



MCKINLEY
STEAM ACADEMY

FAMILY HANDBOOK

2021-2022



Updated: 7/2020

Welcome to the 2021-2022 school year! As a magnet middle school, McKinley STEAM Academy is dedicated to learning collaboratively, cultivating curiosity, celebrating diversity, and building relationships through high quality integrated curriculum opportunities.

What is a Magnet School? Magnet schools are theme-based. Our theme is **STEAM**...Science, Technology, Engineering, Arts, and Mathematics! Magnet schools also allow for family choice, and, while MSA remains a neighborhood school, we will open seats each spring for students who live outside the MSA attendance area. Magnet schools are also founded on five pillars, as seen on the right..

What can I expect this fall? As you enter McKinley STEAM Academy, you will want to check out our progress on the outdoor learning lab and garden space, vibrant student artwork in the hallways, innovative STEAMLab space, a wing dedicated to the performing arts, and even more innovative tools and gadgets for the STEAMLab. We will also offer expanded experiences for students to engage in learning through STEAM both inside and outside of the classroom through community partnerships, positively impacting our learners so each can be future-ready.

We welcome you and your family to **McKinley STEAM Academy** and look forward to the exciting year ahead.

Jason Martinez, Principal





Who to Contact?

Please call the following for questions or concerns about...

Absences	Attendance Center	558-2150	Immunizations	Health Clinic	558-2519
Athletics	Activities Coordinator	558-4153	Locker Problems	Main Office	558-2348
Athletic Physicals	Health Clinic	558-2519	Lost and Found	Main Office	558-2348
Bus Transportation	Counseling Center	558-2351	Lunch	Cafeteria	558-2580
City Bus Transportation	CR Tansit	286-5573	PACT	Ms. Karam	558-4692
Change of Address	Counseling Center	558-2351	Parent Conferences	Main Office	558-2348
Dismissal Pass	Attendance Center	558-2150	Personal Concerns	Counseling Center	558-2351
Fess/Fines	Main Office	558-2348	PE Excuse	Health Clinic	558-2519
Homework	Attendance Center	558-2150	Schedule Changes	Counseling	558-2351
IMC (Library)	Library	558-2353	Withdrawals/ Transfers	Counseling	558-2351

Important Dates

For school updates and calendar changes, please check our website at <https://mckinleymagnet.crschools.us/>


No School Dates	Academic Progress Reporting Dates	Open House & Conference Dates
<p>September 6 October 4 November 24-26 December 23-31 January 10-11 January 17 February 28 March 14-18</p>	<p>Semester Dates & Midterms</p> <p>Semester 1: August 23 - January 7</p> <p>Semester 2: January 12 - May 27</p> <p>Quarter Dates</p> <p>Quarter 1: August 23- October 22</p> <p>Quarter 2: October 25- January 7</p> <p>Quarter 3: January 12- March 25</p> <p>Quarter 4: March 28- May 27</p>	<p>Open House Night Thurs. Aug. 19</p> <p>Fall Conferences Mon. Oct. 11 & Tues. Oct. 12 3pm-7pm (remote)</p> <p>Spring Conferences Tues. Feb. 15 & Wed. Feb. 16 3pm-7pm</p>
<div style="display: flex; align-items: center;">  <p style="font-size: 24px; font-weight: bold;">Every Friday we dismiss at 1:20.</p> </div>		

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ABSENCES AND ATTENDANCE

Attendance Policy and Procedure

School Attendance Number: 319-558-2150

Regular attendance, as well as being on time to school and class, is essential for students to obtain the maximum benefit from school and take full advantage of educational opportunities provided by the district. Students and guardians are required to follow District and school rules and procedures regarding attendance as outlined in Board policy 602 and to align with the State of Iowa's Compulsory Education Law Chapter 299.

The Cedar Rapids Community School District believes that excessive student absenteeism and tardiness is an early warning sign of poor academic achievement and puts students at risk of dropping out of school. An absence is any time a student does not access instruction (physically or remotely as designated). Absences will be recorded as part of a student's attendance record and tracked through Infinite Campus.

Absences: It is the responsibility of the guardian to notify the student's attendance center as soon as the guardian knows the student will not be attending school. This can be done via phone call or email listed above 24 hours a day. If the school is not notified of the absence, it will be counted as unexcused. The guardian may rectify this by giving verbal or email notice within two days of the reason for the absence or provide necessary documentation. The administrator reserves the right to verify an absence as excused or unexcused and may request evidence or written verification of the student's reason for absence. Student absences approved by the administrator are excused absences. Excused absences may include, but are not limited to:

- Illness - as long as an attendance contract is not in place
- Medically documented chronic or extended illness, hospitalization, or doctor's care, or school nurse's approval
- Medical or dental care
- Death or serious illness in the family
- Religious holidays requiring absences from school
- Court appearances or other legal proceedings beyond the control of the family
- Class time missed because of attendance at a school-sponsored trip or activity
- Other verified emergency as approved by the building administrator
- Other reasons which can be justified from an educational standpoint and which are approved by the building administrator

Tardy: Arriving to school or class after the official start time constitutes tardy. If a student is consistently arriving late or leaving early and it is documented, the information will be considered at the District and County Attorney levels. Time missed from instruction due to tardiness or leaving early will count towards the cumulative hours a student is absent. A student is considered tardy if:

- Middle School - Enters class after period has begun and up to 10 minutes. After 10 minutes, the student is considered absent.

- If a student enters the building for the day after these tardy time frames, the school designee will record their entry time into Infinite Campus using the Check In/Check Out feature in which this time will count towards unexcused absences.

Students who are absent from school for any reason will be expected to make arrangements with appropriate school staff to recover the missed learning. Students are able to earn full or partial credit for the missed school work as agreed upon by the student and school.

Students who wish to participate in school-sponsored activities must attend school at least one-half day on the day of the activity unless permission has been given by the administrator for the student to be absent.

Responding to Excessive Absenteeism: School staff will follow District procedures to address attendance concerns. Guardians and students are expected to ensure an absence from school is a necessary absence. Truancy is the act of being absent without an excuse as defined by Board policy 602 which occurs through the failure to regularly attend school hours as established by the Board in the school calendar.

When a student's non attendance or tardiness interferes with learning, the building MTSS team may intervene to identify barriers and offer additional support to improve student attendance. The team may communicate with the student and the student's guardians to determine the reason(s) for the excessive absences, ensure the student and guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance. The team may recommend community resources and/or collaborate with community agencies and organizations to address the needs of the student and family if applicable.

ANIMALS AT SCHOOL

Permission from the principal must be given before any person may bring an animal to school. When permission is given, pets and other animals must be on a leash or in a cage and must be accompanied by an adult who can leave with the animal as soon as the "sharing" time ends. For safety and courtesy reasons, everyone is respectfully asked not to bring animals to school when escorting their students to and from school or when attending outdoor school events. [See board policy 904.](#)

Dropping Off/Picking Up

BUILDING PROCEDURE

Parents are asked to use the McKinley Street drive (off 5th Avenue) when bringing students to or picking up from school. Students will enter the building in the morning at their designated grade level door. If students are dropped off after 7:50 or picked up before 2:50 students will need to use the Main Entrance on 10th Street to check in/out for the day. For safety reasons, please do not use the "horseshoe" on 10th Street when buses are present. During school hours, a parent/guardian must give approval before a student will be released and will either personally sign out the student or give permission for the student to

leave the building upon arrival. Please contact the Attendance Office, 558-2150, if you need your student dismissed early.

