

McKinley Elementary Parent Handbook 2019-2020



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General School Information

About McKinley

McKinley Elementary School is a school where diversity is valued, developing the Whole Child is a focus, collaboration and teamwork are a norm, and a positive school community and student learning is a priority.

A Title I school, McKinley serves approximately 488 students in grades TK-5, and is home to a special education collaborative preschool program. McKinley has been recognized by the California Department of Education for achievement and commitment to excellence as a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011) and a California Distinguished School Award (2010).

McKinley teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies include Cognitively Guided Instruction, Thinking Maps, Blended Learning, and Responsive Classroom techniques. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. McKinley teachers are committed to analyzing data to differentiate their instruction for each child. Similarly, at McKinley we utilize a Response to Intervention (RTI) system to ensure all students receive the support and interventions they need to be successful.

McKinley is unique in that we supplement the core curriculum with additional science, visual arts, theater, music, physical education, and library for all students. It is McKinley's goal to foster students' talents and interests, engage students in learning, and to promote critical thinking and creativity. Here at McKinley we also focus on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Morning/Community Meetings, and Restorative Justice. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying rules and program.

McKinley prides itself on its family feel which is created through the small school size, regular school-home communication, and school events and activities. The variety of community building events offered at McKinley connect students to school, bring families and staff together, and create a fun and positive environment for all.

McKinley has the philosophy that parent involvement positively impacts the success of the students and the school. Therefore, McKinley actively promotes volunteer, committee, and leadership opportunities for family members. Opportunities for involvement include volunteering in the classroom and at events, becoming involved in the Parent Teacher Association (PTA), and joining a school committee such as the English Language Advisory Committee (ELAC), African American Support Group (AASG), Special Ed Resource Group, Sustainability and Beautification Committee (SBC) and the School Site Governance Council. Our Bilingual Community Liaison is available as a parent resource.

McKinley is a wonderful place, and we welcome you to our family. I know you will love McKinley just as much as we do! Go Lions!

Sincerely,
Ashley Benjamin, Ed.D.
Principal

SMMUSD and McKinley Goals

Extraordinary achievement for all students while simultaneously closing the achievement gap

1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained, and family friendly.

School Site Focus

Academic Discourse

Data shows that listening and speaking skills, and communicating reasoning in math, are areas of need for our students. At McKinley we use a variety of protocols to provide students with opportunities to talk to each other in pairs and groups to explain their thinking and deepen their understanding. You will also see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary.

Some benefits of Academic Discourse include:

- Discourse is a research-based proven effective strategy for closing the achievement gap.
- Discourse strengthens listening and speaking skills and deepens students' understanding of concepts.
- Discourse develops students' higher-order thinking, critical thinking, and problem solving skills all of which will transfer across subject areas.
- Discourse engages students in learning and in school.
- Discourse promotes a positive school culture by facilitating relationship building.
- Discourse benefits English Learners by rapidly developing academic language.
- Discourse ties directly into District, LCAP, SPSA, and McKinley goals.

McKinley Philosophy

The PRIDE philosophy guides all aspects of life at McKinley. McKinley students, staff, and parents work together as a community in service of this core belief.

We are: **Peaceful**, **Respectful**, **Intelligent**, **Diverse**, and **Enthusiastic**

School Schedules

Office Hours:

Monday, Tuesday, Thursday, and Friday 8:00am-4:00pm, and Wednesday/Minimum days 8:00am-2:30pm.

A few days each year are designated as minimum days – at the beginning or end of the school year and during Parent Teacher conferences in the fall. On these days, students are dismissed earlier than usual. Refer to your current school calendar for the current year's schedule.

| Grade Level | Minimum Days | Regular Days | Wednesday Hours |
|--------------------|---------------------|---------------------|------------------------|
| TK & Kindergarten | 8:30AM – 12:30PM | 8:30AM – 1:35PM | 8:30AM – 1:35PM |
| 1st – 5th Grade | 8:30AM – 1:35PM | 8:30AM – 3:00PM | 8:30AM – 1:35PM |

All SMMUSD schools have one banked time day each week so teachers can participate in on-going professional development. We add a few extra minutes to each day to offset the fact that students in grades 1-5 are dismissed at 1:35 p.m. each Wednesday. Having time to meet together as a professional

learning community, plan and reflect on instruction, and learn new skills helps us provide a rigorous and high quality program for our students.

Please do not ask for a meeting with your child's teacher on Wednesday afternoons, as teachers attend staff development meetings.

Home School Communication

Home School Communication Methods

School-home communication is a priority at McKinley School because we view parents as partners in their child's education.

We have multiple ways in which we communicate school, class, and student information with parents and families such as:

- School Website- www.mckinley.smmusd.org
- Twitter- @McKinleyLions
- Monthly Principal's Newsletter- The Lion's Roar (eblasted montly and on the school website)
- Weekly Mini-Messenger- (eblasted on Wednesdays and on the school website)
- Weekly Digital Wednesday Folder- (eblasted on Wednesdays and on the school website)
- Hardcopy Wednesday Folder- (hardcopy flyers sent home)
- Eblasts from McKinley
- Phoneblasts from McKinley
- Postings on the Marquee
- Postings on the School Fences
- Flyers on the Bulletin Boards and Rounders
- Emails from McKinley Staff
- Individual Calls Home from Staff
- In-Person Conferences (Parent/Teacher Conferences, SSTs, IEP Meetings, other meetings as needed)
- First Day Packet
- McKinley Handbook
- Volunteer Handbook
- School Information Events- Back to School Night, Open House, K Roundup etc.

The PTA also communicates school and PTA related information:

- PTA Website- <https://mckinleypta.membershiptoolkit.com>
- PTA Meetings
- Committee Meetings- AASG, ELAC, SBC etc.
- Room Parents
- PTA Facebook Page
- Eblasts from PTA

If you have a question or concern regarding your child, it is important you communicate with the school right away so that we can help.

1. Contact your child's teacher first. Please email your child's teacher to arrange a meeting. Teachers will be unable to accommodate pop-in meetings, as they are busy preparing excellent

lessons for your child. Teachers will be happy to schedule a time to meet with you so they can be prepared with information and have ample time to address your concerns.

2. After meeting with your child's teacher, if you still have a question or concern, contact an administrator. You may email an administrator directly, or schedule a meeting with the Administrative Assistant. You will be asked if you have already met with the teacher, and if so to describe your question or concern so that the administrator can be prepared for the meeting.
3. If you have questions about community resources, please contact our Community Liaison in the front office.
4. If you have questions about enrollment or attendance, please contact our front office.

This communication plan has been developed to provide opportunities for communication with site administrators while allowing adequate time for them to visit classrooms and assist students and staff members. By following this procedure, parents will be able to receive immediate answers to many questions from staff members or a response from a site administrator within approximately 48 hours.

Please refer to the staff roster on our web site for staff contact information: www.mckinley.smmusd.org

Custody Matters and Communication

The staff, school, and district do not get involved in custody matters. The school will focus fully on your child, and will work to ensure their well-being and success at school. If parents have shared custody and both parents wish to attend a meeting, please plan to attend one meeting so that both parents can hear the same information at once.

Email Protocol

Professional, productive, and efficient communication is important for all members of the SMMUSD community. This email communication protocol is designed to strengthen communication by establishing professional expectations. It will also ensure teachers have time to focus on your child's instruction, while being able to respond to questions and concerns in a helpful and timely manner.

We ask that parents follow these professional guidelines when emailing McKinley staff:

- Make personal contact, face-to-face or voice-to-voice a priority over email; especially when issues are sensitive. In order to not interrupt instruction, please schedule a meeting with a teacher ahead of time.
- Maintain professional tone and language at all times.
- Keep messages brief and to the point.
- Use the subject line to indicate the audience, content, and purpose.
- State your response expectations.
- Use group distribution lists sparingly.
- Use Reply All sparingly, and only when a response to all recipients is necessary.
- Forward emails only when appropriate.

When writing emails, McKinley adults assume good intentions, model our PRIDE Philosophy, and communicate with collaboration and kids-first in mind. Employees will check emails at a minimum of one time per day, but likely not during the instructional time. Employees will strive to respond to persons within SMMUSD within one business day.

Back to School Night

Back to School Nights are held the 2nd week of school for TK-2nd grade and the 3rd Week of school for 3-5th grade. Information about grade level standards, classroom rules, expectations about homework

and the academic program for a grade level is provided during classroom meetings. This is an excellent opportunity to open lines of communication with your child's teacher and meet the other families in your child's class. Please note Back to School Night is for adults only; please make arrangements for childcare. Students are not permitted on the playground.

Parent Conferences

Information on individual student progress is shared with parents formally during Fall Parent/Teacher Conferences. Conferences with teachers may also be arranged at any time during the year by contacting the teacher. Do not hesitate to contact the office if there is any question regarding the school program, scheduling, or any other concern, which affects your child. Do not wait until a small problem becomes a large one.

Progress Report/Report Cards

A progress report is given in November during Parent/Teacher Conferences, and report cards are given in February and the last day of school. They provide comprehensive feedback on student progress relative to state standards in key areas. A document called "Understanding your Child's Report Card" is available on our website.

Open House

Open House is scheduled each Spring. This is a special night when your child can show you their classroom and the work the class has been doing. It is an informal time to visit and look at the classroom.

School Safety

Morning Drop Off Procedures

1. **Students** may enter campus at the Arizona, Courtyard, and TK/K gates, where a McKinley staff member is present as a Gate Monitor (8:10-8:30am). These gates are student-only access, so adults say farewell to their child at the gate and students enter campus on their own. Students may also enter campus via the front office beginning at 7:45am. Adults may also utilize the Car Drop-Off system.

2. **Adults** coming onto campus in the morning before school starts enter through the front office, sign-in, get a visitor sticker, and sign-out through the front office. Adults may come onto campus in the morning (7:45-8:30am) for any of the following reasons:

Volunteering.

Adults may volunteer in the morning as campus supervisors, at car drop off, or to lead a quiet activity on the yards. Adults may sign-up in the front office. All volunteers must have attended a volunteer training at the start of the school year, completed a volunteer application, and be an approved volunteer. Siblings are not permitted while volunteering.

School Agreement.

Any parent who feels that their child needs an adult present with him/her in the morning may simply contact the Principal to make arrangements. Children who need this accommodation may need it for a variety of reasons including but not limited to IEP/504 needs, counseling needs, or other personal needs. Siblings are not permitted unless there is a need.

Pre-Arranged Parent/Teacher Conference.

Parents who have a previously scheduled meeting with a teacher may come onto campus for their meeting. Drop-in or surprise visits are not permitted.

