economy. MPCS further seeks a learning environment where families are connected, welcome, and engaged through partnerships with community members and local organizations. By fostering a global perspective that teaches the interconnectedness of communities and their environments, the MPCS program instills mutual respect, civic responsibility, and a lifelong love of learning.

Vision:

MacArthur Park Charter School envisions a dynamic and inclusive learning community where every student is empowered to think critically, solve problems creatively, and contribute meaningfully to the world around them. Through innovative STEAM instruction, strong family and community partnerships, and a commitment to equity and whole-child development, MPCS will inspire lifelong learners who are prepared to thrive academically, socially, and emotionally in an ever-changing global society.

STEAM School-wide Goals

At MacArthur Park Charter School, every student is encouraged to think, create, and grow through engaging, hands-on learning experiences. Our STEAM program integrates **Science, Technology, Engineering, the Arts, and Mathematics** across all subjects, helping students develop the knowledge and skills they need to succeed in school and beyond.

Throughout the school year, students will work toward our schoolwide STEAM goals by participating in collaborative projects, solving real-world problems, communicating their ideas, using technology responsibly, and making meaningful connections to their community. These experiences help students become confident learners, creative thinkers, and compassionate leaders.

- **Academic Achievers** who strive for excellence and continuous growth.
- **Problem Solvers** who think critically and persevere through challenges.
- **Effective Communicators** who express ideas clearly, listen respectfully, and collaborate with others.
- **Creative Innovators** who use imagination, curiosity, and design thinking to develop new ideas and solutions.
- **Collaborative Learners** who value teamwork, respect diverse perspectives, and contribute positively to their learning community.
- **Technology Creators, Not Just Consumers** who use technology to design, create, code, research, and share their learning responsibly.
- **Community Contributors** who apply their learning to make a positive difference in their school and local community.
- **Empathetic Leaders and Global Citizens** who demonstrate kindness, integrity, cultural awareness, and a commitment to improving the world around them.

Grade Level STEAM Goals

At MacArthur Park Charter School, our STEAM learning extends beyond the classroom by connecting students with the world around them. Each grade level explores meaningful projects that are developmentally appropriate and focused on making a positive impact at an increasingly broader level.

As students progress through each grade level, they expand their understanding of how their ideas and actions can make a difference—from their own classroom to communities around the world. Through these authentic learning experiences, students develop the confidence and skills to become thoughtful leaders, creative innovators, and responsible global citizens.

- **TK–Kindergarten: Classroom** – Students learn how to care for their classroom community, work together, and solve everyday problems through exploration and play.
- **1st Grade: School** – Students explore ways to contribute to a positive school environment by developing solutions that support their school community.
- **2nd Grade: Neighborhood** – Students investigate their local neighborhood and create projects that promote safety, kindness, environmental stewardship, and community pride.
- **3rd Grade: Sonoma Valley** – Students learn about the history, culture, geography, and natural resources of Sonoma Valley while designing projects that celebrate and improve their local community.
- **4th Grade: California** – Students explore California's history, ecosystems, industries, and innovations, using STEAM to solve real-world challenges facing our state.
- **5th Grade: World** – Students broaden their perspective by examining global issues and designing innovative solutions that promote sustainability, empathy, and global citizenship.

Bell Schedule

2026-2027

TK, Kindergarten & 1st Grade

Monday, Tuesday, Thursday, Friday		Wednesday		Minimum Day MINIMUM DAYS: 12/18, 6/3 CONFERENCE WEEKS: 10/5-9, 3/15-19	
8:15	School Begins	**8:15**	School Begins	**8:15**	School Begins
9:45-10:00	Recess	**9:45-10:00**	Recess	**9:45-10:00**	Recess
11:20-12:00	Lunch + Recess	**11:20-12**	Lunch + Recess	**11:30-11:50**	Lunch
1:20-1:35	Recess	**1:00**	Dismissal	**11:50**	Dismissal
2:50	Dismissal				

2nd & 3rd Grade

Monday, Tuesday, Thursday, Friday		Wednesday		Minimum Day MINIMUM DAYS: 12/18, 6/3 CONFERENCE WEEKS: 10/5-9, 3/15-19	
8:15	School Begins	**8:15**	School Begins	**8:15**	School Begins
10-10:15	Recess	**10-10:15**	Recess	**10-10:15**	Recess
11:50-12:30	Lunch + Recess	**11:50-12:30**	Lunch + Recess	**11:30-11:50**	Lunch
1:35-1:50	Recess	**1:00**	Dismissal	**11:50**	Dismissal
2:50	Dismissal				

4th & 5th Grade

Monday, Tuesday, Thursday, Friday		Wednesday		Minimum Day MINIMUM DAYS: 12/18, 6/3 CONFERENCE WEEKS: 10/5-9, 3/15-19	
8:15	School Begins	**8:15**	School Begins	**8:15**	School Begins
10:15-10:30	Recess	**10:15-10:30**	Recess	**10:15-10:30**	Recess
12:20-1:00	Lunch + Recess	**12:20-1:00**	Lunch + Recess	**11:35-11:50**	Lunch
2:00-2:10	Recess	**1:00**	Dismissal	**11:50**	Dismissal
2:50	Dismissal				

