

2024-2025

CEDAR RIVER ACADEMY

Family/Student Handbook



720 7TH AVE. SW, CEDAR RAPIDS, IOWA 52404

Main Office (319)558-2477

Attendance- (319)558-2477, PRESS 1

FAX (319)588-2662



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Introduction

For the 2024-2025 school year, the handbook can be found online through the CRCSD school websites. Students and parents are encouraged to review the handbook and its contents.

Definitions

References: School Board Policy 0604 & Regulation 0604.01-R(1)

In this handbook, the word "parent" also means "guardian" unless otherwise stated. An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated. The term "school grounds" includes the school district facilities, school district property (including school provided electronic devices), property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses. This would also include when learning is provided in a virtual environment. The term "school facilities" includes school district buildings. The term "school activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

Jurisdictional

Statement

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. Every effort has been made to summarize school policies and regulations to provide a basic understanding of the district's expectations for students attending school. More detailed regulations can be found in the School Board Policy manuals located online through the CRCSD website.

The Board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, and/or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age & maturity and with respect and consideration for the rights of others while on District property or on property within the jurisdiction of the District; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the District.

Students who fail to abide by the District's policies, regulations, and procedures and the applicable student handbook will be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the District or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere.

The District may impose a range of disciplinary measures for acts of misconduct. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension from school, suspension from participation in extracurricular activities, and expulsion. The discipline imposed will be based upon the facts and circumstances surrounding the incident and the student's record. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the District's administration of discipline. The District reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student.

Teachers and/or others who are in charge of a classroom must be the administrators of classroom discipline. Therefore, minor disciplinary offenses are the responsibility and obligation of the classroom teacher. When a situation arises wherein the educational process is substantially interfered with, it then becomes the responsibility of the administration to assist in the disposition of the discipline problem.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal, disciplining the student.

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. As in-school suspension means the student will attend school but will be temporarily isolated from one or more class while under supervision. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Expulsion means an action by the Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension. If a special education student's suspension, either in or out of school, equal ten days on a cumulative basis, a staffing team will meet to determine whether the IEP is appropriate.

WELCOME TO CEDAR RIVER ACADEMY!

Dear Families,

This handbook is provided to communicate family/student expectations and procedures while attending Cedar River Academy.

The Cedar River Academy Staff is committed to ensuring all our students have a great learning experience while attending Cedar River Academy. Communication and collaborative relationships with our families is very important to us. Email correspondence is typically used to communicate updated information. Please make sure your email contact is up to date in Infinite Campus and check it frequently.

Please do not hesitate to communicate with your child's teacher, or the school principal with feedback or concerns regarding your child's progress or our school.

Sincerely,

Kendall Gent

Cedar River Academy Principal

kgent@crschools.us





Cedar River Academy

Taylor School opened as a magnet school starting with the 2019-2020 school year and our name is now **Cedar River Academy (CRA)**.

Our CRA mission is to develop a community of high achieving, future ready learners with a passion for the sustainability of environment, community, and self.

Magnet schools have a focused theme and are built on the foundation of the magnet school pillars: diversity, innovative curriculum, professional development, academic excellence, high quality instructional systems, and family and community partnerships. We use a 'hands on - minds on' approach to learning while using state and district standards and vary the delivery of instruction by teaching the standards within a theme.

All students residing in the CRA boundaries will be able to be enrolled at CRA. New students living outside of the school boundaries and desiring to be apart of our magnet school may request to join the enrollment lottery each school year in January/February.

#Learning Today, Sustaining Tomorrow

#Be Kind, Be Safe, Be Responsible

#CRA Cares

Family Involvement

Our district and school seeks input from families utilizing various methods. Throughout the school year, there will be opportunities for you to provide input through questionnaires and surveys. Please know our school leadership team utilizes this information to determine actions for school improvement. If you are interested serving on our Parent Advisory Committee, please contact Principal Gent. The purpose of the committee will be to provide collaboration with the school on our school improvement efforts.

Cedar River Academy Staff Directory

| Name | Position | Email |
|----------------------------|-----------------------------|---------------------------|
| OFFICE TEAM | | |
| Kendall Gent | Principal | kgent@crschools.us |
| Olivia Farley | Secretary | ofarley@crschools.us |
| Lisa Davis | Vol/Enrich Coordinator | lidavis@crschools.us |
| Natalia Duff | School Counselor | nduff@crschools.us |
| Leicha Scranton | Instructional Coach | lscranton@crschools.us |
| Elizabeth Callahan | Magnet School Coordinator | ecallahan@crschools.us |
| Kate Hogg | Media Secretary | khogg@crschools.us |
| Sydney Eisenmann | Engagement Specialist | smason@crschools.us |
| Chris Stumpff | Engagement Specialist | cstumpff@crschools.us |
| HEALTH SUPPORT | | |
| Kim Lybrand | Health Secretary/Attendance | klybrand@crschools.us |
| Teri Schloss | School Nurse | tschloss@crschools.us |
| INSTRUCTIONAL STAFF | | |
| Darci Lenaburg | Early Learning Teacher | dlenaburg@crschools.us |
| Chloe Tieskoetter | Early Learning Teacher | ctieskoetter@crschools.us |
| Katie Pilcher | Kindergarten Teacher | kpilcher@crschools.us |
| Chelsea Szabo | Kindergarten Teacher | chszabo@crschools.us |
| Andrea Wheatley | 1st grade teacher | awheatley@crschools.us |
| Julana Johnson | 1st Grade Teacher | jujohnson@crschools.us |
| Diana Montes | 1st grade Teacher | dmontes@crschools.us |
| Laurie Martin | 2nd grade teacher | lamartin@crschools.us |
| Morgan White | 2nd grade teacher | mwhite@crschools.us |
| Lindsey Szurkowski | 3rd Grade Teacher | lszurkowski@crschools.us |
| Emma Ludvigsen | 3rd Grade Teacher | eludvigsen@crschools.us |
| Nick Hauptly | 4th Grade Teacher | nhauptly@crschools.us |
| Joliann Schroeder | 4th grade teacher | joschroeder@crschools.us |
| Claire Hentges | 4th Grade Teacher | chentges@crschools.us |
| Jerod Staton | 5th grade teacher | jstaton@crschools.us |
| Alexandra Curtis | 5th Grade Teacher | acurtis@crschools.us |

| Name | Position | Email |
|-----------------------------------|--------------------------------------|--------------------------------|
| INSTRUCTIONAL STAFF | | |
| Lois Evans | Title 1 Teacher | levans@crschools.us |
| Kelly Lange | Title 1 Teacher | klange@crschools.us |
| Tara Flint | Title 1 Teacher | tflint@crschools.us |
| Ryan Patterson | Gifted/Talented | rpatterson@crschools.us |
| Ernestina Hernandez-Zudell | ELL Teacher | ehernandezsudell@crschools.us |
| Liliane Atty | ELL Teacher (.5) | latty@crschools.us |
| Lu Higgins | Music Teacher | lhiggins@crschools.us |
| Kay Archer | Art Teacher | |
| Romello (Mello) Hidalgo-Monjaras | PE Teacher | rhidalgo-monjaras@crschools.us |
| Robyn Davis | Media Specialist | rsdavis@crschools.us |
| Kaleb Donels | Special Education Teacher - Strat II | kdonels@crschools.us |
| Julianne Scheer | Special Education Teacher - Strat II | jscheer@crschools.us |
| Danielle Stubbs | Special Education Teacher - MultiCat | dstubbs@crschools.us |
| Brett Calcara | Special Education Teacher - MultiCat | bcalcara@crschools.us |
| Hannah Schrader | Special Education Teacher - MultiCat | |
| GWAEA SUPPORT | | |
| Beth Kosmicki | Speech/Language Pathologist | bkosmicki@gwaea.org |

For the latest CRA news and information:

Our website:
cramagnet.crschools.us
follow us on:



@CedarRiverAcademyatTaylor



@cramagnetschool



@CRAmagnetschool

Pictures of activities and students are used often in our social media. If you would prefer to omit your child from social media, please submit a written letter to the main office each school year.

For the latest DISTRICT news and information:

www.crschools.us

follow us on:



@CRSchools



@CRSchools



@CRSchools



EngageCRSchools

2024-25 School Calendar

August 23, 2024 (Early Dismissal)










June 3, 2025 (Early Dismissal)

- Elem. School: 8:50 am – 2:20 pm

- Middle School: 7:50 am – 1:20 pm

- High School: 7:50 am – 1:20 pm

Calendar Legend

| | |
|--|---|
|  | New Teacher Pre-Service |
|  | First Day of Classes/Early Dis. Last Day of Classes/Early Dis. |
|  | Staff Professional Learning (No School for Students) |
|  | End of Semester |
|  | Teacher Directed (No Students) |
|  | Teacher Comp Day (No School for Students) |
|  | Break (No School) |
|  | District Holiday (All Offices Closed) |
|  | Inclement Weather Make-Up |

School Hours:

Elementary School: 8:50 am - 3:50 pm

Middle School: 7:50 am - 2:50 pm

High School: 7:50 am – 2:50 pm

Weather Related

Late Start Hours:

Elementary School: 10:50 am – 3:50 pm

Middle School: 9:50 am – 2:50 pm

High School: 9:50 am – 2:50 pm

The District will take all full-day closures and make them up at the end of the school year in June. We will not make up late starts and early release times unless we have missed more than 15.5 hours of instruction.

| August 2024 | | | | | Hours |
|----------------|----|----|----|----|-------|
| | | | 1 | 2 | |
| 5 | 6 | 7 | 8 | 9 | |
| 12 | 13 | 14 | 15 | 16 | |
| 19 | 20 | 21 | 22 | 23 | 5 |
| 26 | 27 | 28 | 29 | 30 | 37.5 |
| September 2024 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 63.5 |
| 9 | 10 | 11 | 12 | 13 | 96 |
| 16 | 17 | 18 | 19 | 20 | 122 |
| 23 | 24 | 25 | 26 | 27 | 154.5 |
| 30 | | | | | 154.5 |
| October 2024 | | | | | |
| | 1 | 2 | 3 | 4 | 180.5 |
| 7 | 8 | 9 | 10 | 11 | 206.5 |
| 14 | 15 | 16 | 17 | 18 | 239 |
| 21 | 22 | 23 | 24 | 25 | 265 |
| 28 | 29 | 30 | 31 | | 291 |
| November 2024 | | | | | |
| | | | | 1 | 297.5 |
| 4 | 5 | 6 | 7 | 8 | 330 |
| 11 | 12 | 13 | 14 | 15 | 356 |
| 18 | 19 | 20 | 21 | 22 | 388.5 |
| 25 | 26 | 27 | 28 | 29 | 401.5 |
| December 2024 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 434 |
| 9 | 10 | 11 | 12 | 13 | 466.5 |
| 16 | 17 | 18 | 19 | 20 | 499 |
| 23 | 24 | 25 | 26 | 27 | 499 |
| 30 | 31 | | | | 499 |