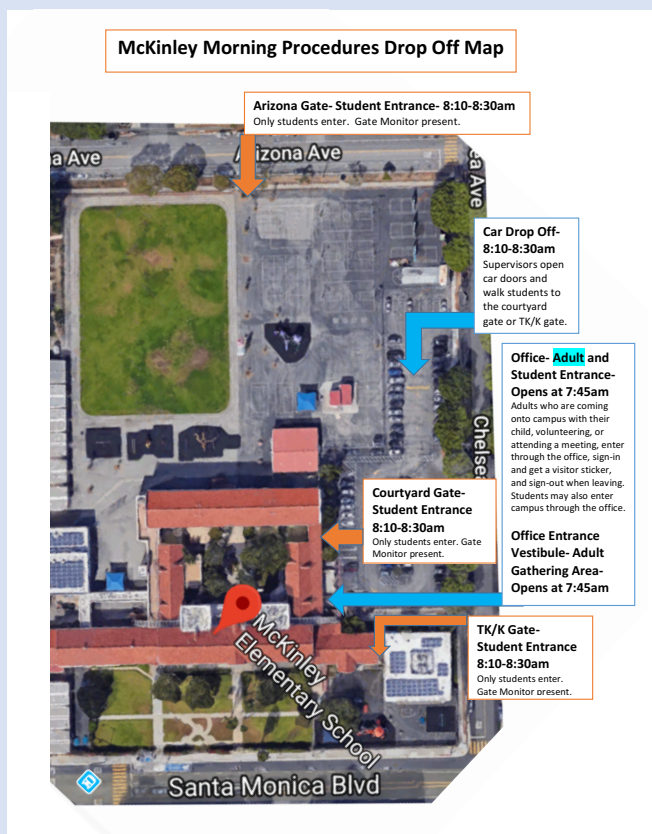
3. **McKinley staff** members are supervising on the yards (8:10-8:30am) and in the cafeteria (7:45-8:30am). Morning campus supervisors and gate monitors are composed of Instructional Assistants, Paraeducators, Campus Supervisors, Teachers, and Administration, who all also work on campus during regular school hours.

4. Gates are locked promptly at 8:30am and after that time students enter through the main office and get a tardy slip. Instruction begins promptly at 8:30am. Adults coming onto campus after 8:30am for group/committee meetings, school events, or volunteering, follow the SMMUSD Visitor Policy (see below). Adults may also utilize the office entrance vestibule as a gathering and information distribution area.

Note: These procedures will begin the first Monday of school 1st-5th, and the 3rd week of school for TK/K. Special/Alternate Morning Procedures may occur for special events or schoolwide functions such as the first day of school, jog-a-thon, sing-a-long, graduation etc. The school will provide information to parents in such situations.

The benefits of these procedures are:

- Students and staff know who, when, why, and where every adult is on campus at all times.
- Students and staff can more easily identify safe adults, and who is supposed to be there and who is not.
- Instruction can begin more quickly without interruptions.
- Pedestrian pathways for students are not blocked.



Visitor/Volunteer Procedures for Entering/Exiting Campus

1. Office staff will ask you why you are here. You must have previously arranged and had approved your volunteering/visit with the teacher or administration. Surprise/drop-in attempts to volunteer or visit classrooms is not allowed. The office will call the teacher to notify him/her of your arrival.
2. Write your name, date, and reason for visit clearly on the sign-in log.
3. Take a visitor's badge and place it in a visible location on your body. Students have been taught to let a teacher know if they see someone without a badge. If you see someone without a badge (all staff wear a badge as well) immediately let the office know. You must wear the badge at all times during your visit.
4. The office will buzz you in.
5. Go directly to your volunteer classroom or location, and when you are finished return directly to the office. You are not permitted to go to other locations on campus if it has not been previously arranged.
6. When you leave campus exit through the main office and sign out on the sign-in log. The office needs to know who is on campus and where in case of emergency.
 - Even if the office knows you, you will still need to follow these procedures for the safety of the campus.
 - When volunteering first thing in the morning, be sure to drop off your child at the gate and then follow these procedures. Do not go straight to the classroom; you need to sign in and get your badge.

Thank you for your assistance in helping to keep our campus safe.

Dismissal/Pick-Up Procedures

The gates open promptly at the end-of-school day bell and remain open for 10 minutes for pick-up. Parents should pre-arrange a pick-up location with their child such as outside the classroom or a meeting area on campus. Parents coming onto campus to pick up their child at dismissal, must promptly exit the campus before the gates close at 3:10pm or 1:45pm.

Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, or the school. The students enrolled in these programs go directly there at the end-of-day bell and sign-in to the program. That program and their staff is then in charge of the supervision, safety, and learning of their students. If you have any questions or concerns with things that occur after school during one of these programs, please contact that program directly.

Parents picking up from after school programs utilize the coded gates. Gate codes will be provided to the after school program parents. Please do not share these codes with children, or other adults. Also, please do not hold open the gate for others; all people entering the gate must have and use the code for student safety.

Students not enrolled in after school programs cannot play on the playground even if their parent is present. Parents who would like their child in 1st-5th grade to have access to the playground after school, may sign him/her up for CREST Playground Access. The playground is also open to the public after 6:00pm and on weekends.

Parents may choose to let their child walk home on their own; parents should note this on the Emergency Card.

Once a student exits the campus at the end of the school day, they may not return to campus without adult supervision. If they leave after school to visit local vendors or businesses or visit in other friends' homes, they will not be readmitted to campus. Please make sure that your child understands that once on campus, they should not leave without formal permission either during or after school.

Drive-Through Drop-Off/Pick-Up

1. Enter the staff parking lot through the "enter only" driveway.
2. Drive slowly and look out for children. Obey stop signs and staff directions.
3. Pull up to the front of the lane before stopping your car.
4. Stay in the car. Staff will open the door to let out students and will close the car door after they get out. Students should be ready with their backpack, lunch, and other items so they can depart the car quickly.
5. Please model respect and appropriate behavior in the presence of your children and understand we are all working towards maintaining safety for all. The crossing guards are trained to stop traffic and to cross our children at busy intersections. Please do not coax your child, with a horn honk or a yell, to cross the street at any illegal point.

Staff Parking Lot

The parking lot is for staff only; there is no parking for parents or volunteers. There is limited parking around the school, so please plan enough time to locate parking and read street signs carefully. Any cars that are double parked, illegally blocking fire lanes, or illegally parked in handicapped spots will be towed at the owner's expense. Any cars not identified as staff cars parked in the lot will be towed at the owner's expense.

For special school events there will be parking on the playground.

Bicycle, Skateboard & Scooter Policy

Helmets are mandatory for children riding their bikes, skateboards or scooters to school. We have bike racks located by both playground. Locks are required and students must lock their own bikes, skateboards or scooters to the rack; they cannot be left in the classrooms, hallways or school office. Always walk bicycles, skateboards or scooters on school ground.

Dogs on Campus

Dogs are not allowed on campus at any time, even when they are being held or on a leash. Tying dogs to school perimeter fences whether attended or unattended is also not permitted.

Emergency Cards

Every child must have two emergency cards on file in the school office. These cards are the only way the school staff has to get in touch with you in case of emergency or illness. We need these hardcopies especially if the internet is down in the case of fire or earthquake, and we cannot access our computer system. Include home, work, and cell phone numbers. Please make sure the contact information is accurate and kept current throughout the year. It is also important you list several other emergency contacts who are authorized to communicate with the school and/or pick up your child in the case of emergency. Advise the office immediately if your addresses or phone numbers change.

Please note: Any custody agreements or orders that affect who may pick up your child must be on file at the school office. Dual households must each complete an emergency card.

Emergency Drills

Drills are conducted monthly during the school year so that students and staff are prepared to deal effectively with emergencies. These include:

- Fire- A fire alarm or announcement over the loud speaker will occur. Evacuate to the assembly area on the grass or other safe place. Wait for all clear from emergency services and admin. Pick-up protocol may go into effect.
- Earthquake- Drop, cover, and hold. When the ground stops shaking quickly exit the building and take a safe route to the grass assembly area or other safe meeting location. Search and rescue and pick-up protocol may go into effect.
- Lockdown- A Lockdown is when there is an unsafe threat on campus, so we immediately get inside, hide, and stay quiet, or escape from a threat to a safe location. Follow all staff directions and wait for all clear from emergency services and admin. Pick-up protocol goes into effect.
- Shelter-in-place- A Shelter-in-Place is when the threat is outside of the campus, so we stay inside but talking and instruction can continue. Follow all staff directions and wait for all clear from emergency services and admin.

If you are on campus during an emergency drill, you are expected to evacuate along with the students; we must account for all persons on campus.

Every Fall we create a Comprehensive School Safety Plan (CSSP) that helps staff know their roles and the procedures for a variety of emergencies. SMMUSD also has a CSSP that is available for viewing at our school and district websites. We also keep lots of emergency supplies on campus: in the nurse's office, red backpacks in classrooms and all buildings where children may be sheltered, and in a large emergency supplies bin near the handball courts.

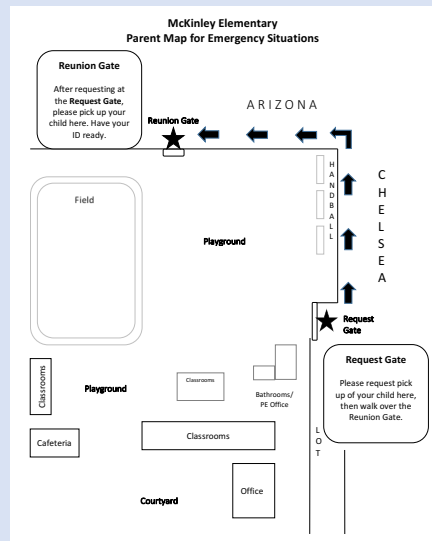
Emergency Pick-Up Protocol

In the case of an actual emergency, emergency pick-up protocol will go into effect in order to ensure the safe dismissal and pick-up of students. Please follow the following procedures:

1. After an emergency, students will be escorted to the emergency assembly area, located on the grass field.
2. Please do not come to the campus until directed to do so via phone blast, email blast, or other emergency communication. It is important parents stay safe, until emergency services has authorized dismissal procedures.
3. Stay off the telephone. Communicating with the school via telephone after the disaster will prove difficult and could delay emergency communications.
4. When arriving at school, parents or other designated adults should report to the Request Gate where you will request your child from staff. This gate is located in the parking lot off Chelsea. All other gates/entrances will be locked. Have your photo ID ready. Children will only be released to people authorized on the emergency card and who have their ID.
5. After you have requested your child, you will then walk to the Reunion Gate off Arizona. A

- runner will have retrieved your child. You will show your ID and sign your child out there.
6. If the parent/guardian/designee is unable to pick up their child following the emergency disaster, the student will remain at school under the supervision of school staff until their arrival.

Please be calm and patient during the pick-up process, as we work together to ensure the safety of our children. The school has ample emergency supplies, and the students and staff have practiced so everyone knows what to do in an emergency.