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MPCS 2026-2027 CALENDAR

8/5/26 - MPCS Staff Welcome
8/10 - 8/13/26 - Certificated Staff PD Days
8/14/26 - Teacher Work Day/Classified PD Day/Welcome Back
8/17/26 - First Day of School
8/17-8/19/26 - Early Release

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

9/7/26 - Labor Day Holiday, No School
9/11-9/13/26 - Rosh Hashanah
9/20-9/21/26 - Yom Kippur

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10/5-10/9/26 - Student Conference Week
10/12/26 - Indigenous Peoples Day/Classified Staff PD Day, Non Student Day

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11/6/26 End of Trimester 1
11/11/26 - Veterans Day, No School
11/23-11/24/26 - Non Student/Teacher Days
11/25-11/27/26 - Thanksgiving Holiday, No School

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

12/4-12/12/26 - Hanukkah
12/18/26 - Minimum Day
12/21-1/1/27 - Winter Break, No School
12/24-12/25/26 - Christmas Eve/Day Holidays
12/26-1/1/26 - Kwanzaa
12/31-1/1/27 - New Year's Holiday

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1/4/27 - School Resumes
1/18/27 - Martin Luther King Jr. Day, No School

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2/12/27 - Certified PD Day, Classified Staff Holiday, Non Student Day
2/15/27 - Presidents' Day Holiday, No School
2/19/26 End of Trimester 2

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3/15-3/19/27 - Student Conference Week
3/22-3/26/27 - Spring Break, No School
3/28/27 - Easter Holiday
3/29/27 - Emergency Make-Up Day (if needed)

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/16/27 - Emergency Make-Up Day (if needed)

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5/31/27 - Memorial Day Holiday, No School

JUNE 2027

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

6/3/27 - Last Day of School (Minimum Day)/End of Trimester 3
6/4/27 - Teacher Work Day
6/18/27 - Juneteenth Holiday

Days of Instruction: 180
Certificated days of work: 186

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Attendance Policies

TK-5 Instructional Hours

Monday, Tuesday, Thursday, Friday = 8:15-2:50
Wednesday = 8:15-1:00 (TK-5)
Minimum Days = 8:15-11:50

Minimum Days= First three days of school (Wednesday Schedule), conference weeks, day before winter break, and last day of school.

Check In/Check Out Policy

Visitors and parents **MUST** check in at the office upon arrival to sign in and pick up a pass. Once students arrive on school grounds in the morning, they may not leave campus. Students are to remain on school grounds during the school day. Students are not allowed to leave school-sponsored activities (ex. Field trips) without a parent/guardian. Students who are going to leave school early for any reason during the day **MUST** be signed out in the office. **Your child can ONLY be released to those adults who have been authorized in the Emergency Contact section of the student registration form.**

Excused Absence

A student receives an excused absence for the following reasons:

- Illness
- Medical/Dental Appointment
- Bereavement for immediate family member or close relative
- Court subpoena/appearance

Unexcused Absence

A student who is absent for any reason other than those mentioned above, including personal/family trip/vacation, receives an unexcused absence. Three or more unexcused absences during the school year will result in a Truancy notification.

Reporting Absences

Call: (707) 935-6030
Email: tmoi@macarthurparkcharterschool.org

Voice mail is available 24 hours a day so that parents may leave a message regarding absences at any time. All absences must be verified by a telephone message or a note. Absences not verified by parent or guardian become unexcused. Messages may be left in Spanish.

Tardy Policy

Please help your child arrive at school on time each day. Every minute of instruction is important, and late arrivals result in missed learning opportunities.Students arriving after the school day begins must check in at the school office and receive a tardy pass before reporting to class. Excessive tardiness may result in attendance interventions and a referral to the School Attendance Review Board (SARB).

Appointments during the School Day

If your child needs to leave school during the school day, a parent/guardian must sign them out in the school office. Student learning benefits from attending every portion of the school day, so whenever possible, please have your child attend school before and after appointments. If your child has a medical or dental appointment, please request a note from the provider and submit it to the school office upon your child's return.

Emergency Contacts

In cases of emergency, the school needs to contact parents or family members. Please notify the school office of any changes in your address, your home phone number or business phone number. Please fill out the Emergency information during the oline registration, with phone numbers where you or a family member/friend can be reached. We need accurate and up to date information in case of an emergency. Please update emergency contacts when you have a change of any kind by stopping by or calling the school office.

Drop Off/Pick Up

Our parking lot and turnaround area are very busy during morning drop-off and afternoon pick-up. For the safety of all students and families, please drive slowly and use extra caution at all times.

- Do not leave your vehicle unattended unless it is parked in a designated parking space.
- No parking is permitted in the white curb zones at the front of the school. These areas are for active loading and unloading only.
- **Breakfast service begins at 7:45 a.m.**
- Students should arrive between **8:00 a.m. and 8:15 a.m.**
- **Yard supervision begins at 8:00 a.m.** Students should not be dropped off before that time unless they are participating in the breakfast program.

If your child's dismissal routine changes, please send a written note or contact the school office before dismissal. We want to take every precaution with the safety of your child.