15.5 extra built in hours
190 for teacher days

| January 2025 | | | | | |
|---------------|----|----|----|----|--------|
| | | 1 | 2 | 3 | 499 |
| 6 | 7 | 8 | 9 | 10 | 531.5 |
| 13 | 14 | 15 | 16 | 17 | 557.5 |
| 20 | 21 | 22 | 23 | 24 | 583.5 |
| 27 | 28 | 29 | 30 | 31 | 616 |
| February 2025 | | | | | |
| 3 | 4 | 5 | 6 | 7 | 648.5 |
| 10 | 11 | 12 | 13 | 14 | 674.5 |
| 17 | 18 | 19 | 20 | 21 | 707 |
| 24 | 25 | 26 | 27 | 28 | 733 |
| March 2025 | | | | | |
| 3 | 4 | 5 | 6 | 7 | 765.5 |
| 10 | 11 | 12 | 13 | 14 | 798 |
| 17 | 18 | 19 | 20 | 21 | 798 |
| 24 | 25 | 26 | 27 | 28 | 830.5 |
| 31 | | | | | 830.5 |
| April 2025 | | | | | |
| | 1 | 2 | 3 | 4 | 856.5 |
| 7 | 8 | 9 | 10 | 11 | 889 |
| 14 | 15 | 16 | 17 | 18 | 915 |
| 21 | 22 | 23 | 24 | 25 | 941 |
| 28 | 29 | 30 | | | 960.5 |
| May 2025 | | | | | |
| | | 1 | 2 | | 967 |
| 5 | 6 | 7 | 8 | 9 | 999.5 |
| 12 | 13 | 14 | 15 | 16 | 1025.5 |
| 19 | 20 | 21 | 22 | 23 | 1058 |
| 26 | 27 | 28 | 29 | 30 | 1084 |
| June 2025 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 1095.5 |
| 9 | 10 | 11 | 12 | 13 | |
| 16 | 17 | 18 | 19 | 20 | |
| 23 | 24 | 25 | 26 | 27 | |
| 30 | | | | | |

Graduation Information

January 23 at 7:00 pm: Metro (Winter)

May 21 at 7:00 pm: Metro (Spring)

May 22 at 7:00 pm: Jefferson

May 23 at 7:00 pm: Kennedy










May 24 at 7:00 pm: Washington

2024-25 Preschool Calendar

First Day: September 3, 2024

Last Day: June 2, 2025

Calendar Legend

| | |
|---|---|
|  | New Teacher Pre-Service |
|  | First Day of Classes Last Day of Classes |
|  | Staff Professional Learning (No School for Students) |
|  | No Preschool on Fridays (No Students) |
|  | Teacher Directed (No Students) |
|  | Teacher Comp Day (No School for Students) |
|  | Break (No School) |
|  | District Holiday (All Offices Closed) |
|  | Inclement Weather Make-Up |

Preschool Days

Monday - Thursday

No Preschool on Fridays

Preschool Hours

AM Session: 8:50 am – 11:50 am

PM Session: 12:50 pm – 3:50 pm

Full-Day Session: 9:00 am - 4:00 pm

| August 2024 | | | | | Days |
|----------------|----|----|----|----|------|
| | | | 1 | 2 | |
| 5 | 6 | 7 | 8 | 9 | |
| 12 | 13 | 14 | 15 | 16 | |
| 19 | 20 | 21 | 22 | 23 | |
| 26 | 27 | 28 | 29 | 30 | |
| September 2024 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 3 |
| 9 | 10 | 11 | 12 | 13 | 7 |
| 16 | 17 | 18 | 19 | 20 | 11 |
| 23 | 24 | 25 | 26 | 27 | 15 |
| 30 | | | | | |
| October 2024 | | | | | |
| | 1 | 2 | 3 | 4 | 18 |
| 7 | 8 | 9 | 10 | 11 | 22 |
| 14 | 15 | 16 | 17 | 18 | 26 |
| 21 | 22 | 23 | 24 | 25 | 29 |
| 28 | 29 | 30 | 31 | | 33 |
| November 2024 | | | | | |
| | | | | 1 | 33 |
| 4 | 5 | 6 | 7 | 8 | 37 |
| 11 | 12 | 13 | 14 | 15 | 40 |
| 18 | 19 | 20 | 21 | 22 | 44 |
| 25 | 26 | 27 | 28 | 29 | 46 |
| December 2024 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 50 |
| 9 | 10 | 11 | 12 | 13 | 54 |
| 16 | 17 | 18 | 19 | 20 | 58 |
| 23 | 24 | 25 | 26 | 27 | 58 |
| 30 | 31 | | | | 58 |

as of 3/26/24

| January 2025 | | | | | |
|---------------|----|----|----|----|-----|
| | | 1 | 2 | 3 | 58 |
| 6 | 7 | 8 | 9 | 10 | 62 |
| 13 | 14 | 15 | 16 | 17 | 66 |
| 20 | 21 | 22 | 23 | 24 | 69 |
| 27 | 28 | 29 | 30 | 31 | 73 |
| February 2025 | | | | | |
| 3 | 4 | 5 | 6 | 7 | 77 |
| 10 | 11 | 12 | 13 | 14 | 80 |
| 17 | 18 | 19 | 20 | 21 | 84 |
| 24 | 25 | 26 | 27 | 28 | 88 |
| March 2025 | | | | | |
| 3 | 4 | 5 | 6 | 7 | 92 |
| 10 | 11 | 12 | 13 | 14 | 96 |
| 17 | 18 | 19 | 20 | 21 | |
| 24 | 25 | 26 | 27 | 28 | 100 |
| 31 | | | | | |
| April 2025 | | | | | |
| | 1 | 2 | 3 | 4 | 103 |
| 7 | 8 | 9 | 10 | 11 | 107 |
| 14 | 15 | 16 | 17 | 18 | 111 |
| 21 | 22 | 23 | 24 | 25 | 114 |
| 28 | 29 | 30 | | | 117 |
| May 2025 | | | | | |
| | | | 1 | 2 | 118 |
| 5 | 6 | 7 | 8 | 9 | 122 |
| 12 | 13 | 14 | 15 | 16 | 125 |
| 19 | 20 | 21 | 22 | 23 | 129 |
| 26 | 27 | 28 | 29 | 30 | 132 |
| June 2025 | | | | | |
| 2 | 3 | 4 | 5 | 6 | 133 |
| 9 | 10 | 11 | 12 | 13 | |
| 16 | 17 | 18 | 19 | 20 | |
| 23 | 24 | 25 | 26 | 27 | |
| 30 | | | | | |

The CRCSD District Calendar for K-12 and Preschool can be found on our district website. <https://crschools.us/calendars/>

School Hours

- 8:25am-8:40am: Doors open/breakfast served
- 8:40am - Breakfast ends
- 8:50 am: School begins
- Students are considered late after 8:50 am
- 3:50 pm: Regular Dismissal Time

Students are not to arrive earlier than 8:20am.

Supervision is not provided until 8:20 am.

Pre-School starts September 3

- No Class on Fridays!

- 8:50 am – 11:50 AM Class
- 12:40 pm – 3:40 PM Class



Announcements begin at 8:50 each day. The Pledge of Allegiance is recited during announcements along with activities of the day. Students may choose to stand and recite the pledge, or not. All students are to remain quiet during announcements. Each classroom displays a flag.

Visitors

Guardians are welcome to visit our classrooms. Please contact your child's teacher to arrange a scheduled visit. Please do not visit unexpectedly.

Upon arrival, all visitors are required to sign in at the office to have their ID scanned into our RAPTOR system and receive a printed badge. The badge will need to be worn at all times during the visit.

Signing Students Out From School

Students may only be signed out of school by an adult listed in Infinite Campus. **In the interest of safety and attendance, guardians will sign students out from school in the main office.** Staff will call the student from class for dismissal. If your student returns before the end of the school day, guardians will sign the student back in at the office. Please remember our student school day ends at 3:50 pm.

Guardians must enter the building and come to the main office to sign their student out from school.

For your child's protection, CRA staff cannot release a child to anyone other than their guardian or persons listed as an emergency contact through Infinite Campus without written consent or by arrangement with the principal. If you plan to have your child picked up by someone else, please notify the office prior to pick up and they will sign them out in the main office.

School Delay/Closings

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

Make Up Days

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

Arrival Procedures

- Breakfast is served 8:25am - 8:40am
- Students eating breakfast arrive at 8:20 and form a k-2 line outside on right side of doors and 3-5 line on left and wait in line to enter. Students should not run around while waiting.
- *Students not eating breakfast should arrive at 8:45am.*
- Kindergarten students will proceed to their assigned classrooms at arrival for breakfast.
- 1st-5th grade students eating breakfast will enter the cafe line. 3rd -5th graders eat breakfast in the cafeteria.
- Students may not enter classrooms without adult permission
- Any student wishing to eat breakfast arriving after 8:40 will receive a sack breakfast
- Students are not allowed in the building prior to 8:25 unless they have permission from staff or are accompanied by an adult
- Visitors entering the building prior to 8:25 will enter through the front door to be buzzed in by office staff.
- **When dropping off students by car, please pull as far forward in the drop off lane to allow other cars space to pull in. Do not use the fire lane to drop off students. Single car lanes only. Do not drop off students before 8:20am.**
- **Please do not leave cars unattended in the drop off of lane. If you need to enter the building, please park your car in the lot.**
- **Please be cautious of students walking to school and refrain from blocking our neighbors' driveways, waste containers, or parked cars**

~Pre-School Families~

Please park cars along street or parking lot. An adult must be present to drop off and pick up your PK student at the back entrance by PK playground to be met by PK staff.