BUILDING USE

Youth organizations and clubs must make a request for school usage. This can be requested through the “building use form” and this is located on the district website. [School Facilities Use](#). The form must be completed and approved prior to the first meeting. There is a fee for reserving district buildings.

BUS TRANSPORTATION

Some students are transported by school bus. You will receive information about routes, pick up, drop off times and student conduct. All transportation questions or concerns should be directed to the transportation office at [**319-558-2318**](tel:319-558-2318).

CALENDAR

DISTRICT CALENDAR

The CRCSD [District Calendar for K-12](#) can be found on the district’s website.

MAKE UP DAYS

When school days are cancelled due to inclement weather or other unforeseen circumstances, school days may need to be made up. Potential make-up days are indicated on our school calendar. Parents are encouraged to take these potential days into consideration when planning early summer vacations to eliminate any conflict in schedules.

CEDAR RAPIDS SCHOOL BOARD

Regular meetings of the Board of Education are held on Mondays evenings of each month in the BoardRoom at the Educational Leadership and Support Center, 2500 Edgewood Rd. NW. The public is welcome to attend. Meetings are also televised on cable television. More information can be found on the [district website](#).

CLOTHING/APPEARANCE

The District believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors. Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting. The District expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying content inappropriate for school-aged children, profanity, weapons, or reference to prohibited conduct are not allowed. While the primary responsibility for

appearance lies with students and their parents/guardians, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or choice of clothing disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications or be subject to disciplinary action. The wearing of gang-related attire or insignia by students is prohibited. ([Board Policy 603.1](#))

COMMUNICATING DURING THE DAY

Teachers will contact parents at home or work during the school day if there is an immediate need to discuss a problem involving their child. Teachers may communicate in writing or electronically at other times. Parent calls to teachers should be made after school. Remember that teachers are teaching and if it is an emergency or a change in plans please contact the main office at 319-558-2348.

CRISIS RESPONSE

Comprehensive plans have been put together for emergency situations such as when there is a need to move students from our building or if a crisis occurs while students are away from our building. In the event that McKinley is declared unsafe to re-enter, we will be busing students to a reunification site. Parents will be directed to go to that site through local media where staff will assist in reuniting students with their parents. No students will be released to an adult other than their parents without permission. Bus routes will be used to return students to their home if this is deemed appropriate.

DISMISSAL FROM SCHOOL

DISMISSAL DURING THE DAY

It is necessary for parents to send a note, send an email, or make a telephone call requesting for students to be dismissed during the school day.

When a student is to leave school early, he/she is to **check out through the attendance office**. Leaving early to attend outside classes or lessons is strongly discouraged.

Students who become ill at school will be dismissed through the office after parents, guardians, or emergency contacts have been contacted and appropriate arrangements are made.

SCHOOL DELAY OR CLOSURE

When a decision is made to close schools for the day, delay school, or dismiss early because of inclement weather or unforeseen circumstances, announcements will be made on local radio and television stations, district websites and social media platforms. In addition, district parents and staff are notified of delays and cancellations by school phone messenger. **It is important that contact information is up-to-date in Infinite Campus and the household member has selected to receive notifications via email, phone, or text message.**

DISTRICT VISION & MISSION

VISION

Every Learner, Future Ready

MISSION

Our mission is to ensure all learners experience a rigorous and personalized learning experience so they have a plan, a pathway, and a passion for their future.

PROFILE OF A GRADUATE

Students in our schools will be developing skills in creativity, citizenship, communication, collaboration, critical thinking and problem solving. We refer to these skills as the 5 Cs or our Profile of a Graduate. Staff will weave these five concepts and skill building opportunities through all they do at our school. We look forward to collaborating with our families, community partners, and other stakeholders to ensure our students are future ready.



BUILDING VISION

As a magnet middle school, McKinley STEAM Academy is dedicated to learning collaboratively, cultivating curiosity, celebrating diversity, and building relationships through high quality integrated curriculum opportunities.

BUILDING MISSION

McKinley STEAM Academy is a unified community that engages all students to be socially, emotionally, and academically prepared for their future.

ELECTRONIC DEVICES

PERSONAL DEVICES

CELL PHONE USAGE & OTHER COMMUNICATION DEVICES (iPads, iPods, Watches, etc.)

Families are expected to contact their child by calling the main office. Students are not allowed to have cell phones out at any time, for any reason, during the school day. If a cell phone is out, it will be confiscated and will be turned in and held by the engagement specialists.

- First offense: student will receive a warning and be asked to put the device away.
- Second offense: will require the device to be turned in and can be picked up by the student at the end of the day.
- Third offense (and any thereafter): will require the device to be turned in and a phone call home will be made. It may require a parent or guardian to pick up the phone.

All electronic devices are strictly forbidden in all restrooms and locker rooms.

McKinley STEAM Academy assumes no responsibility for lost, stolen or damaged electronic devices.

Reminder, all of these devices are considered “personal belongings” and the students are responsible for the item. The school is not held responsible for loss or damage.

SCHOOL ISSUED DEVICES

Access to the electronic information network is provided as a resource through which students may conduct school-related tasks, research and communication. All access should be in support of and consistent with McKinley’s educational objectives.

Users of District networked resources may not engage in activities that are illegal, utilize inappropriate language or images, engage in plagiarism or copyright infringement, or that jeopardize the security of the system. Electronic access is a privilege that entails responsibility and the following standards of behavior will be expected from all network users:

1. Students will access the system for educational purposes.
2. Students will restrict their access to material deemed appropriate by staff and parents.
3. Students will use appropriate language and will be respectful of others.
4. Students will understand and respect license and copyright agreements.
5. Students will keep passwords and personal information confidential.

There is a wide range of material available on the internet, some of which may not correspond with the particular values of individuals or families. Parents/guardians are encouraged to convey to their children the standards they should follow when using electronic media and information sources.

Device Damages

For technology issues or If your device is broken or damaged please call 558-4194. There may be a fee collected to repair student devices based on the circumstances.

EMERGENCY DRILLS

All schools conduct official emergency drills for fire and tornadoes a minimum of four times per school year. In addition, we practice a school emergency drill twice a school year. These drills are registered with the Cedar Rapids Community School District and the Cedar Rapids Fire Department. If volunteers or visitors are in the building when emergency signals sound, they should respond to the warning by following the group they are with or by responding to special directions from the principal or a staff member. In the event of a building evacuation, staff and students will move to a relocation center identified by the District and local law enforcement.

FIELD TRIPS

Field trips are arranged to supplement and enhance the learning experiences of children. The online registration system includes permissions for students to attend all field trips.

Families must complete this permission online in Infinite Campus before any student can go on a trip away from school premises. Based on school board policy, the school will not seek written parent permission for each field trip. Teachers will still notify parents about details each time a field trip is to occur. Parent volunteers are often needed on field trips. Volunteers must complete and be approved through the volunteer process. This may take more than one business day, so this should be completed in advance. Transportation on field trips will be by school bus, private vehicle, or city bus.

FOOD SERVICES

Breakfast and hot lunch are available in our schools.. Menus are posted on the District website. We are a CEP (Community Eligibility Program) school and all students are offered a complimentary breakfast and lunch at no charge. Our school's lunch program includes an alternate entrée and self-serve choices. Students may choose from the menu entrée, the alternate entrée of the day, sunbutter sandwiches, or pizza.

