



CRCSD ELEMENTARY FAMILY HANDBOOK

2022-23

Updated: 7/11/2022



Nixon Elementary School
200 Nixon Drive
Hiawatha, Iowa 52233

Nixon Families,

Let me be the first to welcome you to the 2022-2023 school year! My name is Jeni Goebel and I am the principal at Nixon Elementary School. I am starting my fifth year in this role and my twelfth year in the building. I have such a passion for the learners and families at Nixon and am eager to tell you more about our amazing school.

At Nixon, we provide learning experiences for children in kindergarten through fifth grade. We are home to the district's first elementary personalized competency based learning initiative, as well as one of two district Autism programs. In our school, all children are given the opportunity to master grade level skills with support from our Title 1 reading and math team, English language support for our EL Learners, and multi-categorical special education support for learners with IEPs. In addition, we have 17 classroom teachers, a school guidance counselor, a behavior response team consisting of our Engagement Specialist and two behavior technicians, an instructional coach, and an outstanding office team ready to support and serve our Nixon families. We provide a range of learning opportunities, both academic and social-emotional, to our learners and I am incredibly proud to share these with you.

For our new kindergarten families, we want to make you aware of how we introduce children to school and best meet their individual needs. At the start of the year, each kindergartener is placed into one of three kindergarten groups. Each day, learners rotate through the three kindergarten classrooms meeting the three teachers and three paraeducators who will be working with our team this year. As the first week progresses, we make slight adjustments to the groups finding the best fit for each individual child, socially, emotionally, and academically. After the first week of school, a letter will be sent home introducing your child's official kindergarten teacher and welcoming you to join us for our "First Day of Kindergarten" where parents can take photos, meet the teachers, and drop their children off at the classroom. We find that by maintaining flexible groups the first week of school we are able ensure each child is placed into a classroom that suits them best.

First grade learners at Nixon have already been placed into their classrooms, but that doesn't mean they miss out on personalized learning experiences of their own. Each child will receive academic instruction from their homeroom teacher, but will also be given the opportunity to find a best fit group for reading and math through flexible grouping within the grade level. Your child may receive small group instruction from any of our first grade team of teachers, including our Title 1 teacher, as a way to guarantee they are able to progress throughout the year on skills that are specific to them. We also have embedded social-emotional learning through daily community circle time dedicated to everything from tattling vs. reporting to how we make friends. We have an "all hands on deck" approach to teaching first grade and it has proved highly effective for our learners at Nixon.

Our 2nd-5th graders have the most innovative way of learning at school and it has given us the freedom to engage our learners in the most effective and impactful instruction we have ever experienced. Each child

in 2nd-5th grade is placed onto one of our Nixon teams (Green Team, Gold Team, or Bobcat Team) and into a multi-age homeroom. We find that by allowing for cross-age peers to engage, we are able to provide built-in leadership opportunities for our students along with the ability to grow friendship groups beyond a traditional classroom (and in case you're wondering, older students have not "ruined The Tooth Fairy or Santa" for any younger peer yet!). While in their team, the group moves through their schedule and rotates between a variety of teachers. Think of this like a middle school rotating model. A group moves from reading to math, to writing, to specials and so on as a group. Each teacher is placed into a content area (reading, math, science, social studies, writing) that they can specialize in and create meaningful learning opportunities in. Children start their day in homeroom, rotate through the different content areas throughout the day, and finish back in their homeroom before dismissal. It is definitely different from how we experienced elementary school, but we have found our learners are more independent, work better collaboratively, and engage in more targeted learning as a result of our process. We allow for self-pacing, voice, choice, and teach student agency as learners rotate throughout their day.

You might be asking, but where is the proof that this way of teaching and learning works? Why would I want my child to engage in schooling that is so different from what every other elementary school is doing across the district? Let me share some of our most current reading data to showcase just how impactful this work has been for our learners, in spite of the COVID closure in 2020 and the impact the pandemic has had over the last two years.

Below are tables with winter and spring 2022 FAST reading scores. Each table contains a school, the percent of proficient learners (students meeting the benchmark/expectation for that testing period), as well as a percentage of students in that building receiving Free & Reduced lunch (income based). This data is just one indicator that what we do at Nixon is working.