-AM Arrival time is 8:40-8:50. PM PK- arrival time is 12:40-12:50.

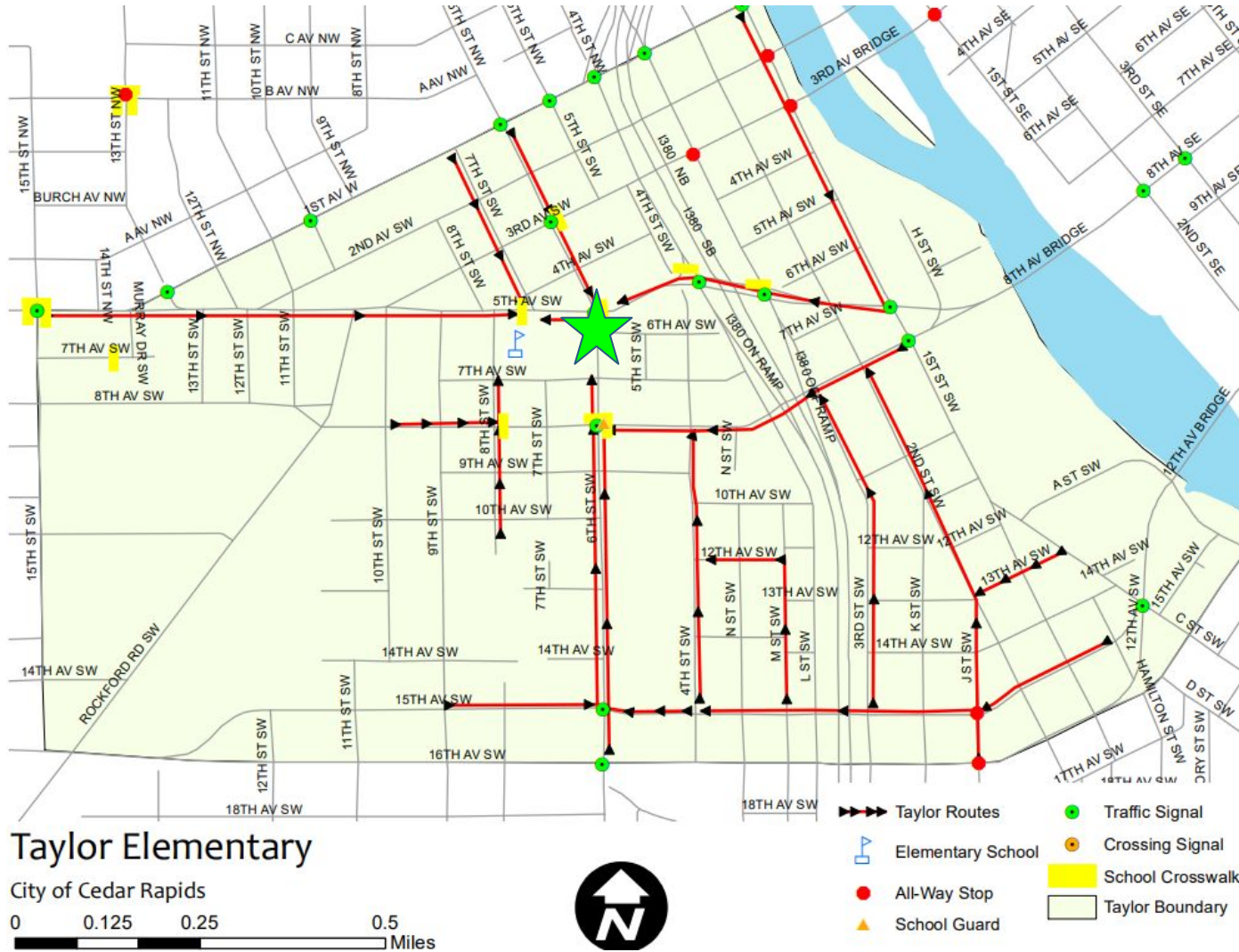
If you arrive after 8:50 AM or 12:50 PM, you must sign your student in at the main office. If you are picking up your student early, please sign them out in the main office.

Dismissal Procedures

- Elementary schools dismiss at 3:50 pm; Monday – Friday
- **When picking up student by car, please pull as far forward in the drop off lane to allow other cars space to pull in**
- **Please do not leave cars unattended in the drop of lane. If you need to enter the building, please park your car in the lot.**
- **Please do not use the fire lane for pick up. This lane is used so cars may pull out and leave the pick up area**
- Walkers- Please wait for students in front of the school. This helps with a smooth dismissal
- Please do not bring dogs onto school property, the safety of all students is very important to us
- Staff will begin dismissal of car riders at 3:45pm. Staff will meet cars in front driveway and call into office for students to be dismissed
- It is helpful to have the names of the students you are picking up visually displayed in your car for staff
- **Early dismissal ends at 3:35 p.m.** Students will not be released after this time due to office staff preparing for dismissal.

There is no car drop off or pick up in our south, 7th Ave bus loop. Busses and school vans only!

At CRA Elementary, the safety of our students is a priority. With all of us working together, we can ensure the safety of all our students. We are always examining our practices in order to improve. Please read over these procedures and contact the school if you have concerns.



Students are encouraged to use the pictured sidewalk routes designated by the city of Cedar Rapids when walking to and from school.

There will be a crossing guard to help walkers cross at 6th St. and 8th from 8:20-8:40 am. Guardians are encouraged to walk with their student to and from school. Crosswalk signals should be utilized whenever crossing the street.



Bus Transportation

Some students are transported by school bus. You will receive information about routes, pick up, drop off times and student conduct. It is the responsibility of the family to provide supervision at bus stops before and after school.

Students must meet certain requirements to be eligible for bus transportation.

See eligibility requirements here:

<https://crschools.us/students-and-families/transportation/bus-eligibility/>

All transportation questions or concerns should be directed to the transportation office at **319-558-2318**.

VISITING AND VOLUNTEERING PROGRAM

VISITATION POLICY

- For security purposes, anyone visiting school between 8:50-3:50 will use the front entrance door. A doorbell will alert the office staff of your arrival. Upon recognition they will “buzz” you in. Visitors **must** report to the office and must provide a form of identification that will be run through our Raptor System. A name tag will be printed for you.
- You are always welcome to see first hand the teaching and learning taking place at school. As a professional courtesy, we ask that you make arrangements with teachers or principal prior to a planned visit. Please let the office staff know when you leave the building also. Visiting children must be accompanied by an adult. We appreciate your understanding and support of these security measures to ensure the welfare of all students and staff.
- Visitors may have lunch with their children. We welcome such visits, but ask to please notify the teacher and office in advance. We encourage visitors to eat school lunch or to bring a healthy lunch of their choice. Visitors may not bring lunch for any child other than their own. For safety and security we ask that visitors to refrain from taking photos of other children while on school premises.

RAPTOR SYSTEM

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

VOLUNTEERING

- We encourage ongoing and active volunteer involvement by individuals and groups when it will enhance the educational experience of our students. Examples of volunteers include, but are not limited to: classroom volunteers, field trip volunteers, bus chaperones, mentors, reading buddies, etc. Volunteers will be under the supervision and direction of a school employee. **Contact the Volunteer Coordinator if you are interested in volunteering. Please contact the school office at (319) 558-2477**
- The Cedar Rapids Community School District (CRCSD) recognizes the need to maintain a District Volunteer Services Program to support classroom instruction and co-curricular activities. CRCSD appreciates the involvement of volunteers in supporting instructional programs and enriching the learning environment. The district shall make every reasonable effort to provide a safe learning environment for students working with volunteers.
- **A Volunteer Application is required annually of all volunteers whose primary role is that of working directly with students or assisting staff on a regular basis; supervising/chaperoning students; or acting as an authority figure.** All Volunteer Applications will be checked against the national sex offender database and are subject to a background check. <https://apps.raptortech.com/Apply/MTE5OTplbilVUw==>
- All applications must be approved prior to volunteering.

Attendance Policy

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

The Cedar Rapids Community School District believes excessive student absenteeism and tardiness is an early warning sign of poor academic achievement and puts students at risk of dropping out of school. An absence is any time a student does not access instruction (physically or remotely as designated). Absences will be recorded as part of a student's attendance record and tracked through Infinite Campus. Attendance is recorded by the amount of time accumulated. Late arrival and early dismissal time adds up. Please call your child absences to the health office in order to avoid attendance violations.

Absences: It is the responsibility of the guardian to notify the student's attendance center as soon as the guardian knows the student will not be attending school. **This can be done by calling the school at 319-558-2477, PRESS OPTION 1 FOR ATTENDANCE** If the school is not notified of the absence, it will be counted as unexcused. The guardian may rectify this by giving verbal notice within two days of the reason for the absence or provide necessary documentation. The administrator reserves the right to verify an absence as excused or unexcused and may request evidence or written verification of the student's reason for absence. Student absences approved by the administrator are excused absences.

Excused absences may include, but are not limited to:

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

Attendance Policy (continued....)

Arriving Late and Leaving Early:

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

A student is considered tardy if they enter the school any time between 8:50 and 9:15.

Afternoon Pre-K is tardy from entry between 12:50 and 1:15.

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

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

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

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



Health Services

CRCSD Health Services

All schools have a health office staffed by a health secretary and access to a school nurse to provide health related services to students throughout the school day. Health office staff provide first aid for injuries, administer medication and assess complaints of illness. School nurses manage chronic health conditions, including potentially life threatening health conditions.

The school should be informed of students' significant health conditions. The information will be shared with school staff needing to know about your child's condition. If the condition requires special adjustments in the school environment, the school nurse should be contacted. Any changes in student health status during the year should be communicated to the school nurse or health secretary.

Ms. Kim Lybrand

Health/Attendance Secretary

319-558-2477 Option 2

klybrand@crschools.us

Mrs. Teri Schloss

School Nurse

319-558-2477 ext 50235

tschloss@crschools.us

Administration of Medication Policy

Prescription Medication. Only medication prescribed by a legal prescriber shall be administered during the time the student is at school. The parent/guardian shall provide written authorization and instructions. The medication (in original container) must be kept in the school health office unless the school nurse authorizes otherwise. By law, students with asthma or other airway constriction diseases may self-administer their medication with approval of their parents and prescribing health care provider. Permission forms are available in each school health office or on the District's website under the Student Services/Health Services page.