Heat Days, Rainy Days, and Fire/Smoke Days

When the outdoor temperature is very high, 82 degrees and above, we implement inclement weather protocol. The majority of our buildings have air conditioning. However we also:

- Open windows upon arrival.
- Utilize portable, ceiling and other installed fans. Every classroom has at least 1 fan.
- Keep classroom lights off, heat generating appliances off.
- Share cool spaces with colleagues.
- Utilize cooler campus spaces such as libraries, multi-purpose rooms and other common spaces.
- Encourage students to wear cool clothing.
- Encourage students to bring water bottles to school.
- Ensure student access to water and make sure students stay hydrated.
- Monitor students and watch for adverse effects from the heat and seek help from the school nurse, health office specialist or athletic trainers for students or staff members who display symptoms of dehydration, heat exhaustion or other health concerns.
- Minimize exerting activities and ensure that there is a post PE cool down period of at least ten (10) minutes prior to returning to the classroom following any strenuous activity in the warm weather. PE activities will be indoors, and will minimize the amount of movement appropriately for the temperature and space.
- Recess and lunch will be indoors.
- All instruction continues as normal.

On extremely hot days SMMUSD will blast information about whether or not a minimum day is going

to be called, or if school will be cancelled. It is always at the parents' discretion as to whether or not to pick up their child from school, or keep them home, in the case of an inclement weather day. However, the absences will be mark Unexcused unless noted by SMMUSD that they will be marked as Excused.

On rainy days, students have recess and lunch indoors. PE activities will be indoors, and activities will be modified appropriately for the space. All instruction continues as normal. We recommend that your child wear rain boots, and bring an umbrella, as they may walk outside for brief periods of time to go to the restroom or transition between classes. Similarly please ensure that on rainy or cold days students dress appropriately with a coat or other cold-weather attire. Please be aware that there is not a grace period on rainy days; students who arrive after 8:30am are marked tardy so please plan accordingly.

On days where there is poor air quality due to smoke from a fire or other reason, students have recess and lunch indoors. PE activities will be indoors, and activities will be modified appropriately for the space. All instruction continues as normal. In extreme cases the district and/or school will inform you if it will be a minimum day or if school is cancelled.

Other General Policies and Procedures

Student Class Placement

Planning for Fall student classroom assignments is done by school staff beginning in the Spring. Using a team approach, placement of students focuses on the needs of those students and the fact that our program works best with balanced classes. Classes are formed by grade levels without a specific teacher assigned to them. Class design is a complex process, and numerous factors are considered with the best interest of each student in mind. Every class is balanced in order to provide a nurturing environment where your child can grow academically and emotionally.

A parent input form is sent home in the spring. Parents are invited to complete this form and share information about your child. When completing a Parent Input Form, please keep in mind that specific teacher requests will not be honored. All McKinley teachers are highly qualified and can meet the needs of all students. If an older sibling had a teacher, and the family would prefer to have or not have that teacher again, this will be considered by administration. The same courtesy is extended to teaching staff.

If you have any concerns about your child within the first three weeks of school, please do not call the office and ask for a change of placement or a meeting with an administrator. Please contact your child's teacher directly to set up a parent teacher conference to try and resolve your concerns. Once three weeks have passed, and you have had a parent/ teacher conference, if you still have concerns, you may contact an administrator to arrange a meeting with administration, yourself, and your child's teacher to discuss the matter further. Most initial concerns work themselves out as children make friends and develop relationships with their new teachers.

Messages and Deliveries to Students

Every effort is made not to interrupt instructional time. Phone calls are not transferred to classrooms during the school day. If it is an emergency please contact the office and staff will relay the message.

Lunch deliveries for children should be dropped off at the office where they can be picked up by your child at an appropriate time.

Students must remember to bring their instrument to school. Forgotten instruments are not accepted for delivery; this is because 4th/5th grade students are learning responsibility and forgetting their instrument will give them the opportunity to learn from their mistake and remember it next time.

Friday Lunch Visits

If you would like to have lunch with your child, we have designated Fridays as “Have Lunch with your Child” day. Please sign in with the office and get a visitors’ badge before going to the cafeteria. Lunch time visits are only in the cafeteria for “Lunch with your Child”. You cannot accompany your child to the playground. Our volunteer/visitor policy does not allow for children not enrolled at McKinley to be on campus. If you have a special request to join your child on another day, please email our office administrative assistant for prior authorization.

Parents who choose to sit with their child outside the cafeteria at the outdoor lunch benches may only do so with their own child; your child’s friends must stay inside where they are supervised by staff members. If a student wants to sit with their friends as well, parents must eat inside the cafeteria at the child’s assigned table.

Siblings in Performances

Children are not permitted to be removed from class to attend siblings’ school performances during school hours. If performances are after school hours, they are open for all to attend.

Lost and Found

Please be sure to label all of your child’s belongings. Unclaimed items are gathered and put outside by the library. Unclaimed items are donated to local charities at the end of every month. The custodians and office staff will not unlock classroom doors if items are left in the classroom. Students will need to retrieve any forgotten items the next school day during class-time.

Items Brought from Home

Please do not send valuable items to school with your children. This includes money. If your child needs to bring money for lunch, pictures, the book fair, or some other obligation, we suggest that you seal it in an envelope marked with your child’s name, room number, the amount and the purpose. Most teachers, especially in the primary grades, will hold the envelopes for children until they are needed. Toys, electronic games, trading cards, yo-yos, sports balls, dangerous objects, matches, lighters, toy guns, toy knives or any other look-alike weapons are not allowed at school. “Sharpies” permanent markers are not allowed at school. They are not considered a “school supply.” These items may be confiscated.

Weapons of any kind are prohibited. Action will be taken for possession or use of weapons according to the SMMUSD Policy, which includes police notification and suspension.

Cell Phones and Electronics

Students are not permitted to have cell phones on campus per board policy. If it is an emergency, students can go to the main office and call home. Other personal electronics from home such as smart-watches, iPads, Kindles etc. are not permitted on campus. McKinley is not responsible for lost or stolen items. If a student uses his/her cell phone during school hours, it will be confiscated and held until the end of the school day and must be picked up by a parent. In no event or circumstance, will the district or its staff be held responsible or liable for the loss, theft or damage to any such device.

Invitation Policy (Birthdays/Non-school related events)

Please take care of invitations for birthday parties, play dates, etc., outside of school (even if the whole class is invited). We are unable to send them home in student folders or student cubbies.

Private School Recommendations

We have many fine students at McKinley Elementary, some of our students choose to attend private school at different stages in their school career. We wish them the best in their new academic setting but we do not provide recommendations. We are confident that over the years the schools' admissions committee has developed an effective screening process that allows them to identify students with characteristics that best fit their educational philosophy and academic standards. Our office can provide you or the school with any school records you may need.

Dress Code

The purpose of the McKinley dress code is to support a safe learning environment. Clothing may not disrupt the learning environment.

No clothing, jewelry, accessory etc. will be allowed which defames, degrades, or offends a culture, religion, or gender, or that depicts in any form, profanity, violence, drugs, or alcohol.

Students should wear clothing that is appropriate for school and allows students to safely participate in playground and P.E. activities. Acceptable length for dresses, shorts, skorts, and skirts is mid-thigh (at finger tips) or longer. Hats may not be worn indoors. Spaghetti straps, bare mid-drifts, or overly baggy clothing are not appropriate at school.

For safety reasons, all shoes must be enclosed all around (heel, toe, and sides). Shoes must be worn at all times on campus. Flips flops, house slippers, or sandals are not permitted. Shoes with retractable wheels and motorized items are not allowed on school grounds at any time. Students without safe shoes will be asked to phone home for appropriate shoes to be brought to school.

No makeup allowed except for Halloween and school established performances. No extreme hair lengths haircuts or hairstyles that would disrupt or interfere with the education process or safety of students.

Behavior Policies and Standards

Safe School Guidelines

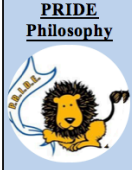



As a SAFE SCHOOL, we at McKinley are committed to a caring community for learning in a safe environment. Therefore, we will adhere to the following guidelines:

- We will be respectful of differences of all types -- physical, mental, emotional, social, and spiritual. We will choose our words and actions to help not hurt others. We will work to keep our school free of verbal and nonverbal put-downs, with regard to the following:
 - o academic progress
 - o age
 - o appearance/body image/mannerisms
 - o athletic ability
 - o belief systems

- cultural, ethnic and/or racial background
 - family background and composition
 - friendships
 - languages
 - learning styles
 - physical challenges
 - sexual harassment of any type, including gender stereotypes and homophobic taunts
- We will use school-appropriate language.
 - We will not tolerate physical abuse, taunts or threats.
 - As a Safe School, we will accept responsibility for our words and actions without excuses.
 - As a school community, we are all responsible for ensuring a safe and secure school.
 - We are all responsible for each other.
 - Every student should have at least one person on campus to whom they would report a concern.
 - If you need help with a problem or are worried about a friend or another student, talk to a teacher, administrator, or campus adult and an adult at home.
 - We all are responsible for knowing the rules.

Positive Behavior Support System (Discipline Plan)

The following summary chart of our behavior plans and rules is posted throughout the school:

| McKinley Elementary School Positive Behavior Intervention Support (PBIS) Plan | | | |
|--|---|--|---|
| <u>PRIDE Philosophy</u> | <u>Pillars of Character</u> | <u>Five For Success (School Rules)</u> | <u>Anti-Bullying Rules (Olweus)</u> |
|  |  |  |  |
| We are: Peaceful Respectful Intelligent Diverse Enthusiastic | Trustworthiness Think True Blue Respect Think yellow for the Golden Rule Responsibility Think green like being responsible for a garden or finances, or being solid and reliable like an oak tree Fairness Think of a dividing an orange into equal sections to share fairly with friends Caring Think of red like a heart Citizenship Think of equal purple as representing the state | <ol style="list-style-type: none"> 1. Keep hands, feet, and other objects to yourself 2. Running is only allowed on the grass or track 3. Use appropriate and positive language 4. Respect the rights and property of others 5. Use restrooms appropriately | <ol style="list-style-type: none"> 1. We will not bully others. 2. We will try to help students who are bullied. 3. We will try to include students who are left out. 4. If we know someone is being bullied, we will tell an adult at school and an adult at home. |
| Responsive Classroom Techniques - Restorative Justice - Community Meetings Schoolwide Assemblies - Shared Reading - Clear and High Expectations - Mac Slips Deep Learning Global Citizenship Service Learning Projects | | | |
| Definition of Bullying Bullying is defined as: <ul style="list-style-type: none"> • Repeated (pattern over time) • Intentional (on-purpose) • Power-imbalanced behavior that makes someone feel uncomfortable or threatened. It can be physical, emotional, or cyber. | | | |
| Parents, teachers, and staff are part of the school community, so adults are expected to uphold these rules and expectations as well. We are role models for our students/children and promote a positive climate conducive to learning. | | | |

PRIDE Philosophy

The students, staff and community of McKinley School have the right to a positive, warm and nurturing learning environment where everyone can feel safe. We hold high expectations for academic achievement and behavior. Like a family, our students are encouraged to care about one another, as well as demonstrate school pride and spirit. It is our expectation to recognize and praise appropriate behavior. Therefore, all students and adults at McKinley are expected to maintain the McKinley

PRIDE Philosophy:

Peaceful: Behave in a safe, kind manner and have regard for the safety of others

Respectful: Show respect for yourself, others and property

Intelligent: Focus on learning and be prepared to learn

Diverse: Acknowledge and celebrate each other's cultures and differences

Enthusiastic: Give 100% effort in your learning and behavior

Character Counts- Pillars of Character

In order to develop students' character, McKinley emphasizes the 6 pillars of character. The characters are taught, discussed, and promoted in the classroom and on-campus. Each grade level presents one of the characters at a monthly school-wide assembly. The 6 pillars of character are: trustworthiness, respect, responsibility, fairness, caring, and citizenship. More information can be found at charactercounts.org. These are reinforced at grade level presentations at monthly schoolwide assemblies, and during our Schoolwide Shared Reading Experience where every month the entire school reads and reflects on a book tied to that month's pillar of character.