Dietary Restrictions: If your student requires special dietary considerations, we need a note from the doctor on file. We ask that you obtain a diet prescription form from Health Services or the Food and Nutrition Department to be completed by your doctor. Completed forms can be returned to the school office.

Breakfast is served daily from 7:40 AM to 7:50 AM. Students participating in the breakfast program do not need to arrive earlier than 7:40 AM. Students are expected to be in their classroom, seated, and ready to start their day by 7:50 AM

We encourage you to participate in school meals. A nutritious lunch and breakfast is available to all students. School meals offered reflect the Dietary Guidelines for Americans and provide the energy and nutrients necessary to optimize learning. Menus change due to

emergencies on days when school starts late and no breakfast will be served. School meals include the following components; milk and/or water, fruit, vegetable, grain, and protein. If students choose to bring a meal from home, families are asked to send nutritious food items. Milk is available for purchase to supplement meals sent from home. Bringing food from outside restaurants to the school cafeteria is discouraged. **Students are not allowed to have soda with any lunch eaten at school.** Students are discouraged from sharing their food or beverages with one another, given concerns about sanitation, allergies and health related issues. We view the cafeteria as an extension of the classroom, and expect students to follow common courtesies in the lunchroom.

HEALTH INFORMATION

The school should be informed of students' significant health conditions. This information should be provided on the electronic student emergency card at the beginning of the school year. The information will be shared with school staff that need to know about a child's health condition. If this condition requires special adjustments in the school environment, please contact the school nurse. Any change in the student's health status during the year should be communicated to the school nurse or health secretary.

HEALTH SERVICES

The primary objective of the District's school health services program is to enhance the educational development of the student. The health services department includes: a health services manager, school nurses, and health secretaries. Working as a team, they assist students to reach optimum health. This enables students to achieve their full potential. You can reach our health office at 319-558-2519.

Health care of the school-aged student is the responsibility of the parent/ guardian. The school nurse advises that each child have a primary healthcare provider. The school nurse makes observations about students during the school day and acts as a valuable resource to the student's healthcare provider. The nurse also interprets the student's health care needs to school staff.

Typical activities of the school nurse include: monitoring communicable diseases, managing medication administration, helping in the assessment of physical, psycho-social factors affecting a child's learning in school, acting as a health education resource for teachers, identifying health and safety hazards in the buildings and on the grounds and offering health guidance to students and their families.

The school nurses have multiple building assignments and may be in a building a day a week. A health secretary who has certification in First Aid, CPR, and medication administration is present in the health office daily.

STUDENT HEALTH AND WELL-BEING

Student Illness or Injury During the School Day

Students are sent to the health office if they are injured or appear ill. Health office staff will attend to the student's complaint. This may include providing first aid, asking the student questions about how he/she feels, taking a temperature, making observations, talking to the teacher, and contacting the

school nurse. If a student has a temperature of 100.4° F. or higher and/or illness related to vomiting or diarrhea, the parent/guardian will be called and the student will be sent home. Other symptoms that influence the decision to send the student home include general appearance and functioning in the classroom. After a period of observation a decision will be made to do one of the following: (1) Notify the parent/guardian for symptoms of illness or injury of a serious nature as determined by the school nurse and/or health secretary. Not all student visits to the health office will result in parents/guardians being contacted. (2) Allow the student to rest in the health office for a brief period then return to class.

- The student is to be fever-free without fever reducing medication before returning to school.
- During times of high rates of illness, such as during influenza season, the length of time a student must remain home after fever/illness may change as recommended by Linn County Public Health.
- **See the district website for specific COVID 19 guidelines:** www.crschools.us

Concussion

CRCSD Board Regulation 410:

In accordance with Iowa Code 280.13C and Iowa Administrative Code 641-54, the Cedar Rapids Community School District implements and mandates both the Return To Learn and Return To Play policies for all students who participate in an extracurricular interscholastic activity in grades seven through twelve.

In addition, Return to Learn and Return to Play guidelines will be implemented when school staff become aware of any student, PK through 12, who has been diagnosed with a concussion by a healthcare provider or shows signs/symptoms of concussion. This includes concussions resulting from home/non-school sponsored activities/injuries/accidents. If signs or symptoms of concussion are present, Return to Learn and Return to Play procedures will be implemented. School nurses will contact parent/guardian, student and counselor as soon as possible for follow up. Teachers, parent/guardian and student, if age appropriate, will be provided concussion symptom checklists. In order to return to play, which includes athletics, other sanctioned and school sponsored events/activities, PE and recess, the student must be 100% symptom free at school and at home.

See the district website for specific Concussion Return to Learn/Play guidelines: www.crschools.us

Health Screenings – Hearing, Dental, BMI, SEB, and Vision

Note: If you do not want your child to participate in school health screenings, please notify the health office in writing at the beginning of the year.

Hearing Screening: Grant Wood Area Education Agency (GWAEA) screens all students in Alternative Kindergarten (AK), kindergarten, and grades 1, 2, and 5. Students in the Early Learning Program with IEP's will be screened. Students in grades 3, 4, middle, and high school, who are new to the school that don't have a documented normal hearing test, and some students with a history of known hearing loss will also be tested. Follow up testing may occur periodically if previous hearing test results were not within normal limits. Parents/guardians with concerns about their child's hearing should contact the school nurse.

Dental Screening: St. Luke's Dental Health Center and HACAP partner to offer dental screenings to all Early Learning Programs, AK, kindergarten, grades 2 and 5, all students in elementary special education and elementary ELL programs, as well as others in selected grades. In addition to dental screenings, fluoride varnish application and dental sealants are offered to children enrolled in qualifying schools. Children will be bringing home a consent form to be completed by the parent/guardian to approve these dental services.

Iowa law requires that any student entering kindergarten and ninth grade provide a valid Iowa

Department of Public Health Certificate of Dental. *(This form is available from your school nurse, dentist, or on the CRCSD Web site in the Student Services/Health Services section.)* The goal of this legislation is for each student to receive the benefit of early and regular dental care including prevention, and to establish a dental home for children who may not have one. It is also an opportunity to provide outreach to those families who have trouble accessing care.

BMI Screening: District health and/or PE staff members will screen height and weight of kindergarten and 5th grade students. If your child had a physical for this school year, we may use that height and weight data to calculate your child's BMI.

Social, Emotional, Behavioral Screening: Social, Emotional, Behavioral (SEB) Screening: Students will be screened to assess social, emotional, and behavioral well-being. The purpose of the screening is to identify areas where students may need some additional support. Follow up screening and parent communication may occur if the results indicate the need for further attention. Parents/guardians with concerns about their child's social, emotional or behavioral well-being should contact the counseling or health office.

Vision Screening: Iowa law requires that any student entering kindergarten and third grade have a vision screening. To be valid, the vision screening shall be performed no earlier than one year prior to the date of enrollment and no later than six months after the date of the child's enrollment into both kindergarten and third grade. The vision screening may be conducted by a physician, optometrist, advanced nurse practitioner, physician assistant, local public health department, public or accredited nonpublic school, community based organization, free clinic, or child care center. An online screening may be conducted by a child's parent or guardian. A Certificate of Vision Screening Form is available on the district website in the student services/health services section. If the school does not receive a completed screening form kindergarten students will receive a consent form with the option to have your child screened at school and results sent to Iowa Department of Public Health. Third grade students will be screened at school and results sent to Iowa Department of Public Health. Parents/guardians with concerns about their child's vision should contact the school nurse/health office.