Over-the-Counter Medication. A legal prescriber's signature is required on the District's medication permission form before any over-the-counter medications will be given- including lotions and cough drops etc. Requests to administer experimental, off-label supplements, herbal, alternative, complementary and homeopathic medications, including all forms of essential oils, are evaluated and approved for administration on a case-by-case basis in consultation with the school nurse. There will also need to be communication with the prescriber, research, information, resources and other sources to support the safe and effective administration at school (Iowa Board of Nursing, 1995). Middle and high school students, in accordance with Health Services protocols for common complaints of pain, may have limited, over-the-counter medication with written parental consent.

****A Legal Prescriber is a physician, dentist, podiatrist, licensed physician assistant or advanced registered nurse practitioner.**



Health Office Procedures

Students are sent to the health office if they are injured or appear ill. Health office staff will attend to the student's complaint. This may include providing first aid, asking the student questions about how they feel, taking a temperature, making observations, talking to the teacher, and contacting the school nurse. Students will be sent home for:

- A temperature of 100.4° F. or higher
- Active, illness related vomiting or diarrhea

The parent/guardian will be called and the student will be sent home. Other symptoms that influence the decision to send the student home include general appearance and functioning in the classroom. After a period of observation a decision will be made to do one of the following:

- Notify the parent/guardian for symptoms of illness or injury of a serious nature as determined by the school nurse and/or health secretary. Not all student visits to the health office will result in parents/guardians being contacted
- Allow the student to rest in the health office for a brief period then return to class

Students are to be fever-free without fever reducing medication before returning to school. During times of high rates of illness, such as during influenza season, the length of time a student must remain home after fever/symptoms of illness may change as recommended by Linn County Public Health.

Immunizations

(CRCSD Regulation 602.1)

All students new to the District shall present evidence they have received state mandated immunizations or meet the exception as outlined in the Code of Iowa before they may enroll in our schools. Students may be admitted conditionally to the attendance center if they have completed provisional requirements. Failure to meet state immunization requirements will be grounds for denial of admission or exclusion. Exemptions from the requirement will only be allowed for medical or religious reasons recognized by law. The student must provide a valid Iowa State Department of Public Health Certificate of Immunization Exemption to be exempt from this policy.

Communicable Diseases

(CRCSD Procedure 605.3c)

Students with communicable disease will be allowed to attend school as long as their attendance does not create a substantial risk of illness or transmission to the students or staff. The term “communicable disease” will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law. Parents are advised to notify the school whenever their child has a communicable disease. All health information of students is strictly confidential. Exceptions are provided in Regulation 606.1 “Student Records”.

A student will be excluded from school when the student's condition has been determined to create a health risk to others in the District environment or when the student is too ill to attend school. Such determination shall be made on a case-by-case basis by the student's physician, the school nurse, appropriate school staff members, the State Department of Public Health and/or the Linn County Public Health.

For more information regarding other health services policies/procedures visit:
<https://crschools.us/students-and-families/parent-notifications/>

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

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

Hearing Screening: Grant Wood Area Education Agency (GWAEA) screens all students in Alternative Kindergarten (AK), kindergarten, and grades 1, 2, and 5. Students in the Early Learning Program with IEP's will be screened. Students in grades 3, 4, middle, and high school, who are new to the school, that don't have a documented hearing test, and some students with a history of known hearing loss will also be tested. Follow up testing may occur periodically if previous hearing test results were not within normal limits. Parents/guardians not wishing their child's hearing be tested should notify the health office in writing at the beginning of the year. Parents/guardians with concerns about their child's hearing may contact their school nurse or Grant Wood Area Education Agency to schedule a hearing test at any time, (319)399-6700.

Dental Screening: UnityPoint Health/St. Luke's Hospital – Dental Health Center and HACAP partner to offer preventive dental services to students in Pre-K through 5th grade in qualifying schools. Dental hygienists will provide dental screenings to children enrolled in qualifying schools. If a parent/guardian does not wish for their child(ren) to receive a dental screening, a written request must be sent to the child(ren)'s school health office saying such. Preventive services such as fluoride varnish and dental sealants are also available to those students with a Dental Program Consent Form signed by the parent/guardian and returned to the school health office.

Iowa law requires that any student entering kindergarten and ninth grade provide a valid Iowa Department of Public Health Certificate of Dental. (This form is available from your school nurse, dentist, or on the CRCSD Web site in the Student Services/Health Services section.) The goal of this legislation is for each student to receive the benefit of early and regular dental care including prevention, and to establish a dental home for children who may not have one.

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

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

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

Provision of Emergency Care

(CCSD Procedure 605.3a)

Staff trained in first aid/emergency care techniques may provide emergency care or first aid to sick or injured students whenever they are under District supervision. For severe or life-threatening injuries and illnesses, the Emergency Assistance Number (911) will be called and the student will be transferred to an appropriate source of medical care as rapidly as possible.

During the published school-calendar year, each building will have designated, trained building medical responders.

Written guidelines for medical emergencies will be reviewed and updated annually and will be available in every building.

Medical responder teams will meet yearly to clarify procedures and update medical emergency practices.

Incidents requiring assessment by a healthcare provider will be documented according to Health Services reporting procedures. Medical responder teams will meet after emergency incidents for debriefing of the event.

Annually, parents are requested to provide emergency information, including the phone numbers of parents/guardians and alternative numbers to call in case of injury or illness at school.

The District will obtain epinephrine auto-injectors so if trained school personnel are available it can be administered to a student or individual who may be experiencing a suspected anaphylactic reaction.



Concussion

CRCSD Board Regulation 410:

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

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

See the district website for specific Concussion Return to Learn/Play guidelines

Head Lice (Pediculosis)

The Cedar Rapids Community School District head lice procedures follow recommendations from the Iowa Department of Public Health, Iowa Department of Education and Centers for Disease Control. The District's role is to support parents by emphasizing prevention, early detection and education.

Students with signs and symptoms of head lice will be referred to the health office for assessment. Guardians of students found to have live lice or nits (eggs) within ½ inch of the scalp, will be notified and provided with information regarding treatment and management. Students are not excluded from school for live head lice or nits.

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

Food Service

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

Breakfast and lunch options are available in all of our schools.. Menus are posted on the District website and available on the [Nutrislice App. https://cr.nutrislice.com/menu](https://cr.nutrislice.com/menu).

The Cedar Rapids community school district has 16 Elementary schools under the Community Eligibility Provision (CEP) that allows us to serve breakfast and lunch at no charge daily for the 24 - 25 school year. The schools are as follows:

Elementary schools: Cleveland, **Cedar River Academy**, Erskine, Grant, Grant Wood, Harrison, Hiawatha, Hoover, Johnson, Kenwood, Madison, Nixon, Trailside, Van Buren, West Willow, and Wright.

USDA requires families to complete the free/reduced application to receive additional benefits in the school district such as fee waivers, transportation, etc.

School meals include the following components; milk and/or water, fruit, vegetable, grain, and protein. If students choose to bring a meal from home, families are asked to send nutritious food items. Milk is available for purchase. Bringing food from outside restaurants to the school cafeteria is discouraged. Students are not allowed to have soda with any lunch eaten at school. Students are discouraged from sharing their foods or beverages with one another, given concerns about sanitation, allergies and health related issues. We view the cafeteria as an extension of the classroom, and expect students to follow common courtesies in the lunchroom.

Menus may change due to emergencies, late starts, snow days, and manufacturing shortages.

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

Healthy Fresh Fruits and Vegetable Program

The goal of the FFVP is to:

- Create healthier school environments by providing healthier food choices.
- Expand the variety of fruits and vegetables children experience.
- Increase children's fruit and vegetable consumption.
- Make a difference in children's diet to impact their present and future health.

This program is seen as an important catalyst for change in efforts to combat childhood obesity by helping children learn more healthful eating habits. The FFVP introduces school children to a variety of produce that they otherwise might not have had the opportunity to sample.



Snack and Wellness Guidelines









HEALTHY SCHOOL SNACKS



Cedar Rapids Community School District

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

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

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

CRA staff works hard to ensure students' minds and bodies are ready for learning. We encourage healthy eating and physical activity. This reduces health risks and increases chances for a longer and productive life.

- Follow the healthy school snack guidelines for lunches and celebrations
- Let your child's teachers know if you plan on sharing a celebration at school

WELLNESS

Schools play an important role in promoting and maintaining their students' health.

Healthy students are better learners. But schools can't do it alone. Parents are the other crucial half of the equation to provide the healthy start that kids need to thrive in the classroom and in life.

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

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

Here's what our commitment to wellness looks like:

Our school will:

Provide health education, including nutrition, in the curriculum

Provide multiple opportunities for physical activity to meet or exceed the Healthy Kids Act requirements (30 min/day for Elementary Schools, 120 min/week for Middle & High Schools)

Serve school meals that reflect the Dietary Guidelines for Americans, model appropriate portion sizes and provide a well-balanced meal

Discontinue using unhealthy foods for fundraisers

Ensure all food and beverages made available during the school day (including snacks) meet District Nutritional Guidelines

Require that students are physically active during the majority of time in physical education class

Discontinue using food/food coupons as rewards or incentives

Ensure physical activity is not used for or withheld as a punishment

To support wellness in our schools, families will:

Send food items for classroom celebrations only when requested by school staff

Follow the District Nutritional Guidelines when providing meals/snacks (unhealthy treats will not be distributed)

Help plan and support fundraising events that do not involve food

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

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

Reference: School Board Policy 610.1

Recess Guidelines

Recess is an important part of all elementary students' day. All students are expected to participate in recess activities each day, year round. Appropriate weather attire is expected daily so that students can participate safely in recess. Weather conditions may determine appropriate clothing attire. According to research by the Centers for Disease Control (CDC), active kids have:

- stronger muscles and bones
- less risk of becoming overweight
- a lower chance of getting type 2 diabetes
- lower blood pressure and blood cholesterol level
- a better outlook on life
- better sleep



Physical activity also benefits students by:

- increasing their level of physical activity
- improving their memory, attention, and concentration
- helping them stay on-task in the classroom
- reducing disruptive behavior in the classroom
- improving their social and emotional development (e.g., learning how to share and negotiate)

Recess excuses:

Doctor/health care provider notes for school accommodations, including staying in from recess.