School Rules (Five for Success)

McKinley has five school rules that ensure the safety of students and help them to build positive relationships with peers and set them up for success at school. These rules are reviewed with students at the beginning of every year, and posted throughout the school. They are:

- Keep hands, feet, and other objects to yourself
- Running is only allowed on the grass or track
- Use appropriate and positive language
- Respect the rights and property of others
- Use restrooms appropriately

Olweus Bullying Prevention

The Olweus Bullying Prevention Program (OBPP) is a research-based school-wide "systems-change" program that reduces bullying in schools. It is used in schools across the nation and around the world to help make the school a safer, more positive place where students can learn.

The goals of OBPP are to:

- Reduce bullying problems
- Prevent new bullying problems from happening
- Make relationships better among students.

It is a coordinated effort by all the adults in the school to supervise and intervene when any bullying happens. The program is for all students: victims of bullying, students bullying, and witnesses/bystanders. All staff at McKinley is participating in ongoing Olweus training, and knows how to intervene if they suspect or witness bullying behavior. 3rd-5th graders take an online bullying survey every year so that McKinley can get feedback on the Olweus program. For more information see; <http://www.olweus.org>

As part of the Olweus Program, McKinley classrooms conduct Morning/Community Meetings. During these circle time discussions, students discuss and reflect on topics related to the Social Justice Standards, any topics of concern, or participate in discussion to build relationships. The purpose of these meetings is to build positive classroom communities and relationships to facilitate an environment conducive to learning, and to build social-emotional skills.

Bullying is defined as repeated, intentional, and power-imbalanced behavior that makes other people feel uncomfortable or threatened. It can be physical, emotional, and/or cyber. It is important the adults understand the definition of bullying, as it is a serious offense, and is different than general mean or rude behavior. An incident that occurs once, or is an accident, is still not okay, and may have consequences, but it is not defined as bullying.

The four Olweus Anti-Bullying Rules at McKinley are:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know someone is being bullied, we will tell an adult at school and an adult at home.

Positive Reinforcement

MAC Slips- Student positive behavior is reinforced with MAC slips. Whenever students are modeling appropriate behavior, the pillars of character, or the PRIDE philosophy, they will be awarded a MAC slip. Students will then enter their MAC slip into a drawing. One winner will be selected from each grade level and have their name announced on the loud speaker each Friday, or at the school wide assembly. These students will have their picture taken and posted in the main office, and will receive a prize.

School wide Assemblies- The last Friday of every month (with some exceptions) are school wide assemblies on the yard at 8:30am. Parents and families are welcome to attend. The purpose of these assemblies is to build school community, reinforce the discipline plan, promote school spirit, raise awareness about school events, and have general announcements.

Classroom positive reinforcement systems. Each teacher recognizes students who follow school rules and values. Some send conduct and effort reports home, some hold class meetings; others have charts, lists, or graphs recognizing effort and persistence. Individual classes may have their own set of rules, behavior expectations, rewards and consequences. The teachers will share these at Back to School Night, and will have them posted in their classrooms.

Spirit- Our school colors are blue and gold, and our mascot is the Lion. Every Friday is Spirit Day; show your McKinley PRIDE by wearing your McKinley spirit wear, or blue and gold. At schoolwide assemblies and at special events you will see our mascot, Mac the Lion.

Progressive Discipline System

McKinley teaches students behavioral skills so students can be positive members of the school community, larger community, and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Morning/Community Meetings, and Restorative Justice. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying rules and program.

At McKinley we focus on using positive reinforcement to reward positive behavior. When students make a mistake we see it as a teachable moment, and we work with students to help them reflect upon their behavior. We ask them to think about how their choice/behavior impacted themselves and others, and what they could do differently next time. The point of consequences is to stop the behavior, and prevent the negative behavior from occurring again in the future. Consequences are determined by the teacher and/or administration. The staff thoroughly investigates situations by talking to witnesses (student, staff, parents etc.), and considers a variety of data, to try to get an accurate account/big-picture of the situation. Consequences are unique to each specific situation. Some possible consequences

range from: Student conference, parent conference, call or email home, time out/benched, apology in person or written, academic consequence, campus service, referral to support services, suspension/expulsion, and School Resource Officer visit.

The teacher and admin will keep all consequences confidential. Your child and your family have a right to privacy.

We ask that you remember that elementary age children are continuously learning; mistakes are made and children can learn from them and grow and improve. In order to help students be successful, McKinley staff have clear and consistent rules and expectations, and communicate them regularly at:

- Rules assembly at beginning of year lead by admin
- Taught/reviewed by the classroom teachers
- Info posted in classrooms and on campus
- Reviewed during Friday announcements
- Reviewed during monthly assemblies
- Put in the PTA Handbook so parents can review with children

We appreciate parents' help in communicating the above behavior expectations with your child, and helping to support your child's positive behavior at school.

Social-Emotional Learning: Restorative Justice, Responsive Classrooms, Mindfulness, and Social Justice Standards

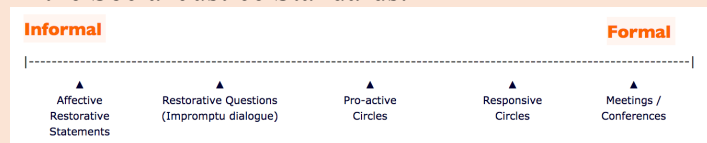
Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. These are used by teachers and staff at McKinley to build positive relationships with and between students, to create a positive climate conducive to learning, and to build social-emotional skills.

More information can be found at:

<https://www.responsiveclassroom.org/>

McKinley also utilizes Restorative Justice (RJ). At the core, restorative practices are about building and sustaining positive relationships and community. They are also used to restore relationships via a "restorative conference" when harm has occurred. RJ promotes interpersonal and intrapersonal reflection that encourages personal responsibility, and giving voice to both the person harmed and the person who caused harm. RJ practices also promote equity and valuing of cultural differences by proving an equitable process where all members of the community feel valued and heard. The goal is that our students will learn how to make positive, productive, effective choices in response to situations.

There is a continuum of RJ practices from informal to formal. At McKinley RJ practices frequently occur during Morning Community Meetings (see Olweus above). This is also a time when teachers tie in the Social Justice Standards.



More information and videos of what RJ looks like can be found at these websites:

<https://www.healthiersf.org/RestorativePractices/Resources/videos.php> - intro

<https://www.pbs.org/video/restorative-justice-eypo7q/>

Teachers are also trained in Mindfulness practices. Students develop their metacognitive skills by learning to think about their thinking and feelings. Students develop coping skills and develop increased frustration tolerance. They also learn how to handle “big feelings” in a safe and productive way.

Various curriculum is also used to explicitly teach social-emotional skills such as Cool Tools and the Second Step curriculum. The goal is to teach the Whole Child and to develop students’ social-emotional and behavioral skills so they can be positive members of the community and the world.

Suspensions and Expulsions

Our progressive discipline system helps students resolve most problems before they get to the point of meriting suspension from the classroom or from school. However, there are some behaviors that the State Education Code 48900 deems to be grounds for suspension from the school (by the administrator) or from the classroom (by the teacher) on either a first offense or after other interventions have been attempted (depending on age and situation).

Students who are suspended from school must have a meeting with their parents and an administrator, and may not return to campus until the suspension is over. The student may be required to make up work missed during suspension.

Students may be suspended from school (by the administration) or the classroom (by the teacher) as listed in Education Code 48900 for the following:

- a.1 Caused, attempted to cause, or threatened to cause physical injury to another person.
- a.2 Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
- d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- l. Knowingly received stolen school or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- t. Aided or abetted the infliction of physical injury to another person.

- 48900.2 Committed sexual harassment (Grades 4-12 only).
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only).
- 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only).
- 48900.7 Made terroristic threats against school officials and/or school property.

Disruption

Adults are role models for students, and the manner in which we interact with one another is critical to cultivating and maintaining a mutually respectful and effective intellectual environment that is safe, civil, and free from disruptions. All adult members of the school community (parents, visitors, and staff) are expected to uphold the same policies and procedures as the students. McKinley Elementary encourages positive communication and prohibits volatile, hostile, or aggressive actions. It is expected that communication in all forms, and at all times, whether verbal, non-verbal, or written (including email), will be in a professional and courteous manner. This policy is not intended to deprive any person of his/her right to freedom of expression; the intent is to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff, and a safe, harassment-free environment in which parents and community members can participate in school functions.

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of others; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; harasses with frequent and abusive emails; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed by the Principal or designee to cease the behavior and the offending person may be directed to leave the campus promptly. (Ed Code 44811, Penal Codes 415.5 and 626.7, and BP 3515.2)

This policy promotes mutual respect, civility and orderly conduct among school employees, parents and the public. Thank you for your support and cooperation in this matter.

Academics

Library

Teaching library and research skills is a part of the McKinley program. Students have weekly or bi-monthly time in the library with their teachers. A large number of books and other materials are available for student use and are catalogued on a computerized library system. Parent volunteers are welcome and appreciated. The library checks out reading books, research materials, and textbooks to students at no charge. However, families are responsible for paying for lost or damaged books.

Music

At McKinley TK-2nd students receive 30 sessions of 30 minute music classes provided by Music Rhapsody. Beautiful diverse songs, singable phrases, repetition with variety, the use of instruments, puppets and visuals all foster the love of music in an exciting and creative environment. It is a program that acknowledges and values the input and creativity of each and every child. Students learn about rhythm, melody, harmony, form and expressive qualities. To reach curriculum goals in these areas, the music teachers use singing, playing, moving, reading, writing, and creating.