Head Lice

The Cedar Rapids Community School District head lice procedures follow recommendations from the Iowa Department of Public Health, Iowa Department of Education and Centers for Disease Control. The District's role is to support parents by emphasizing prevention, early detection and education. Students with signs and symptoms of head lice will be referred to the health office for assessment. Parents/guardians of students found to have live lice or nits (eggs) within ½ inch of the scalp, will be notified and provided with information regarding treatment and management. In the elementary schools, families with a child in the classroom will receive a note from the health office along with information regarding identification and management of head lice. Students are not excluded from school for live head lice or nits.

It is important that families check their child's head for lice on a routine basis. Regular home screening is the most effective measure in preventing, identifying, and controlling head lice.

Special Diet Requests

If your child has been determined by a physician to have a medical condition that restricts their diet and requires dietary accommodations, a Diet Prescription Form must be completed by a medical authority and returned to the health office. All meal modifications require a completed and signed Diet Prescription Form on file. The Diet Prescription Form is available on the district website and your school's health office. A soy milk alternative to fluid cow's milk is available to those with a medical condition when prescribed by a medical authority. There will be no additional cost to a modified meal due to a medical condition. Notice of procedural rights are available on the District website and the Office of Learning and Leadership. If you have any questions or need

assistance, please contact the Food and Nutrition Department at 319-558-2305.

Extracurricular Activities/Interscholastic Sports

During the school year we sponsor a number of extracurricular activities. Schedules for these activities will appear in the newsletter or a special letter.

A variety of extracurricular activities will be offered to students. Interscholastic sports are available only to 7th and 8th grade students but other extracurricular activities are open to all grades. Some of the activities we hope to offer include:

- Chamber Orchestra (by audition)
- Classic Edition Show Choir (by audition)
- Green Team
- Jazz Band
- Robotics
- STEAM Club
- Student Council
- Variety Show (by audition)
- Yearbook

The following sports are offered to 7th and 8th grade students;

- Cross Country
- Football
- Soccer
- Tennis
- Volleyball
- Swimming
- Basketball
- Wrestling
- Track/Field

Practice start dates will vary by individual sport. Practice Schedules will be determined by the coach. Star times for games/meets are between 3:15 and 3:30, depending on the sport and location. Please check with coaches and/or the McKinley website for updates and schedule changes.

All athletes must have both a current physical examination form and a current concussion fact sheet on file in the clinic. Both forms must be signed by the students as well as the parent. Athletes are NOT allowed to practice until current forms are received. Both forms are available online or in the office.

McKinley Middle School: Extracurricular Eligibility Policy

The transition to the Learner Centered Assessment and Reporting model allows a more complete picture of a student's learning. Additionally, it provides a method by which a student can reflect on his or her progress towards developing skills essential for a successful career in the working world. The coaches and directors at McKinley find that fostering these skills through our athletic and fine arts programs as well as our school activities is critical for the long term success of our students as they make the transition to high school and adulthood. As a result McKinley's Extracurricular Eligibility Policy will reflect our desire to have students perform at high levels both academically and behaviorally.

Eligibility

For a student to be eligible for athletic contests or extracurricular fine arts performances the student must meet the following requirements:

- Make academic progress in all classes.
- Detention(s) must be served prior to participation in all extracurricular activities. Coaches and parents will be notified by teachers of student detentions.
- Students are not eligible to participate in any extracurricular activity during a period of suspension.
- Exemplify good character and teamwork
- Demonstrate a continuing interest in personal improvement
- Attend all practices and contests unless granted permission by the coach
- Respect the integrity of others
- Abide by the rules of the game in spirit and intent
- Display good sportsmanship
- Respect the rights and possessions of teammates, coaches, administrators and officials

SCHOOL ATTENDANCE ON DAYS OF COMPETITION

Athletes who miss school on the day of a competition may not play in the competition unless it is an excused absence as defined by district attendance policy. Students must attend at least half of school on the day of competition to play in an event that day.

Students are expected to make progress in all of their classes. This includes completing classwork and demonstrating the BEAR Way. If students fall behind in classes, they may have to miss practice to catch up on missing work. Coaches and teachers will communicate with each other regularly regarding student's performance in class.

Non-School Team Participation

Per District Regulation 408.1, a student who participates in a school- sponsored sport may participate in a non-school team with permission of the Activities Director. Outside participation shall not conflict with the school sponsored athletic activity without prior approval by the Activities Director. It is the student athlete's responsibility to inform school

personnel of any conflicts.

A student who participates in a sport sponsored by an organization other than the District without obtaining permission shall be ineligible to participate on a school-sponsored team in that sport for one-third of the season. Multiple offenses shall result in extended periods of ineligibility. Permission forms are available online or in the office.

LEGAL NOTICES

All notices are available on the district website: <https://crschools.us/>

Click on Schools>>then Parent Notifications

Here are the items you can find there:

- Chapter 102-Child Abuse reporting
- Section 504
- Compulsory Education
- Truancy
- Conduct on School Premises
- Anti-Bullying/Harassment
- Sex offender Registry
- Search and Seizure
- Illegal items found in school or in Student possession
- Tobacco Free school environment
- Weapons
- Chapter 103 Seclusion & Restraint
- Building level Due process
- Suspension
- Cost of evaluation and treatment
- Official school publications
- Student publications
- Safe and responsible student use of networked tech resources
- Student fee waiver
- Gifts to school personnel
- Reserved time for non-school student activities
- Video cameras on district properties & transportation
- Annual notice regarding student records
- Release of student directory information
- Rights under the protection of pupil rights amendment (PPRA)
- NCLB
- Open enrollment
- In district permits
- Home school Assistance program
- Asbestos notification

NON-DISCRIMINATION POLICY

It is the policy of the Cedar Rapids Community School District not to discriminate in educational programs on the basis of race, creed, color, gender, sexual orientation, marital status, gender identity, socioeconomic status, national origin, religion, disability, age (except for permitting/prohibiting students to engage in certain activities) or genetic information and in employment opportunities on the basis of age, race, creed, color, gender, sexual orientation, gender identity, national origin, religion, disability or genetic information. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Justin Blietz, Director of Culture &

Climate Secondary Education , and/or Linda Noggle, Executive Director of Talent Management, Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000.

6/8/20

LIBRARY

The library supports the curriculum and enriches the children's learning experiences. The Teacher Librarian assists students and teachers in locating and using the resources in the Library, this includes books, GWAEA resources and databases as well as other online resources.

Materials are available to students, staff, and parents to be checked out and renewed. There are no fines for overdue materials; however, each person is expected to assume responsibility for returning materials to the library when they are due. When an item is damaged or lost, it is necessary to ask for payment so that a replacement can be purchased.

Concerns with any materials, or any specific book must be made in writing. There is a form available from the librarian to be filled out by the concerned party. A District committee will then reconsider the questioned material.

Contact Mrs. Gardner at 558-4194 for more information.

LOCKERS PERSONAL BELONGINGS

Students will be assigned their own locker with a combination. It is the students responsibility to remember and keep their combination confidential. All personal belongings brought to school are the responsibility of the student.