Doctor's notes are considered recommendations and are one source of information when determining school accommodations for students. Doctor's requests need not be implemented automatically.

The school nurse, in collaboration with the school team and parent/guardian, will review the health care provider recommendation and determine whether the student's health needs can be accommodated in other ways so they may continue to participate in recess activities.

One Day: Written or verbal request from a parent/guardian for acute illness or injury will be honored. The School Nurse may extend based on legitimate medical needs, such as an asthma flare up, sprained ankle etc.

Two or More Days:

- If the student has an acute medical need, like surgery or a broken bone, school nurses will contact the health care provider, or review discharge paperwork, for activity restrictions and length of time for the activity restriction.
- For long term chronic health needs, school nurses will do an individual health assessment, including obtaining additional information from parents and health care providers, to determine the need for accommodations.

Weather guidelines:

(Adapted from the Iowa Department of Public Health and The National Weather Service guidelines/recommendations)

Winter Recess:

- When snow is on the ground students are expected to wear snow pants and snow boots to be off the blacktop.
- Students should stay inside if the temperature, including wind chill (or "feels like temp"), is 10 degrees or below. Example, if the actual temp is 20, but with windchill/feels like it is 8 degrees, students stay inside.
- Schools should use the same source for determining temperature to make it consistent and understandable for parents/guardians with children in different buildings. The recommended source is Weather Underground <https://www.wunderground.com/weather/u/s/ia/cedar-rapids>. On this site you are able to change the location of where the temperature is being measured (at KCRG downtown) to a location closer to your school site.

Warm Weather Recess:

- If the heat index (air temperature and humidity) is 100 degrees F or more, students will have an indoor recess.

Playground

We have established procedures to help provide an environment that is safe to both students and school property. Boundaries have been established and students need permission of a supervising adult to leave the area. Students are encouraged to wear clothing appropriate to the weather. The school provides playground equipment so bringing equipment from home is not allowed. Playground expectations are taught and reviewed by staff throughout the year.

Miscellaneous Communication

District Flyers and Notices

In our efforts to go “green”, flyers and handouts will be posted in a link found on our district

Website. <https://crschools.us/students-and-families/quick-links/virtual-backpack/> Once here, you will select the link for your child’s building.

School Pictures

Each fall all students will have their pictures taken for the cumulative records. Flyers with the date will be sent home with students closer to Picture Day. Families may purchase individual pictures from the company if desired. Spring pictures will also be taken, and as always the purchase of these photos is left up to individual families.

IMC/Library

The library supports the curriculum and enriches the children’s learning experiences. The Teacher Librarian and Media Secretary assist students and teachers in locating and using the resources of the Library.

Materials are available to students, staff, and parents to be checked out or renewed. There are no fines for overdue materials; however, each child is expected to assume responsibility for returning materials on time.

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

School Supplies and Fees

A suggested annual school supply list can be found on the district website. Some supply items may need to be replenished as the year progresses. Individual teachers may request additional items as needed.

<https://crschools.us/students-and-families/quick-links/school-supplies/>

A book fee is assessed annually to cover the cost of certain curriculum materials. If you qualify for free or reduced lunches your material fee will be reduced.

To qualify for fee forgiveness/reduction, you must have been approved for a free/reduced benefit AND you must complete Parent Permissions to share that status in Infinite Campus.

Statements for students who do not qualify for fee forgiveness status will be mailed to families sometime during the school year. Fees can be paid by card through Infinite Campus, or exact cash/check at the student’s school.

Checks made payable to: Cedar Rapids Community School District

In the event your check is returned it will be represented electronically along with the state fee.

Non-School Parties/Celebrations

Invitations to non-school sponsored parties or celebrations are to be handled by families outside of the school day. This will help avoid conflicts with students not receiving invitations.

All food contributions must be coordinated with the classroom teacher and must adhere to the district nutritional guidelines.

Classroom celebrations are managed by the classroom teacher and notification of these events will be delivered by the classroom teacher. You can excuse your child from participation by communicating with your child’s teacher.

Please do not send items such as balloons or flowers to school to celebrate a student’s special occasion. We will not deliver items and they will remain in the office for students or families to pick up after school.

Infinite Campus and Annual Verification

According to Board policy 606 parents have access to student cum files and records during school hours.

Families are asked to complete an annual update to the student management system. This system, Infinite Campus, allows the school to have current contact information in the event of an emergency. As changes occur in either phone numbers or emergency contact information, parents should update the system. Parents should alert the person(s) listed as emergency contacts for their student.

An important part of the annual verification is providing student permissions for field trips, sharing information, and internet usage. We will communicate with you when you can go in and verify the information in your child's profile and update incorrect information. This can be accessed all year long to update your child's emergency contact information.

Accidents and Emergency Information

The information in Infinite Campus should be kept current. It is upsetting to a child when we are unable to contact a parent or guardian. Accidents serious enough to require parent attention, doctor's care, or hospitalization require an emergency contact be on file. In case of an emergency, when an ambulance is necessary, school personnel will make decisions until a guardian can be reached.

Getting a Message to Your Child

If you need to contact your child during the school Day, call the main office at (319) 558-2477. To minimize disruptions, messages are usually delivered during the last 15 minutes of the day (except emergencies). Please do not text or call or student on their cell phone. This is very disruptive to learning

Please take care of personal business before or after school.*

Staff will not call on behalf of a student to arrange dismissal with other students.

Field Trips

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

Personal Devices

CELL PHONE USAGE & OTHER COMMUNICATION DEVICES

(iPads, iPods, Watches, etc.)

Families are expected to contact their child by calling the main office. Student cell phones and personal devices are to be turned off and kept in the student's bag during the school day. Should the cell phone or device ring/sound/alarm during the day and be a distraction, it can be collected and kept in the office or teacher's desk for the student to collect before heading home. We ask that students keep their devices off and not use any of the features until they are off grounds. Recording and photography by students will not be permitted.

If a student wears a watch with texting/calling features, they will be expected to not use the device for communication between home and school during the school day.

Reminder, all of these devices are considered "personal belongings" and the students are responsible for the item.

The school is not held responsible for loss or damage.

Student Devices

References: School Board Regulations 0900.01-R(1) & 0900.02-R(1)

Each student at the elementary school level will have access to a device for the school year. Devices will be kept at school, except in the event of a school shutdown in which all students are required to participate in virtual learning. In that case, devices would be sent home.

The full, detailed Elementary Student Device Agreement can be found at:

[https://crschools.b-cdn.net/app/uploads/2021/09/ES Student Device Agreement English.pdf](https://crschools.b-cdn.net/app/uploads/2021/09/ES_Student_Device_Agreement_English.pdf)

A summary can be found in this handbook.

Student Device Expectations:

- Student devices will be kept at school except in the event of a school shutdown where virtual learning is required or with the appropriate permission from school staff.
- Students will follow classroom expectations around care of devices, storage, and charging.
- Students will treat the device as if it is their own property, avoiding use that is conducive to damage or loss.
- Students will leave their device in its protective case unless given permission.
- Students will not allow anyone else to use their username / password.
- Adhere to CRCSD School's Student Device Use Policy at all times and in all locations. When in doubt about acceptable use, school staff, a teacher-librarian, building technical contact, or building administrator.

How to Handle Problems

- Promptly report any problems to the building's help desk representative or by contacting the district technology office by email (HelpDesk@crschools.us) or by phone, 319 558 2900
- Do not force anything (e.g., connections, popped-off keys, etc.) Seek help instead.
- When in doubt, ask for help



Student Devices (continued...)

Student Device use and Conduct Policy

The District requires students to learn to use computing devices, data networks, enterprise software systems, electronic mail, the Internet, and telecommunications tools and apply them in the appropriate ways to the performance of tasks associated with their positions and assignments.

Students shall only engage in appropriate, ethical, and legal utilization of the District's technology, network systems, and internet access. Student instruction on digital citizenship standards which includes safe, ethical, and responsible use of the Internet will be defined and taught within core curriculum. Student use of the District's technology, network systems, and internet access shall also comply with all District policies and regulations.

Discipline

Any student who violates these rules will be subject to disciplinary action in accordance with the building's student code of conduct. Serious or repeated violations will result in the students use of technology restricted and or revoked in addition to other possible disciplinary action.

Disclaimer

CRCSD does not have control of the information on the Internet or incoming email. CRCSD will provide Internet content filtering both onsite and off. However, no filter is perfect. All filters have vulnerabilities that may be exploited by individuals who are actively and intently dedicated to breaching them.

If student devices are at home, it is strongly recommended that student use of all devices be monitored closely by guardians to protect students from accessing inappropriate sites.



Evacuation, Severe Weather, and Active Threat Drills

All schools conduct official emergency safety drills for fire and tornadoes a minimum of four times per school year. In addition, we practice a security school emergency drill twice a school year and two bus evacuation drills each year. These drills are registered with the Cedar Rapids Community School District and the Cedar Rapids Fire Department. If volunteers or visitors are in the building when emergency signals sound, they should respond to the warning by following the group they are with or by responding to special directions from the principal or a staff member. In the event of a building evacuation, staff and students will move to a relocation center identified by the District and local law enforcement. Local radio and television stations will announce when and where parents/guardians may be reunited with their children.

In the event students should need to be relocated due to an emergency, we will relocate to Maranatha Commons, located at 526 3rd Ave SW. Guardians will be directed to go to that site through local media where staff will assist in reuniting students with their parents. No students will be released to an adult other than their parent(s)/guardian without permission. Bus routes will be used to return students to their home if this is deemed appropriate.



School/District Wide Messaging

Systematic email, text, and phone call usage is a common method of communicating to our families attending CRA. Emails, texts, and phone calls distribute messages about upcoming events, school news, emergency information, school cancellations, late starts, and unscheduled early dismissals regularly. Please be sure information in Infinite Campus is updated so you receive timely school news.

