

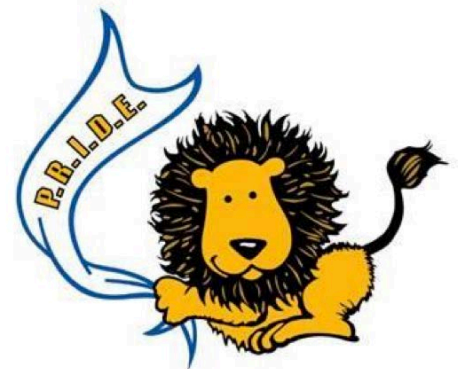
# McKinley Elementary School Handbook 2024-2025



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Updated August, 2024



## **General School Information**

### About McKinley

McKinley Elementary School is a diverse school with approximately 410 students in grades TK-5. 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), a California Distinguished School Award (2010), and a California Pivotal Practice Award (2022) for innovative practices during Distance Learning.

We are a school where diversity is valued, we develop the Whole Child, collaboration and teamwork are the norm, and student learning is the top priority. Our core goal is extraordinary achievement for all students while simultaneously closing the achievement gap. Our PRIDE philosophy guides all aspects of life at McKinley and McKinley students, staff, and parents work together as a community in service of this core belief. We are: Peaceful, Respectful, Intelligent, Diverse, and Enthusiastic.

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, Project Based Learning, and Blended Learning. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. McKinley teachers are also committed to analyzing data to differentiate their instruction for each child. We utilize a Response to Intervention (RTI) system to ensure all students receive the support and interventions they need to be successful.

Over the past seven years, our school site focus has been Academic Discourse. We use a variety of protocols to provide students with opportunities to talk to the teacher and each other in pairs and groups to communicate their reasoning and deepen their understanding. You will see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary. This year we are incorporating a focus on higher order thinking skills to this work.

McKinley is unique in that we supplement the core curriculum with additional enrichment in science, project based learning, visual arts, theater, music, physical education, library, and gardening for all students. It is McKinley's goal to engage students in learning, foster students' talents and interests, 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, Restorative Justice, Morning/Community Meetings, Mindfulness, and explicit social skills instruction through the Second Step curriculum. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, and Olweus Anti-Bullying rules and program.

McKinley believes that parent engagement positively impacts the success of the students and the school. Therefore, the school has a variety of family events that connect students to school, bring families and staff together, and create a fun and positive environment for all. McKinley also has numerous school-home communication methods, and offers a variety of volunteer, committee, and leadership opportunities for family members. McKinley parents are proud to model PRIDE for our students, and promote a positive school culture and climate for our children.

McKinley is a wonderful place, and we welcome you to our family.

### **SMMUSD and McKinley Goals**

**Extraordinary achievement for all students while simultaneously closing the achievement gap**

1. All students will be college and career ready through socially just pathways rooted in curiosity, belonging and empowerment.
2. Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.
3. All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

### **School Site Focus**

*Academic Discourse with an emphasis on higher order thinking skills*

At McKinley, we use a variety of protocols to provide students with opportunities to talk to the teacher and each other in pairs and groups, to explain their thinking, justify their reasoning, use evidence to prove a point, and deepen their understanding. This focus was selected because assessment data shows that listening and speaking skills, and communicating reasoning in math, are areas of need for our students. So when you walk into a McKinley classroom you will see students actively engaged in learning, working collaboratively, and will hear productive noise. You will also see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary. Discourse is applied across the curriculum in all subject areas to develop academic, and social-emotional learning skills.

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.

Wednesdays are early dismissal days for staff professional development. All SMMUSD schools have one banked time day each week so teachers can participate in on-going professional development. During this time staff meet together as a professional learning community, plan and reflect on instruction, and learn new skills to help 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 are attending staff development meetings.

In addition, a 10 days each year are designated as Minimum Days with early dismissal. Refer to the school calendar for the current year's schedule.

There is a staggered dismissal schedule. There are also assigned pick up gates for each grade level at dismissal.

Grade Level	Minimum Days	Regular Days	Wednesdays
TK & Kindergarten	8:30AM – 12:30PM	8:30AM – 1:35PM	8:30AM – 1:35PM
1st – 2 <sup>nd</sup> Grades	8:30AM – 1:35PM	8:30AM – 2:45PM	8:30AM – 1:35PM
3 <sup>rd</sup> -5th Grades	8:30 AM – 1:45PM	8:30AM – 3:00PM	8:30AM – 1:45PM

A downloadable PDF of the bell schedule is available on our school website.

Please note the assigned grade level gates at pick-up.

TK	TK Chelsea Gate
K	Arizona Gate (105)/Arizona Garden Gate (106)
1st	Arizona Gate
2nd	Arizona Garden Gate
3rd	Arizona Gate
4th	Arizona Gate
5th	Arizona Garden Gate

During construction there is no drive-through pick-up lane.

#### **School Accountability Report Card (SARC) and School Plan for Student Achievement (SPSA)**

The SARC is available for viewing on the school website under the About Us>School Accountability tab, and a hard copy is available in the front office for viewing upon request.

A hard copy of the SPSA is available for viewing in the front office upon request.

## **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](http://www.mckinley.smmusd.org)
- Twitter- @McKinleyLions
- Weekly Lion's Roar on Smore- principal newsletter eblasted on Saturdays and on the school website
- 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
- Push notifications from the SMMUSD App
- Digital platforms used by Teachers such as Seesaw, Class Dojo, and Google Classroom
- 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- [mckinleypta.com](http://mckinleypta.com)
- PTA Meetings
- Committee Meetings- AASG, ELAC, SBC etc.
- Room Parents
- PTA Facebook Page
- Eblasts from PTA

#### McKinley School/Home Communication

<b>School Website</b> <a href="http://www.mckinley.smmusd.org">www.mckinley.smmusd.org</a> 	<b>School Website Calendar</b> Also connects to personal Gmail calendars 	<b>Twitter</b> @McKinleyLions 
<b>Eblasts from McKinley</b> A message from MCKINLEY ELEMENTARY McKinley Elementary sends you an eblast once a month. 	<b>Push App Notifications and Texts from McKinley</b> 	<b>Phone Blasts from McKinley</b> 
<b>Weekly Principal's Newsletter</b> <i>The Lion's Roar</i> Important schoolwide dates, announcements, and flyers via Smore. Eblasted on Saturdays and on the website. 	<b>Teacher Classroom Newsletter Emails</b> Classroom specific details, schedules, and info. 	<b>Teacher Virtual Classroom Postings (Google Classroom or Seesaw) or Software like Class Dojo</b> 
<b>Postings on the Marquee and the Fences</b> <b>Flyers on the Bulletin Boards and Rounder at the Front Office</b> 	<b>Emails to/from McKinley Staff</b> All staff emails on the school website 	<b>Individual Calls Home as Needed</b> 
<b>Conferences</b> Scheduled Parent/Teacher Conferences, SSTs, IEPs, as-needed meetings etc. 	<b>McKinley Parent Handbook</b> Available on the school website 	<b>School Information Events, Trainings, and Workshops</b> Back-to-School Night, Open House, K Roundup, Parent Academy etc. 
<b>Site Governance (School Site Council) Meetings</b> 	<b>English Learner Advisory Council (ELAC) Meetings</b> 	<b>African American Support Group (AASG) Meetings</b> 
<b>Special Education Resource Group Meetings</b> 	<b>Info Shared at Room Parent Meetings</b> 	<b>Info Shared at PTA Meetings and PTA Exec Board Meetings</b> 

#### PTA Communication to Support the School



### **Who to Contact**

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

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 lessons for the class or teaching. Please inform the teacher of the reason for the meeting, so they can prepare materials and information. As teachers are teaching during the school day so emails may not be responded to during the school day. Response time to emails is approximately 48 hours.