Students are discouraged from leaving valuables or personal items in their lockers. We request that students leave toys, balls, electronic devices, and other personal items at home. Lockers cannot be monitored constantly and if items are missing or damaged, the school district will not be responsible for their replacement.

MTSS (Multi-tiered Systems of Support)

MTSS is a framework of best practices for schools to meet the needs of all students through opportunities to learn and experience success in academics and social-emotional-behavioral (SEB) skills. This systems process matches instruction to the needs of students while ensuring access and attainment of student growth and proficiency.

CRCSD aligns school improvement efforts with Iowa's MTSS framework. The following critical components guide the work at our school:

1. High quality and engaging curriculum and instruction for all students.
2. Screening for potential challenges three times per year.
3. Intervention provided for any students who need extra support in academics and/or SEB.

4. Monitor learning to ensure students make progress toward end-of-year expectations.
5. Carefully track what we do and how our efforts impact students.

A multi-tiered system of supports has three layers of support. Tier I, II, and III. Tier I supports are offered to ALL students and includes our core curricula for academic and social-emotional learning. Every student receives Tier I support. Tier II supports are offered to students who need more than the core. Those supports come in the form of Check-in/Check-out with a mentor, small group skill building, explicit math and literacy intervention groups.

Staff will collect data to evaluate the effectiveness of the Tier II interventions. If data indicates an intervention has been ineffective then the intervention will be adjusted or the student may be referred for Tier III supports. Tier III supports are individualized for the student and typically last 6-8 weeks and occur 5x/week for 20-30 minutes each day. As with Tier II supports, staff will collect data to evaluate the effectiveness of the Tier III interventions. If a student continues to struggle either academically or behaviorally with Tier III supports, they may be referred for a Full and Individual Evaluation (FIE) by our Grant Wood Area Education consultants.

Parents are a vital part of the MTSS support plan. Student progress data will be shared with parents throughout the process. If your student is struggling academically, emotionally, or behaviorally parents can request additional tiered support. Please communicate your concerns with your child's teacher, school counselor or building administrator.

ACADEMICS

Learner-Centered Assessment

The Purpose of Learner-Centered Assessment is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. This will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

Learner-Centered Assessment measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A Learner-Centered Approach

- Indicates what students know and are able to do.
- Scores indicate a student's progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to rote memory.

- Occurs when appropriate, not just on scheduled days.
- Emphasizes the more recent evidence of learning.
- Detailed proficiency scales are used to show progress.

When looking at Infinite Campus and progress reports, students will have a record of their current level of progress towards each individual standard within a subject area. The focus and goal for students is to be at least “Proficient” in each standard.

McKinley Assessment Practices:

Assessment Practice #1:

Only include scores that relate to the achievement of the standards.

- Be clear about what students must know and be able to do.
- Have a clear understanding of what each level of performance looks like before students begin work by utilizing proficiency scales.
- Ensure that questions are tied to essential standards to verify that assessments measure what is intended.
- Data collected on non-academic factors (effort, participation, attendance, attitude, adherence to class rules, late work etc.) should be reported separately.
- Base scores on individual achievement not group scores.
- Don’t give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of understanding.
- In a situation where academic dishonesty has occurred, an X (no evidence of learning) will be assigned for that skill until it is reassessed.
- Homework should not be included in the student’s academic score. Homework is required as a way to practice skills and a valuable way to obtain feedback on progress towards the standards. It is not an opportunity to score points towards the academic score.

Benefits:

By reporting on specific learning standards, learner-centered assessment provides considerably more feedback about how a student is progressing toward learning each standard. This will allow us to report student learning more accurately and to the degree to which students have attained mastery of learning of objectives

It is essential for students to do homework that is tied closely to learning objectives and for students to see those connections. Teachers provide feedback on homework that is assigned to practice new skills.

Attendance, effort, behavior, participation and other factors are important but separating these from achievement factors will give parents a clearer picture about their student’s learning. Students will be held accountable for these factors but they will be reported separately.

Assessment Practice #2:

Use a variety of assessment methods to collect high quality, organized evidence of achievement.

- Use multiple measures to determine student achievement. Include more than one kind of assessment to examine the same kind of knowledge or skills (ex:

paper/pencil assessments, essay assessments, performance assessments, lab assessments, and personal communication) to evaluate student achievement on grade/course level standards.

- The students will be provided opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
- Gather evidence using quality assessments.
- Organize and report evidence of learning by standards/learning goals.
- Provide clear descriptions of achievement expectations and mark each assessment on clear, pre-established criteria.
- Compare each student's performance to preset standards not based on student's achievement compared to other students.
- Reassessment in a particular standard will be offered.

Reassessments will be provided within 10 school days of the initial assessment.

All practice work but be completed prior to assessment.

Specific reassessment policies may vary from class to class.

Benefits:

Links the basis for curriculum instruction, assessment, and intervention, provides clear focus and makes grading consistent, accurate, meaningful and supportive of learning.

Assessment Practice #3:

Final Score Reporting

- Score codes will be used to describe the level of proficiency on content standards, rather than the 100 point scale.
- Use appropriate calculation methods (most recent) and professional judgment based on evidence of learning for the final reported proficiency levels.

Proficiency Scale

- **E- Exemplary**
- **P- Proficient**
- **D- Developing**
- **I- Insufficient**
- **N- No Evidence**

Benefits:

Accurate measurement of proficiency in standards provides the true reflection of an individual's achievement and is fair to all learners. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as a true indicator of mastery.

Assessment Practice #4

Use assessment procedures that support learning.

- Use only evidence from assessments to determine proficiency.
 - Teachers carefully consider using a variety of the following in determining progress: independent daily written or oral tasks; application of skills; periodic

assessments (quizzes, tests), performance tasks, and teacher-student questioning.

- Information from formative assessments should be used to provide feedback on progress towards mastery of the standards and to develop interventions, re-teaching opportunities, and exceeding expectations opportunities.
- The information that provides the most accurate depiction of students' learning is the most current information.
- Homework should not be included in the student's academic score. Homework is required as a way to practice skills and a valuable way to obtain feedback on progress towards the standards. It is not an opportunity to score points towards the academic score.
- Homework completion will be reflected in the student's Employability Skills score.
- Include students in the grading process. Students should be aware of their own progress on identified standards through Infinite Campus.

Benefits:

The goal of frequent assessment is to modify learning. Formative assessments are scored and can be recorded but mainly used to track student learning so that appropriate instruction can be planned. Including students in classroom assessment practices and scoring ensures that the expectations are clear to all, promotes student learning and encourages self-assessment and mastery of the standards. Where learning is developmental and will grow with time, repeated practice and assessment provides evidence of progress.

Definitions

Assessment: Gathering and interpreting information about student achievement using a variety of tools.

Common Assessment: The same assessment that is given and scored by common grade level/subject classrooms at about the same time to collect data.

Formative assessment: Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class.

Final score: A simple, clear, and concrete summary representation of student achievement based on what a student knows at the end of a given time period. This letter will be reported at the end of a period of time as a summary statement of student performances in a particular standard.

Mastery: Demonstration of student performance against standard criteria at a pre-established level.

Score: To mark, evaluate, or place a value on a single product as compared to a standard objective. The number (or letter) "score" given to any student test or performance.

Standards: Statement that describes what and/or how well students are expected to understand and perform.