Winter Comparison Data (January 2022)		
School	% Proficient	% F/R Lunch
School A	81%	12%
School B	75%	26%
School C	75%	35%
School D	73%	50%
Nixon	73%	71%

Spring Comparison Data (May 2022)		
School	% Proficient	% F/R Lunch
School A	82%	12%
Nixon	81%	71%
School D	76%	50%
School B	75%	26%
School C	74%	35%

It is my extreme pleasure to be the first to welcome you to Nixon and to share more about our programming with you. I am eager to meet your child and support your family as I welcome you to our community. Please reach out with any questions you may have. I look forward to working with you and your child in the year ahead.

Jeni Goebel, Principal
 Nixon Elementary
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ABSENCES AND ATTENDANCE

CRCSD Attendance Procedures

- ❖ It is a district expectation that attendance is documented every day.
- ❖ Each school will follow the daily attendance procedures established and follow--up with families of students who have not been accounted for.
- ❖ School staff will work to establish positive relationships with families and students; identifying barriers and offering support.
- ❖ A pyramid of interventions has been designed for the elementary, middle school, and high school levels that include support at the following levels:

Tier I: Contact with Family

- ✓ 0--3 absences (for students with identified attendance issues)
- ✓ 3 absences (for all other students)

Tier II: Family Meeting & Attendance Plan

- ✓ 4--6 absences

Tier III: Family Meeting and District Contract

- ✓ 7--9 absences

Tier IV: Truancy Officer & County Attorney

- ✓ 10+ absences

If an absence is necessary please call (319) 558-2188 prior to 8:50 a.m. to let us know your child will not be in attendance.

Did you know?

- ❖ An absence is an absence-- any time a student misses school, it can affect student performance
- ❖ Good attendance is directly related to academic achievement
- ❖ Chronic absence (missing 10 percent of school days) in kindergarten is associated with lower academic performance in 1st grade
- ❖ By 6th grade chronic absence is a clear predictor of drop out
- ❖ Communities with high levels of school attendance have fewer day--time crimes and lower rates of first-- time drug use

It takes all of us...

SCHOOL

- ❖ Accurate records of attendance communicated to families
- ❖ Support families in addressing the barriers that get in the way of consistent student attendance

- ❖ When no call is received an automated attendance call will be generated. It is important to respond to this phone call with information about the absence or it will be counted as an unexcused absence.

PARENT/GUARDIANS

- ❖ Insist that children attend school each and every day
- ❖ Communicate with the school regularly regarding student illnesses or family emergencies, as well as make up work
- ❖ The school attendance line is available 24 hours a day throughout the school year, in the event of a known absence you can call and leave a message at 319-558-xxxx.
- ❖ Students arriving after 8:50 need to stop at the office to get a tardy pass and order lunch prior to going to class.
- ❖ Don't be afraid to ask the school for help
- ❖ If you know of an extended absence or plan for vacation during the school year, please make arrangements for school work at least one week in advance. Due to the nature of some of the subject areas and the type of learning required, some assignments may not be appropriate to do prior to the planned absence.

STUDENTS

- ❖ Come to school every day and be ready to learn
- ❖ Students arriving after 8:50 need to stop at the office to get a tardy pass and order lunch prior to going to class.
- ❖ Let someone know if there are problems at school so we can work it out.
- ❖ Work to become independent in getting to bed early, getting up and being ready for school on time

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.](#)

ARRIVAL

BUILDING ARRIVAL PROCEDURE

Learners may begin arriving to school at 8:30 am. Any children arriving prior to this time will not be supervised. If learners arrive consistently prior to this time, families will be notified via a phone call or email from the principal.

At 8:30, learners will enter the building and go directly to the cafeteria. Every child is offered a breakfast at no cost as part of our CEP status. If a child has already eaten or does not want breakfast, they will still be monitored in the cafeteria.

At 8:40, learners will be dismissed to their classrooms. Children will take care of their personal items, be greeted by their teacher, make their lunch choice, and begin their day.

At 8:50 our day officially begins. Any learner coming to school after 8:50 will need a late pass from the office. We begin each morning with our building announcements and the Pledge of Allegiance.