After meeting with the teacher, if you still have a question or concern, contact an administrator to schedule a follow-up meeting with both the teacher and 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 the question or concern so that the administrator can be prepared for the meeting. If the parent has not yet met with the teacher, they will be referred back to the teacher.

For questions about community resources, please contact our Community Liaison in the front office.

Please contact our front office with questions about enrollment or attendance.

Please refer to the staff roster on our website for staff contact information: [www.mckinley.smmusd.org](http://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 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:

- 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 the 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.
- Make personal contact, face-to-face or voice-to-voice a priority over email; especially when issues are sensitive.

When writing emails, McKinley adults assume good intentions, model our PRIDE Philosophy, and communicate with collaboration and kids-first in mind. The school's Civility Policy applies to email communication as well as zoom, phone, and in-person communication.

Employees will check emails at a minimum of one time per day, but not during the instructional time, so responses will likely be before or after school on business days. Employees will respond within 48 hours on business days.

### **Class Email Lists**

At the start of the school year Room Parents will receive a class roster of emails to share with their class so parents can arrange playdates and for school-related communication. These emails are to be kept confidential, and not shared with other classes, people, or outside organizations. Emails should only be used to communicate school and classroom information as provided by the school or teacher, and as such are intended to engage parents in school, facilitate school-home communication, and to promote a positive school climate. Email communication is not to be used for personal or political information, viewpoints, or other matters. The school's Civility Policy applies to email communication as well as in-person, zoom, and phone communication. Those using these emails are expected to uphold the SMMUSD Email Communication Protocol by maintaining professional tone and language at all times, keeping the number of emails to a minimum, keeping communications brief and to the point, using the "reply all" sparingly and just when a response to all recipients is necessary, and forwarding emails only when appropriate.

Parents may choose to opt out of having their email shared to the Room Parents and class list by informing the office at the start of the school year.

### **Back to School Night**

Back to School Nights are held the 2nd week of school for TK-2<sup>nd</sup> 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 during this event.

### **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.

### **Progress Report/Report Cards**

A progress report is given in November during Parent/Teacher Conferences that describes how a student is progressing academically at that point in the year. Formal Report Cards are given in February and the last day of school in June. The Report Cards 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 the district website.

### **Open House**

Open House is scheduled each Spring. This is a special night when children can show their parents the classroom and the work the class has been doing. It is an informal time to visit and look at the classroom and campus facilities. Open House is open to the public.

## **School Safety**

### **Visitor/Volunteer Procedures for Entering/Exiting Campus**

1. Enter via the main office.
  2. Office staff will ask the reason for the visit. Visitors must have a previously arranged, and administrator/designee approved reason, for being on campus. Surprise/drop-in attempts to volunteer or visit classrooms are not permitted. The office will call the teacher to notify them of the visitor's arrival and confirm the visit/volunteering.
  3. The office will ask the visitor for their driver's license (or other government issued identification), and the Raptor computer system will scan the ID. A sticker badge will be printed showing the ID picture, the date, time, school name, and campus location of the visit.
  4. Visitors will place the sticker badge on their body in a visible location. Students have been taught to let a teacher know if they see someone without a badge. If adults see someone without a badge (all staff wear a badge as well) they should immediately inform the office. Badges must be worn at all times during a visit.
  5. The office will buzz in the visitor.
  6. Visitors must go directly to the volunteer classroom/location, and upon finishing return directly to the office. Visitors are not permitted to go to other locations on campus if it has not been previously arranged.
  7. When leaving campus the sticker badge may be returned to the office and the office staff will sign the visitor out via the Raptor system. Exit campus through the main office. It is important to check out with the office staff so the office is aware of all individuals on campus in the case of an emergency.
- Even if the office knows the parent or visitor, all individuals visiting or volunteering must follow these procedures for the safety of the campus.
  - When volunteering first thing in the morning, please drop off your child at the gate and then go to the office to follow these procedures. Do not go straight to the classroom; volunteers need to sign in and get a sticker badge.

- **Volunteering:** Parents must attend a Volunteer Orientation and complete the required Volunteer Application to be permitted to volunteer. The Volunteer Application is downloadable from the school website and may be turned in to the office. Applications are approved by the nurse and administration, and cleared applications are valid for 4 years.

The Raptor badge system is used for campus safety so that we know who, when, where, and why everyone is on campus.

The registered sex offender database is the only official database checked by the Raptor system, and in the event of a match Raptor notifies designated school officials. No other data from the ID is gathered and no data will be shared with any outside company or organization.

For large schoolwide events, and events open to the public, a paper check-in system may be used if the Raptor system creates an excessive delay.

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

### **Morning Drop Off Procedures**

From 8:15-8:30am students may enter campus at any of the open gates: the Arizona Gate (breakfast and car drop off), and Arizona Garden Gate (pedestrians, cyclists and scooters). TK/K may enter via the TK/K Gate.

Adults may also utilize the Car Drop-Off system through the parking lot 8:15-8:30am (during construction the lane will be Eastbound on Arizona Ave for 1st-5th grades and Southbound on Chelsea Avenue for TK/K). Students being dropped off via car may enter via the Arizona or TK/K Gate.

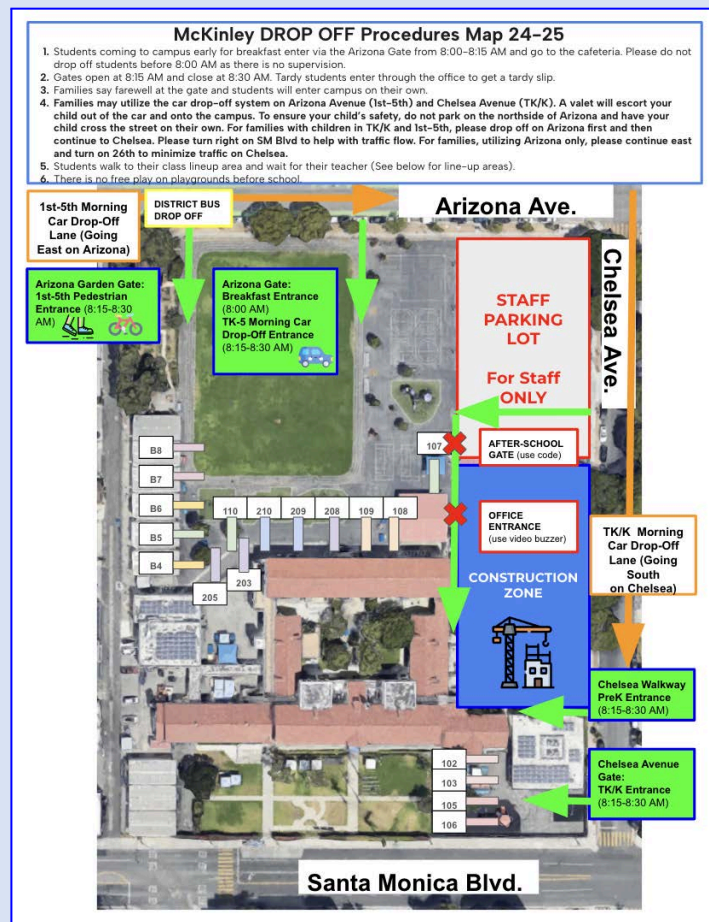
Students eating breakfast may enter campus via the Arizona gate beginning at 8:00am. Please do not drop off children prior to 8:00am as the school is not yet open and there is no supervision.

A McKinley staff member will be present at gates as a Gate Monitor.

The gates are student-only access, so adults say farewell to their child at the gate and students enter campus on their own.

When students enter campus there is no play on the playground before school. This is for students' safety. Students go directly to their class line up area and wait to be picked up by their teacher.

McKinley staff members are supervising on the yards (8:15-8:30am) and in the cafeteria (8:00-8:20am). Morning campus monitors and gate monitors are composed of Instructional Assistants, Paraeducators,



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. During construction, beginning August 2024, access to the office will be from a camera buzzer gate in the staff parking lot.

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.