3rd-5th grade music instruction is provided by SMMUSD. 3rd grade students are taught General Music once a week for 40 minutes and learn to use Recorders. All 4th and 5th graders choose either choir, string instruments, brass, or wind instruments (Violin, Viola, Cello, Flute, Clarinet, Trumpet, or Trombone) and are taught 40 minute classes twice a week during school hours. The elementary music teachers are credentialed. SMMEF, the Gail Dorin Music Foundation, and the Ella Fitzgerald Charitable Foundation fund the Dream Strings, Dream Winds and Dream Voice programs at our Title I school to support students whose families cannot afford additional music instruction. 4th and 5th students perform at Winter and Spring Concerts, and selected students perform in Honors Choir, Orchestra, and Band at “Stairway of the Stars” concerts. 3rd graders have class performances in the Spring. Students receive grades in music as they do in other subject areas and behavior expectations are the same in music classes. Help your child remember his or her instrument and encourage your child to practice at home.

For more information please see our SMMUSD website: <http://www.smmusd.org/vapa/music.html>

Technology

Every classroom a variety of technology for student use. Two interactive whiteboards, a document camera, and sound system are available in all classrooms. Students in grades 2-5 have one-to-one chrome books. All TK/Kindergarten-5th grade teachers participate in ongoing professional development in technology integration. Every teacher has a laptop. We also have a computer lab available for whole class media projects and is available for student use. We also have a 3D Printer for STEM lessons and student projects.

SMMUSD has policies for student use of the Internet and of school technology resources. All students and parents must review and sign this policy annually and failure to respect technology use guidelines may result in suspension of a student’s privileges to use school technology resources. The Internet is a valuable educational tool and is used for instructional purposes only at school, always in a purposeful, guided and supervised manner. Unsupervised “surfing”, checking e-mail, or checking personal pages in on-line communities are not allowed. A privacy filter is installed on the internet district-wide.

Visual Arts

Funded through the Ed Foundation and via Title I grants through P.S. Arts, PS Arts provides visual arts instruction TK-5 for the school year. 1st-5th receive 50 minute lessons, and TK/K receive 45 minute lessons, in our art room.

P.S. Arts programs make use of what Howard Gardner calls our multiple intelligences – to stimulate critical thinking, problem solving and higher cognitive process in arts and academic disciplines. Instruction is tied to the State Visual and Performing Arts Standards. P.S. Arts programs increase classroom teacher's capacity and confidence in the arts, relating to their curriculum, building a wider constituency for the arts in schools and community.

To learn more about P.S. Arts, please visit their web site at: www.psarts.org

Performing Arts- Theater

Budgeted by the school, PS Arts provides theater instruction TK-5. 1st-5th receives 50 minute classes, and TK/K receive 40 minute classes, 15 sessions a year. Lessons are tied to both Performing Arts Standards and ELA and Social Studies Standards, and foster students listening and speaking skills while developing self-esteem and confidence.

P.S. Arts programs are designed to be inclusive, providing access to the broadest possible range of learners, including English learners, and students with special needs. Above all, P.S. Arts programs aim to foster students' development of knowledge and skills related to school, career, and life success in the 21st century, including creativity, critical thinking, flexibility, accountability, information literacy, the ability to collaborate, and global-mindedness.

Dance

Funded through the Ed Foundation, 5th grade students receive Ballroom Dance instruction during PE time. Twenty lessons for 50 minutes each are taught by dance instructors from Santa Monica Community College. 4th grade also participates in a selected World Dance, with 4 lessons during PE.

Through dance students stay fit and healthy while also developing rhythm, coordination, and cooperation skills. Students also make global connections as they learn about the history, origins, and impact of different forms of ballroom dance.

[District Visual and Performing Arts Program](#)

Science

Funded by the school and PS Science grants, students K-5th receive supplemental science instruction from P.S. Science. A P.S. Science instructor will provide K with 45 Minute lessons 1X a week, 31 lessons; 1st-3rd 70 Minutes 1X a week, 31 lessons; and 4th-5th- 90 Minutes every other week, 31 lessons. STEM lessons are tied to the California State Standards, and incorporate our school site strategies such as Discourse and Thinking Maps.

P.S. Science is a project of the Crossroads Community Outreach Foundation (CCOF). CCOF is dedicated to bridging schools and the larger civic, educational and cultural communities and creating programs in support of underserved children, youth and families and their education. CCOF created —P.S. Science to captivate young minds and inspire a lifelong passion for science.

The goals and objectives of the P.S. Science program are:

1. Students will experience science in a fun, engaging, and personally relevant way to promote a positive affect toward science.
2. Students will participate in science processes including observations, measurements, data collection and analysis, scientific illustration, authentic model -making, posing questions/making predictions and communicating ideas/results.
3. Students will use inquiry to explore personally relevant topics.
4. Students can self-identify as being more capable in the area of science.
5. Students demonstrate increased confidence in science as a viable career choice.
6. Classroom teachers will gain experience in conducting hands-on science investigations and will self-identify as confident science instructors.

For more information please see the P.S. Science website

<https://www.xrds.org/Page/Equity-and-Justice/Crossroads-Community-Outreach-Foundation/PS-Science>

Physical Education Program

Students in 1st-5th grade receive 125 minutes of physical education a week provided by our Physical Activities Specialists (PE Coaches).

The PE curriculum reflects the California State Physical Education Standards for each grade level. The SPARK Curriculum is used district-wide as a research based physical fitness program tied to the state standards. Below please find a brief list of the games, sports and skills that your child will be experiencing at his or her grade level:

1st and 2nd grade: Tag and aerobic games, muscle strengthening and stretches, dribbling and kicking, dribbling and passing, hula hoop, jump rope, parachute, handball, Frisbee, flag games, striking and volleying, and throwing and catching.

3rd-5th grade: aerobic and cardio games, muscle strengthening and endurance, flexibility, eating smart, personal hygiene, fitness and sports challenges, basketball, hockey, lacrosse, cricket, football, parachute, soccer, softball/baseball, volleyball, handball, dodge ball games, and flag games.

At all grade levels we emphasize sportsmanship, team spirit, accepting personal responsibility, setting and meeting personal goals for fitness, honoring differences, collaboration and cooperation. For more information about the California Physical Education Standards, please visit the CA Department of Education website at: <http://www.cde.gov/be/st/SS/documents/pestandards.pdf>

Proper Dress Attire

Please see the school's dress code. Students should wear closed toed shoes and appropriate attire so they can participate safely in physical education. All students must wear comfortable athletic shoes that provide foot and/or ankle support. If a student forgets to wear or bring athletic shoes, PE coaches will ask the student to refrain from the active physical education exercises, and instead participate in an alternate activity. Should this occur, a note will be sent home to remind students of proper dress attire.

Sick Notes

All students are expected to participate in PE. If a child needs to sit out from PE and recess due to illness or injury, a sick note from the parents/doctor should be turned in to the nurse's office and to the PE coaches detailing the injury and when they can return to physical activity.

Assessments

Students at McKinley are assessed regularly in a variety of ways to determine their progress towards grade level standards. Assessments help teachers to identify strengths and areas of need, and use the data to guide their instruction. Some assessments include Fastbridge (aReading and aMath), Fountas and Pinnell Reading Assessments, Interim Assessments, ELPAC for English Learners, Unit Tests, Quizzes, informal observations, rubrics etc.

In the spring of each year, students in grades 3-5 also participate in the required state-testing program the California Assessment of Student Performance and Progress (CAASPP). Information is available at CAASPP.org and a practice test is available on this site so parents and students can see the style and format of the test. This end-of-year assessment will assess students' knowledge of the grade level standards, as well as critical thinking skills. Please check your school calendar and school website for testing dates and information. Testing usually occurs from April to May. Please avoid absences during this time. Individual results on these assessments are mailed home at the end of summer, and school-wide results are posted at caaspp.cde.ca.gov and at caschooldashboard.org

Student Success Team

The Student Success Team (SST) is composed of teachers, specialists, administration, and a student's

parents. If a teacher or parent has a concern about academic or behavioral progress, they may request an SST Meeting. An SST meeting would occur after a parent/teacher conference has already occurred, multiple interventions have been tried, and data has been collected. The team will then meet and brainstorm ideas to support the student and teacher.

Special Education

Our special education staff includes a School Psychologist, Speech Language Pathologist (SLP), Occupational Therapist, Physical Therapist, and Specialized Academic Instruction (SAI) teachers, and Special Education Day Class Teacher. SMMUSD also has additional special education staff who provide support at multiple sites such as an Adapted PE Specialist and Visual Specialist. Students who qualify for special education services via assessments have an Individualized Education Plan (IEP) with specific goals targeted to their areas of need; special education services are tied to those needs and support students in achieving their IEP goals. We have a K-3 SAI teacher and 3-5 SAI teacher who provide individual and small group pull-out instruction or push-in instruction for portions of the day. We also have a self-contained Life Skills K-5 special day classroom for students who are medically fragile and need specialized support. Our special education team collaborates with our general education teachers to support students with special needs as well as all students. If you have questions about special education contact our School Psychologist or your child's teacher.

Counseling Services

Family Services of Santa Monica provides a counselor to assist McKinley families and children. McKinley also has a partnership with Insight Psychotherapy Group. The counselors help parents and children deal with a wide range of behavioral and family situations such as; new siblings in the family, divorce, loss of employment, loss of a loved one and many other experienced life changing events. The counseling staff helps with these changes by providing the following: Individual and Family therapy, Classroom Presentations and Workshops, Teacher and Parent Consultations and participate in a variety of school meetings. Teachers may refer children, or parents may request assistance by calling the Counseling Center at 310-828-5011 ext. 65101. Counseling services are determined by the counselor and require parent consent.

English Language Development

McKinley teaches the California State ELD Standards. ELD instruction is embedded within instruction throughout the school day, and teachers utilize specific ELD lessons within the curriculum as well as effective EL instructional strategies. English Learners take the ELPAC exam annually to measure academic progress. 4th and 5th graders who are considered Long Term English Learners (LTELs) who have not made adequate yearly progress, receive targeted ELD instruction from our Literacy Language Interventionist.

Response to Intervention (RTI²)

McKinley teachers differentiate their instruction to meet each student's needs. This means teachers analyze data to determine students' strengths and areas of need, then tailor their lessons, instruction, and assignments for each individual student. SMMUSD and McKinley believe in equity, when each student is given individualized supports so they can be successful learners. Equity means giving

everyone what they need to benefit the individual and the group as a whole.

At-risk or struggling students may receive intervention support from our part-time Reading Teacher, part-time Math Teacher, or at before/after-school Intervention from a classroom teacher. Research-based curriculum such as SIPPS, LLI, and AVT are utilized. You may contact the school Literacy Coach if you have additional questions about academic supports and interventions.

High Achievers

The state stopped funding the GATE program about 4 years ago. One of the reasons behind this was because educators found that all students were gifted and talented in some area, including students in special education, English Learners, and struggling students, and the assessment process was leaving these students out. So here at McKinley teachers are identifying each student's talents and strengths, and fostering them.

- Project-based learning- students are diving into complex topics
- Providing leadership opportunities to students, especially during group work
- Modifying assignments so they are more challenging to students
- Encouraging students to use technology and to make deep connections across the curriculum
- Providing opportunities for students to share their learning and help others, because when students are able to explain and teach a concept, it is the highest level of understanding.
- Provide opportunities to make global connections, and develop 21st century skills and critical thinking skills.