At 9:00 every classroom engages in community circle or morning meetings, and we begin academic instruction at 9:15.

BIKE SAFETY

Parents are asked to assume responsibility for their student's bike safety readiness and bike maintenance. All bike riders at Nixon 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 parents 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, heeies are not permitted on school grounds.

BIRTHDAY CELEBRATIONS

- As a part of our District Wellness Policy and efforts to be a Blue Zone School, students will celebrate their birthdays in a variety of ways.
- We ask families to send birthday treats on the last Friday of the month of the child's birth. Example: Child's birthday is January 13, they bring their treats on the last Friday in January.
- It is not mandatory that children bring treats for their birthday.
- We ask that you do not send balloons or flowers to the school for your child's birthday.

BLUE ZONE SCHOOL



A Blue Zones School is one that implements healthy evidence-based options to help improve students' well-being and making healthy choices easier.

As a part of our Blue Zones designation, we incorporate movement and activity into our daily routine. We only allow healthy snacks to be eaten at

school, with the exception of one sweet treat at our Fall, Winter and Valentine parties. We have developed a "birthday menu" to give students alternatives to celebrating without sweet treats and/or food. We ask that if your child would like to celebrate their birthday during the school day with a snack, their choice to be healthy and one of the items on the following district recommended list or comparable:

- Animal crackers
- Granola bars
- Cheese and crackers
- Graham crackers
- Muffins
- Pretzels
- Rice cakes
- Yogurt
- Ham/turkey
- String cheese
- Fruit (apples, bananas, fruit cups, oranges, grapes, strawberries, tangerines)
- Fruit pizza
- Raisins
- Vegetables (carrots, cucumbers, celery)

Thank you in advance for being a part of our Blue Zone team and encouraging healthy living for our students!

BUILDING USE

Youth organizations and clubs must make a request for school usage.. This can be requested through the “building use form” and this is located on the district website (<http://www.cr.k12.ia.us/departments-services/school-use-facilities/>). The form must be completed and approved prior to the first meeting.

BUS TRANSPORTATION

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

CALENDAR

BUILDING CALENDAR

Nixon Elementary follows the same dates as our district calendar for student contact days. Any additional events will be communicated via email and/or newsletter.

DISTRICT CALENDARS

The CRCSD [District Calendar](#) for K-12 on our district website.

MAKE UP DAYS

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

CEDAR RAPIDS SCHOOL BOARD

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

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 should be aware of these specific needs due to their contact with the student. Parental 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.

Parents **may not select their children's teachers**, but are free to give input into how their child learns best. Assignments for each school year will be available in August.

ACCELERATION AND RETENTION PROCESS

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

COMMUNICATING DURING THE DAY

Teachers will contact parents at home or work during the school day if there is an immediate need to discuss a problem involving their child. Teachers may communicate in writing or electronically at other times. Parent calls to teachers should be made from 8:10-8:35 AM, during specials, or after school. Remember that teachers are teaching and if it is an emergency or a change in plans please contact the main office at 319-558-2188

CLOTHING/APPEARANCE

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

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

GYM SHOES

Children are to wear rubber soled shoes, like tennis shoes, to PE class. Proper footwear will ensure safety and enhance performance. We discourage flip-flop type shoes for PE as well as recess.

CRISIS RESPONSE

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

DAYCARE

Champions Day Care services are available before (6:30-8:50) and after school (3:50-6:00) at Nixon. More information is available at 504-3408.

DISMISSAL FROM SCHOOL

DISMISSAL DURING THE DAY

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

When a student is to leave school early, he/she is to **check out through the office. Parents are asked to come to the office to sign-out their student.** Leaving early to attend outside classes or lessons is strongly discouraged.

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

SCHOOL DELAY OR CLOSURE

When a decision is made to close schools for the day, delay school, or dismiss early because of inclement weather or unforeseen circumstances, announcements will be made on local radio and television stations, district websites and social media platforms. In addition, district parents and staff are notified of delays and cancellations by school phone

messenger. **It is important that contact information is up-to-date in Infinite Campus and the household member has selected to receive notifications via email, phone, or text message.**

BUILDING DISMISSAL PROCEDURE

Learners at Nixon dismiss from school in a variety of ways.