Communication

ParentSquare

We use ParentSquare to send home messages via email, text and phone. If we have announcements about events, calendars or emergencies we will use ParentSquare to contact families. Please make sure you notify us with phone number and/or email changes.

Emergency Communication

In the event of an emergency, MPCS will communicate directly to families through ParentSquare messages. Families are encouraged to have the ParentSquare app downloaded and have notifications turned on to receive communication.

MacArthur Park Charter School Family Newsletter

Our weekly family newsletter is sent out to families through Parent Square on Sunday. It contains information directly relevant to MPCS. If you do not receive the newsletter, please contact the front office to update your email addresses.

Office and Telephone

Students should arrive at school prepared with their assignments, appointments, and transportation plans. To minimize classroom disruptions, please avoid sending messages through the school office except in emergencies. Students may use the office phone for urgent matters with staff permission and must have a pass to visit the office unless it is an emergency. The school office is open **7:45 a.m. to 3:30 p.m.** If staff are unavailable, please leave a message on the voicemail, and your call will be returned as soon as possible.

PTC Communication

MacArthur Park Charter School PTC uses Instagram and email to communicate with families about events and volunteer opportunities.

Academics, Curriculum, and Supports

MacArthur Park Charter School follows California State guidelines and has adopted content standards in Reading, Writing, and Mathematics. We have **benchmark** assessments **in** both Language Arts and Mathematics. These assessments will allow teachers, students and parents *to* see where individuals are in either reaching and/or exceeding District Standards. The measures will determine whether the student has successfully learned grade level standards**.** The results of these measures will enable our teachers to teach to your child's individual needs and strengths. Students who are in need of extra *support* will receive additional help through intervention.

MacArthur Park Charter School Multilingual Advisory Council & Committee (DELAC/ELAC), MPCS School Site Council (SSC), are involved with curriculum issues and decisions. These groups meet four times a year. If you are interested in working with these committees, please contact the MPCS front office and/orPrincipal.

Curriculum:

CA Content Standards: Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Wonders: McGraw Hill's Wonders is a comprehensive, evidence-based English Language Arts (ELA) curriculum for grades K–6. It integrates foundational reading skills, literature, writing, vocabulary, and social-emotional learning through print and digital components

Bridges: Inquiry-based and student-centered, Bridges focuses on developing mathematical reasoning while creating an inclusive and equitable learning community for all students.

Project Lead the Way: PLTW Launch (PreK-5) taps into students' exploratory nature, engages them in learning that feels like play, and encourages them to keep discovering – now and for any future they choose.

Lexia: Lexia is a computer-based reading and literacy program used in schools to help students build essential language arts skills. It uses the science of reading to provide personalized online instruction in phonics, vocabulary, fluency, and comprehension, while giving teachers real-time progress data.

i-Ready Math: i-Ready Math is an online program and K–8 curriculum by Curriculum Associates used in schools to assess and teach math. It uses adaptive diagnostics to find a student's skill level and provides personalized online lessons covering numbers, algebra, geometry, and measurement

Renaissance STAR Reading: Star Reading measures students' overall reading achievement and comprehension, spanning kindergarten through grade 12. These assessments give educators the insight they need to plan instruction, strengthen and motivate readers, and support students' long-term success.

TCI: TCI's Science and Social Studies curricula provide students with interactive, engaging, and hands-on learning experiences. The science curriculum is aligned with the Next Generation Science Standards (NGSS) and gives students opportunities to explore scientific concepts through hands-on investigations, experiments, and activities in both the classroom and STEAM Lab. The social studies curriculum brings learning to life through dynamic and interactive experiences, helping students explore history, geography, civics, communities, and the world around them while making meaningful connections to their own experiences. Together, these programs support curiosity, critical thinking, collaboration, and active learning across the curriculum.

Physical/Health Education: Physical Education program for students in TK–5th grade, with students receiving approximately 200 minutes of PE instruction every 10 school days. The program promotes physical fitness, healthy habits, teamwork, coordination, sportsmanship, and the development of age-appropriate movement skills. Through engaging and inclusive activities, students have opportunities to build confidence, work collaboratively, and develop lifelong healthy habits.

What I Need (W.I.N.) Time

MacArthur Park Charter School provides W.I.N. (What I Need) Time for all students in Kindergarten through 5th grade. W.I.N. Time is a dedicated 30-minute instructional period each day designed to ensure that every student receives the reading and math instruction they need at their individual level.

W.I.N. Time will begin in September following initial assessments using the Renaissance STAR Reading Assessment and the i-Ready Math Diagnostic. These initial assessments provide teachers with data to identify student learning needs and help determine appropriate instructional groupings and placement within the adaptive learning programs.

During W.I.N. Time, teachers will provide targeted instruction in reading and mathematics

through small-group and individualized instruction, supported by an additional staff member. Students will also use adaptive learning programs, including Lexia for reading and i-Ready for mathematics, to provide practice and instruction aligned to their individual needs.

Students will be assessed four times throughout the school year to monitor their overall progress and help teachers adjust instruction and support as needed.