Site Leadership Team

The SLT is a group of teacher leaders who work together with administration to review data and determine a school focus and develop a site plan. This format of leadership and decision making taps into teachers' expertise and gives the school the autonomy to make decisions about what works best for our students. Every school has a different site plan based on their own needs. The SLT has day long meetings four times a year, and additional meetings as needed. The SLT helps to determine staff Professional Development, and facilitates the use of effective instructional practices. Here at McKinley we have 12 members, who are elected by their colleagues.

- 1 rep from each grade level TK-5
- PD Leader
- 1 rep from Special Ed
- 2 administrators
- Literacy Coach

Our School Leadership Team selected Academic Discourse as our school focus. Discourse an overarching term to describe using spoken and written language in the classroom setting to communicate, think, and deepen understanding. See the About McKinley section of this handbook for more information about Discourse.

McKinley staff also have teacher leader resources on campus throughout the school day such as our Professional Development Leader, Math Teacher Leader, Educational Technology Jedi, Literacy

Coach, New Teacher Mentor, Union Representatives, and Grade Level Chairs. Teachers may also serve on a variety of school site staff committees.

In order to grow as life-long learners and ensure exceptional instruction for our students, McKinley teachers receive regular professional development during early-out Wednesdays and on additional days throughout the year. Teachers participate in Faculty Meetings, whole-group Professional Learning Communities (PLCs), grade level PLCs, and professional time.

Homework Policy

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. The purpose of homework is to provide students with an opportunity to practice a skill or concept independently, that they have already learned, in order to solidify their understanding.

Homework will be:

- Activities or assignments that students can complete independently.
- Connected to grade level or subject matter curriculum.
- Connected to class instruction.
- Engaging, purposeful and relevant.
- Focused on quality over quantity.
- Carefully constructed as to be completed within a reasonable time allotment.
- Teachers and students should reasonably believe that every student has equal opportunity to complete homework successfully.

Elementary school homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Per SMMUSD policy, the length of time for homework for each grade level is approximately:

- Kindergarten – 10 minutes daily or 40 minutes per week
- First – 20 minutes daily or 80 minutes per week
- Second – 30 minutes daily or 120 minutes per week
- Third – 40 minutes daily or 160 minutes per week
- Fourth – 50 minutes daily or 200 minutes per week
- Fifth – 60 minutes daily or 240 minutes per week

In addition to the prescribed homework minutes at each grade level, students are expected to read independently or with an adult in any language:

- K-2nd: for a minimum 20 minutes
- 3rd-5th: for a minimum 30 minutes

Teacher Guidelines

- Review and discuss homework in a timely manner.

- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, websites or hotlines. The use of a variety of strategies is encouraged.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media center, assistance and tutoring opportunities, and technology resources.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

Parent Guidelines

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity.
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child’s teachers regarding homework.

Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in class by the teacher.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing class work and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

Teachers and parents shall communicate with each other at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework. Children who demonstrate quality effort and spend sufficient time attempting to complete homework should be stopped when a parent observes that continuing is detrimental to the child’s well-being or when the required amount of time is reached (see above). In such cases, parents should draw a line where the student stopped, and sign the paper.

If a child is consistently unable to complete assigned work, the parent should contact the teacher for support and accommodations as necessary. Teachers should also contact parents if a child consistently is unable to complete the assigned work.

Attendance

Importance of Attendance

- We feel that to get the most out of school, and maximize learning time and learning potential, children need to be in school every day on time.
- Children can make up an assignment but they can't recover what is most valuable: the questions, the activities, the explanations from the teacher and the interactions that bring learning to life.
- Research shows that attendance has an immense impact on student achievement and success.
- Students who attend school are more likely to get better grades, have higher self-esteem, have more friends, and are more likely to attend college and earn higher salaries.
- Students with high rates of absenteeism often have lower grades, miss lessons and fall behind, struggle in classes and need intervention, and are more likely to drop out of school.
- There are only 180 school days, and 185 non-school days during the year, so each and every school day is crucial.
- Absences also impact our school budget as McKinley does not receive state funding for students who are not physically present in school.

Please make every effort to ensure that your child attends school each day that he/she is healthy. Avoid scheduling family trips or scheduling appointments while school is in session. If you are taking your child for a medical, dental, court appointment etc. please do not keep your child out of school all day, bring your child in late or pick your child up early so that they can receive some partial instruction. The school also will receive state funding if your child attends a partial day.

Absences

If your child is absent, please email mckinley-absence@smmusd.org, or call the absence line (not the teacher) at 310-828-5011 ext. 65121 and leave a message stating:

- Student Name
- Teacher Name
- Date of Absence
- Reason for Absence (be specific and detailed)
- Parent Name

Reasons for absences must be provided within 3 days of the absence; calls or emails after that time will not be accepted, and the absence will be marked as Unexcused. Absences that are not explained by a call or email from a parent or guardian are considered Unexcused Absences. Absences of five or more days due to illness require a doctor's note for re-admission.

Excused Absences are: Illness, medical/dental appointments with a note, religious holidays, and/or bereavement (1 day).

Unexcused Absences are: Unverified absences (no note turned in or no email to the office), vacations, personal days, and/or suspensions.

If your child is absent and you wish to pick up school assignments, call the office before 9:30am to request the assignments. The child's homework may be picked up in the office after school that same day. This applies to classes where assignments are given on a daily basis. Students should have an

outside reading book(s) with them each day so that they do not miss independent reading homework. Also, for the upper grades, make sure your child has at least two “study buddies” that they can call for assignments.

Independent Study

If a student is going to be absent for 5+ consecutive days, he/she might qualify for Independent Study (IS). Independent Study essentially means that the student will be learning/studying independently; i.e the student will need to complete the same amount of work he/she would have been doing if the student were at school receiving instruction. Therefore a student would have about 6 hours of classwork/independent-learning for each day he/she is absent. So 5 days X 6 hours daily= 30 hours of classwork to be completed for 5 days of IS.

- The parent must request IS from the teacher at least 2 weeks before the absences.
- It is completely at the school’s discretion as to whether or not to approve an IS request.
- If the teacher and Principal approves the IS, the parent must pick up an IS Contract/Agreement Form from the office, complete it, and submit it to the teacher at least 1 week before the start of the absences.
- Assigned IS work is due to the teacher by 8:30am the day of the student’s return to school. If the work is not turned in at this time, the IS Contract/Agreement will be deemed void, and the absences will be considered “Unexcused.”
- If the work is not completed in its entirety, then the student will not receive full credit for the days missed. For example, if a student only completed 2 days of work, the rest of the IS days will be considered “Unexcused Absences.”

Please be aware that it is at the school’s discretion as to whether or not to approve an IS request. Typically IS is only granted for families who have a catastrophic family situation, emergency, severe health issue, or other emergency or special circumstance. We encourage parents to take vacations or other long trips during Thanksgiving, Winter, Spring, and Summer breaks.

Tardies and Early Outs

- The warning bell to line up is at 8:28am.
- Instruction begins at the 2nd bell at 8:30am.
- Any students arriving after 8:30am will be marked Tardy.
- Three Tardies (or early outs) equals an absence.

It is essential to your child’s success that he/she arrives at school on time. It is disruptive to your child, the teacher, and the rest of the class when a child arrives late. We use every available minute for instruction and late students miss valuable information. Arriving late also prevents students from comfortably settling into the routine of the school day, and it can negatively impact behavior and learning for the rest of the day. Please be considerate of the other students and the teacher, and help your own child get a good start to the day, by being at the line up area by 8:28am.

Students arriving after 8:30am, must come to the office, sign the tardy book, and receive a tardy slip to be admitted to class. This needs to be done before going to their classroom.

When students have appointments and need to leave early, parents should come to the office to pick up and sign out their child. The office will call students down to the office once the parent arrives; students should not wait in the office to be picked up, and similarly parents will not be permitted to go to the classroom.

District Notices, SART, and SARB

SMMUSD and McKinley regularly informs parents about their child's attendance, and expresses the importance of attendance. Attendance and tardy information will be listed on students' report cards, emails will go home asking for reasons for absences, and parents will receive letters from the District and Principal and conferences will occur as needed (see below). Unexcused absences, excessive absences, and excessive tardies/early-outs violate the state's compulsory attendance laws for school-age children. You will receive letters notifying you that you are not in compliance. Failure to demonstrate improved attendance will result in a possible referral to the Student Attendance Review Board (SARB). For families on permit this may mean revocation of an inter-district permit.

Unexcused Absences

- Letter 1: 3+ Unexcused (considered Truant)
- Letter 2: 6+ Unexcused (referred to the Assistant Principal and Attendance Office Specialist for a Student Attendance Review Team (SART) Conference to discuss attendance)
- Letter 3: 9+ Unexcused (considered Habitual Truant- referred to the Student Attendance Review Board (SARB) for a meeting at the SMMUSD office with school district personnel and a Santa Monica District Attorney)

Excused Absences

- Letter 1: 7+ Excused (considered Excessively Excused)
- Letter 2: 14+ Excused (may be referred for a SART and/or SARB conference)

What Parents Can Do to Help Improve Student Attendance

- Discuss with your child the importance of going to school every day and on time
- Develop a daily schedule with your child (like going to bed 10 minutes earlier and waking up 10 minutes earlier)
- Encourage and help your child prepare for school each evening (choose clothes, prepare lunch etc.) so the morning is less stressful
- Teach your child to set and use their own alarm clock
- When your child is ready for school on time, remember to let him or her know how much this helps the whole family
- Don't plan family vacations and non-emergency doctor/dentist appointments for times when your child should be in school

Health and Wellness

Health Office Policy

Health Office

The Health Office is staffed with a Health Office Specialist Monday – Friday by 10:00am to 1:30pm. A registered nurse is at McKinley daily at varying times. Our office staff also assists in the Health Office as needed. To reach the Health Office call 310-828-5011 ext. 65119. For more information on Health Services please visit their web site: <http://www.smmusd.org/health/services/index.html>

Whenever students are sent to the Health Office, students will have a Teacher-Nurse Referral Form with them. Once care is administered, students are sent back to class or home if necessary. A copy of the Teacher-Nurse Referral Form is sent home with the student. For more serious injuries or illness, parents will receive a call from the Health Office.

Communicable Disease/Illness

If your child will be out of school because of a communicable disease, notify the school immediately. When returning after recovery from a communicable disease, for example, measles, mumps, chicken pox, or strep throat, the child must bring a release slip from the family doctor. All children with any communicable disease must be checked through the nurse's office before returning to the classroom. All cases of head lice should be reported to the school nurse. The school nurse or designee will approve your child's return to school after appropriate treatment for head lice. If your child was sent home from school because of a fever, he or she must be fever-free for 24 hours before returning to school.