Bus Riders: Bus riders will be dismissed from the classroom directly to their bus at the end of the day. Our district will communicate approximate arrival times for children at their neighborhood bus stop.

Daycare: Children enrolled in the onsite Champions daycare will be dismissed from their classroom directly to the school cafeteria where they will meet their daycare teachers. All other daycare riders will be dismissed to the front of the building and escorted to their daycare vans.

Walkers: Children walking from school to their homes will be dismissed separately from the other groups of children. They will be monitored until they leave school property. Any family who parks their car and walks up to the school is considered a “walker” and should be dismissed when walkers are called.

Car Riders: All remaining children who ride home in vehicles that do not park are consider car riders. These learners will remain in their classroom until their name is called. Families will enter the car rider line that begins on Nixon Drive. No cars will enter the Nixon Circle until directed to do so, and children entering their cars will climb in from the passenger side. Cars will not double park or park in the circle, and all adults must stay in their vehicle while picking up car riders. This ensures our line moves at a consistent pace. Please have your name card visible in your windshield or front dashboard and keep moving with traffic even if you see your child coming out of the building. Nixon staff will ensure each child is met by their care safely at the end of the day.

DISTRICT VISION

Every Learner, Future Ready

DISTRICT MISSION

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

PROFILE OF A GRADUATE

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



ELECTRONIC DEVICES

PERSONAL DEVICES

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

Families are expected to contact their child by calling the main office. 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. If a student wears a watch with texting 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. If cell phone usage becomes a concern, families will be notified by the school and children will be asked to leave their device at the front office until they leave for the day.

EMERGENCY DRILLS

All schools conduct official emergency drills for fire and tornadoes a minimum of four times per school year. In addition, we practice a school emergency drill twice a school

year. These drills are registered with the Cedar Rapids Community School District and the Cedar Rapids/Hiawatha 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.

EMERGENCY DRILL DATES

Nixon Emergency drills will tentatively take place at the following dates/times:

Drill Type	Date	Time
Fire Drill	8/24/22	9:30
Fire Drill	10/14/22	1:30
Fire Drill	3/28/23	2:00
Fire Drill	4/10/23	9:30
Tornado Drill	8/25/22	9:30
Tornado Drill	10/26/22	2:45
Tornado Drill	1/23/23	9:30
Tornado Drill	3/23/23	10:00
Lockdown Drill	8/30/22	9:30
Tabletop Emergency Drill	2/17/23	7:45

FIELD TRIPS

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

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

Transportation on field trips will be by school bus, private vehicle, or city bus.

FOOD SERVICES

Breakfast and hot lunch are available in our schools.. Menus are posted on the District website. We are a CEP (Community Eligibility Program) school and all students are offered a complimentary breakfast and lunch at no charge. Meal prices for students are \$ for breakfast, \$ for lunch, and \$ for extra milk.

Our school's lunch program includes an alternate entrée and self-serve choices. Students may choose from the menu entrée, the alternate entrée of the day, sunbutter sandwiches, or pizza. Lunch count and entrée choices are recorded by 9:00 a.m. each day.

Parents are welcome to join their student(s) for lunch. If a parent plans to eat school lunch, **they are asked to notify the office by 9:00 a.m. on the day they will need the meal.** Parent meals may be charged to the student account if sufficient funds are in the account. All adults, including parents, are charged the full adult fee which is \$\$\$.

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

Completed forms can be returned to the school office.

Breakfast is served daily from 8:30 AM to 8:50 AM. Students participating in the breakfast program do not need to arrive earlier than 8:30 AM. Students are expected to be in their classroom, seated, and ready to start their day by 8:50 AM

We encourage you to participate in school meals.

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

Menus change due to emergencies on days when school starts late and no breakfast will be served.

School meals include the following components; milk and/or water, fruit, vegetable, grain, and protein. If students choose to bring a meal from home, families are asked to send nutritious food items. Milk is available for purchase to supplement meals sent from home. Bringing food from outside restaurants to the school cafeteria is discouraged.

Students are not allowed to have soda with any lunch eaten at school. Students are discouraged from sharing their 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.