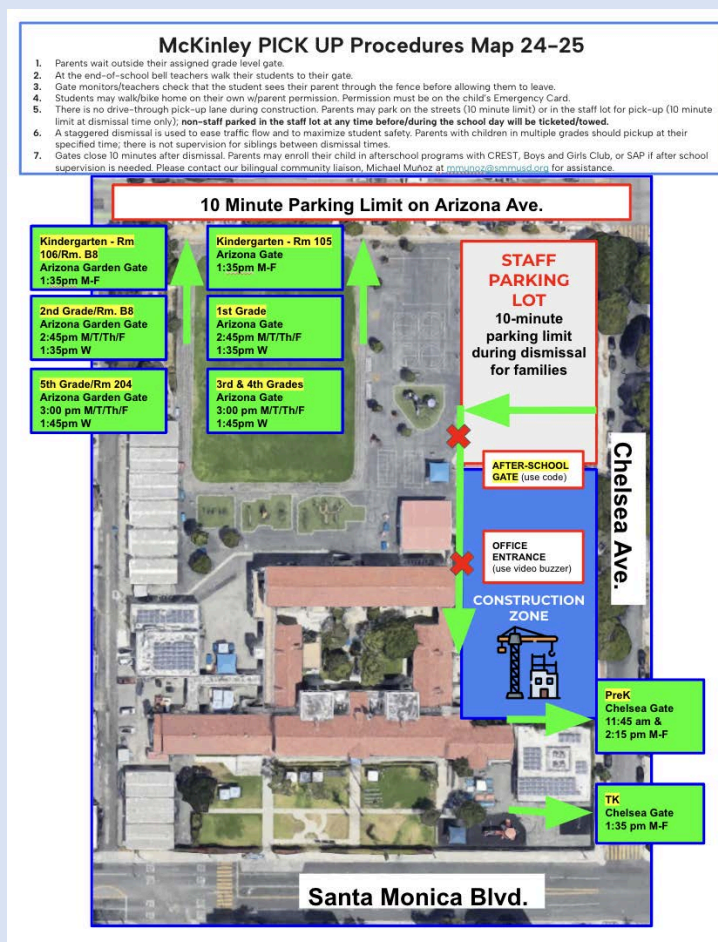
The gates open promptly at the end-of-school day bell and remain open for 10 minutes for pick-up.

Assigned gates by grade level are also utilized so that staff can better see who each student is being dismissed to, and to reduce crowding at individual gates, for student safety.

TK/K- Chelsea Ave (Drop Off)/ TK-Chelsea Gate Ave (Pick Up)/K-Arizona Garden Gate (106) and Arizona Gate (105) - Dismissal

- 1<sup>st</sup>- Arizona  
2<sup>nd</sup>- Arizona Garden  
3<sup>rd</sup>- Arizona  
4<sup>th</sup>- Arizona  
5<sup>th</sup>- Arizona Garden

There is no drive-through pick-up lane during dismissal. Cars may park on Arizona for a 10 minute limit, or park in the staff parking lot for dismissal time only. This is temporary until the construction on the new designated drop-off and pick-up lane off Chelsea Ave is complete.



Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, Boys and Girls Club, 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 by their program.

The after school programs and their staff are in charge of the supervision, safety, and learning of the students in their programs after school. If you have any questions or concerns with things that occur after school during one of these programs, please contact that program directly as they are separate from the school.

Parents picking up from after school programs utilize the coded Parking Lot Gate or coded Preschool gate. 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 parents are present. Parents who would like their child to have access to the playground after school, may sign them up for an after school program. The school playground is also open to the public on weekends and local parks are open daily.

Parents may choose to let their child walk/bike 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. If they leave after school to visit local vendors or businesses or visit 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.

### **Car Drive-Through Drop-Off**

To make morning drop off easier, McKinley offers two drive through drop-off lanes from 8:15-8:30am. One drop off lane is on Arizona Avenue (eastbound) and the other is on Chelsea Avenue (southbound) This is temporary during construction, until the permanent designated drop-off/pick-up lane is constructed.

1. Drive slowly and look out for children. Obey stop signs and staff directions.
2. Pull up to the front of the lane before stopping your car.
3. 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.
4. Please watch to ensure your child enters the gate.
5. Drive carefully when leaving.
6. To ensure your child's safety, do not park on the northside of Arizona and have your child cross the street on their own.
7. For families with children in TK/K and 1st-5th, please drop off on Arizona first and then continue to Chelsea. Please turn right on SM Blvd to help with traffic flow. For families, utilizing Arizona only, please continue east and turn on 26th to minimize traffic on Chelsea.
8. Please model respect and appropriate behavior in the presence of 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.

### **Parking Lot and Drop-Off/Pick-Up Safety Reminders**

The parking lot is for staff only; there is no parking for volunteers or visitors before or during the school day. 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. The only exception is temporarily during construction, because there is no pick-up lane, cars may park for 10 minutes at dismissal time only. Cars parked before or during the school day will be towed.

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

The following Parking Lot Policies and Expectations are shared with parents:

The purpose of these policies is to help ensure students entering and exiting campus are safe. Thank you for supporting vehicular safety during drop-off and pick-up.

- **Parking in the staff parking lot is for staff only before and during school.**
  - Parents who want to park and walk their child to school must park in the neighborhood.
  - There is no parking in the staff parking lot for parent volunteers or visitors.
  - We have approximately 100 staff members and all spots in the staff parking lot are reserved for staff. Some staff arrive at different times of the day, and the spots are reserved for them so that staff can attend campus to instruct our students.
  - Non-staff cars temporarily parking and reversing in the lot during drop-off is dangerous for those students walking to campus through the lot, holds up traffic, and impedes school staff from arriving to campus on-time to instruct our students.
  - Cars without a staff permit that are parked in the lot, or cars that are left unattended, will be ticketed and/or towed.
  - Parents may park in the staff parking lot at dismissal time for ten minutes only.
  - For after school evening program pick-up (CREST, Boys and Girls Club, SAP) parents may park in the staff parking lot and use the coded Parking Lot Gate to pick-up their child.
  - For some evening events parking may be available in the staff parking lot (refer to the school communications regarding the event).
  - For special events, parking may be available on the big yard, and/or parking restrictions in the surrounding neighborhood may be lifted.
- McKinley offers a morning **10-minute parking at Pick-Up** for families who do not walk to school or prefer not to park in the neighborhood before school.
  - The parking lot before and during school is for staff parking only. Before and during the school day visitors and volunteers may park in the surrounding neighborhood.
  - Non-staff parked in the staff lot at any time before/during the school day will be ticketed/towed.
  - Students walking to school may use the Arizona Garden Gate. TK/K walking to school may enter via the TK/K Gate. The Car drive-through drop off gate are the Arizona and TK/K Chelsea Gates.

- o Please walk bikes, scooters, and skateboards when in the parking lot and on campus. Students should bring locks to lock their items to the bike stalls.
- Use appropriate and positive language and behavior when interacting with the staff, other parents, and students. The SMMUSD Code of Conduct and McKinley Civility Policy applies during drop-off and pick-up as well as during the school day and at school events.

Staff will provide reminders of these policies. Thank you for your understanding and support.

### **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.

### **Heat Days, Rainy Days, and Fire/Smoke Days**

When the outdoor temperature is very high, 82 degrees and above, we implement inclement weather protocol. All campus facilities have HVAC, air conditioning and heat. However other strategies are also implemented as needed:

- Open windows upon arrival.
- Utilize portable, ceiling and other installed fans.
- Keep classroom lights off, and heat generating appliances off.
- Share cool spaces with colleagues.
- Utilize cooler indoor campus spaces such as libraries, multi-purpose rooms and other common spaces as alternate locations for outdoor activities.
- Encourage students to wear cool clothing.
- Encourage students to bring water bottles to school.
- Ensure student access to water and encourage students stay hydrated.
- Monitor students and watch for adverse effects from the heat and seek help from the school nurse or health office specialist 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 canceled. 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 marked 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.