W.I.N. Time is designed to give every student the reading and math instruction they need, right at their level, so that every student has the opportunity to grow and succeed.

K-3 Proficiency Project (K3-PP) Partnership

MacArthur Park Charter School is partnering with K-3 Innovation for the next three years through the K-3 Proficiency Project (K3-PP). This Sonoma County initiative is designed to support students in achieving grade-level proficiency in reading by the end of third grade.

The K3-PP program supports students in Kindergarten through 3rd grade through teacher coaching, adaptive learning tools, and student performance data. MPCS has expanded this support to include 4th and 5th grade, ensuring that students continue to receive targeted academic support beyond the K–3 years. For grades 4–5, MPCS will provide instructional assistants to support teachers and students, helping provide additional opportunities for small-group instruction, targeted practice, and individualized academic support.

This partnership will help MPCS strengthen instruction, monitor student progress, identify areas for growth, and provide targeted support to students throughout the elementary grades.

How the Program Works:

- **Classroom Coaching:** Weekly, hands-on professional support for teachers to blend data seamlessly into core curricula.
- **Adaptive Technology:** Use of dedicated student devices running interactive online reading and math programs.
- **Targeted Intervention:** Use of regular progress monitoring to pinpoint and close individual skill gaps.
- **Support Staff:** Collaboration with instructional assistants to support small-group and individual learning.

Reporting to Parents about Student Progress

Report Cards

The school year is divided into trimesters. Report cards are distributed three times during the school year: November, March and May. Between report cards, a Progress Report will be sent home with your student if he/she is performing below grade level. This is a crucial communication of your child's progress at school. Parents should contact the school if they have not received one of these reports.

Student Study Team (SST)

Is your student experiencing academic, behavioral, social-emotional, or attendance challenges at school? The Student Study Team (SST) is a collaborative problem-solving team that meets to identify concerns, develop intervention strategies, and support student success. SST meetings are part of the general education program and are designed to provide additional support before considering other services.

The SST may include:

- An administrator
- The school counselor
- A special education representative (when appropriate)
- The student's teacher(s)
- The student's parent(s)/guardian(s)
- The student (when appropriate)

An SST meeting may be requested by a parent/guardian, teacher, counselor, or administrator. These meetings are scheduled when a student's needs would benefit from the expertise and collaboration of a team beyond the classroom teacher.

The goal of the SST process is to work together to identify each student's strengths and needs, develop practical strategies and interventions, monitor progress, and ensure every student receives the support needed to be successful in school.

Who can request an SST meeting?

- Teacher
- Parent/Guardian
- Principal or Administrator
- Resource Specialist Program (RSP) Teacher
- Speech-Language Pathologist
- School Counselor or other support staff

Why request an SST meeting?

An SST meeting is requested when there are concerns about a student's academic, behavioral, social-emotional, attendance, or developmental progress and additional support is needed.Typically, the parent/guardian and teacher have already communicated and implemented classroom strategies but would like additional ideas, resources, and support from a collaborative team.

How do I request an SST meeting?

If you would like to request an SST meeting, please contact your child's teacher or the school office. A staff member will complete the referral form, and you will be contacted to schedule the meeting.

What is the outcome of an SST meeting?

The purpose of the meeting is to develop a plan that supports your child's success.

During the meeting, the team will:

- Share information to better understand the student's strengths and areas of need.
- Identify strategies and interventions that can be implemented both at school and at home.
- Assign responsibilities to team members.
- Establish a timeline for monitoring progress and following up.

In some cases, based on the information discussed and the student's response to interventions, the team may recommend additional assessments or evaluations to better understand the student's needs.

What does an SST meeting look like?

A typical SST meeting lasts about **30 minutes** and follows this agenda:

1. **Welcome and Introductions**
    - Parent(s)/Guardian(s)
    - Classroom Teacher
    - Administrator
    - School Counselor
    - RSP Teacher and/or School Psychologist (as appropriate)
    - Other support staff (if applicable)
2. **Teacher Report**
    - Student strengths
    - Areas of concern
    - Interventions already attempted
    - Current academic and/or behavioral progress

3. **Additional Team Input**
    - Information from specialists or support staff
    - Review of attendance, assessment data, or other relevant information
4. **Parent/Guardian Input**
    - Student strengths
    - Concerns and observations
    - Information from home that may support the team
5. **Collaborative Problem-Solving**
    - Brainstorm strategies and interventions
    - Identify available supports and resources
6. **Action Plan**
    - Determine next steps
    - Assign responsibilities
    - Establish a timeline for implementation and follow-up

Our goal is to work collaboratively with families to ensure every student receives the support they need to be successful both academically and socially.

Student Services

Technology (Chromebooks)

K-5th grade students will have access to Chromebooks within their classrooms. Teachers explicitly teach students to use their devices safely and appropriately. Common Sense Media is a resource that allows students, teachers and families the opportunity to learn how to safely use their device and access age appropriate resources.

Student Cell Phones & Smart Watches

All students are provided with access to electronic learning devices at school. We ask that you have your child leave all of their own devices such as cell phones, iPhones, iPads, Smart Watches etc. at home. They distract from the learning process of all children, and can get stolen or lost. If they are brought to school, they are to remain in your students backpack during the school day. If a student does use their personal device without permission, they will be taken into safe-keeping by the teacher and brought to the office. The parent will be asked to come and pick up the item. The school is not responsible if the item is lost or stolen from your child's backpack.