HEALTH INFORMATION

The school should be informed of students' significant health conditions. This information should be provided on the electronic student emergency card at the beginning of the school year. The information will be shared with school staff that needs to know about a

child's health condition. If this condition requires special adjustments in the school environment, please contact the school nurse. Any change in the student's health status during the year should be communicated to the school nurse or health secretary.

HEALTH SERVICES

The primary objective of the District's school health services program is to enhance the educational development of the student. The health services department includes: a health services manager, school nurses, and health secretaries. Working as a team, they assist students to reach optimum health. This enables students to achieve their full potential. You can reach the Nixon Health Office at 319-558-2188.

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

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

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

STUDENT HEALTH AND WELL-BEING

Student Illness or Injury During the School Day

Students are sent to the health office if they are injured or appear ill. Health office staff will attend to the student's complaint. This may include providing first aid, asking the student questions about how he/she feels, taking a temperature, making observations, talking to the teacher, and contacting the school nurse. If a student has a temperature of 100.4° F. or higher and/or illness related vomiting or diarrhea, the parent/guardian will be called and the student will be sent home. Other symptoms that influence the decision to send the student home include general appearance and functioning in the classroom. After a period of observation a decision will be made to do one of the following: (1) Notify the parent/guardian for symptoms of illness or injury of a serious nature as determined by the school nurse and/or health secretary. Not all student visits to the health office will result in parents/guardians being contacted. (2) Allow the student to rest in the health office for a brief period then return to class.

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

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

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

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

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

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

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

Vision Screening: Iowa law requires that any student entering kindergarten and third grade have a vision screening. To be valid, the vision screening shall be performed no earlier than one year prior to the date of enrollment and no later than six months after the date of the child's enrollment into both kindergarten and third grade. The vision screening may be conducted by a physician,

optometrist, advanced nurse practitioner, physician assistant, local public health department, public or accredited nonpublic school, community based organization, free clinic, or child care center. An online screening may be conducted by a child's parent or guardian. A Certificate of Vision Screening Form is available on the district website in the student services/health services section. If the school does not receive a completed screening form kindergarten students will receive a consent form with the option to have your child screened at school and results sent to Iowa Department of Public Health. Third grade students will be screened at school and results sent to Iowa Department of Public Health. Parents/guardians with concerns about their child's vision should contact the school nurse/health office.

Head Lice

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

Students with signs and symptoms of head lice will be referred to the health office for assessment. Parents/guardians of students found to have live lice or nits (eggs) within ½ inch of the scalp, will be notified and provided with information regarding treatment and management. In the elementary schools, families with a child in the classroom will receive a note from the health office along with information regarding identification and management of head lice. Students are not excluded from school for live head lice or nits.

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

Special Diet Requests

If your child has been determined by a physician to have a medical condition that restricts their diet and requires dietary accommodations, a Diet Prescription Form must be completed by a medical authority and returned to the health office. All meal modifications require a completed and signed Diet Prescription Form on file. The Diet Prescription Form is available on the district website and your school's health office. A soy milk alternative to fluid cow's milk is available to those with a medical condition when prescribed by a medical authority. There will be no additional cost to a modified meal due to a medical condition. Notice of procedural rights are available on the District website and the Office of Learning and Leadership. If you have any questions or need assistance, please contact the Food and Nutrition Department at 319-558-2305.

INTRAMURALS/AFTER SCHOOL ACTIVITIES/ENRICHMENTS

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

LEGAL NOTICES

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

Click on Schools>>then Parent Notifications

Here are the items you can find there:

CHAPTER 102-CHILD ABUSE REPORTING

SECTION 504

Compulsory Education

Student Attendance
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 AND RESTRAINT
Building level Due process
Suspension
co-curricular activities
Voluntary admission
Cost of evaluation and treatment
Letters and awards
Athletic Eligibility
Student expression and appearance
Official school publications
Student publications
Safe and responsible student use of networked tech resources
School fees
Student fee waiver
Gifts to school personnel
Weather related decisions
Reserved time for non-school student activities
Video cameras on district properties and transportation
Post secondary Enrollment options
Annual notice regarding student records
Release of student directory information
Rights under the protection of pupil rights amendment (PPRA)
NCLB
Student support services
Open enrollment
In district permits
Home school Assistance program
Asbestos notification
Student Health and well being
Wellness policy
Chapter 103