Immunizations Physical & Dental Exams

State law requires all children entering school to have written documentation that all the required immunizations are up to date. This is to protect your child and others from the spread of contagious diseases. If an outbreak of a communicable disease occurs, the non-immunized student will be excluded for his/her safety until such a time as directed by health officials or district administration. A medical examination is required 18 months prior to entering the first grade. Most students have this examination done as part of their enrollment into Kindergarten. This provides early detection of issues that can effect learning. In addition, Kindergarteners are required to have a dental exam before entering school.

Injuries

If your child sustains any type of major injury, e.g. a broken bone, a note from your doctor is required before your child returns to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician.

Medication

If your child must take medication prescribed by a physician during the regular school day, he/she will be assisted by the school nurse or other designated school personnel. This includes over the counter medications. Medication will be administered only if there is a written Medication Authorization form completed and signed by the prescribing physician and legal guardian. Medications must be in their original containers with the pharmacy label including the child's name, dosage and frequency. All medications must be kept in the Health office. Students may not have any medications (including over the counter medications, cough drops etc.) in their possession (backpacks included) unless we have written authorization from your doctor and has been cleared by our school nurse. Contact the school nurse if there are any adjustments in medications throughout the school year. If your child has a food allergy and needs an epi-pen, or has other emergency medication such as an inhaler or seizure medication, please provide enough of the medication so that it can be stored in various locations on campus such as the teacher's emergency backpack, child's lunchbox, and the nurse's office.

Cafeteria and Food Policy

Breakfast is served in the school cafeteria from 7:45 am to 8:10 am. A monthly menu for breakfast and lunch goes home at the beginning of the month to help you plan your child's meals and is also on McKinley's webpage. Breakfast is available for purchase at regular price, and if you qualify for free or reduced lunch, you also qualify for free or reduced breakfast. Breakfast is a very important meal and all children are welcome to participate in the breakfast program – either regularly or on an as needed basis. This is a valuable time saving option for working families, especially if there is a commute to work involved.

Students may purchase hot lunch provided by the cafeteria. McKinley's cafeteria also offers a "fresh from the Farmer's Market salad bar" with the hot lunches. There is also a vegetarian lunch option available; parents wanting this options should contact the Cafeteria Manager to ensure enough vegetarian lunches are in stock each day. Milk, juice, and a water station are provided. In case of milk allergy, substitutes are available with a written request from your doctor.

In order to purchase hot lunches, parents may pay for lunches ahead of time by submitting money to the front office. Parents can pay with cash or checks made out to SMMUSD. Parents can also pay online at <http://www.smmusd.org/foodservices/index.html> Food Services cannot refund any unused funds at the end of the school year but it will roll over to the next school year. Please note that breakfast must be paid separately. You can write one check but you must let the office staff know how much money to allocate for lunch and how much to allocate for breakfast. When students go to breakfast and lunch they use their provided ID Card like a credit card, and swipe the card to pay for and keep track of their meal purchases.

If your child does not have lunch credit/money, we will pay for your child as we want your child to eat but expect you to repay the cafeteria when you receive a notice of payment. If your balance remains unpaid with excessive charges, Food Services can only serve the state required lunch portions until the balance is paid or repayment arrangements are made.

Because of food allergies, and for health reasons, we do not allow children to share food.

Free/Reduced Lunch Program

Applications for free or reduced-cost breakfasts and lunches are available in the office. Parents must submit applications every year. To make sure your eligibility does not lapse, submit your application by mid-September. The lunch cards are identical for children who purchase lunches for full price, pay a reduced fee, or receive free lunch – all the information is coded in the magnetic strip to protect your child's privacy. If you believe you may qualify for free or reduced lunch, but won't be purchasing food from the cafeteria, please submit an application anyway. The number of students who qualify for free-reduced lunch determines our Title I status, and we received crucial state Title I funding.

Lunches and Snacks from Home

Children may bring their lunches from home. Students may also bring a snack for recess. Please pack appropriate, nutritious foods. Candy, chips, dessert items, "juice" drinks that are less than 50% juice, soft drinks are not allowed.

Due to food allergies, sharing of food is not permitted.

Please make an effort to avoid sending snacks in zip lock bags or any disposable containers. Instead we encourage the use of reusable containers & lunch sacks. If you send a lunch box with your child, please make sure his/her name is clearly marked inside in case it's lost.

Very occasionally, a parent may deliver lunch to school for their child. Please save this for special occasions and understand that we will not interrupt instructional time to deliver the lunch. Your child may pick it up on the way to lunch.

Nut Allergies

Please be aware that some students have severe nut allergies. While we cannot prohibit students from bringing nut items to school, we ask that if you have a child with a nut allergy in your class you please

avoid packing items with nuts. Also for any class events, please avoid bringing potluck food items with nuts.

Student Wellness Policy

Senate Bill 12 and 965 went into effect as of July 1, 2007. They were established to prevent childhood obesity and maintain nutrition standards for schoolchildren. We are mandated to comply with the law and adopted SMMUSD Wellness Policy. The Board of Education recognizes that sound nutrition, optimal physical fitness, emotional well-being and the adoption of life-long healthy habits correlate with learning readiness, academic achievement and decreased discipline problems. Life-long healthy habits include the daily consumption of fruits and vegetables and daily physical fitness activities. Such habits can prevent Type 2 Diabetes, some Cancers, Cardiovascular Disease, Obesity and Osteoporosis.

As part of this policy and consistent with California state law, the Santa Monica-Malibu Unified School District has established policies regarding the types of foods which can be sold or served to elementary school students during the day and 30-minutes before and after school. This policy has implications for our school breakfast and lunch programs, for food sales after school, and for birthday parties, classroom parties, and/or potlucks that are held during the school day and governs what we can and cannot provide to students during the school day and for one-half hour before or one-half hour after school.

| DO | DON'T |
|---|--|
| <ul style="list-style-type: none">☞ Water, <i>NO SUGAR ADDED</i>☞ 100% Juice, Fruit Leathers, Juice Bars☞ Fruits and Vegetables☞ Low fat or Nonfat Milk or Yogurt☞ Cheese☞ Nuts, Seeds, Trail Mix☞ Baked Potato Chips | <ul style="list-style-type: none">☞ Soda, Fruit Punch, Capri Sun, Sunny Delight, etc. (with added sugar or high fructose corn syrup)☞ Candy☞ Nachos, Chips, Cheetos☞ Popcorn☞ Donuts, Cakes, Cookies*, Cupcakes☞ Fried vegetables☞ Fruit cups with added sugar☞ Ice Cream*☞ Pizza* |

*Okay if less than: 175 calories per serving, 35% calories from fat, 10% calories from saturated fat, 35% sugar by weight.

- Total Calories x 35% = Maximum number of calories from total fat
- Total Calories x 10% = Maximum number of calories from saturated fat
- Weight of Item in grams x 35% = Maximum number of grams of sugar (1 ounce = 31.1 grams)

For more details contact SMMUSD Food Services or Heath Services at 310-450-8338 and at <http://www.smmusd.org>

Birthday Celebrations

While many parents like to bring in treats for the class to celebrate their child's birthday, such observances must be coordinated with the classroom teacher and should generally occur at the end of the school day. Sugary or fatty snacks (cupcakes, cake and ice cream, chips, etc.) are not allowed during the school day, and only 100% juice, milk and water may be served to students. Rather than bringing in food, consider bringing a ball for the classroom, art supplies, or a book for the class library. If you wish to bring food in for birthday celebrations, please bring fruits or vegetables or other foods that meet the SMMUSD Wellness Policy.

Class Room Party/Snack Ideas:

- ☞ Whole Wheat Bagel “Bites” & yogurt
- ☞ Granola Bars
- ☞ Baked tortilla chips and salsa
- ☞ Whole grain crackers
- ☞ French bread with thin sliced ham or cheese
- ☞ Pasta salad with vegetables and fruit in it
- ☞ Dry cereal with milk or out of a baggie
- ☞ Whole grain mini muffins
- ☞ Whole wheat tortillas wraps
- ☞ Whole wheat toaster waffles with applesauce or fruit purees
- ☞ Cracker Stacks (whole grain crackers, slice of cheese, slice of turkey, slice of tomato and cucumber)
- ☞ Whole Grain Fig Newtons
- ☞ Lowfat Yogurt
- ☞ Cheese Sticks with fresh fruit
- ☞ Lowfat yogurt layered with cold cereal and chopped nuts
- ☞ Chocolate Milk
- ☞ Cheese and crackers
- ☞ Grilled cheese sandwiches on whole wheat bread (2% milk cheese slices)
- ☞ Whole Wheat Cheese quesadilla with veggies inside
- ☞ Trail Mix
- ☞ Roasted, unsalted nuts or seeds
- ☞ Fresh Fruit
- ☞ Canned fruit sweetened in its own juice
- ☞ 100% juice
- ☞ Fruit shake (frozen strawberries, banana + 100% orange juice)
- ☞ Fresh vegetables either by themselves or with a dip
- ☞ Broccoli and cauliflower trees with low fat ranch dressing

Before and After School Care

School Age Programs

The Grade K-3 program (SAP) is run by the SMMUSD Child Development Services Office and offers school site childcare. The daily routine includes homework assistance, outdoor and indoor play activities such as organized sports, arts and crafts, storytelling, music, cooking, theme-based projects and a variety of enrichment classes.

School-Age Programs Include:

- Full Time Childcare: Includes before-school care from 7:00 a.m. until the regular school day begins at the first bell, and continues from school dismissal until 6:00 p.m.
- AM Care: Parents who need to drop off their children at school beginning at 7:00 a.m. may choose a morning-only program option. Activities include preparation for the school day, arts and crafts, board games and opportunities for playtime with friends.

- Early Express: This after-school part-time option operates from the time of TK/Kindergarten dismissal until the last school bell. Early Express is designed for parents who need childcare for their TK/Kindergartner until their older sibling is dismissed from school.

To enroll in SAP call 310-399-5865 or McKinley SAP classroom ext 65136 or 65142.

<http://www.smmusd.org/CDS/CREST.html>

Upper CREST (fourth and fifth grade students):

The City of Santa Monica (CREST) operates the childcare program for children in fourth and fifth grade. With adult guidance and supervision, older elementary children exercise more independent judgment in planning and choosing their activities, which include sports, homework assistance and enrichment classes. For more information regarding the Upper CREST program, call the City Youth Office at (310) 458-8540 or 310-828-5011 or McKinley CREST office ext 65128.

CREST Sports and Enrichment Classes

The City of Santa Monica (CREST) program provides TK-5 sports leagues and enrichment classes throughout the year on school campuses. Programs vary by school site and season. For more information regarding CREST Sports or Enrichment classes, please call the city Youth Office at (310) 458-8540.

Playground Access

CREST also offers an after-school Playground Access Option for children in grades 1 through 5. Parents must register their children in order to participate in Playground Access and maintain up-to-date emergency cards. Children will be required to sign in and out and to go directly to PA at dismissal of school or their other CREST class. Once they sign out they may not re-enter the program that day. There is no fee to participate in this program. If you wish to enroll your child, contact CREST.