### **Emergency Cards**

Every child must have an emergency card on file in the school office. These cards provide important annually updated information so school staff can get in touch with you in case of emergency or illness. 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 parents list several other emergency contacts who are authorized to communicate with the school and/or pick up the 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.

### **Parent Portal**

SMMUSD uses Aeries as our Student Information System (SIS). At the elementary school level, the Aeries Parent Portal provides access to your student's data such as student attendance and state assessment test results. You can also check contact phone numbers and emails used for regular communications and in case of an emergency.

Assessments include:

- California Assessment of Student Performance and Progress (CAASPP)
- English Language Proficiency Assessment for California (ELPAC)

The following tutorial documents and videos are provided to guide access for the Aeries Parent Portal

Aeries Parent Portal: [Logging on and Attendance \(Video\)](#)

Aeries Parent Portal: [Accessing state test scores \(Video\)](#)

[Aeries Parent Portal Guide \(Document\)](#)

Link to the Aeries Parent Portal: <https://santamonicamalibu.aeries.net/Student/LoginParent.aspx>

Please contact the office if you have questions or challenges accessing the Aeries Parent Portal.

### **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.
- 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.
- 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.

If parents or visitors are on campus during an emergency drill, they are expected to evacuate along with the students; staff must account for all persons on campus.

The school has a Comprehensive School Safety Plan (CSSP) that is updated and adopted annually by the School Site Council. The CSSP helps staff know their roles and the procedures for a variety of emergencies. The CSSP is available for viewing in the office. SMMUSD also has a CSSP that is available for viewing at our school and district websites. McKinley has emergency supplies for emergency situations located in the nurse's office, red backpacks in classrooms and all buildings where children may be sheltered, and in a large emergency supplies bin on the playground.

### **Emergency Communication**

In the case of an emergency we will blast information via voice, email, and/or push notification.

A push notification (alert) to the home screen of your cell phone will only occur if you have downloaded the free SMMUSD app to your iphone or android. You can download this app from the app store on your phone.

It is also important that when you receive communication blasts labeled from "McKinley Elementary, mckinley-bc@smmUSD.org" you do not click the "unsubscribe" link. If you click this, you will not receive important emergency notifications. We try to send general information blasts out sparingly.

Please also follow us on twitter @McKinleyLions and @SMMUSD for real time information. Twitter updates are also viewable at our McKinley website and SMMUSD website.

You can also sign up for texts, emails, and/or phone calls from the City of Santa Monica regarding natural disaster, police activity, and other emergency information at [www.smalerts.net](http://www.smalerts.net).

It is important that you provide an updated Emergency Card every year, since we use the information on this card to contact you in the case of an emergency. This card also lets us know who we can release your child to in an emergency pick-up situation.

### **Emergency Pick-Up Protocol**

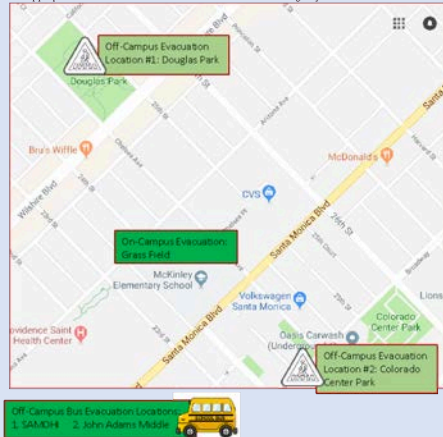
In the case of an actual emergency, emergency pick-up protocol will go into effect in order to ensure the safe dismissal and pick-up of students. Please follow the following procedures:

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 have authorized dismissal procedures.
3. Stay off the telephone. Communicating with the school via telephone after a disaster may prove difficult and could delay emergency communications.
4. When arriving at school, parents or other designated adults should report to the Request Gates at the Arizona Gate, where you will request your child from staff. 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. 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.

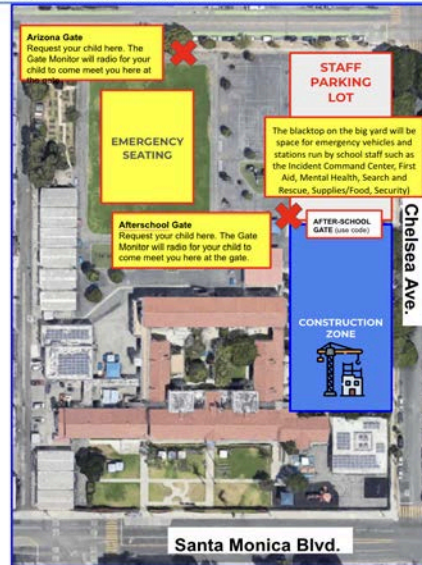
### McKinley Elementary Emergency Off-Campus Evacuation Locations

- ✓ If there is an emergency such as a fire or earthquake, students, staff, and adults evacuate out of the school buildings to the grass field on the playground.
- ✓ In the rare case that an evacuation off-campus to a walking location is needed, the staff would walk the students to the closest park, Douglas Park or the Colorado Center Park. The staff would determine which park is appropriate based on the location of the hazard at the time. If it is safe to go to Douglas Park, that is the first choice walking location.
- ✓ In the rare case that students, staff, and adults need to be bused to an off-campus location, the locations are Santa Monica High School or John Adams Middle School. These are campuses located on the south side of Santa Monica because schools in the Lincoln Parkway would likely be similarly impacted by an emergency that causes a bus evacuation.
- ✓ Students and staff have monthly emergency drills so they know what to do in the case of an emergency. Drills include earthquake, fire, shelter-in-place, and lockdown. Staff would determine the appropriate action and evacuation location based on the emergency at the time.



### MCKINLEY EMERGENCY PICK UP MAP 24-25

- Parents may go to either gate- the Arizona Gate or the After School Gate.
- The Gate Monitor will ask for your child's full name (first and last), grade, and teacher name.
- The Gate Monitor will then radio the teacher to send the child to meet you at the gate.
- When your child arrives to the gate, you will sign out your child on the sign-out form. Clearly print your name and your relationship to the student (parent, nanny, authorized neighbor, etc.)
- Adjustments may be made depending on the emergency and the situation. In an emergency check your email and phone for updates from the school.



## Other General Policies and Procedures

### Student Class Placement

Planning for fall student classroom assignments is done by school staff beginning in the previous spring. Class formation is a complex and thoughtful process. Our primary goal is to create academically and socially balanced classes that meet the requirements of gender equity, ethnic diversity, behavior needs, leadership, special needs and parental support while providing a nurturing classroom community where your child can grow academically and socially. All McKinley teachers are highly qualified excellent educators.

A parent input form is sent home in the spring. Parents are invited to complete this form and share information about their child. When completing a Parent Input Form, please keep in mind that requests for specific teachers are not permitted. 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 not have that teacher again, this will be considered by the administration. The same courtesy is extended to teaching staff. Siblings are not guaranteed to have their sibling's previous teacher.

Requests for changes in class placement will not be accepted. 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 the child at an appropriate time.

### **Musical Instruments**

Students must remember to bring their instrument to school. Students will not be permitted to call home to request an instrument be dropped off, and forgotten instruments are not accepted for delivery. This is because 4<sup>th</sup>/5<sup>th</sup> grade students are learning responsibility and forgetting their instrument will give them the opportunity to learn from their mistake and remember it next time.

### **Requesting Items from Classrooms**

If students leave behind clothing, lunchboxes, instruments, or other items in classroom, the students make pick it up the next school day. School staff will not go after school to retrieve items for children. Classrooms are locked at dismissal time, and teachers are utilizing the time to meet and plan and staff are doing their professional duties. Like with musical instruments, children may take this as a learning opportunity to remember their items next time.

### **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 in the office vestibule. 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**

Children should not bring valuable personal items to school. This includes money. If a child needs to bring money for lunch, pictures, the book fair, or some other obligation, we suggest that it be sealed in an envelope marked with the 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 Board Policy and Ed Code, which includes police notification and suspension.