NON-DISCRIMINATION POLICY

It is the policy of the Cedar Rapids Community School District not to discriminate in educational programs on the basis of race, creed, color, gender, sexual orientation, marital status, gender identity, socioeconomic status, national origin, religion, disability, age (except for permitting/prohibiting students to engage in certain activities) or genetic information and in employment opportunities on the basis of age, race, creed, color, gender, sexual orientation, gender identity, national origin, religion, disability or genetic information. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Justin Blietz, Director of Culture & Climate Secondary Education (JBlietz@crschools.us), and/or Linda Noggle, Executive Director of Talent Management, (LNoggle@crschools.us), Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000.

6/8/20

LIBRARY

The library supports the curriculum and enriches the children's learning experiences. The Teacher Librarian 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. When an item is damaged or lost, it is necessary to ask for payment so that a replacement can be purchased.

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

LOCKERS/COAT ROOMS FOR PERSONAL BELONGINGS

Students generally share lockers with another student. 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 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. We request that students leave toys, balls, electronic devices, and other personal items at home. 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 or damaged, the school district will not be responsible for their replacement.

LOST AND FOUND

Lost and found articles are hung either upstairs on the wall outside the art room or on the rack in the main hallway downstairs. Parents and children are urged to check the lost and found for lost articles. Every effort will be made to return lost items to their owner. Proper marking of clothing and other articles is important to returning these items to their owners. Items left will be donated to Goodwill in December and June if left unclaimed.

MTSS (Multi-tiered Systems of Support)

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

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

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

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

Parents are a vital part of the MTSS support plan. Student progress data will be shared with parents throughout the process. If your student is struggling academically, emotionally, or behaviorally parents can request additional tiered support. Please communicate your concerns with your child's teacher or contact our school counselor, Denise Kinsella at dkinsella@crschools.us or our instructional coach Tania Johnson at tjohnson@crschools.us

TITLE I FUNDING AT NIXON ELEMENTARY

Title I is the largest federally funded supplemental education program. It does not replace what the school does; instead it gives students additional instruction for students that are not meeting grade level expectations in the areas of reading and/or math. School wide assessments are administered to all students and the data is used to determine students that qualify for extra help beyond Core instruction.

Title I funding allows us to have specialized reading teacher(s) as a part of the staff. The teacher instructs students individually and in small groups during the school day to work on specific skills to assist in remediating reading and math deficits.

Each school year we sponsor two academic family nights. They are wonderful opportunities to interact with the Nixon staff and learn some excellent ways to assist your children at home. Communication with details are shared via email and flyers from the school. You will want to make sure you reserve the date on your calendar.

SOCIAL EMOTIONAL BEHAVIORAL SUPPORTS

PBIS

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

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

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

In short, positive school climate includes:

- A feeling of safety
- Respect
- Engagement in learning
- Involvement in school life
- Shared vision

- Involvement of teachers, students, and families

We have developed Common Area Expectations for **Playground, Hallway, Bathroom, Lunchroom, Library and Assembly**. Posters with these expectations are posted around the building and support our Nixon Expectations: Respectful, Responsible, Safe, and Part of the Team.

Voice Levels: 0- No Talking, 1 Whisper voice, 2 Inside voice and 3 Outside voice

CARING SCHOOL COMMUNITY:

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

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

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

Caring School Community achieves this through weekly classroom instruction organized around a social emotional focus. Each day begins in 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

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.

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

PARENT COMMUNICATION

NEWSLETTERS

Families can expect to receive weekly communication via email and/or SeeSaw from both their child’s classroom teacher and the school. Weekly newsletters update families on event happening at the school, academic learning occurring, and pertinent information for families throughout the year. Please ensure your contact information is updated in Infinite Campus to ensure you receive our weekly communication in a timely manner.

PARENT INVOLVEMENT

The Nixon Parent-Teacher Association (PTA) works to support the learning needs of Nixon students and promote positive and productive home/school partner- ships by fostering active involvement in school programs and practices. In addition to the teaching responsibilities for their own children, parents can support learning at Nixon by serving on PTA committees, participating in PTA meetings and educational programs, and by volunteering in the class- rooms or other areas of school where extra adult support is needed. PTA meetings are listed below of easy reference.