Learner-Centered Assessment: Achievement level based on mastery of essential standards- a grading system where scores denote progress toward the understanding of a specific standard.

Summative Assessment: An evaluation tool designed to show information about a student's achievement at the end of a period of instruction.

Test: An assessment intended to measure the student's knowledge or other abilities.

Infinite Campus

Infinite Campus is our student information system. Login information will be sent from the Cedar Rapids Community School District. With a parent account, you can access your student's standard assessments, assignments and attendance information.

Contact information, permissions and the Educational Benefit Survey (fee waiver determination) are to be updated every year. This is the Verification portion of Infinite Campus.

SOCIAL EMOTIONAL BEHAVIORAL SUPPORTS

PBIS

The goal of PBIS is to create a positive school climate, in which students learn and grow. However, school climate can vary widely from school to school. A number of factors affect school climate, including school location, neighborhood culture, instructional methods, student diversity, and school administration.

Changing the school climate may seem like a daunting task. Employing the PBIS framework can make the task more manageable. The key to an effective PBIS implementation is an "all-in" mentality among teachers and administrators in a school. For PBIS to produce positive change in a school's climate, it needs to be employed schoolwide and with consistency.

School climate has bearing on attendance rates, academic achievement, and graduation rates. Regardless of socioeconomic status, students in a positive school climate are more likely to have higher test scores and greater academic success. In addition, a positive school climate helps students to develop the social and emotional skills they will need to become productive members of society.

In short, positive school climate includes:

- A feeling of safety
- Respect
- Engagement in learning
- Involvement in school life
- Shared vision
- Involvement of teachers, students, and families

At McKinley STEAM Academy, we follow and use the language of The BEAR Way to help staff and students know what is expected of them.



MCKINLEY
STEAM ACADEMY

Knowledge is created. Dreams take hold. Students lead the way.

The BEAR Way

Be Engaged: At McKinley, we recognize our individual effort directly impacts our success. We use active listening strategies and do our personal best, using each experience as an opportunity to learn and grow.

Be Empathetic: At McKinley, we understand that our choices and actions affect others. We strive to place ourselves in the shoes of others and see things from their point of view. We actively look for ways to support each other and work toward common goals in order to build positive community.

Be Accountable: At McKinley, school is our job. We come to school each day, arriving to class on time, with appropriate materials, ready to learn. We recognize that we are responsible for our individual choices and we own our behavior.

Be Respectful: At McKinley, we are respectful to others, our environment, and ourselves. We respect all people despite our differences in opinions, backgrounds, and abilities. We communicate with peers and adults at the appropriate time and in an appropriate way. We talk to people, not about them.

We have developed Common Area Expectations for **Classroom, Hallway, Cafeteria, Restrooms, Office, Library, Before and After School and Technology**.. Posters with these expectations are posted around the building.

	Be Engaged	Be Empathetic	Be Accountable	Be Respectful
Classroom	Be on time with materials Do your best work	Negotiate through problems Report inappropriate behavior Treat others how you want to be treated	Remain in your seat until dismissed Turn in work on time	Work at appropriate voice level Keep hands, feet, and objects to yourself
Hallway	Have a pass visible Use time effectively Take the most direct route to destination	Report inappropriate behavior Do what's right even when no one is watching	Walk on the right side of the hallway Use appropriate voice level Keep the hallways clean	Use appropriate language and voice level 2 Keep hands, feet, and objects to yourself Walk
Cafeteria	Use table manners Keep area clean Use voice level 0 while instructions are being given	Help others in need Report inappropriate behavior	Walk to the lunch line Remain in your seat until dismissed	Use appropriate language and voice level 2 Keep hands, feet and objects to yourself
Restrooms	Use time effectively	Respect the privacy and dignity of others Help others in need Report inappropriate behavior	Flush and wash your hands Keep area clean Keep cell phones away	Use appropriate language and voice level 2 Keep hands, feet and objects to yourself
Office	Have a pass visible upon entrance Wait at a voice level 0 to be helped	Respect the privacy of others in the office Treat others the way you want to be treated	Use a voice level 1 when communicating Follow directions of office staff	Remain in seating area Keep hands, feet and objects to yourself
Library	Have a pass visible upon entrance Voice level 0 when entering Only bring work related material (no food/drink)	Respecting the space of peers and a staff Allowing others the quiet work space they need	Follow directions of Library staff Voice level 0 during independent work, voice level 1 during group work No work to do, must come with a book or check one out	Remain in assigned area Use appropriate language and voice level Keeps hands, feet and objects to yourself
Before School	Enter building at appropriate time as directed by staff When entering, pick up breakfast, head directly to the classroom. When late, go to attendance office and grab a pass before heading to classroom	Respecting the space of others when entering the building	Following the directions of school staff Voice level 2 when entering and leaving Keep belongings with you before school	Keep hands, feet, and objects to yourself Use appropriate language and voice level

CARING SCHOOL COMMUNITY:

Social Emotional Learning (SEL) is essential to students' overall academic success. Students learn best when they are able to feel autonomy, belonging, and competent while at school. Creating a caring community is imperative to allowing students to grow their SEL skills and can be felt immediately upon entering a classroom or school. Everywhere you look, there is evidence of kindness and respect.

At CRCSD, we use an instructional program called Caring School Community® to help us create an environment where each student feels safe, accepted, encouraged, and happy. The Caring School Community program is designed to help children become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of society. It does so by:

- Building caring relationships with and among students
- Directly teaching social skills
- Creating calm, orderly learning environments through the use of effective classroom management practices
- Helping students acquire self discipline through a caring and effective approach.

Caring School Community achieves this through weekly classroom instruction organized around a social emotional focus. Each day begins in Advisory where students greet one another and engage in a fun activity that provides practice for that week's focus skill. Each week includes direct instruction around a specific social skill as well as regular class

discussions that help students learn about each other, solve problems, and become caring, responsible members of the classroom community. Finally, your teacher will communicate with you each week around the skills being practiced and how it can be supported at home.

BEHAVIORAL SUPPORTS

District Secondary Behavioral Definitions are used to guide decision making as the result of a behavioral infraction. Our goal is always to teach, restore any harm that may have been done, recognize what students are doing well, and provide opportunities for students to learn and grow.

- Level 1 Behaviors (minors) are low level and are handled by the teacher or staff member that was involved. One or more of the following may occur, but are not limited to:
 - Reminder of appropriate behaviors
 - Reteaching of expected behavior
 - Restorative conversation with the student to plan for better choices and righting wrongs
 - A break / reflection time for the student
 - Phone call home
- Level 2 Behaviors (majors) are higher level and handled by main office staff. Decisions are based on the outcome of investigating the incident as well as the frequency, intensity, or duration of the infraction. One or more of the outcomes listed above may occur, in addition consequences may include, but are not limited to the following:
 - Break in an alternative location
 - Restorative Circle
 - Privilege removed
 - Time in an alternative location with work completion
 - Staff, parent, student meeting
 - Detention
 - In-school suspension
 - Out-of -school suspension

