



MCKINLEY
STEAM ACADEMY

FAMILY HANDBOOK

2023-2024



Updated: 7/2023

Welcome to the 2023-2024 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 classroom dedicated to the medical sciences, our 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



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 4 October 9 October 23 November 22-24 December 22-January 2 January 15-16 February 5 February 26 March 11-15 April 22 May 27</p>	<p>Semester Dates & Midterms Semester 1: August 23 - January 12</p> <p>Semester 2: January 17 - June 3</p> <p>Quarter Dates Quarter 1: August 23- October 20 Quarter 2: October 24- January 12 Quarter 3: January 17- March 22 Quarter 4: March 25- June 3</p>	<p>Open House Night Monday, August 21</p> <p>Fall Conferences Wed. Oct. 25 & Thurs. Oct. 26 3pm-7pm</p> <p>Spring Conferences Wed. Feb. 28 & Thurs. Feb. 29 3pm-7pm</p>

Every Friday we dismiss at 1:20.

TABLE OF CONTENTS

Absences and Attendance
Academics
Animals at School
Building Use
Bus Transportation
Calendar
Cedar Rapids School Board
Clothing/ Appearance
Communicating During the Day
Crisis Response
District Vision & Mission
Dropping Off/Picking Up
Electronic Devices
Emergency Drills
Extracurricular Activities/Interscholastic Sports
Field trips
Food Services
Grizzly Cove
Gym Shoes
Health Information
Health Services
Legal Notices
Library
Lockers
Lost and Found
MTSS (Multi-Tiered Systems of Supports)
Parent Communication
Parent Involvement
Program for the Academically and Creatively Talented (PACT)
Reporting to parents
School Counselor
School Hours
School to Home Communications
School Pictures
Student Information System (Infinite Campus)
Supplies and Fees
Visiting and Volunteering Program
Wellness

ABSENCES AND ATTENDANCE

Attendance Policy and Procedure

School Attendance Number: 319-558-2348, press 1; e-mail: wedwards@crschools.us

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.

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 canceled 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, press 3.

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.**

Students who become ill at school will be dismissed by the health clinic after parents, guardians, or emergency contacts have been contacted and appropriate arrangements are made. If a student is sent home because of illness, he/she/they cannot return that school day (including extracurricular activities).

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.



McKinley STEAM Academy 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.

McKinley STEAM Academy 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.)

Cell Phones should not be visible in the classroom, restrooms or cafeteria. If students need to make a call, we ask that they get a pass and call from the office. If you need to get ahold of your child, please call the main office.

Charging phones will be up to the discretion of the teacher and must be charged in a teacher only area of the room.

When an adult sees a cell phone in the locations listed above, they will give a reminder to put it away. If they have to ask again, the phone will be turned into the office and students can get it at the end of the day. If the cell phone continues to be a concern, parents will need to pick up their child's phone and develop a plan moving forward with the school team.

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. Please refer to **Replacement/Repair of Chromebook** handout.

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.

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 7:45 AM to 8:00 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 not allowed.
- We will not accept deliveries of food from delivery services or food establishments.
- 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 and expectations 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.

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:

- Notify the parent/guardian for symptoms of illness 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.
- Allow the student to rest in the health office for a brief period then return to class.

If a student is sent home because of illness, he/she/they cannot return to school that day (including extracurricular activities).. For information on your child returning to school, please refer to the "Returning to School" paragraph below.

During times of high rates of illness, such as during influenza season, the length of time a student must remain home after fever/symptoms of illness may change as recommended by Linn County Public Health.

Returning to school after an illness:

- Students are to be fever-free without fever reducing medication
- No active vomiting or diarrhea
- Other symptoms improving
- COVID testing is not required to return to school

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.

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.

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)
- Art Club
- Jazz Band (by audition)
- Robotics
- Variety Show (by audition)

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. Start times for games/meets vary 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 medical eligibility form and a current concussion form on file at the school. 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 STEAM Academy: 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.

Expectations and Guidelines:

- **Academics:**

- Passing grade (D,P,E) in all classes. Coaches will notify parents if their student is ineligible and will provide support
- Academic eligibility will be monitored on Thursday afternoons based on the most recent data in Infinite Campus at the time of review. Students will be ineligible until academic requirements are fulfilled by one of the following methods:
 - Academic progress has been reported within Infinite Campus
 - Teacher has notified coach and activities coordinator
 - Coach, teacher, activities coordinator will provide support to help student regain eligibility
 - Ineligibility on the day of an event will be served for following events after that day until that participant is eligible again

- **Behavior:**

- Any suspension will result in immediate ineligibility until:
 - Restorative action process has been completed by participant and peer/staff member
- Any referral that does not result in a suspension will lead to a consequence requiring a restorative action process to be completed either:
 - The day of the referral
 - The following day of the referral
- Participants will not miss events on the day of a referral unless it results in a suspension
 - Participants will not be eligible to participate after the day of a referral if they have yet to complete the restorative action process
- Depending on the severity of the action that causes a suspension, administration has the right to impose additional consequences, including permanent removal from the activity

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 SCHOOL EVENTS

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

Introduction and Purpose

In order to fulfill our district mission of Every Learner. Future Ready. It is essential for Cedar Rapids Community School District (CRCSD) to have a fair, equitable, and comprehensive curriculum, instruction, and assessment for students, families, and staff that promotes mastery of state standards, supports student learning, and prepares students for success after graduation.