We understand that families might need your child to have a cell phone or smart-watch to connect with your student after school. If you have a message that you need to give to your student, please contact the school office by phone or email and we will make sure your student receives the message. All cell phones and smart-watches must remain in your students backpack, turned off for the same reasons as above. The above rules will apply if the phone or smart watch is taken out of the child's backpack.

Injury/Illness

All injured/ill students will be sent to the Health Office. Students stung by a bee must come to the Health Office. Unless it is an emergency, students must come with a pass from their teacher or yard duty. In case of *a* serious accident or injury, emergency services will be called to administer medical aid and parents will be notified. If your child has any special medical situation, it is imperative that you notify the office and include it in the Medical Information section of the Student Registration Form.

Medication

The legal procedures required to administer medication to students during school can be cumbersome. It is preferable for everyone to administer medication to students outside of school hours. Please request medication from your doctor that need not be administered during school hours when at all possible. If medication must be given while a student is at school, the following steps must be taken:

- All medication (such as asthma inhalers, over-the-counter and prescribed medicine) needed by students must be given to the office personnel or health technician who will dispense the medication only when the physician's and parent's/guardian's signed permission forms are on file.
- Children are not allowed to have medication in their possession at school, walking to or from school, or on a school bus. The only exception is an inhaler for asthma which still requires permission forms from physician and parent/guardian.
- Medication must be provided to the school in the container in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. This law applies to all medications INCLUDING OVER-THE-COUNTER, NON-PRESCRIPTION DRUGS such as aspirin and cough drops. School personnel cannot give medication brought to school in a plastic bag, plastic ware, or any other repackaging.
- An adult must bring the medication to school along with the completed authorization form. If you anticipate a visit to your child's physician or dentist and expect that medication may be prescribed or the dosage changed, please stop by the school office for the appropriate forms.

Items brought to school from Home

All toys, sports equipment, and balls should stay at home and not be brought to school. While these items are fun to play with, they occasionally get misplaced, become a distraction from learning or get lost at school. We appreciate your help in keeping these items at home. Should your student bring an item to school it will be kept safe in the school office until a parent or guardian is able to pick it up.

Lost and Found

Students must assume responsibility for loss or damage to any personal property left in the classroom or on campus． The school is not responsible for personal property. Found articles should be taken to the school Lost and Found located in the multi-purpose room. Lost and Found items not claimed before winter break and at the end of the school year will be donated to local charities. Families should write their student's name on all books and personal belongings. Students should not bring valuables or money to school.

Counseling

If your child is having problems academically, individually, or with his/her peers, our staff is available to help. Students wishing to see the counselor for academic, individual or peer problems should ask an adult for help.

Mentor Program

MacArthur Park Charter School is part of the Stand by Me Mentoring Program. Under the program, students are matched one-on-one with caring adult role models from the local community. Students are referred for a mentor when they have tardy, truancy or discipline problems, or are in need of a special friend. Parental permission is required, and 'matches' are made based on the needs of each individual student mentee. There is a waiting list for mentors at MPCS. The relationship between mentor and mentee is a long-term commitment. If you are interested in mentoring or having a mentor for your child, call our Mentor Coordinator at 939-8356 or go to www.sonomamentoring.org for more information.

Library

The Library is located in room 24. This area is for studying, research, and calm play. Here are the expected guidelines that must be observed:

1. Books and other materials may be checked out for home or school use.
2. Reminders will be sent home for late books.
3. No food, drinks, or gum are allowed.

School Lunches and Breakfast

Nutritious hot breakfasts and lunches are available for your child at school. Menus are sent home monthly. All school meals this year are free. Your child will be asked if they want hot lunch in the morning and those students will pick up lunch from the cafeteria.

Bicycles

Bicycles are to be kept in the school bicycle area during the day. Students must 'walk' their bikes on school grounds and into the bike area. Bicycles are to be locked individually and are not to be locked with another bicycle. Students need to provide their own locks. Bicycles should not be left overnight. Students and parents must assume total responsibility for lost or stolen bicycles**. Motorized vehicles are not allowed on campus**. Wear **your bicycle helmet - it's the law!**

Dress Code

Our Governing Board believes

- Appropriate dress, suitable for the school activities in which students participate, and personal hygiene contribute to a productive learning environment.
- Students should not face unnecessary barriers to school attendance.
- The primary responsibility for a student's attire resides with the student and parents or guardians.
- MPCS is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Our Dress Code will

- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Allow students to wear comfortable clothing of their choice that supports a body positive-self image and expresses their self-identified gender, and/or religious attire and without fear of discipline or discrimination.
- Not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)
- Ensure students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard.
- Allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5).

MPCS Dress Code:

- Wear athletic shoes on P.E. days
- Students may not wear high-heels, open toed shoes or shoes that skate.
- Clothing must not be revealing (bare midriffs, spaghetti straps, etc.)
- Written or symbolic messages on clothing are prohibited if they are ethnically or religiously offensive, suggestive, or advertise the use of drugs, including alcohol, or in any way detract from learning.