### **Cell Phones and Electronics**

Students are not permitted to have cell phones on campus. 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 their 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. When having a large birthday we encourage students to invite the whole class to parties so individual students are not left out.

### **Celebrating Birthdays at School**

Parents who want to drop off a treat for their child to celebrate their birthday with their class, may do so during the last 15 minutes of the school day so as to not disrupt instruction. We also encourage non-food related treats such as a read aloud, or gift of a book.

### **Private School Recommendations**

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 school staff do not provide recommendations. We are confident that over the years the schools' admissions committees have 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 needed school records.

### **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 fingertips) 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.

### **Free School Guarantee**

#### **General Statement**

Students enrolled in *McKinley Elementary* are not required to pay any fee, deposit, or other charge for participation in an educational activity offered by the school or the Santa Monica-Malibu Unified School District, except as authorized by law and consistent with the California constitution and *Hartzell v. Connell* (1984) 35 Cal.3d 899. Donations are sought and accepted for various activities and supplies,

and are at times critical to the continued success of classes and activities, but donations are always voluntary, and no child will be denied the right to fully and meaningfully participate in any activity because he/she has not donated money or supplies. For more information, go to <http://www.smmusd.org>.

#### Donations of Supplies and Classroom Wish Lists

State law requires us to provide a public education free of charge. Subject to certain limited exceptions, the right to a free public education means we cannot require students or their families to purchase supplies or pay a security deposit for access to supplies. *McKinley Elementary* will provide all necessary supplies for your child to have a quality educational experience. However, many parents/guardians choose the option of purchasing their own supplies, not only for use at home, but for their child to use in the classroom. These supplies are not required, and full participation in the course does not require the purchase of any of these materials.

Additionally, teachers are often asked whether parents/guardians may donate supplies and other items for use in the classroom, and the answer is yes – we are always appreciative of donations, but donations are always voluntary, and no child will be denied the right to fully and meaningfully participate in any activity because he/she has not donated money or supplies. You may choose to assist the class by purchasing from among the following supplies for use in the classroom. Any donations are greatly appreciated. For more information, go to <http://www.smmusd.org>.

#### Field Trips

The PTA donates funds to cover the cost of some field trip buses for each grade level. At times parents may be asked to donate to cover the cost of the field trip. Payment for the trip must be submitted under the field trip permission form by the due date written on the form. Under state law and SMMUSD policy, a field trip is not authorized if any student would be excluded from participation because of a lack of sufficient funds. Consistent with the “free school guarantee” and applicable law, no child will be denied participation in the field trip because of an inability to pay the cost of the field trip. If not enough funds are raised to cover the cost of a trip, then the trip will not occur and donations will be refunded. If parents have any questions or concerns about the cost of payment of a trip, please feel free to contact me immediately.

## **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:

#### **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

**McKinley Elementary School**  
Positive Behavior Intervention Support (PBIS) Plan

PRIDE Philosophy	Pillars of Character	Behavior Expectations	Anti-Bullying
			
<b>We are:</b> <b>Peaceful</b> <b>Respectful</b> <b>Intelligent</b> <b>Diverse</b> <b>Enthusiastic</b>	<b>*Trustworthiness*</b> <b>Respect</b> <b>*Responsibility*</b> <b>*Fairness*</b> <b>*Caring*</b> <b>*Citizenship*</b>	<b>Be Respectful</b> <b>Be Responsible</b> <b>Be Safe</b>	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.

**Definition of Bullying**  
 **Repeated • Intentional • Power-Imbalanced**  
 Behavior that makes someone feel uncomfortable or threatened – it can be physical, emotional, or cyber.

**Mac Slips**  
 Earn Mac Slips when you show you are respectful, responsible, and safe.  
 

**GO LIONS!**

### **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](http://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.

### **Behavior Expectations**

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

- Be respectful
- Be responsible
- Be safe

### **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 are participating in ongoing Olweus training, and know 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. More information is available at <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.

Bullying is a very serious word and offense, so it's important we know the difference between bullying and what is inappropriate behavior and use the word correctly.

**Rude:** When someone says or does something unintentionally hurtful once

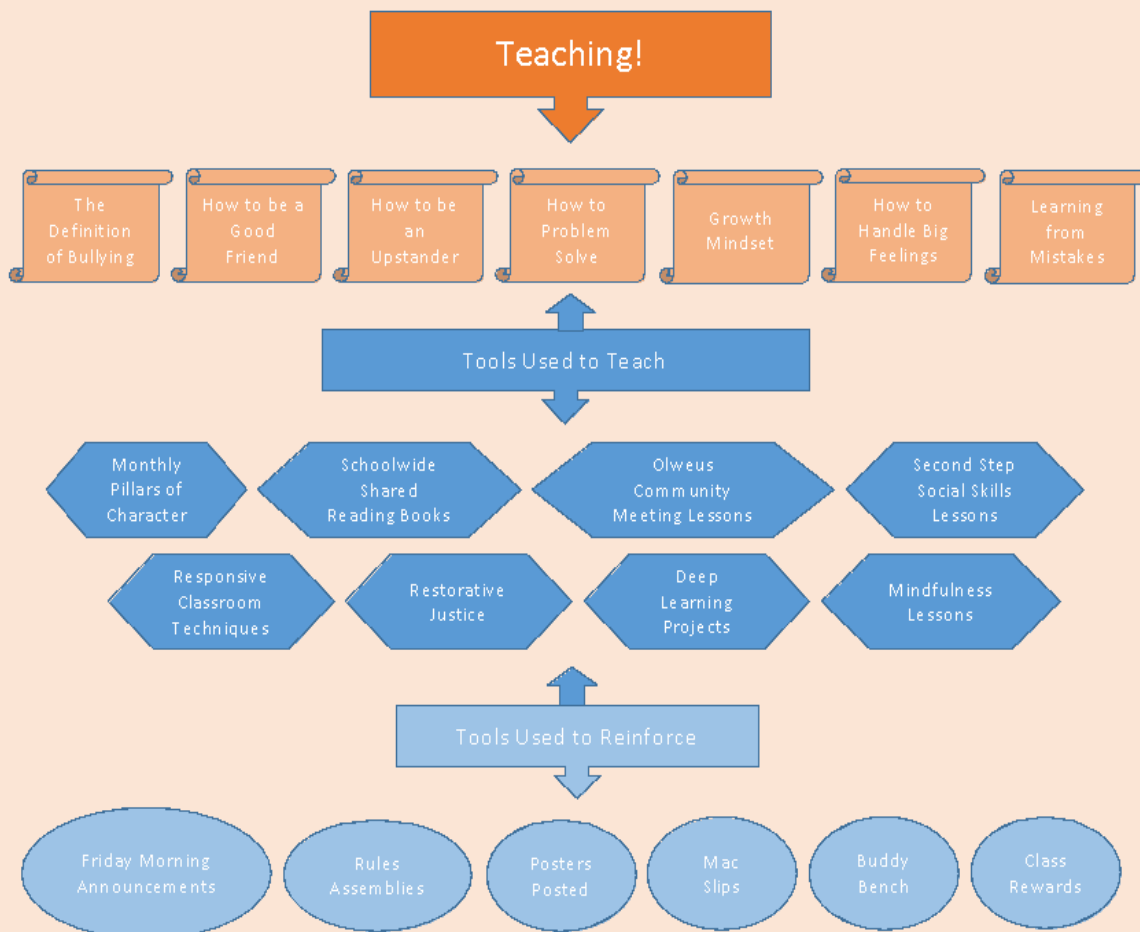
**Mean:** When someone says or does something intentionally hurtful once

**Bullying:** When the same person says or does something intentionally hurtful, and they keep doing it, even when you tell them to stop or show that you're upset, and they have more power in some way

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.