- Children in grades 1 and 2 may have 30 minutes of playground access for supervised unstructured play after school and can remain on the playground after 30 minutes if they are playing with an older sibling (grades 4 & 5 attending McKinley and enrolled in Playground Access) or are being supervised by their caregiver.
- Children in grades 3-5 may have up to two hours of playground access for supervised unstructured play after school.
- Playground Access does not operate on rainy days or holidays. If it starts raining outside PA is always cancelled so please make arrangements to pick-up your child; an email notice will be sent by CREST as well.

Before/After School Program Procedures

Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, or the school. The students enrolled in these programs go directly there at the end-of-day bell and sign-in to the program. TK/K students are picked up from their classrooms, and 1st-5th walk to their assigned locations. Parents who pick-up from after school programs enter through the coded gates; codes will be provided to parents of those enrolled in the programs.

That program and their staff is then in charge of the supervision, safety, and learning of their students. The programs are run separately from the school, and have different administrative staff. If you have any questions or concerns with things that occur after school during one of these programs, please contact that program directly.

Parent Involvement

Volunteering

Volunteer Application Process

Before you can begin volunteering, you must first attend a Volunteer Training. This training is held at the Back to School Nights at 6:00pm in the Cafeteria, prior to the start of BTSN at 6:30pm. After being trained, you will be provided with a Volunteer Handbook, and a Volunteer Application. You will then complete and return the application to the front office. If you cannot attend the training, please contact the Assistant Principal to receive training information. Parents only need to be trained once.

In the Volunteer Application is a TB Risk Assessment, which will determine if a TB test is required. The school nurse will contact you if that is the case. The Volunteer Application must be completed every four years.

All volunteers will be cleared through the Megan's Law website.

In order to volunteer at McKinley, you must have an approved Volunteer Application.

Volunteer Policies

When you come to volunteer, you must follow the SMMUSD Visitor Policy. You must have prearranged volunteering with the teacher and/or administration, sign in at the main office, and wear a badge at all times. Students have been told to notify staff when they see an adult without a badge. When your volunteer shift ends, make sure that you sign out in the office. This is so we can maintain a safe campus, and so we know who is on campus in the case of an emergency.

Younger siblings are not allowed during volunteer time, field trips, or class parties due to liability issues.

It is critical that cellular phones and other electronic devices are turned off when you are volunteering in the classroom. We devote this time to our students, and we need to maintain a constructive learning environment at all times.

Remember that you are a classroom volunteer; this is not a parent teacher conference appointment. Once your volunteer shift is complete please know that the teacher still needs to continue teaching. If you have the need to conference about your child, please schedule an appointment so that the teacher can give you the appropriate attention.

Also remember that as a volunteer, any information that you hear or see regarding other students or staff is confidential. If you have a concern you may let the teacher know, and he/she will contact the appropriate people.

The staff parking lot is for staff only. Parents coming to volunteer for any reason must find other parking, take public transportation, carpool, or walk to school.

Volunteer Opportunities

Parent help is greatly needed and appreciated. Volunteering supports your child and our school and helps you get to know other families. We ask all parents to make it a goal to give at least 20 volunteer hours to the school each year.

Parents can volunteer in their child's classroom. Depending on the teacher and grade, teachers may have parent volunteers work with small groups of students, assist with bulletin boards, help with copying, or chaperone field trips. Your child's teacher will have information at Back to School Night about classroom volunteer options.

Also volunteers are crucial to the success of many of our school events. We have numerous family and community events during the school year, and PTA volunteers work with the school to help bring these wonderful events to our students. PTA works with administration to ensure that our school family/community events are:

- Inclusive: Event includes staff, parents/families, and students
- Equitable: Event is accessible to families from all backgrounds and socioeconomic status
- Safe: Event is safe, well-organized, and has supervision
- Purposeful: Event is relevant and meaningful, and ties into student learning and school goals
- Attended: Event has large attendance
- Considerate: Event is understanding and respectful of time involved for those coordinating the event as well as those attending
- Sustainable: Event is sustainable over time

Some of the many events you can get involved in are:

- Back to School Picnic
- Bike it Walk it Days
- Harvest Festival
- Reflections Art Competition
- Campus Beautification Days
- International Day
- STEM Fair
- Literacy and Art Nights
- Staff Appreciation Week
- 5th Grade Party and Culmination
- Jog-a-thon
- Comedy Night and Auction
- Restaurant Nights and other small fundraisers
- And more!

Classroom Observation Procedures

District Board Policy #1250 has been established to facilitate classroom observations while minimizing distractions and interruptions to learning. The following are the policies and procedures for observations:

- A written request must be submitted to your child's teacher with detailed information regarding date and time of your requested observation and why you want to observe.
- The above request must be given to your teacher at least 48 hours prior to your requested observation. The teacher will respond within 24 hours to state if the observation request has been approved and to schedule the observation.
- Observations will be scheduled at a time and day which will ensure minimum interruption of the instructional program.
- Observations will be scheduled when an administrator can be present during the observation. An administrator must be present during any observations to ensure student confidentiality and to be available to answer and questions.

- Classroom observations are limited to a maximum of 20 minutes.
- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and Principal's permission.
- If a conference is desired after the observation, an appointment should be set with the teacher during non-instructional time.

McKinley Parent Teacher Association (PTA)

The McKinley Parent Teacher Association (PTA) is a great way for parents to get involved in the school community. Parents are a part of McKinley's PRIDE philosophy which guides all aspects of life at McKinley. Just like our students, McKinley parents and staff are: We are: **Peaceful**, **Respectful**, **Intelligent**, **Diverse**, and **Enthusiastic**. McKinley parents and staff work together as a community in service of this core belief. McKinley's Parent Teacher Association (PTA) members are proud to model PRIDE for our students, and are proud to promote a positive school culture and climate for our children through their positive involvement and volunteerism.

The PTA is a non-partisan organization devoted to improving the educational opportunities for all children. The McKinley PTA provides community building events, volunteer assistance and financial support to McKinley school. The McKinley PTA organizes and coordinates events and activities throughout the year, from festivals and fundraisers to parent education. The McKinley PTA also supports McKinley kids by raising money to fund teacher grants, classroom supplies, field trips, library needs, technology, school beautification, and other needs identified collaboratively by the school administration, PTA Board, and PTA membership. In addition, the McKinley PTA works with other PTAs in our school district to support the Santa Monica-Malibu Education Foundation, which provides critical funding for staffing, training, and arts instruction at every elementary school in our district.

In addition to a focus on fun and fundraising, McKinley PTA is a strong advocate for every child and a voice at the School Board, the State Legislature and in Washington. All McKinley families are urged to become members of the PTA. Annual dues are very modest and a portion of dues go to our Council, District, State and National PTAs to support legislative efforts to improve- the lives of children and families. The PTA is the oldest and largest child advocacy organization in the United States.

Association meetings are generally held monthly. Topics discussed are matters of importance to all parents. All PTA members have a vote at the meetings and are also eligible to serve on the PTA Executive Board. Please check your school calendar or web site calendar for current meeting dates, times, and topics.

For more information see the PTA website at <https://mckinleypta.membershiptoolkit.com/>. You can also sign up for our PTA eblast, and make donations on our website. Thank you for making a positive difference at McKinley and in your child's educational experience!

African-American Support Group (AASG)

The African American Support Group (AASG) is a school-family-community partnership designed to support McKinley's African American students and families. At monthly meetings, parents come together with administration to discuss ways parents can get involved in school, and ways to support our students' learning and school experience. AASG also assists at school events such as International Day, and during Black History Month, in order to promote our school philosophy of PRIDE and our valuing of diversity. Please contact our Community Liaison for more information, and view our school calendar for meeting dates.

Special Ed Resource Group

This focus of this group is to provide support to parents of students with special needs. Parent education topics related to special education will be discussed, and special education staff may be available to answer questions. Please check your school calendar or web site calendar for current meeting dates and times, and topics or themes.

English Learners Advisory Council (ELAC)

This group of parents and staff work with the principal and faculty on matters affecting the school's program related to the education of students who are learning English as their second language -- English Language Learners (ELL). Parent education is often featured at the group's meetings. All parents are welcome to attend; the meetings are generally conducted in English and Spanish. For more information contact our Community Liaison in the school office, call 310-828-5011 ext. 65122. Please check your school calendar or web site calendar for current meeting dates and times, and topics or themes.

Site Governance Council

Governance Council, also called the School Site Council, is made up of the principal and elected teachers, staff, and parent representatives. Members serve two year terms. Elections are conducted yearly for vacant positions. The Governance Council's duties include making decisions about school state and federal budgets, monitoring the Single Plan for Student Achievement (SPSA), and reviewing student achievement and family survey data. All parents are welcome to attend Governance Council meetings. For dates, please refer to your school calendar. Meeting agendas and minutes are posted on the Bulletin Board in the hallway outside the main office.

Sustainability and Beautification Committee (SBC)

The Sustainability and Beautification Committee (SBC) is a PTA committee that is comprised of parents and staff. SBC organizes various events such as school beautification days, Bike-it-walk-it days, and garden projects. All parents and Staff are welcome and encouraged to attend meetings and volunteer at events. See the school calendar for meeting and event dates.

Donations and Fundraising

Public school education is free. However, donations help our children to have additional opportunities and resources for an even greater learning experience. The school and your children greatly appreciate any amount that you can give. Big or small, your donation positively impacts your child's education. Donations are tax deductible. Contribution amounts are confidential and not disclosed. Many employers will match employee contributions so please also check with your employer when making a donation.

There are many ways you can donate to McKinley:

- **PTA Donation:** Your donation to the *PTA Direct Investment* Fund pays for *stuff*. So your PTA donation funds things like field trips, technology, school assemblies, and supplies. Checks can be made out to "McKinley PTA" or by credit card at the PTA website <https://mckinleypta.membershiptoolkit.com/>
- **SMEF Donation:** The *Santa Monica Education Foundation* (SMEF) funds *staff*, so your donation to the Ed Foundation funds things like music, visual arts, ballroom dance, instructional assistants and more. More information and donations can be made at www.smedfoundation.org Checks can be made out to the "Ed Foundation."

- Fundraisers: We also could use your help with our big PTA fundraising events of the year. In addition to being fun community building events, these also raise a lot of funds for our school. You can donate at the event, and/or donate your time by volunteering at the event.
 - Jog-a-thon
 - Restaurant Nights
 - Book Fairs
 - And other small fundraisers
- Item Donations: All necessary supplies for student learning is provided by the school. However if parents wish to donate supplemental materials they may do so. Teachers may provide parents with a Wish List of items such as glue, stickers, markers etc. You may purchase these items directly and give them to the teacher. Classrooms are particularly happy to accept book donations. If you have a large item you wish to donate to the school such as a piano or computer, please contact the Principal or PTA President for more information.