***Any violations of the Dress Code will be addressed with school staff and may result in corrective actions such as turning clothing inside out, changing clothing, parent/guardian contact, etc. If practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.*

PBIS POSITIVE DISCIPLINE PROGRAM & SOCIAL EMOTIONAL LEARNING

MacArthur Park Charter School Expectations:

1. Be Safe 2. Be Respectful 3. Be Responsible

These rules are taught to all students and how they relate to the classroom, bathrooms, cafeteria, recess, lunchtime, and throughout the school. MacArthur Park Charter School strives to foster a positive climate and recognizes students who are following the rules with MPCS Blue Slips. These Blue Slips are brought to the classroom where students can deposit them in the class Blue Slip Jar. At the end of the week, there is a drawing and students are recognized in our Friday weekly announcements and receive prizes.

Philosophy:

Based on a positive behavior intervention and support model, our ultimate goal is to develop self-discipline in all of our students. We value a safe school environment where teachers can teach and students can learn. We support our students in taking responsibility for their own behavior and making good decisions. All students are treated with respect and the expectation is that they will treat each other with respect as well. Although there are consequences for disruptive or unsafe behaviors, there are also lessons to be learned, and we support all of our students in learning how to behave in a safe, respectful and responsible manner. Our focus is on teaching expected behaviors and learning something from an experience rather than on blame and punishment.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies like office referrals, detention, suspension, and expulsion. Research shows that the use of punishment, especially when used inconsistently and without other positive strategies, is ineffective. Teaching, modeling, and reinforcing positive behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more effective approach than waiting for misbehavior to occur before responding. The purpose of school-wide positive behavior and support is to establish a climate in which appropriate behavior is the norm.

Restorative Practices:

When responding to misbehavior, we utilize Restorative Practices to ensure your children have opportunities to repair harm, restore relationships, and learn from mistakes. Restorative Practices further allow children who have been harmed to voice their feelings so they feel heard and amends can be made. When a situation occurs that requires repairing harm and restoring relationships, the following questions will be utilized *to* help make things right for all involved.

Responses to Misbehavior

<u>Our Approach to Behavior:</u>

All behavior is a form of communication. We ask, what is this student communicating? What need is the student trying to meet with this behavior? We believe "children do the best they can with the skills and resources they possess. When they falter, they need adults to teach them the skills they lack and provide the sense of safety and belonging they need."

Our goals in responding to misbehavior:

1. Maintain safety and order- primary goal is to address negative behavior and re-establish positive behavior as quickly as possible so the children can return to positive behavior, teachers can continue teaching, and all children can remain safe and learn productively.

2. Help students recognize and fix their mistakes- We recognize all students want to do well and can. Our responses to misbehavior provide opportunities for children to learn from their mistakes. When needed to be given consequences, the consequences given help students see the effects of their actions and provide opportunities to repair any harm.

3. **Help students develop internal control of their behavior-** Our goal is to support students to not just do as they are told, but to develop an understanding of why expected behaviors are important and develop the self-control to follow through on these expectations.

MacArthur Park Charter School staff aims to be proactive when it comes to student behavior. We utilize Morning Meeting to build relationships and trust among students and staff and student to student, as well as logical consequences and restorative practices to ensure maximum learning opportunities and reparation of harm. We use PBIS to teach expectations and set students up for success. Positive recognition is utilized through the use of MPCS Blue Slips to recognize and encourage positive behaviors.

MPCS 2026-2027
TK-5 Progressive Discipline/Restorative Practices

	Progressive Consequences		
Classroom/Campus	1st Time	2nd Time	3rd Time

Behavior			
General Disruptive Behavior	Warning (1:1 student/teacher check-in)	Reflection Sheet Teacher contacts parents Logical consequence	Referred to Principal Principal/Parent phone call or conference
Chronic willful defiance and/or disrespect of teacher/staff member in the classroom or on campus	Warning and/or removal to alternate setting/parent notice	Reflection Sheet Parent Conference with Teacher and Principal	Restorative meeting with staff member, student, parents or admin
Making a mess on purpose/disrespecting classroom materials	Warning and/or removal to alternate setting & parent notice	Reflection Sheet Loss of privilege or logical consequence	Parent Conference with Teacher and Principal with logical consequence
Leaving the classroom without permission	Warning (1:1 student/teacher check-in)	Reflection Sheet Teacher contacts parents	Referred to Principal Principal/Parent phone call or conference
Shoving, pinching, pushing, tripping, unwanted touch, throwing an object at peer(s) or staff member(s) *Consequences vary depending on severity*	Time out from Recess Reflection Sheet Apology Letter Restorative conversation with student involved led by the teacher Possible Suspension	Reflection Sheet Principal check in Principal contacts parents Restorative conversation Possible Suspension	Principal to call team meeting Possible Suspension
Hitting *Consequences vary depending on severity*	Reflection Sheet Apology Letter Restorative Conversation upon re-entry Student sent home and/or possible suspension	Referred to Principal Student sent home/Possible suspension	Suspension
Respect of Others	1st Time	2nd Time	3rd Time
Defiance to staff direction on campus	Warning	Reflection Sheet Loss of privilege or	Referred to Principal - Call home