GRIZZLY COVE

All McKinley students may choose food to take home for themselves and families weekly. Grizzly Cove is located in room 101. Students will be able to pick up food to take home every Friday after dismissal or the day preceding school break. Food choices vary weekly. They typically include cereals such as Honey Nut Cheerios and Lucky Charms and canned goods such as green beans, corn, carrots, vegetables, soups, mixed fruits and peaches. Assorted snacks and fruit snacks along with juices, frozen hamburger, frozen chicken and canned tuna are also offered. Fresh foods such as milk, fruits, and vegetables are offered when available. Students are eligible according to the Emergency Food Assistance Program (TEFAP) guidelines. If a student's household already participates in the SNAP program and/or Free and Reduced lunches, he/she already qualifies. A TEFAP form must be completed by a parent EVERY school year in order for the student to participate. The form

can be found on the McKinley website under Our School/McKinley Food Pantry <https://mckinleymagnet.crschools.us/students-families/grizzly-cove-food-pantry/>. The form should be returned to Mr. Ortega in room 215 or the main office. Please contact Mr. Ortega at (319) 558-2348 with questions. [Grizzly Cove Information Sheet](#). [TEFAP Form](#)

PTA

All parents and staff are welcome to join the McKinley PTA. Meetings are typically held on the second Monday of each month and are in the Grant Wood Room (Room #302). In even-numbered months, meetings will be held at 6:30 PM. In odd-numbered months, they will be held at 12:00 noon. To be successful, PTA needs your participation. PTA membership and volunteer forms are available online.

PARENT COMMUNICATION

CAMPUS MESSENGER

Campus Messenger provides timely communication to parents by phone and email regarding school delays and cancellations, school emergencies, attendance, and general interest activities. It is important that your contact information in Infinite Campus is up to date.

WEEKLY E-NEWSLETTER

An electronic newsletter is sent out via Campus Messenger to families every Friday during the school year. It includes a link to the student calendar for the following week, volunteer opportunities, and information on upcoming events and activities.

PROGRAM FOR ACADEMIC AND CREATIVE TALENT (PACT)

This program extends the educational experience for many McKinley students. McKinley PACT strives to include as many students as possible, with participation determined in part by standardized test results and teacher recommendation. PACT classes in the past have included Mock Trial, Math Olympiads, Science Olympiads, Science Bowl, National History Day, International Day and Archives Tours. For more information about PACT, contact Mrs. Karam at 558-4692. Follow PACT on their twitter page [@McKinleyPACT](#)

REPORTING TO PARENTS

Assessments will be provided to parents through conferences and report cards. Two formal student conferences will be scheduled in October and February. Report cards are sent home in February and at the end of the school year. During these conferences parents and students will discuss with the teacher the progress made by the student by reviewing daily work, test scores, teacher observations and comments, as well as sharing the student data and samples of student work. Parents are encouraged to request a conference in addition to the regularly scheduled conferences if they have concerns about their child.

Communicating with non-custodial parents:

In the case of parents being separated or divorced, communications are sent to the parent that has physical custody of the child. It is expected that the parents will share information between themselves for the good of the child. To receive mailings the non-custodial parent needs to request this in Infinite Campus. It is our hope that divorced or separated parents can meet together at conference time. Therefore the child can share their progress with both parents at the same time and it doesn't place the time burden on the teacher.

SCHOOL COUNSELOR

The middle school counselors work with all children in the school. Prevention of problems is a key part of the philosophy in implementing a counseling and guidance program. The counselor works in classrooms on developmental activities and is available to help individual students with concerns in small group or individual settings. Parents of students who work with the counselor on a long-term basis are contacted by the counselor. Parents of drop-in contacts do not necessarily receive this contact from the counselor.

In addition to counseling and skill-building support, the school counselor collaborates with various community agencies. Should families need assistance with basic needs, they can contact 558-2351 who will put them in contact with the appropriate community agencies for support and help. The counselor's are always available through email or by phone. McKinley Steam Academy counselors are Mrs. Sorgenfrey, 558-3791 and Mrs. Sanford-Ryan, 558-2171. Follow the Counseling Department on their Twitter page [@McKcounseling](#).

Anti-Bullying/Harassment

Harassment and bullying of students and employees are against federal, state, and local policy and are not tolerated by the Cedar Rapids Community School District. The District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Policies, regulations, procedures, and practices that are designed to reduce and eliminate bullying and harassment and to deal with incidents of bullying and harassment are in place. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or District

The District prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following: actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, or disability is also prohibited.

The policy is in effect while students or employees are on property within the jurisdiction of the District; while on/in a school-owned or school-operated vehicle; while attending or engaged in school-sponsored activities; and while away from school grounds if bullying, hazing, or any other victimization of students directly affects the good order, efficient management, and welfare of the school or District.

If, after an investigation, a student is found to be in violation of this policy, the student may be disciplined by appropriate measures, which may include suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school grounds. A “volunteer” is an individual who has regular, significant contact with students.

Policy 612

**To Anonymously Report Bullying or Harassment: Call
558-2351
Or
Complete Online Anonymous Report
McKinley Website
Under “Our School”**

SCHOOL HOURS

Our school day runs from 7:50 AM to 2:50 PM. Students will observe the following schedule:

- 7:30 Students may enter the building for breakfast
- 7:50 School begins
- 2:50 Students dismissed

SCHOOL TO HOME COMMUNICATIONS

In our efforts to go “green”, flyers and hand-outs will be posted in a link found on our district Website. <https://crschools.us/students-and-families/quick-links/virtual-backpack/> Once here you will select the link for your child’s building.

SCHOOL PICTURES

Each fall all students will have their pictures taken for the cumulative records. Pictures will be taken the night of the Open House. Families may purchase individual pictures from [Lifetouch](#).

SOCIAL MEDIA

For the latest McKinley STEAM Academy news and information, check out McKinley’s: Website <https://mckinleymagnet.crschools.us/>, Instagram <https://www.instagram.com/mckinleysteamcrsds/>, Facebook <https://www.facebook.com/McKinleySTEAM> and Twitter <https://twitter.com/CRMckinleyMS>. pages.



Knowledge is created. Dreams take hold. Students lead the way.

MCKINLEY STEAM ACADEMY

For the latest District news and information, visit the District's website at <https://crschools.us/> or follow them on Twitter [@CRSCHOOLS](https://twitter.com/CRSCHOOLS)

STUDENT INFORMATION SYSTEM (Infinite Campus)

- According to [Board policy 606](#) parents have access to student cum files and records during school hours.
- Families are asked to complete an annual update to the student management system. This system, Infinite Campus, allows the school to have current contact information in the event of an emergency. As changes occur in either phone numbers or emergency contact information, parents should update the system. Parents should alert the person(s) listed as emergency contacts for their student.
- An important part of the annual verification is providing student permissions for field trips, sharing information, and internet usage.
- We will communicate with you when you can go in and verify the information in your child's profile and update incorrect information. This can be accessed all year long to update your child's emergency contact information.

SUPPLIES AND FEES

SUPPLIES

A suggested annual school supply list can be found on the district website.

Some supply items may need to be replenished as the year progresses. Individual teachers may request additional items as needed. Drawstring bags are allowed in classrooms.

<https://crschools.us/app/uploads/sites/14/2022/02/2021-22-McKinley-Supply-List.pdf>

FEES

The 2021-22 consumable materials fee is \$57.00 and is collected at the beginning of the school year. This fee covers the cost of materials that cannot be used again, such as classroom workbooks and materials for academic and exploratory classes. School fees do not include band instrument rental fees and other extracurricular costs.