Contacting Your Child's Teacher

Questions, suggestions, or concerns should be directed to the staff person in the position closest to the situation or concern. Positive and clear communication among guardians, students, and staff is important in developing a healthy and productive partnership. If you need to speak with a specific staff member at CRA, please use one of the communication methods listed below that you feel is most effective:

- Send an e-mail message to the teacher (responses from teachers will typically be made before and after the school day depending when the email is sent),
- Call the school. (The best time to contact a teacher is between 8:10 am and 8:25 am, or between 3:50 pm and 4:10 pm) You may also leave a message with the office staff.

Staff Communication During the School Day

Staff will contact guardians by phone during the school day if there is an immediate need to discuss a problem involving their child. Staff may communicate in writing or electronically at other times.

Bike Safety

Guardians are asked to assume responsibility for their student's bike safety readiness and bike maintenance. All bike riders should wear a helmet. Riders are expected to follow the bike safety and courtesy rules listed below:

1. Walk bikes at all times anywhere on school grounds.
Walking means both feet on the ground, not straddling a bike, not coasting scooter-style.
2. Bicyclists must obey all traffic signs and yield to pedestrians.
3. Bike riders should park, lock, and leave their bike at the rack in front of the main building.

Students must follow the bike safety rules listed above. Consequences for not following these may include loss of bike riding privileges, having the bicycle held at school for a parent to pick up, meeting with the principal and guardians to review bike safety expectations, or meeting after school for one or more days to review bike safety lessons with staff or the principal.

Skateboards, rollerblades, scooters, heelys are not permitted on school grounds.

Bike riders should walk bikes on the sidewalks to the bike rack. It is recommended to lock the bike to the rack.

The school is not responsible for lost/stolen bikes.

Lost and Found

Lost and found items are displayed daily in the north entry hallway. At the end of each semester, unclaimed items will be given to charitable organizations.

Labeling personal belonging with student names is very helpful.



Toys and Personal Property

Games, toys, and playground equipment (balls) are supplied by the school for students to use during recess. Students should not bring sporting equipment (balls) or toys such as but not limited to slime, stuffed animals, cards (football, basketball, Pokémon etc.), video games, or fidget spinners unless they have permission from a teacher. The school will not be responsible for items that are lost, stolen, or damaged. Items brought to school without the consent of school staff, will be turned into the teacher or office and returned at dismissal.

Items brought in continuously by a student, without staff permission, will be turned into the office or teacher until a parent picks up the items. Students will be responsible for communicating this requirement to their parent/guardian.

'Outside' Food

All students have access to free breakfast, snack, and lunch at school.

Students may not bring food to school except for a nutritious cold bag lunch or when prearranged with school staff. Food is only permitted in designated eating areas to prevent insect and rodent infestation.

Animals at School

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

Clothing and Appearance

To aid students and their guardians in making decisions about appropriate dress and grooming for school, the following guidelines have been established.

- **Shoes**– students should wear rubber soled, closed toed shoes during school all day. Proper footwear will ensure safety and enhance participation. Flip-flops and similar shoes are discouraged.
- **Appearance** – any clothing item or student's appearance causing distractions from learning or the learning environment is not acceptable. Guardians will be contacted to address modifications to student appearance.
- **Headwear** – hats, caps, hoods covering a student's face, or bandanas are not to be worn in the building during the school day except for arrival, dismissal, and recess. Headwear may be worn with teacher permission and supervision in classrooms.

All items of clothing are the responsibility of the student. It is recommended that personal items be labeled to avoid loss.

The District believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors. Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting. The District expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying content inappropriate for school-aged children, profanity, weapons, or reference to prohibited conduct are not allowed. While the primary responsibility for appearance lies with students and their parents/guardians, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or choice of clothing disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications or be subject to disciplinary action. The wearing of gang-related attire or insignia by students is prohibited. ([Board Policy 603.1](#))

Lockers/Coat Rooms for Personal Belongings

Students generally share lockers with other students. Items must be hung on hooks and stored in the locker; not left on the floor or hallway. Items stored in lockers such as clothing, lunch boxes, school bags, etc. should be permanently marked with the student's first and last name. All personal belongings brought to the school are the responsibility of the student.

Although theft is seldom a problem, students are discouraged from leaving valuables or personal items in their lockers. If it is necessary to bring valuables to school, they should be given to the teacher or office for safekeeping. Lockers cannot be monitored constantly and if items are missing, the school will not be responsible for their replacement.

Property Damage

If a student damages school property intentionally they are responsible for that damage. Families may need to pay for the repair/replacement of the damaged property or the student may need to perform community service at the school to compensate for the cost of the damage. The Cedar Rapids Police Department may be contacted to report excessive school property damage.

Change of Address

Please complete the annual verification each year and update your address. If you move during the school year, please notify the office of your new address so it can be updated in Infinite Campus. If you move out of your resident school attendance area and wish to remain at your current school, please complete a permit form found on the [district website](#).

Performance Levels for Learner Centered Assessment

| DIMENSION PERFORMANCE LEVEL | RANGE the extent or limit to which a standard is demonstrated | FREQUENCY the rate or how often a standard is demonstrated | FACILITY the readiness or ease to which a standard is demonstrated due to skill, aptitude, or practice | DEPTH the complexity of knowledge about a subject when a standard is demonstrated | CREATIVITY the use of divergent and convergent thinking when a standard is demonstrated | QUALITY the degree of excellence in the product or process to which a standard is demonstrated |
|--|---|--|--|---|---|--|
| E <i>Exemplary</i> | Attainment of a standard has been demonstrated to a level of excellence: | | | | | |
| | Extensively | Consistently | Automatically | Profoundly | Inventively | Excellentlly |
| P <i>Proficient</i> | Attainment of a standard has been demonstrated: | | | | | |
| | Fully | Usually | Quickly | Deeply | Imaginatively | Sufficiently |
| D <i>Developing</i> | Some demonstration of knowledge and skill toward attaining a standard: | | | | | |
| | Partially | Occasionally | Haltingly | Shallowly | Commonly | Marginally |
| I <i>Insufficient</i> | Has not shown adequate knowledge and skill/not enough substantial evidence toward attaining a standard: | | | | | |
| | Narrowly | Rarely | Slowly | Superficially | Imitatively | Poorly |
| N <i>No Evidence</i> | Unique circumstance that has not allowed the instructor to collect any information on student's attainment of a standard (extended absences, illness, transfers, etc.). | | | | | |

Adapted from Illinois State Board of Education Performance Descriptors (<http://www.isbe.state.il.us/its/html/descriptors.htm>)

8/10/2016

Classroom Assignments

Factors such as achievement level, gender, and social maturity are taken into consideration when assigning students to classrooms for the coming year. Every effort is made to form heterogeneous groups that will enable students to work together with the teacher in academics as well as in social pursuits. Students with special needs (learning, behavior, etc.) will be given as much special consideration as possible. The staff, counselor, and principal are aware of these specific needs due to their contact with the student. Family input regarding circumstances of which the staff is not aware is appropriate. This input needs to be in writing and submitted to the Principal by the second Friday in May. The principal needs to be an advocate for all children and should assure all an equal opportunity during their elementary years.

Guardians **may not select their children's teachers**, but may give written input into how their child learns best. Assignments for each school year will be available in mid August. Guardians will learn their student's assigned teacher through email contact by the teacher and/or at our Back to School Night. **Back to School Night will take place on August 20th.**

Reporting Student Progress

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



Communicating with non-custodial parents

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

Acceleration and Retention Process

Please contact the building administrator regarding further information on the processes used for acceleration and/or retention.

MTSS (Multi-Tiered Systems of Support)

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

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

1. High quality and engaging curriculum and instruction for all students.
2. Screening for potential challenges three times per year.
3. Intervention provided for any students who need extra support in academics and/or SEB.
4. Monitor learning to ensure students make progress toward end-of-year expectations.
5. Carefully track what we do and how our efforts impact students.

A multi-tiered system of supports has three layers of support. Tier I, II, and III. Tier I supports are offered to ALL students and includes our core curricula for academic and social-emotional learning. Every student receives Tier I support. Tier II supports are offered to students who need more than the core. Those supports come in the form of Check-in/Check-out with a mentor, small group skill building, explicit math and literacy intervention groups. These interventions typically last 4-6 weeks, meet 3-5x/week for 15-20 minutes per day.

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

Guardians are a vital part of the MTSS support plan. Student progress data will be shared with them throughout the process. If your student is struggling academically, emotionally, or behaviorally parents can request additional tiered support. Please communicate your concerns with your child's teacher or contact our school counselor at 319-558-2477 ext. 50202 or nduff@crschools.us.

Cedar River Academy Involvement Policy
Title 1
Cedar Rapids Community School District

It is the policy of the CRCSD that guardians of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Family involvement is the key to academic achievement. We seek to involve guardians in an effective home-school partnerships that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of family involvement activities. The district encourages family involvement and supports this partnership through providing information about standards and assessments; providing training and materials to help their children; educating school personnel about involving family and the value of family contributions and developing the roles for community organizations and businesses to work with parents and schools.

1. The jointly developed and agreed upon written policy is available upon request.
2. Cedar River Academy will hold two Title 1 family nights, one in the fall and one in the spring. Information about the event will be communicated with families near the event date.
3. Assistance is given in understanding the Title 1 requirements, standards, and assessments through conferences.
4. Explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report are distributed to all stakeholders in the fall and spring of the year through individual reports given at conference time, and through progress reports.
5. Recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
6. Family involvement is expected with the planning, review and improvement of the school-wide programs. The vehicle used will be through Family Connections Communication, conferences, questionnaires and surveys. If the school-wide program is not satisfactory, comments may be submitted to the principal.
7. A jointly developed school/home compact outlines how families, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and families will build and develop a partnership to help children achieve our local high standards. This compact is signed at fall conferences.
8. The Title 1 program provides opportunities for families to become partners with the school in promoting the education of their children both at home and at school. Families are given help monitoring their student's education. The school also provides other reasonable support for involvement activities as requested. Guardians are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.
9. The school continues to coordinate and integrate, to the extent feasible and appropriate, the family involvement policy and other programs and activities within the district. Transitional information for students moving from fifth to sixth grade will be provided to parents.
10. An annual evaluation of this involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring family night will serve as the site for the discussion of program adjustments. Parents are encourage to compete annual survey at conferences and online.