Looking for more information about the Nixon PTA? Reach out via email:

NixonPTAEvents@gmail.com

Nixon PTA Events

- September 8th 5:30-7:00pm
 - Ice Cream Social
- October 5th & 6th 7:30-8:25am
 - VIP Breakfast
- October 27th 5:00-6:30pm (set up 4:30)
 - Trunk or Treat
- December 8th (time??)
 - Winter Carnival (partner with FACE)
- January 26th 5:00-7:00 pm
 - BINGO
- March 30th 5:00-6:30 pm
 - Math Night (partner with FACE)
- April 21st
 - Walk-A-Thon
- May 11th 5:30-7:00pm
 - Spring Carnival

PTA Meetings 2022-2023

All Meetings held at 6:30 in the Nixon Library

- Monday, September 19th
- Monday, November 14th
- Monday, March 6th
- Monday, April 17th

*Meetings subject to change

PARTIES

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 hurt feelings of students not receiving invitations.

SCHOOL SPONSORED PARTIES/CELEBRATION

Three school celebrations will be planned during the school year (Fall Party, Winter Party, Friendship Party). If you want to excuse your child from participation in school celebrations, please send a note to the classroom teacher or school office.

PLAYGROUND AND 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.

RECESS

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 need 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/us/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 stay inside.

1/2020

PROGRAM FOR ACADEMIC AND CREATIVE TALENT (PACT)

The elementary school PACT department provides advanced learning experiences for high ability students. PACT Resource Specialists serve the schools on a rotating schedule, offering students the opportunity to participate in challenging activities in areas such as science, humanities, mathematics, and language arts. ACE, Prime Time and PACT are the three programs offered in our elementary buildings.

ACE (KINDERGARTEN & 1st GRADES)

ACE (Academic Challenge Experiences) is a kindergarten and first grade program. The ACE program manager will visit all kindergarten and first grade classrooms a minimum of four times throughout the school year. Lessons will focus on and develop the student's ability to think creatively, critically, logically and to problem solve. Data collected will be used by the classroom teacher and PACT department to aid in determining the need for extensions and future programming.

PRIME TIME (2nd & 3rd GRADES)

Prime Time is a demanding academic program that serves second and third grade students. Students selected for Prime Time have demonstrated potential in a specific intellectual area. There will be opportunities for enrichment in the fall for 2nd grade students. All students in 2nd grade are screened in January. All students in 3rd grade are screened in September and January. Students are selected for this program based on the results of the screening activity, district assessments and teacher observations. Those students selected will meet with the PACT Resource Specialist weekly.

PACT (4th & 5th GRADES)

PACT provides challenging curriculum experiences for high ability students in fourth and fifth grade. Multiple criteria will be used to select students for PACT classes. Criteria include: PACT unit screening scores, achievement tests, ability tests and teacher observations. Students selected will meet with the PACT Resource Specialist weekly.

REPORTING TO PARENTS

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

Communicating with non-custodial parents

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

SCHOOL COUNSELOR

The 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 Mrs. Kinsella who will put them in contact with the appropriate community agencies for support and help.

The counselor is always available through email or phone contact.

SCHOOL HOURS

Our school day runs from 8:50 AM to 3:50 PM. Students will observe the following schedule:

- 8:30 Students eating breakfast may enter the building
- 8:50 School begins
- 3:50 Students dismissed

Students may not play on the school grounds before or after school without parental supervision, since staff supervision is not provided. In the morning, students should wait calmly at the front entrance until a staff member admits them to a building.

Students are expected to go home after school. **Only students directly supervised by an adult guardian are allowed to play on the playground immediately following dismissal.** We would like students to go home and check in after school. They may come back to the school playground at 4:15 PM if they would like.

SCHOOL PICTURES

Each fall all students will have their pictures taken for the cumulative records. The date is published on the school calendar. 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.