You may pay this fee electronically through [Infinite Campus](#), <https://campus.crschools.us/campus/portal/cedarrapids.jsp> bring payment to the open house or send payment with your student on the first day of school. **If paying by check, make payable to McKinley STEAM Academy. Please write the name of your child and grade on all checks. If you are depositing money for more than one child, please list all names and grades on checks. This helps us to credit the correct amount.**

Payment Options: You may pay the consumable materials fee in full at the beginning of

each year or, if this is not possible, you may pay fees in installments. It is the responsibility of the parent/guardian to see that fees are paid before the end of the year. In the event your check is returned it will be re-presented electronically along with the state fee.

VISITING AND VOLUNTEERING PROGRAM

VISITATION POLICY

- For security purposes, anyone visiting school between 7:50-2:50 will need to use the McKinley Street entrance door. A doorbell will alert the office staff of your arrival and upon recognition they will “buzz” you in. Visitors **must** report to the office and will be asked to provide a form of identification that will be run through our Raptor System. A name tag will be printed for you.
- You are always welcome to see first hand the teaching and learning taking place at school. As a professional courtesy, we ask that you make arrangements with teachers prior to a planned visit. Please let the office staff know when you leave the building also. Visiting children must be accompanied by an adult. Parents are encouraged to visit our school. They will be asked to check with the teacher or principal before visiting. We appreciate your understanding and support of these security measures to ensure the welfare of all students and staff.
- Parents often visit to have lunch with their children. We welcome such visits, but ask parents to notify the teacher and office in advance. We encourage parents to eat school lunch or to bring a healthy lunch of their choice. Parents may not bring lunch for any child other than their own. For safety and security we ask that visiting family members refrain from taking photos of other children while on school premises.

RAPTOR SYSTEM

- The Cedar Rapids Community School District utilizes the Raptor Visitor and Volunteer Management System in our schools to strengthen the district’s program of campus safety for students and faculty. Upon entering a district building, visitors will be asked to present an ID, which may be scanned or manually entered into the system. We understand that a parent or guardian, for a number of reasons, may not have a US government-issued ID. In this case, the school staff member can ask to see another form of identification and manually enter the person’s name into the Raptor system. The system is designed to check this information against the sex offender registry.
- To learn more about the Raptor visitor and volunteer management system, please visit the Raptor Technologies website (www.raptortech.com). If you have any questions for the CRCSD personnel, please contact your building principal.
- The safety of our students is our highest priority and the Raptor visitor management system provides a consistent way to aid in protecting our students from potential harm. Thank you, in advance, for your understanding and support of enhancing school safety protocols in our district.

VOLUNTEERING

- We encourage ongoing and active volunteer involvement by individuals and

groups when it will enhance the educational experience of our students. Examples of volunteers include, but are not limited to: classroom volunteers, field trip volunteers, bus chaperones, mentors, etc. Volunteers will be under the supervision and direction of a school employee. Contact the Volunteer Coordinator if you are interested in volunteering. Please contact the school office at (319) 558-2348.

- The Cedar Rapids Community School District (CRCSD) recognizes the need to maintain a District Volunteer Services Program to support classroom instruction and co-curricular activities. CRCSD appreciates the involvement of volunteers in supporting instructional programs and enriching the learning environment. The district shall make every reasonable effort to provide a safe learning environment for students working with volunteers.
- **A Volunteer Application is required annually of all volunteers whose primary role is that of working directly with students or assisting staff on a regular basis; supervising/chaperoning students; or acting as an authority figure.** All Volunteer Applications will be checked against the national sex offender database and are subject to a background check. <https://apps.raptortech.com/Apply/MTE5OTplbi1VUw==>
- All applications must be approved prior to volunteering.

WELLNESS

Schools play an important role in promoting and maintaining their students' health. Healthy students are better learners. But schools can't do it alone. Parents are the other crucial half of the equation to provide the healthy start that kids need to thrive in the classroom and in life.

Look for the LiveWellness logo throughout the district for examples of how we help your child stay healthy, strong and ready to learn.

All school districts are required to have a wellness policy. Cedar Rapids Community Schools Wellness Policy can be found on our district website.

Here's what our commitment to wellness looks like:

Our school will:

- Provide health education, including nutrition, in the curriculum
- Provide multiple opportunities for physical activity to meet or exceed the Healthy Kids Act requirements (30 min/day for Elementary Schools, 120 min/week for Middle & High Schools)
- Serve school meals that reflect the Dietary Guidelines for Americans, model appropriate portion sizes and provide a well-balanced meal
- Discontinue using unhealthy foods for fundraisers
- Ensure all food and beverages made available during the school day (including snacks) meet District Nutritional Guidelines

- Require that students are physically active during the majority of time in physical education class
- Celebrate events involving food not more than one time each month (check with your school to see how birthdays are recognized)
- Discontinue using food/food coupons as rewards or incentives
- Ensure physical activity is not used for or withheld as a punishment

To support wellness in our schools, families will:

- Send food items for classroom celebrations only when requested by school staff
- Follow the District Nutritional Guidelines when providing meals/snacks (unhealthy treats will not be distributed)
- Help plan and support fundraising events that do not involve food

For more information, visit

<https://crschools.us/students-and-families/school-meals/wellness/>The District Wellness Policy can be found in the District Notifications section of the handbook.

Want to get involved? Join your School Wellness Council or the District Wellness Council.

If you have questions about district wellness efforts, please contact Stephanie Neff, “Wellness and Community Partnership Supervisor at 319.440.6647.









HEALTHY SCHOOL SNACKS

Cedar Rapids Community School District



Snacks play a major role in a child’s diet and provide a valuable opportunity for nutrition education. Healthy snacks are important to providing good nutrition and supporting lifelong healthy eating habits

<p>Fruits:</p> <ul style="list-style-type: none"> • Fresh fruit-whole or sliced • Assorted fruit salads • Dried Fruits • Applesauce • Individual fruit cups (packaged in juice) • 100% Fruit Juice • 100% Frozen Fruit Bars 	<p>Low Fat Dairy/Protein:</p> <ul style="list-style-type: none"> • String Cheese or Cheese Cubes • Yogurt • Cottage Cheese • Deli Meat • Sunflower Seeds • Pepita/Pumpkin seeds 
<p>Vegetables:</p> <ul style="list-style-type: none"> • Raw Vegetables Simple kid-friendly examples: Baby Carrots, Broccoli, Cauliflower, Snap Peas, Sliced Peppers, Celery • Dehydrated Vegetables <ul style="list-style-type: none"> • Vegetable Chips, Chickpeas • Edamame (Soybeans) 	<p>Whole Grains:</p> <ul style="list-style-type: none"> • Crackers • Low Sodium Pretzels • Pita Chips • Popcorn • Low Fat Granola Bars • Baked Corn Tortilla Chips • Animal Crackers • Graham Crackers 
<p>Snack tips</p> <ul style="list-style-type: none"> • Snack on fruit and vegetables whenever possible. • Select appropriate portion sizes. • For food safety select sealed and prepackaged snack items. • Combine protein and fiber for a satisfying snack. 	<p>Drinks:</p> <ul style="list-style-type: none"> • Water • Low Fat or Fat Free Milk • 100% Fruit/Vegetable Juice 
<p>Dip Ideas: Hummus, Salsa, Bean dip, Honey Mustard, Yogurt based dips</p>	

The provided list is not all inclusive. Reference [CRCSO Nutritional Standards](#) for specific guidance.