		logical consequence	
Inappropriate Language	Warning	Reflection Sheet Loss of privilege or logical consequence	Referred to Principal - Call home
Hot lunch line cutting	Move to back of line	Receive hot lunch after all have been served & parent notice	Parent Conference
Play fighting	Warning	Removal from recess (time out) Reflection Sheet	Referral to Principal Reflection sheet & parent notice
Unsportsmanlike conduct (including physical and verbal abuse)	Removal from sport for duration of recess for the day	Reflection sheet Removal from sports for a week	Removal from sports for duration of semester Principal to notify parents
Bullying/Harassment	Restorative Circle & Parent Notice	Parent conference including Principal and Student	Possible Suspension
Respect of Campus	1st Time	2nd Time	3rd Time
Littering	Warning - clean up mess	Logical consequence & Reflection Sheet	Weekly campus service or logical consequence through semester
Throwing food	Warning - clean up the mess	Logical consequence & Reflection Sheet	Parent conference, possible removal from lunch area
Not returning recess equipment to cart	Warning	Loss of privilege for the week Reflection Sheet	Loss of privilege for semester & parent notice

Rules and Behavioral Expectations for Common Areas

At MacArthur Park Charter School, we want all students to feel safe, included, and ready to learn. Students are expected to follow directions from staff, use school spaces and equipment appropriately, and demonstrate respect for themselves and others.

Lunch Tables

- Students will sit at their assigned class table during lunch. Students must remain with their class.
- Students should remain seated while eating unless given permission by staff.
- **Table Cones:**
  - 🔴 **Red:** Stay seated.
  - 🟡 **Yellow:** Clean up.
  - 🟢 **Green:** Teacher may pick students up from the assigned table.
- Students should not throw away trash or leave the table until the yellow cone is displayed.
- Food may not be traded or shared with other students.
- Students should use the designated hallway bathrooms during lunch.
- Students are expected to clean up their eating area and dispose of trash appropriately.

Cafeteria

Students are expected to:

- Walk appropriately in the cafeteria.
- Follow directions and remain in designated areas.
- Line up appropriately and wait their turn.
- Use respectful language, including saying please and thank you.
- Stay off the stage and other restricted areas.
- Breakfast must be eaten in the cafeteria.

Blacktop, Equipment, Whistles & Lunch Lines

Blacktop Boundaries

- Students must remain within the designated **red-line boundaries**.
- Students must follow all directions from yard-duty staff.

Equipment

- Students may use school equipment appropriately and safely.
- Students are responsible for returning equipment to its designated location when finished.
- Yard-duty staff may stop an activity or remove equipment if it is being used incorrectly or unsafely.

Eating

- Students must remain seated at a designated table while eating.
- Students must dispose of all trash appropriately.

Whistle Signals

- **One whistle:** Freeze and stop what you are doing.
- **Two whistles:** Students may resume activities when directed.

Playground Games

- Students must follow the rules of the game and demonstrate good sportsmanship.
- Students waiting to participate should remain in designated waiting lines.

Lunch Lines

- Students will use the designated hot and cold lunch lines under the solar panels.
- Students should remain in line, use appropriate behavior, and follow staff directions.

Personal Items

- Balls, toys, and other play equipment from home are not permitted.

Yard-Duty Passes

- A student may receive a yard-duty pass for an injury or concern that cannot be addressed by the yard-duty staff member.
- Students using a yard-duty pass may be accompanied by **one buddy**.

Playground Equipment and Field

Swings

- Students should follow posted or staff-directed expectations for taking turns on swings.

Slides

- Students must use slides feet first and sitting down.
- Students may only go down the slide; climbing up the slide is not permitted.
- One student at a time may use the slide.

Playground Safety

- Running and tag games are not permitted on the bark or playground areas.
- Balls and other sports equipment should not be used on the playground equipment or bark areas.
- Students must remain within designated boundaries, including the:
    - Basketball court
    - Back goals
    - Mentor Center area

Garden

- Students may enter the garden area only to retrieve a ball.
- Only one student at a time may enter the garden to retrieve a ball.
- Teachers may take students/class to the garden any time during the school day.

Gophers

- **Do not touch or approach gophers.** Students should notify an adult if they see one.

Sports

- **Football:** Only two-hand touch or flag football is permitted. Tackling is not allowed.
- **Soccer:** Side tackles are not permitted. Students must play safely and follow staff directions.

Yard-Duty Expectations

- Yard-duty staff may stop an activity or temporarily remove equipment when it is

being used inappropriately or unsafely.
- Students using a yard-duty pass may be accompanied by **one buddy**.

Bathrooms, Hallways & Office

Bathrooms

Students are expected to:

- Use the bathroom appropriately and respectfully.
- Limit occupancy to one or two students at a time, as directed by staff.
- If the bathroom is full, wait outside until it is your turn.
- Keep the bathroom clean.
- Do not play, horseplay, or socialize in the bathroom.
- Use only the soap and water needed.
- Clean up after yourself and place trash in the appropriate receptacle.