### How McKinley Prevents Bullying



### What if a Student Needs Even More Teaching?



### Steps if a Staff Member Suspects Seeing Bullying

All staff are trained in the Olweus Anti-Bullying Program, which includes steps for on-the-spot intervening when someone sees or suspects bullying.

1. Stop the bullying behavior.
2. Support the student who has been bullied.
3. To the student who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
4. Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
5. Impose immediate and appropriate consequences for the student(s) who bullied (such as referring them to the teacher or office).
6. Take steps to help make sure the student who was bullied will be protected from future bullying.

### What Happens After a Suspected Bullying Situation

In a potential bullying situation the administration will be notified. Remember, this is different than rude, mean, or inappropriate behavior, which may be handled directly by yard staff or the teacher. Note that we do not label a student as a "bully," we say "the student who bullied" describing the behavior. Every situation is different and this is a template.

#### 1. Gather Information



#### 2. Communication



#### 3. Consequences

Elementary age children are continuously learning; mistakes are made and children can learn from them and grow and improve. 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. Consequences are unique to each specific situation. Some possible consequences range from:



#### 4. Determine Next Steps

These vary depending on the specific situation.



### **Confidentiality**

The teacher and administration will keep all information about the situation, including consequences, confidential. Your child and your family have a right to privacy.

### **If You Have a Question or Concern**

Immediately talk to your child's teacher.

### **Where Detailed Information About the Positive Behavior Intervention Support Plan Can be Found**

- ✓ School Handbook
- ✓ Website
- ✓ Back to School Night Class Presentations
- ✓ First Day (Goes Home to All Parents)
- ✓ Volunteer Handbook
- ✓ Volunteer Parent Training
- ✓ Posted Throughout the School
- ✓ Monthly Newsletters
- ✓ Monthly Schoolwide Assemblies
- ✓ Parent Workshops- School Smarts, Group Meetings
- ✓ Comprehensive School Safety Plan in Office and SMMUSD Website
- ✓ Your Child's Teacher
- ✓ Olweus- [www.violencepreventionworks.org](http://www.violencepreventionworks.org)
- ✓ Second Step- <http://www.secondstep.org/>
- ✓ Restorative Justice- <http://www.healthiersf.org/RestorativePractices/Resources/videos.php> - intro; <http://www.pbs.org/video/restorative-justice-eypo7q/>



- ✓ Deep Learning- <http://www.mckinley.smmusd.org/monthly-news/MCK-news0919.pdf>; <http://www.npd.global/>
- ✓ Mindfulness- <https://www.uclahealth.org/marc/>
- ✓ Responsive Classroom- <https://www.responsiveclassroom.org>

## **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 Kinder 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 class 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, Mindfulness, 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, cool down/reflection time, 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. Children and families have a right to privacy.

We ask that parents keep in mind 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**

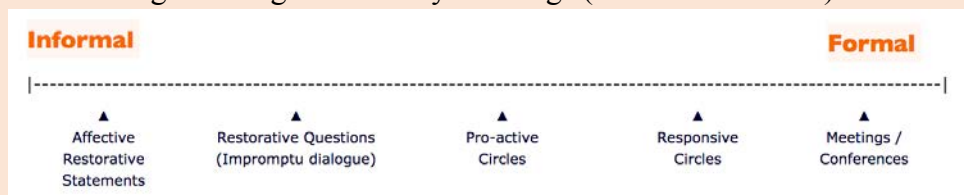
Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. These are used by 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).



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/ Civility Policy**

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 their 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.

## **SMMUSD Code of Conduct**



# **CODE OF CONDUCT**

Santa Monica—Malibu Unified School District is committed to ensuring a safe, secure and respectful environment for everyone—students, employees, families and visitors.

It is our expectations that all individuals will demonstrate civil and responsible behavior while on our premises.

We expressly prohibit:








- . Abusive language including threats and slurs
- . Sexual Harassment
- . Physical assault
- . Weapons

To maintain a safe, secure and respectful environment for all, we reserve the right to take appropriate measures to address abusive, disruptive, inappropriate or aggressive behavior.

[www.smmusd.org](http://www.smmusd.org)

## **Cafeteria Behavior Expectations**

### **Cafeteria Procedures and Expectations**

	▽Walk.
	▽Use quiet inside voices.
	▽No sharing of food (we are careful of food allergies).
	▽Stay in your seat. If you need to get water or go to the restroom raise your hand and wait to be excused.
	▽When finished eating, sit and wait with your tray and trash. All the students at your table will be dismissed at the same time.
	▽Be a good citizen and help us keep our Caf Clean! Wipe up spills and pick up trash.
	▽Follow the directions of the supervisors.

## **Technology Use and Honor Code**

Students are expected to uphold the SMMUSD Technology policy (Board Policy 6163.4). The Board of Education intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. Please review and uphold the Technology Use Agreement which can be found at

<https://www.smmusd.org/Page/3921>

Violation of the Technology Use Agreement, school policies, or behavior expectations may result in possible consequences ranging from a discussion with the student, parent/teacher conference, redoing of an assignment, lower grade on an assignment, referral to an administrator, revocation of technology privileges, and/or suspension.

While at school, all district computers with internet access utilize network security measures and filtering that meet the Children's Internet Protection Act (CIPA) requirements to block inappropriate content. While the district provided Chromebooks do go through our filtering even from home, at home families are using their own internet, so additional protection measures may not be in place. Please monitor your child's internet usage to ensure that students do not engage in unauthorized or unlawful online activities. McKinley staff will monitor usage of district student emails and postings and chats on instructional platforms.

Student use of district computers to access social networking sites is prohibited. School emails are also only to be used for school purposes (not for chats or personal communication).

McKinley is Digital Common Sense School Certified. Teachers will provide age-appropriate instruction regarding safe and appropriate behavior on technology devices. Such instruction shall include, but not be limited to, the dangers of posting personal information online, how to report inappropriate or offensive content or threats, and behaviors that constitute cyberbullying.

### **Gender Identity Inclusivity**

California and federal law require schools to afford students equal opportunity and access to the school's facilities, activities, and programs, in a manner that is consistent with each student's gender identity, irrespective of whether the student's gender identity matches the student's assigned sex at birth. Education Code Section 210.7 defines "gender" to include "a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth."

McKinley has a nondiscriminatory dress code pursuant to district policy. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress code (see dress code in the Handbook).

Also per Ed Code, a school may maintain separate restroom facilities for male and female students. However, students shall have access to the restroom that corresponds to their gender identity asserted at school. As an alternative, a private "gender neutral" restroom is available in the health office and may be used by any student who desires increased privacy, regardless of the underlying reason. The use of such a "gender neutral" restroom or private changing area shall be a matter of choice for a student and no student shall be compelled to use such restroom or changing area.

Students and/or parents may share their pronouns and name that correspond with their gender identity with the teacher and/or office staff so that they may be utilized.

More information about AB 1266 and Education Code sections 220, 234.1; 42 U.S.C. sections 2000d-2000e-17, 2000h-2000h-6 can be found here <https://www.cde.ca.gov/re/di/eo/faqs.asp> and <https://www.glsen.org/blog/ab1266-californias-trans-student-equality-law>

McKinley promotes a safe and inclusive school environment for our LGBTQIA+ students. McKinley staff participate in trainings such as the Out for Safe Schools training and trainings from the PRISM Institute. Staff wear Out for Safe School badges to identify themselves as allies and safe adults to speak with. Themes of LGBTQIA+ and gender inclusivity are discussed using specially designed, developmentally appropriate guided lessons during Olweus Anti-bullying lessons, Morning Meetings, schoolwide Shared Reading Books of the Month, and more. One of our several supplemental enrichment clubs is the 4th/5th Grade Rainbow Club, which is a safe and supportive space for LGBTQ+ students and allies to connect and hold space for each other to create community. More information about Rainbow Clubs can be found at: <https://www.genderinclassrooms.com/rainbow-club>.