Providing all Cedar Rapids Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

Program for Academic & Creative Talent (PACT)

Mission Statement: The program for academic and creative talent (PACT) enhances and supports the educational program and experiences of high ability students to prepare them to become world class learners and responsible citizens.

PACT resource specialists serve as a primary advocate and resource in the area of gifted education for students and families as well as a liaison among CRCSD, building staff, students, and parents on matters pertaining to the academic and affective needs of gifted learners.

Kindergarten and First Grade

The kindergarten and first grade program (K-1) is designed to identify and recognize student potential, gather and share data, and collaborate with CRCSD and building staff. The program aims to identify students who possess characteristics and behaviors that indicate a student may be talented in a particular academic area. The program also analyzes student data in order to support learning opportunities for high achieving students, and collaborate and support kindergarten and first grade classroom staff and students to challenge and enrich CRCSD's core curriculum.

Second through Fifth Grade

PACT provides curriculum enrichment experiences for academically gifted students. Teachers trained in gifted education conduct classroom screenings at the beginning of each semester. Topics are offered on a rotating schedule, allowing students the opportunity to participate in a variety of challenging activities such as science, humanities, mathematics, and language arts.

Elementary students who excel in one or more of the basic curriculum areas, or who demonstrate the potential to do so, will benefit from PACT services. These students need ongoing opportunities to develop their abilities in complex learning environments.

Several subjective and objective criteria are used to identify academically gifted students for PACT. Staff observations of student task commitment, achievement, and creativity are considered. In addition, achievement, and intelligence test scores are reviewed prior to placing students in appropriate activities.

There are no limits on PACT participation. Screenings are conducted each semester. Some students have exceptional talents in all areas; others are talented in specific areas. PACT seeks to address different areas of intellectual strength and to provide children with initial exploratory experiences in gifted education. However, a placement in PACT does not guarantee further placements. Children develop their intellectual strengths in varying stages and at varying speeds during their school careers; the purpose of PACT is to serve students demonstrating the greatest need for extended programming each semester.

To learn more about PACT, contact the PACT teacher at your school or the PACT office at 319-558-2000. As a parent, you can provide valuable insights and information about your child's exceptional abilities.

School Counselor

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

In addition to counseling and skill-building support, the school counselor collaborates with various community agencies. Should families need assistance with basic needs, they can contact Natalia Duff who will put them in contact with the appropriate community agencies for support and help.

CRA's School Counselor

Natalia Duff

nduff@crschools.us

319-558-2477 ext 50202

Student Leadership/Sustainability Committees

Student voices matter at Cedar River Academy! All 4th and 5th grade students have the opportunity to be involved in the student leadership committee. To be considered, students must demonstrate an ability to follow school expectations, complete an application stating why they want to be considered for the leadership committee, and have an approval signature of their classroom teacher and one other staff member. Student leaders practice sustainability of self, community, and environment, learning how to use their strengths to have a positive impact on others.

Opportunities for the student leadership committee: create awareness billboards for the school, determine school wide celebrations, give welcome tours to new students, and more!

Supporting Student Social Emotional and Behavioral Learning

What is PBIS?

Positive Behavior Interventions and Support is a school-wide positive behavior support program. It is a set of strategies, systems and expectations. Through the use of PBIS we want to:

- Create a caring school climate
- Build healthy student and staff relationships
- Increase student achievement
- Foster respectful student behavior

CRA Expectations

We have high expectations for the students in our school. We expect the students to respect themselves, their community, and environment.

We have specific behavior expectations that are taught to all students in the following areas:

- Playground
- Hallway
- Cafeteria
- Assembly
- Arrival/Dismissal
- Restroom
- Bus
- Library
- Classroom

PBIS Rewards

Students receive positive acknowledgements from staff when they are observed following the school-wide behavior expectations.

Our CRA Expectations are:

- Be Kind
- Be Safe
- Be Responsible

When a student is observed following the CRA Expectations, they may be positively acknowledged with a CRA Ticket and verbal praise. Students will write their name on the back of the ticket and place it in the classroom bucket. Teachers will draw tickets for random prizes, activities or special privileges within and outside of the classroom.

Throughout the school year we will host different themed dress up days and school wide celebration assemblies as are part of our PBIS system.

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

At CRCSD, we use an instructional program called **Caring School**

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

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

Caring School Community achieves this through weekly classroom instruction organized around a social emotional focus. Each day begins in Morning Circle where students greet one another and engage in a fun activity that provides practice for that week's focus skill. Each week also includes Community Chats (AK-1) and Classroom Meetings (2-5), regular class discussions that help students learn about each other, solve problems, and become caring, responsible members of the classroom community. Finally, your child will bring home an activity sheet each week to share with you the learning they are doing at school.

BEHAVIORAL SUPPORTS

We believe achieving social, emotional, and behavioral health for all is dependent upon collaboration across school, home, and community. It is important to clearly communicate and teach behavioral expectations to students with a focus on preventing unexpected behavior before it occurs. Positive behavior is taught, acknowledged, and modeled by school staff. This promotes a safe and predictable learning environment and fosters healthy relationships in the school community.

The Board believes that each student deserves the right to a fair and appropriate education. District students are expected to respect the rights of others, to contribute to a positive learning environment, and to comply with school and District rules and policies.

To the maximum extent appropriate, staff will use proactive and restorative practices to keep students in class, while addressing misconduct that is detrimental to the learning environment and the rights of others. Practices that are restorative in nature, repairing harm to the victim and/or school community caused by misconduct, will be given first consideration over exclusionary discipline such as removal from class, suspension, or expulsion. School administration and staff will work to identify and correct practices that result in inequities in student achievement, discipline, and access to education.

Students are subject to this regulation while on school premises; while using school-provided transportation; while attending or engaging in school-sponsored activities; and while away from school grounds if misconduct will directly affect the good order, efficiency, management and welfare of the school.

Students may be disciplined for conduct including, but not limited to, the following:

Level 1:

1. Minor Defiance/Insubordination/Non-Compliance: Student engages in refusal to follow directions or talks back to an adult.
2. Minor Disrespect: Students deliver socially rude or dismissive messages to adults or students.
3. Minor Disruption: Students engage in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with material; horseplay or roughhousing; and/or sustained out-of-seat behavior.
4. Technology Misuse: Students engage in inappropriate (as defined by school) use of technology.
5. Inappropriate Location/Out of Bounds Area: Student is in an area that is outside of school boundaries (as defined by school).
6. Student Appearance Violation.
7. Lying/Cheating/Plagiarism – Student knowingly provides false information to a staff member and/or deliberately violates academic rules (this may also result in academic penalties at the discretion of and consistent with the policies of the teacher whose subject the offense occurred in).
8. Bullying, harassment, or sexual harassment (minor and not involving threatened or actual physical contact) – see Board Policy 612.
9. Inappropriate Display of Affection: Student engages in inappropriate, consensual, verbal and/or physical gestures/contact, of a sexual nature to another student/adult. This would include inappropriate touching.
10. Minor Property Damage/Vandalism – Students participate in an activity that results in destruction or disfigurement of property of minimal value or where the damage can be repaired at little to no cost.

Level 1 conduct may result in discipline including verbal redirection and/or coaching, peer-to-peer conflict resolution, restorative actions (e.g., student cleaning up mess made by that student), counseling, written reprimand, loss of privileges for one week or less, lunch detention, after-school detention, and other similar actions that are proportionate to the nature of the student's conduct.

Level 2:

- 1. Threats: Students make threats of violence or other actions toward others without the apparent intent or ability to carry out the threat.
- 2. Major Defiance/Insubordination/Non-Compliance: Student engages in refusal to follow directions or talks back to an adult to a level that is substantially disruptive to the learning environment and/or the rights of others.
- 3. Major Disrespect: Students deliver socially rude or dismissive messages to adults or students (including profanity) that is substantially disruptive to the learning environment and/or the rights of others.
- 4. Physical Aggression Not Resulting in Injury: Student engages in actions involving or imminently threatening physical contact where injury could have, but did not actually, occur.
- 5. Fighting Not Resulting in Injury: Students are involved in mutual participation in an incident involving physical violence that does not result in injury to any party.
- 6. Bullying, harassment, or sexual harassment (conduct not involving actual or threatened physical contact): See Board Policy 612.
- 7. Possession of Combustibles: Student in possession of substances/objects readily capable of causing minor bodily injury and/or property damage (e.g., matches, lighters).
- 8. Gang Affiliation Activity: Student activities associated with a gang affiliation (gang graffiti, other identifying symbols, language, signs, clothing, colors, etc.).
- 9. Property Damage/Vandalism: Students participate in an activity that results in destruction or disfigurement of property of moderate value or where the damage cannot be repaired absent some cost/effort.
- 10. Other disruption to the school environment: Student engages in conduct that significantly disrupts the school and/or classroom environment, causing a loss of learning or other opportunities for other students.
- 11. Frequent and repeated conduct constituting Level 1 conduct violations that persist following Level 1 discipline and appropriate instruction/support.

Level 2 conduct may result in discipline including any disciplinary action applicable to Level 1 conduct, as well as In-School Suspension up to 3 days per incident, Out-of-School Suspension up to three (3) school days per incident, and removal from activities for up to one week.

Level 3:

- 1. Threats: Students make threats of violence or other actions toward others with the apparent intent or ability to carry out the threat.
- 2. Physical Aggression Resulting In Injury – Student engages in actions involving or imminently threatening physical contact where injury occurred.
- 3. Fighting Resulting in Injury – Students are involved in mutual participation in an incident involving physical violence that results in injury to any party.
- 4. Bullying, harassment, or sexual harassment (serious conduct and/or involving actual/threatened physical contact not resulting in injury) – see applicable Board Policy.
- 5. Use/Possession of Alcohol, Tobacco, Nicotine, or Any Illegal or Medically Unauthorized Substance or paraphernalia/accessories or lookalike substances - see applicable Board Policy.
- 6. Use of Combustibles – Student is/was in possession of and used substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters).
- 7. Use/Possession of Weapons Other than Knives and Guns: Student uses and/or is in possession of weapons (real or look alike) or other objects readily capable of causing bodily injury - see applicable Board Policy
- 8. Theft: Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.

Level 3:

9. Property Damage/Vandalism: Students participate in an activity that results in destruction or disfigurement of property of significant value or where the damage cannot be repaired absent significant cost/effort.