Hallways

Students are expected to:

- Walk at all times in the hallways, particularly during rainy weather.
- Stay with their class or designated group.
- Remain in designated hallways and walkways.
- Stay out of bark, garden, plant, and landscaped areas unless specifically directed by an adult.
- Keep hands, feet, and objects to themselves.
- Do not jump, swing from poles, or engage in other unsafe behavior.
- Red circles, lines, or other marked areas indicate boundaries and must be respected.

Main Office

Students visiting the office should:

- Have a pass when coming to the office, unless they have been directed there by a staff member or have an emergency.
- Enter the office quietly and respectfully.
- Wait patiently if office staff are assisting another person or speaking on the phone.
- If arriving late to school, report to the office before going to class to receive a tardy pass.

- Students visiting the health office should enter through the main office entrance.

Our Shared Responsibility

All students are expected to follow staff directions and use common areas safely and respectfully. Staff may modify or pause activities when necessary to maintain student safety. Our goal is to create common areas where students can play, eat, socialize, and enjoy their school experience while respecting the safety and well-being of others.

Parent Participation

Outside of your daily participation in your child's academic and social life there are other areas in which we invite you to participate. We encourage you to attend Back to School Night, Parent/Teacher Conferences and Open House. Additionally, there are other groups that we consider valuable to the success of your child and our academic community.

Volunteers

Parents, grandparents and community members students can be seen at any time during the day assisting in classrooms, attending a field trip, planning activities, reading one-on-one, working in the Library and generally finding ways to assist our learning community.

Volunteer Fingerprints

In accordance with MPCS policy, all individuals volunteering as chaperones, classroom assistants, or in any other capacity are required to undergo fingerprinting.

Fingerprint paperwork is necessary for this process and can be obtained from the front office. Please collect the paperwork prior to your fingerprinting appointment.

Please be aware that fingerprinting is a one-time requirement for volunteering within the MacArthur Park Charter School.

Should you have any inquiries, please do not hesitate to contact the front office for further assistance.

School Site Council

The Site Council has the ongoing responsibility of reviewing the implementation of the Action Plan (LCAP=Local Control and Accountability Plan), which includes the budget, and

all school programs. The Site Council is made up of parents, teachers, and other school staff. The *SSC* meets four times a year.

District English Language Advisory Committee (DELAC)

The District English Language Advisory Council is a committee of MacArthur Park Charter School parents whose children's primary language is not English. It makes recommendations on curriculum areas including English Language Development. Parents also participate in workshops provided to help support their children at home.

MacArthur Park Parent Teacher Committee (PTC)

Our school PTC, helps to bring the home and the school into closer relation. The MacArthur Park Charter School PTC works diligently to raise funds, support teachers and students. Our PTC has donated countless hours on our campus. We are very fortunate and grateful to have such an amazing group of parents. But we could always use more help. For more information, please contact one of PTC leaders.

Additional Opportunities for Learning

Awards/Assemblies

MacArthur Park Charter School has assemblies throughout the year which are intended to celebrate, motivate, support, and inform students. Assemblies are to recognize students' life skills such as cooperation, friendship, integrity, teamwork, academic successes, as well as other skills.

Dates:

- Sept. 25, 2026
- Oct. 30, 2026
- Dec. 11, 2026
- Jan. 29, 2027
- Feb. 26, 2027
- April 30, 2027
- May 28, 2027

Field Trips

Teachers and teams may schedule educational field trips to support learning. To help with expenses, parent/student donations are often needed. For students requiring financial

assistance, parents may contact their teacher. Teams often establish their own minimum requirements that students must meet to attend a field trip. Such requirements usually address behavioral standards and meeting deadlines with necessary field trip forms. Teachers notify parents beforehand when minimum requirements exist.

Homework

Homework is a small and purposeful part of the instructional program at MacArthur Park Charter School. Homework assignments will be determined at the teacher's discretion based on grade level, student needs, current learning, and instructional goals. Teachers will optimize instructional time during the school day to provide students with meaningful opportunities to practice and apply new skills.

Research does not support large amounts of homework focused on newly learned skills in the elementary grades. When assigned, homework may include nightly reading, math facts practice, review of previously taught skills, or occasional special activities and projects.

Parents and guardians can support their child by providing a consistent time and space for completing homework. This space should be relatively free from noise and distractions and include the supplies their child may need. Parents, guardians, and older siblings can provide valuable encouragement through positive support while allowing students to take ownership of their work and learning.

MacArthur Park Charter School Family Handbook

Dear MPCS Families,

Please take some time to review this Handbook with your child/children. We will also review the Handbook with all of our students here at school. Please sign and return the bottom of this page to the classroom teacher. Your signature indicates that you have received and reviewed this handbook.

Thank you,

Danielle Yount, Principal

✂️**********

Name of Student(s): Teacher(s):

_____ _____

_____ _____

_____ _____

We have agreed to review the MacArthur Park Charter School Family Handbook.

My email address is _____

Parent/Guardian Signature: _____ ✏️

(This address will only be used for school related correspondence)

Please sign and return this page to your child's teacher as soon as possible.