In addition to promoting a safe and inclusive climate, we keep in mind that elementary-age children are continuously learning; mistakes are made and children can learn from them and grow and improve. When situations arise we follow our progressive discipline (see Behavior Policies and Standards in the Handbook) and use them as teachable moments so students can discuss, reflect, and grow.

## 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 cataloged on a computerized library system. 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**

Funded by the school, at McKinley TK-2<sup>nd</sup> students receive 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.

3<sup>rd</sup>-5<sup>th</sup> grade music instruction is provided by SMMUSD. 3<sup>rd</sup> grade students are taught General Music once a week for 40 minutes and learn to use Recorders. All 4<sup>th</sup> and 5<sup>th</sup> 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. 4<sup>th</sup> and 5<sup>th</sup> students perform at Winter and Spring Concerts, and selected students perform in Honors Choir, Orchestra, and Band at “Stairway of the Stars” concerts. 3<sup>rd</sup> 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. Parents can help their child remember their instrument and encourage their child to practice at home.

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

### **Visual Arts**

Funded through the Ed Foundation, PS Arts provides visual arts instruction TK-5.

P.S. Arts programs make use of what Howard Gardner calls our multiple intelligences – to stimulate critical thinking, problem solving and higher cognitive processes 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 website:

[P.S. Arts](#)

### **Performing Arts- Theater**

Budgeted by the school, PS Arts provides theater instruction TK-5. 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 21<sup>st</sup> century, including creativity, critical thinking, flexibility, accountability, information literacy, the ability to collaborate, and global-mindedness.

### **Science**

Students TK-5<sup>th</sup> receive supplemental STEM instruction from P.S. Science. STEM instruction utilizes the district adopted science curriculum, Amplify, that incorporates hands-on project-based collaborative and experiential learning. The new STEM Lab enhances the science teaching and learning experience.

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

[P.S. Science](#)

### **Maker Space Education**

We are thrilled to announce an exciting new partnership between McKinley Elementary School and the Rediscover Center for the 2024-2025 school year. TK- 5 students will have the unique opportunity to participate in a 15-week series of maker space and project-based learning (PBL) lessons, guided by the expert facilitators from Rediscover. This collaboration will bring hands-on, creative education to our students, allowing them to explore sustainable materials, engage in problem-solving, and develop engineering skills through art and design projects. Aligned with Common Core and Next Generation Science Standards, this program is designed to nurture creativity, critical thinking, and collaboration in a safe and supportive environment.

For more information please see the Rediscover Center website:

[Rediscover Center](#)

### **Physical Education Program**

Students in 1<sup>st</sup>-5<sup>th</sup> grade receive 125 minutes of physical education a week provided by our Physical Education Teacher and Physical Activities Specialist (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:

1<sup>st</sup> and 2<sup>nd</sup> 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.

3<sup>rd</sup>-5<sup>th</sup> 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.

### **Technology**

Every classroom has a variety of technology for students to use. Two interactive whiteboards, a document camera, and sound system are available in all classrooms. Students in grades 1<sup>st</sup>-5<sup>th</sup> have one-to-one Chromebooks, and TK/K have ipads. All TK/Kindergarten-5th grade teachers participate in ongoing professional development in technology integration. Every teacher has a laptop. 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.

### **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 STAR, 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 the school calendar for testing dates and

information. Testing usually occurs in 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](http://caaspp.cde.ca.gov) and at [caschooldashboard.org](http://caschooldashboard.org)

### **Student Success Team Meetings**

McKinley holds regular SST meetings to address parent or teacher concerns regarding a student's academic achievement, social-emotional learning/behavior, and/or attendance. An SST meeting would occur after a parent/teacher conference has already occurred, multiple interventions have been tried, and data has been collected. SSTs are more in-depth parent/teacher conferences with a team utilized to tap into different expertise to support the student. The SST is typically composed of the parent, teacher, another teacher, Literacy Language Interventionist, Special Ed Teacher, School Psychologist, Counselor, and an Administrator. At these meetings the team discusses the student's areas of strengths, areas of growth, student data, strategies/interventions that have been implemented and their effectiveness, and then brainstorm next steps and strategies to support the student. Next steps may include classroom accommodations/modifications, behavior plan, counseling referral, Tier III intervention, referral for assessments etc. Parents or teachers may request an SST by contacting and administrator.

### **Special Education**

Our special education staff includes a School Psychologist, Speech Language Pathologist (SLP), Occupational Therapist, Physical Therapist, Specialized Academic Instruction (SAI) teachers, and Special Education Day Class Teachers. 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 self-contained special education classroom such as our Life Skills classrooms for students who are working on adaptive living skills, and two Intensive Classrooms with students who are working on more intensive academic instruction. 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**

McKinley has counseling services available to 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 individual and family therapy, consult during high-need or crisis situations, group sessions, and teacher and parent consultations. Teachers may refer children, or parents may request assistance in completing a referral for counseling by calling the office. Counseling services are determined by the counselor(s) and require parent consent. McKinley has a full time school counselor as well as counseling partnerships with Family Services of Santa Monica, Boys and Girls Club, and local Universities (counseling interns).

The McKinley School Psychologist, Psych Interns, Counselors, and Counseling Interns also support student learning and the climate as a whole with class presentations, parent workshops, and staff Professional Development. They also lead “Lunch Bunch” which are social skills groups during lunchtime where they help to facilitate friendships and play.

### **English Language Development**

McKinley teaches the California State ELD Standards. ELD instruction is both integrated and designated, and embedded within instruction throughout the school day. Teachers utilize specific ELD lessons within the curriculum as well as effective EL instructional strategies. Multilingual Learners take the ELPAC exam annually to measure academic progress. 4<sup>th</sup> and 5<sup>th</sup> 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. McKinley also offers sessions of vocabulary instruction after school for 2<sup>nd</sup> and 3<sup>rd</sup> graders with a program called Academic Vocabulary Toolkit.

### **Response to Intervention (RTI<sup>2</sup>)**

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, giving individuals what the support needed to benefit the individual and the group as a whole.

Students needing academic support may receive intervention support from our part-time Intervention Teacher or Literacy and Language Interventionist, or at before/after-school intervention from a classroom teacher. Research-based curriculum such as SIPPS, LLI, and AVT are utilized. Parents may contact the teacher if they have additional questions about academic supports and interventions.

The district also offers after school tutoring on Zoom with a partner agency, via a program called Academic Support Program. Students who meet eligibility criteria are sent an invite in the fall.

The district also offers Intensive Intervention Summer School (IISS) for students who meet eligibility criteria and would benefit from additional academic support. A summer language science program for English Learners is also offered.

### **High Achievers**

GATE funding by the state was eliminated. <https://www.cde.ca.gov/sp/gt/gt/gatefiscalfaq.asp>  
There were some issues with the validity of the GATE testing, as students of certain demographics and special needs were not being identified. All students are 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.

At McKinley we feel that every student has a gift or talent in some area, so we work hard to identify and foster each students' areas and strengths.

This is why we are unique at McKinley to have supplemental enrichment in STEM, Theater, Visual Arts, Music, and Physical Education.

We also have extracurricular opportunities for students like the newspaper, Dance team, Green Team, Student Council etc. A few other things we do are:

- Project-based learning- where students are diving into complex topics and sharing with the class. (our Deep Learning Global Citizenship Service Learning Projects are great for high level students)
- 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.

Our teachers do a great job of differentiating for all their students, whether they need more support, or need to be challenged. So our high flyers are getting pushed to grow even more.

### **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 helps to determine staff Professional Development, and facilitates the use of effective instructional practices.

Here at McKinley we have 11 members, who are elected by their colleagues.

- 1 rep from each grade level TK-5
- Teaching and Learning Council (district committee) Leader
- 1 rep from Special Ed
- 2 administrators

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 Math Teacher Leader, Educational Technology Jedi, 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-2<sup>nd</sup>: for a minimum 20 minutes
- 3<sup>rd</sup>-5<sup>th</sup>: 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 an 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.