An "Every Learner. Future Ready." mindset is rooted in core beliefs and guiding principles that are foundational to our approach to curriculum, instruction, assessment, grading, and reporting practices. This overview document provides clarity and consistency across the system in planning, implementing, and reporting student progress towards mastery of standards in order to accurately and clearly communicate to staff, students, and families what an individual student knows, understands, and is able to do. A shift to this mindset allows our system to shift from sifting and sorting through grades to focusing on student ownership and learning.

Belief Statements and Guiding Principles:

1. We believe that content standards are the foundation of a rigorous, relevant, guaranteed, and viable curriculum.
 - a. Academic achievement is defined and reported by standards.
2. We believe that specific, actionable feedback is essential to decreasing student gaps and increasing student achievement.
 - a. A consistent five-point grading scale is used.
 - b. Scores include specific, actionable feedback for students and parents on progress towards mastery of standards.
3. We believe that grading and reporting communicate what a student knows, understands, and is able to do.
 - a. Students have multiple opportunities to demonstrate proficiency.
 - b. Accommodations and modifications are provided for exceptional learners.
 - c. Academic achievement is reported separately from behavior and social-emotional competencies.

With this mindset and approach, CRCSD will empower and engage students through a more equitable and standards-aligned system that prioritizes student ownership of learning and academic achievement.

Purpose of Progress Monitoring + Reporting

Infinite Campus

Teachers: As teachers, we use Infinite Campus as the primary tool for the progress monitoring tool to measure student progress towards proficiency of standards and to inform instructional decision-making for differentiation. Teachers may, and are encouraged to, place a body of evidence into Infinite Campus. Formative and summative student work may

be placed into the tool, but must adhere to the guidelines for if and when a student's work may be calculated into the final proficiency mark

Student and Parents: As students and parents, we use Infinite Campus as the primary tool for monitoring student progress towards proficiency of standards. The information provided in Infinite Campus communicates what a student knows, understands, and is able to do in relation to the standard(s). The identified standards are considered the most important learning for the content and/or course.

Progress Reports

The progress report aims to communicate with families and students about the achievement of priority content and course standards. It informs families and students about learning successes and guides them for improvements when needed. Below are common expectations across all middle schools:

1. Progress reports will be sent home weekly through email.
2. Comments:
 - a. Staff will comment for students with an "I" and "N" on a standard in the course. Additional guidance for staff on when to make comments is at the building's discretion (i.e. all courses should have comments).
 - b. Buildings will create custom comments that teachers will select from.
 - c. To make a comment, the staff will comment on the "standard" called "comment" associated with each course. The comment standard will be the last standard in each class.
 - d. For assistance, please contact the Office of Digital Literacy. On-site and phone support will be provided. You can also use these videos for support.

SOCIAL EMOTIONAL BEHAVIORAL SUPPORTS

Positive Behavior Interventions and 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.



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 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 the main office. Please contact Mr. Ortega at (319) 558-2348, press 3, with questions.

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.

MCKINLEY MESSENGER

The *McKinley Messenger* will be mailed to families twice a year.

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 558-2348, press 3..

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.

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.

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

SCHOOL HOURS

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

- 7:42 Students may enter the building
- 7:50 School begins
- 2:50 Students dismissed

The McKinley Main Office will be available to assist from 7:00 AM to 3:30 PM.

SCHOOL PICTURES

Students will have their pictures taken for the cumulative records. Families may purchase individual pictures from [Pictures With Class from Barksdale.](#) Picture dates for this year are August 31 and October 11.

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/mckinleysteamcrs/>

Facebook <https://www.facebook.com/McKinleySTEAM> and

Twitter <https://twitter.com/CRMckinleyMS>. pages.

For the latest District news and information, visit the District’s website at <https://crschools.us/> or follow them on Twitter [@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 McKinley 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.

FEES

The 2023-24 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 will need to use the 10th 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. <div style="border: 2px solid black; padding: 5px; display: inline-block; transform: rotate(-15deg);"> <p>TIP</p> </div> <p>Dip Ideas: Hummus, Salsa, Bean dip, Honey Mustard, Yogurt based dips</p>	<p>Drinks:</p> <ul style="list-style-type: none"> • Water • Low Fat or Fat Free Milk • 100% Fruit/Vegetable Juice 

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