STUDENT INFORMATION SYSTEM (Infinite Campus)

- According to [Board policy 606](#) parents have access to student cum files and records during school hours.
- Families are asked to complete an annual update to the student management system. This system, Infinite Campus, allows the school to have current contact information in the event of an emergency. As changes occur in either phone numbers or emergency contact information, parents should update the system. Parents should alert the person(s) listed as

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

SUPPLIES AND FEES

SUPPLIES

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

Some supply items may need to be replenished as the year progresses. Individual teachers may request additional items as needed.

FEES

SCHOOL CASH ONLINE

The CRCSD is pleased to offer all families the opportunity to pay student book fees electronically. The "school cash online" program is in addition to our food service payment system and provides a convenient fee payment option that will save time, reduce paper, and maintain a focus on instruction in the classroom and limit cash and checks in our schools. Parents can make secure payments by credit card anytime and receive a receipt. Please go to the school website and click on School Cash Online or go to <http://cedarrapids.schoolcashonline.com> to pay this year's fees.

A book fee of \$31.00 is assessed annually to cover the cost of certain curriculum materials. If you qualify for free or reduced lunches your material fee will be \$19.00. To qualify for fee forgiveness/reduction you must have been approved for a free/reduced benefit AND complete Parent Permissions to share that status in Infinite Campus.

VISITING AND VOLUNTEERING PROGRAM

VISITATION POLICY

- For security purposes, anyone visiting school between 8:50-3:50 will need to use the front entrance door. A doorbell will alert the office staff of your arrival and upon recognition they will "buzz" you in. Visitors **must** report to the office and will be asked to provide a form of identification that will be run through our Raptor System. A name tag will be printed for you.
- You are always welcome to see first hand the teaching and learning taking place at school. As a professional courtesy, we ask that you make arrangements with teachers prior to a planned visit. Please let the office staff know when you leave the building also. Visiting children must be accompanied by an adult. Parents are encouraged to visit our school. They will be asked to check with the teacher or principal before visiting. We appreciate your understanding and support of these security measures to ensure the welfare of all students and staff.

- Parents often visit to have lunch with their children. We welcome such visits, but ask parents to notify the teacher and office in advance. We encourage parents to eat school lunch or to bring a healthy lunch of their choice. Parents may not bring lunch for any child other than their own. For safety and security we ask that visiting family members refrain from taking photos of other children while on school premises.

Raptor System

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

VOLUNTEERING

- We encourage ongoing and active volunteer involvement by individuals and groups when it will enhance the educational experience of our students. Examples of volunteers include, but are not limited to: classroom volunteers, field trip volunteers, bus chaperones, mentors, 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) 558-2188.
- The Cedar Rapids Community School District (CRCSD) recognizes the need to maintain a District Volunteer Services Program to support classroom instruction and co-curricular activities. CRCSD appreciates the involvement of volunteers in supporting instructional programs and enriching the learning environment. The district shall make every reasonable effort to provide a safe learning environment for students working with volunteers.
- **A Volunteer Application is required annually of all volunteers whose primary role is that of working directly with students or assisting staff on a regular basis; supervising/chaperoning students; or acting as an authority figure.** All Volunteer Applications will be checked against the national sex offender database and are subject to a background check. <https://apps.raptortech.com/Apply/MTE5OTplbi1VUw==>

- All applications must be approved prior to volunteering

WELLNESS

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

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

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

Here's what our commitment to wellness looks like:

Our school will:

- Provide health education, including nutrition, in the curriculum
- Provide multiple opportunities for physical activity to meet or exceed the Healthy Kids Act requirements (30 min/day for Elementary Schools, 120 min/week for Middle & High Schools)
- Serve school meals that reflect the Dietary Guidelines for Americans, model appropriate portion sizes and provide a well-balanced meal
- Discontinue using unhealthy foods for fundraisers
- Ensure all food and beverages made available during the school day (including snacks) meet District Nutritional Guidelines
- Require that students are physically active during the majority of time in physical education class
- Celebrate events involving food not more than one time each month (check with your school to see how birthdays are recognized)
- Discontinue using food/food coupons as rewards or incentives
- Ensure physical activity is not used for or withheld as a punishment

To support wellness in our schools, families will:

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

For more information, visit our district website. The District Wellness Policy can be found in the District Notifications section of the handbook.