10. Major disruption to the school environment: Student engages in other conduct that constitutes an extreme disruption to the school and/or classroom environment, and causes a significant loss of learning or other opportunities for other students (e.g., cancelation of activity).

11. Frequent and repeated conduct constituting Level 2 conduct violations that persists following Level 2 discipline and appropriate instruction/support.

Level 3 conduct may result in discipline including any disciplinary action applicable to Level 1 and 2 conduct, as well as Out-of-School Suspension up to 3 days per incident, loss of privileges for more than one week, and removal from activities for more than one week.

Level 4:

1. Physical Aggression Resulting In Substantial Bodily Injury: Student engages in actions involving or imminently threatening physical contact where substantial bodily injury occurred.
2. Fighting Resulting in Substantial Bodily Injury: Students are involved in mutual participation in an incident involving physical violence that results in substantial bodily injury to any party.
3. Use/Possession of Weapons: Student uses and/or is in possession of knives, guns (real or look alike), and/or other objects readily capable of causing substantial bodily injury - see applicable Board Policy.
4. Bullying, harassment, or sexual harassment (severe or pervasive conduct and/or involving physical contact resulting in bodily injury and/or sexual assault) - see applicable Board Policy.
5. Manufacture or Distribution of Alcohol, Tobacco, Nicotine, or Any Illegal or Medically Unauthorized Substance or paraphernalia/accessories or lookalike substances - see applicable Board Policy.
6. Use/Possession of Combustibles: Student is/was in possession of substances/objects readily capable of causing substantial bodily harm and/or property damage (e.g., firecrackers, gasoline, lighter fluid).
7. Arson: Student plans and/or participates in malicious burning of property.
8. Threats of Violence: Student delivers a message through any medium threatening to commit an act of violence on or near District property and/or against members of the District community.

Level 4 conduct may result in discipline including any disciplinary action applicable to Level 1, 2 and 3 behaviors, as well as Out-of-School Suspension for up to 10 school days. Any building administrator recommending suspension for more than 3 school days must immediately refer the matter to their Executive Director and Deputy Superintendent for approval. They will ensure appropriate due process in accordance with Board policy and applicable federal and state law is provided.

An incident may involve multiple types of conduct described above. Where applicable, the consequences for the highest Level of behavior shall apply. For example, an incident involving both threats (Level 2) and physical aggression resulting in injury (Level 3) may result in consequences up to and including all Level 3 consequences.

Consistent with this Regulation, the school's principal/designee may impose disciplinary consequences based on reasonable professional judgment and the facts and circumstances of each situation. Consideration will be given to the age and maturity of the student(s) involved, the impact of the conduct on other students and staff, the severity of the misconduct, and whether the student has engaged in similar or related conduct in the past.

Consideration will also be given to relevant information about a student's disability, including relevant information from any IEP, FBA, BIP, and/or 504 Plan, when determining appropriate disciplinary consequences. Students with disabilities will not be removed from their current educational placement for behaviors related to their disability, except as permitted by law. Where suspension or disciplinary removal of a student with an IEP or 504 Plan results in removal from the student's educational placement for a total of ten (10) cumulative or consecutive school days in one school year, Manifestation Determination must be held no later than the tenth school day of removal.

Progressive discipline should be used to the extent appropriate to ensure severe consequences, such as exclusion from the learning environment, are reserved for serious behaviors disrupting the learning environment or violating the rights of others.

Prior to issuing disciplinary consequences, the building administrator or designee shall conduct an informal investigation of the charges, which shall provide the student with:

1. Oral or written notice of the allegations against the student.
2. The basis in fact for the charges, and
3. The opportunity to respond to those charges.

Board Policy 604

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

Reference: School Board Policy 604 and 604.1 Board Policy 604.1

CRISIS RESPONSE

Comprehensive plans have been developed and implemented for emergency situations if and when there is a need to move students from our building or if a crisis occurs while students are away from our building. In the event that xxxxxxxx is declared unsafe to re-enter, we will be busing students to a designated reunification center. Parents will be directed to go to that center's location through local media where staff will assist in reuniting students with their parents. No student(s) will be released to an adult other than their parent(s)/guardian without permission. Bus routes will be used to return students to school or to their home whichever is deemed appropriate.

Reference: School Board Policy 613

BE SMART - Secure Storage Resolution

The Cedar Rapids Community School District Board of Education passed a resolution to ensure parents know about how secure gun storage can prevent school shootings. In the vast majority of active shooter incidents in K-12 schools, the shooter or shooters were school-age and were current or former students. They also obtained their guns from their home or the homes of relatives. While millions of responsible gun owners follow recommended storage practices, research shows that more than half of gun owners do not store all of their guns securely. Oftentimes, the guns taken from the home and used by school-age shooters were easily accessible or were not stored securely. By taking proactive steps to promote responsible gun ownership and secure firearm storage, schools can prevent school gun violence and help keep school communities safe.

BE SMART RESOLUTION- SECURE STORAGE NOTIFICATION

Whereas, Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe;

Whereas, An estimated 4.6 million American children live in households with at least one loaded, unlocked firearm;

Whereas, Every year, roughly 350 children under the age of 18 unintentionally shoot themselves or someone else. That's nearly one unintentional shooting per day, and 70 percent of these incidents take place inside a home;

Whereas, Another 1,200 children and teens die by gun suicide each year, most often using guns belonging to a family member;

Whereas, In incidents of gun violence on school grounds, 75 percent of active shooters were current students or recent graduates;

Whereas, Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens;

Whereas, The U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of firearms because 76 percent of school shooters used firearms acquired from the homes of parents or close relatives;

Whereas, Across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which is endorsed by the National PTA and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

Whereas, School districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices;

Whereas, Keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites;

Therefore, the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies, and non-profits to collaborate and increase efforts to inform District parents of their obligations regarding secure storage of firearms in their homes.

Community Relationships

Field Based Learning

Experiences enhance learning for children. The online registration system includes permissions for students to attend trips throughout the town. These permissions must be completed for students to attend. Based on school board policy, the school will not seek written parental permission for each field trip. Teachers will notify families when trips occur. We also utilize many area experts to visit school to help us learn about sustainability.

Tanager Place

Cedar River Academy utilizes a full-time Tanager Place mental health therapist. Services are available through a referral process. Please contact the school counselor for information

Propel Literacy

Forward Team

This team works with CRA to help our teachers and students improve literacy skills. The team focuses on research-based, data-driven approaches to improving literacy. We gather data targeting specific literacy skills and implementing strategies school wide to help improve the literacy of our students.

Grant Wood Area Education Agency

Resources are available on various topics through the GWAEA Parent Education Consortium. For information, please contact the school counselor.

Volunteers

The Cedar Rapids Community School District encourages guardians and community members to become involved as school volunteers. All volunteers are required to complete the online district volunteer registration form 24hrs before volunteering. The form can be found on the CRA website under 'Our School'. If you are interested in volunteering please contact Volunteer Coordinator, Lisa Davis at ldavis@crschools.us.

Building Use

Youth organizations and clubs must make a request for school usage. This can be requested through the district use form and this is located on the district website

<https://crschools.us/departments/quick-links/school-facilities-use/>.

The requests must be completed and approved prior to the first usage.

Matthew 25

Matthew 25 has partnered with CRA to help students learn about agriculture, healthful eating, teamwork, and more through our onsite school garden. With some hard work in our school garden program CRA students:

- Learn about growing seasons
- Learn about healthful eating
- Make nutritious snacks
- Design and plan gardens
- Plant and grow vegetables
- Weed the garden
- Compost

Before and After School Care

All CRCSd elementary schools will have before and after-school programming through Champions that will begin at 6:30 am and be available until the start of the school day. Champions also provides after school programming until 6:00 pm.

If you have any questions, please contact Champions at 800-246-3408 or at discoverchampions.com.

Community Relationships

TANA

Taylor Area Neighborhood Association (TANA) meets monthly at Groundswell Cafe. TANA supports many school events, as well as other neighborhood functions such as neighborhood cleanups, and Block Parties. City officials are available to meet with residents to listen to neighborhood concerns and development.

Kids on Course

Each school year, first graders are invited to begin their Kids on Course journey at CRA. KOC is an afterschool program focusing on academic learning labs and enrichment. KOC students stay with the program until the graduate from high school. Currently KOC is serving 1st- 4th grade CRA students.



Mount Mercy University

Cedar River Academy has a partnership with the Mount Mercy University Education Department. We serve as a professional development school for MMU. Education students from the university participate in field based experiences in our school by working with students and staff under the guidance of their professors. It is a win win situation! College students get the experiences they need to become future educators and CRA students get to see college students in action and benefit from support.

A scholarship is awarded to a MMU student who has completed classwork at CRA and demonstrates high qualities of performance.

We also host student teachers from various colleges in Iowa.

Boys and Girls Club

After school activities are available through the Boys and Girls Club.

Registration information can be obtained on our website or in the main office at Cedar River Academy.

Kids on Course University

The Zach Johnson Foundation supports a 7-week summer program for students at CRA demonstrating academic need, good attendance, and social skill expectations. This program focuses on academics as well as summer fun activities. Eligible students are invited to attend based on school performance. Registration is in the spring.

CRCSD School Board

Regular meetings of the Board of Education are generally held on Mondays during each month in the BoardRoom at the Educational Leadership and Support Center, 2500 Edgewood Rd. NW. The public is welcome to attend. Meetings are live streamed on YouTube at EngageCR and are also videotaped and uploaded to the district website. More information can be found on the district website, www.crschools.us

Profile of a Graduate

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



Non-Discrimination Policy

It is the policy of the Cedar Rapids Community School District not to discriminate in educational programs and/or activities on the basis of race, creed, color, gender, sex, sexual orientation, marital status, gender identity, socioeconomic status, national origin, religion, disability, age (except for permitting/prohibiting students to engage in certain activities) or genetic information and in employment opportunities on the basis of age, race, creed, color, gender, sex, sexual orientation, gender identity, national origin, religion, disability or genetic information. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Darius Ballard, Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000.

Updated 7/1/2024



ANTI-BULLYING AND HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Cedar Rapids Community School District. The District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect.

District Legal Notices



All notices are available on the district website:

<https://crschools.us/students-and-families/parent-notifications/>

Here are the items you can find there:

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