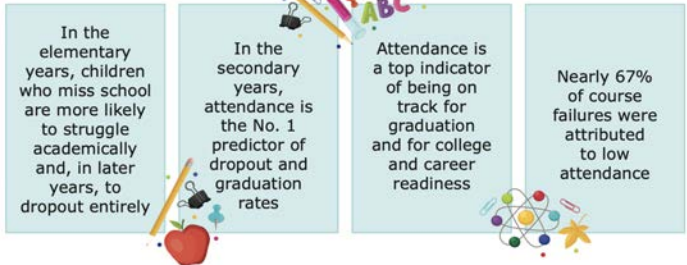
## **Attendance**

### **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.

Please make every effort to ensure that your child attends school each day. Avoid scheduling family trips or scheduling appointments while school is in session. If taking your child for a medical, dental, court appointment etc. please do not keep them out of school all day; bring your child in late or pick them up early so that they can receive some partial instruction.



In the elementary years, children who miss school are more likely to struggle academically and, in later years, to dropout entirely

In the secondary years, attendance is the No. 1 predictor of dropout and graduation rates

Attendance is a top indicator of being on track for graduation and for college and career readiness

Nearly 67% of course failures were attributed to low attendance

Although there are times when your child should stay home from school, it's important to keep in mind that missing just a couple of days of school a month can have a severe impact on your child's success. If there are issues preventing your child from regular school attendance, please reach out to your teacher, principal or school staff to discuss any concerns so we can help.

**Together we are making a difference!**

## Absences

If your child is absent, please email [mckinley-absence@smmusd.org](mailto: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 3+ consecutive days, the student 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 that the student 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 absent. So 3 days X 6 hours daily= 18 hours of classwork to be completed for 3 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. Students with poor attendance or behavior or academic concerns will not qualify for IS.
- 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 2<sup>nd</sup> 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 they arrive 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**

The Health Office is staffed with a Health Office Specialist daily. A registered Nurse is shared by different school sites, and is on campus 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 a 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.

Please do not send your child to school if they are experiencing illness symptoms. It is important that students rest, and that we prevent the spread of illness. Absences for illness will be excused.

#### Immunizations Physical & Dental Exams

When enrolling, the Enrollment Specialist will provide updated information about required immunizations and exams.

#### Injuries

If a child sustains any type of major injury, e.g. a broken bone, a note from a doctor is required before the 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 a child must take medication prescribed by a physician during the regular school day, they 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 the doctor and has been provided to 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 8:00am to 8:20 am. Lunch is served at specific times for each grade level during the school day. A monthly menu for breakfast and lunch is on McKinley's website.

Breakfast and lunch are free to all students.

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.

Hot lunch is 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 option should contact the teacher who can inform the Cafeteria to save a vegetarian lunch for the child. Milk is available. In case of milk allergy, substitutes are available with a written request from your doctor.

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

#### 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, energy drinks, coffee/caffeine-drinks, and soda drinks are not allowed.

We encourage the use of reusable containers & lunch sacks. Please write the child’s name on lunch boxes/bags and bottle in case they are misplaced.

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. The child may pick it up on the way to lunch.

#### Nut Allergies

Some students may have severe nut allergies. While we cannot prohibit students from bringing nut items to school, we ask that if there is a child with a nut allergy in your child’s class, families please avoid packing items with nuts. Also, for any class events, please avoid bringing potluck food items with nuts.

#### 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 occur at the end of the school day. If you wish to bring food in for birthday celebrations, please consider bringing healthier food options that meet the SMMUSD Wellness Policy, or consider bringing a non-food item such as a ball for the classroom, art supplies, or a book for the class library.

### **Before and After School Care**

Childcare is run by the District’s Child Development Services (CDS) office, by the City of Santa Monica (CREST), and by Boys and Girls Club. For more detailed information and to enroll, please contact these programs directly.

#### **School Age Programs**

The TK-3 childcare program is run by the SMMUSD Child Development Services (CDS) Office and offers school site childcare called School Age Programs (SAP). 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.

To enroll in SAP go to <http://www.smmusd.org/CDS/CREST.html>

### **Upper CREST (fourth and fifth grade students):**

The City of Santa Monica (CREST) operates the after school 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 <https://www.santamonica.gov/programs/crest>

### **CREST Enrichment Classes**

The City of Santa Monica (CREST) program provides enrichment classes throughout the year on school campuses. Programs vary by school site and season. For more information regarding CREST Enrichment classes, please call the city Youth Office at (310) 458-8540 or <https://www.santamonica.gov/programs/crest>

### **Boys and Girls Club Sports**

The Boys and Girls Club offers sports teams on campus after school. Registration flyers are blasted out in The Lion's Roar, or information can be found at <https://www.smbgc.org>

### **Playground Club**

Santa Monica Boys & Girls Club (SMBGC) Playground Club (formerly Playground Access) is offering on-site supervision after school where students play on the playground from dismissal until 4:30pm M-F for 1<sup>st</sup>-5<sup>th</sup> graders. Playground Club will operate at a 25:1 ratio (student:staff). More information can be found at <https://www.smbgc.org/lincoln-main-branch/>

### **Before/After School Program Procedures**

Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, Boys and Girls Club, 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 1<sup>st</sup>-5<sup>th</sup> 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 are in charge of the after school program supervision, safety, and student learning. The programs are run separately from the school, and have different administrative staff. If parents 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 parents can begin volunteering, they must first attend a Volunteer Training. This training is held at the Back to School Nights in the Cafeteria, prior to the start of BTSN. After the training parents will be provided with a Volunteer Application, or they may download it from the website. The completed application must be returned to the office, and clearance given by the school nurse and school administration, prior to volunteering.

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, parents must have an approved Volunteer Application. Approved applications are valid for 4 years.

#### Volunteer Policies

All volunteer must follow the SMMUSD Visitor Policy. Volunteers 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 the volunteer shift ends, volunteers must 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 and so the volunteer can focus fully on volunteer duties.

Cellular phones and other electronic devices should be silenced or turned off when volunteering in the classroom to prevent disruptions to the learning environment.

Volunteering is not time for parent/teacher conferences. If a volunteer needs to speak with the teacher regarding their child, please conclude the volunteering, and later schedule an appointment with the teacher.

Any information heard or seen regarding other students or staff while volunteering is confidential. If you have a concern you may let the teacher know, and they will contact the appropriate people.

The staff parking lot is for staff only. Parents coming to volunteer 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 families get to know other.

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
- Multicultural Day
- STEM Fair
- Literacy and Art Nights
- Staff Appreciation Week
- 5<sup>th</sup> Grade Party and Culmination
- Jog-a-thon
- 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 the date and time of your requested observation and why you want to observe.
- The above request must be given to the teacher at least 48 hours prior to the requested observation. The teacher will respond within 48 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 the school calendar or PTA website calendar for current meeting dates, times, and topics.

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

### **African-American Family Association (AAFA)**

The African-American Family Association (AAFA) is a school-family-community partnership designed to support McKinley's African American students and families. At 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. AAFA also assists at school events such as Multicultural 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 neurodiverse students with IEPs. Parent education topics related to special education will be discussed, and special education staff may be available to answer questions. Please check the school calendar for 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. Please check the school 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 School Site Council's duties include making decisions about school state and federal budgets, monitoring the Single Plan for Student Achievement (SPSA), updating the Comprehensive School Safety Plan (CSSP), and reviewing student achievement and family survey data. All parents are welcome to attend Governance Council meetings. For dates, please refer to the school calendar. Meeting agendas and minutes are posted on the website.

### **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 to enhance teaching and learning. 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 supplemental supplies. Checks can be made out to "McKinley PTA" or by credit card at the PTA website <https://mckinleypta.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](http://www.smedfoundation.org) Checks can be made out to the "Ed Foundation."

- Fundraisers: In addition to being fun community building events, our big fundraising events 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
  - 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. Parents 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.