

CRCSD ELEMENTARY STUDENT HANDBOOK 2023-2024

Updated: 7/2023



Nixon Elementary School
200 Nixon Drive
Hiawatha, Iowa 52233

Nixon Families,

Let me be the first to welcome you to the 2023-2024 school year! My name is Jeni Goebel and I am the principal at Nixon Elementary School. I am starting my sixth year in this role and my thirteenth 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 the 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 English language learners, and special education support for learners with IEPs. We have 14 classroom teachers, 4 special teachers (art, gym, and two music teachers), amazing support teachers, a school guidance counselor, a behavior response team consisting of our Engagement Specialist and two behavior technicians, an instructional coach, a Special Education Interventionist to support our Autism programming, 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 two kindergarten groups. Each day, learners will spend part of their day in each of the two kindergarten classrooms meeting the teachers and 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 peers 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 and math data to showcase just how impactful this work has been for our learners.

Below are tables with winter and spring 2023 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 (%F/R Lunch), which is income based. This data is just one indicator that what we do at Nixon is working.

Spring Reading Comparison Data (May 2023)		
School	% Met Benchmark	% F/R Lunch
District Average	62%	63%
School A	78%	17%
School B	75%	52%
Nixon	74%	72%
School C	72%	70%
School D	72%	60%

Reading Growth Data (Fall '22 to Spring '23)	
School	% Growth
District	7%
Nixon	14%
School C	14%
School E	12%
School F	10%
School G	10%

In addition, we have seen great growth in our mathematicians, too! Below are tables representing the growth we saw in math from our FAST 2023 data. This data shows the incredible growth our learners make at Nixon and I am so proud to help lead this work!

Spring Math Comparison Data (May 2023)		
School	% Met Benchmark	% F/R Lunch
District Average	56%	63%
School A	79%	17%
School B	71%	37%
Nixon	70%	72%
School C	68%	45%
School D	67%	39%

Math Growth Data (Fall '22 to Spring '23)	
School	% Growth
District	1%
Nixon	12%
School E	9%
School F	9%
School G	7%
School H	6%

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
jgoebel@crschools.us ,
 (319) 558-3448



STAFF DIRECTORY

Alicia Laufer	Health Secretary
Amy Boyles	Kindergarten Teacher
Andrea Kesner	K Paraeducator
Aneela Rafiq	Kitchen Manager
Braxton Williams	Math Teacher
Brent Paulson	PE Teacher
Brooke McWilliams	Reading Teacher
Carina Meeker	Strat II Teacher
Carol Stone	Special Ed Interventionist
Danielle Wangsness	POD Teacher (Science)
Dedric Roundtree	Music Teacher
Denise Kinsella	School Counselor
Diana Lord	Media Specialist
Dianne Hunstad	POD Teacher (Social Studies)
Emily Doolittle	GWAEA Autism Consultant
Erin Davis	Special Ed Paraeducator
Esse Benissan Messan	Kitchen Assistant Manager
Fozia Iram	Kitchen
Gretchen Nehl	Building Sub
Jen Long	Strat I Teacher
Jeni Goebel	Principal
Jessica Gabriel	Math Teacher
Jill Klein	GWAEA SLP
Jordan Bruner	Special Ed Paraeducator
Kari Whitlow	Instructional Coach
Kat Dudley	Engagement Specialist
Kaydence McElmeel	Special Ed Paraeducator
Kim Tognetti	Custodian 1
Laura Butschi	Strat I Teacher

Laurel Davis	Title 1 Teacher
Lauren Linohan	Art Teacher
Liliane Atty	ELL
Liz Snyder	Music Teacher
Maria Dunham	Title 1 Para/Volunteer Coordinator
Mary Baloch-Hadish	K Paraeducator
Megan Dursky	Nurse
Melissa Determan	PACT
Micki Willman	Special Ed Paraeducator
Mike Benedict-Barbian	Building Engineer
Parker Belthuis	Special Ed Paraeducator
Priya Balakrishnan	Special Ed Paraeducator
Rosa Hummel	Special Ed Paraeducator
Ryan Beck	Reading Teacher
Sam Sande	Strat II Teacher
Saphal Tamang Gole	Special Ed Paraeducator
Sheila Machart	Kindergarten Teacher
Shelby Williams	Reading Teacher
Sreerekha Sreedharan	Special Ed Paraeducator
Stephanie Mesch	Media Secretary
Stephanie Steele	1st Grade
Tara Casey Toll	Math Teacher
Tess Johnson	Kitchen
Tina Martindale	1st Grade Teacher
Tracy Spicer-Ehrman	Main Office Secretary
Veni Thoorapalayam Nallasivam	Special Ed Paraeducator
Yohaxin Delabra Lopez	Special Ed Paraeducator
Zach Johansen	Special Ed Paraeducator

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ABSENCES AND ATTENDANCE

Alicia Laufer, Health Secretary
319-558-2190
alaufer@crschools.us

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

The Cedar Rapids Community School District believes that excessive student absenteeism and tardiness is an early warning sign of poor academic achievement and puts students at risk of dropping out of school. An absence is any time a student does not access instruction (physically or remotely as designated). Absences will be recorded as part of a student's attendance record and tracked through Infinite Campus.

Absences: It is the responsibility of the guardian to notify the student's attendance center as soon as the guardian knows the student will not be attending school. This can be done via phone call or email listed above 24 hours a day. If the school is not notified of the absence, it will be counted as unexcused. The guardian may rectify this by giving verbal or email notice within two days of the reason for the absence or provide necessary documentation. The administrator reserves the right to verify an absence as excused or unexcused and may request evidence or written verification of the student's reason for absence. Student absences approved by the administrator are excused absences. Excused absences may include, but are not limited to:

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

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:

- Elementary School - Enters 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 are absent from school for any reason will be expected to make arrangements with appropriate school staff to recover the missed learning. Students are able to earn full or partial credit for the missed school work as agreed upon by the student and school.

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

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

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

[Attendance District Board Policy](#)

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 8:30 am 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 (if eating breakfast) or the gym (if they have eaten at home). Every child is offered a breakfast at no cost as part of our CEP status.

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 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, heelies are not permitted on school grounds.

BIRTHDAY CELEBRATIONS

- As a part of our District Wellness Policy, students will celebrate their birthdays in a variety of ways. This will be further communicated by staff at the beginning of the year.
- 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.

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.

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.

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 and Preschool](#) can be found 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 school calendar. Parents are encouraged to take these potential days into consideration when planning early summer vacations to eliminate any conflict in schedules.

CEDAR RAPIDS SCHOOL BOARD

Regular meetings of the Board of Education are generally held on the 2nd and 4th Mondays 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 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](#).

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.

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.

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 dismissal plans for your child(ren) please contact the main office by 3:00pm at 319-558-2188.

All communication between families and students during the school day should be done through school personnel. Texting or phone calls to student devices cause a disruption to the learning environment.

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 Nixon 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.

DAYCARE/BEFORE AND AFTER SCHOOL CARE

All CRCSD elementary schools and middle 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. The Champions program will also provide wrap-around services at Truman early childhood center. If you have any questions, please contact Champions at 800-246-2154 or at discoverchampions.com

DISMISSAL FROM SCHOOL

DISMISSAL DURING THE DAY

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

Remember that teachers are teaching and if it is an emergency or a change in dismissal plans for your child(ren) please contact the main office by 3:00pm at 319-558-2188.

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 check-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 SPECIFIC END OF DAY DISMISSAL

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 considered 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 & MISSION

VISION

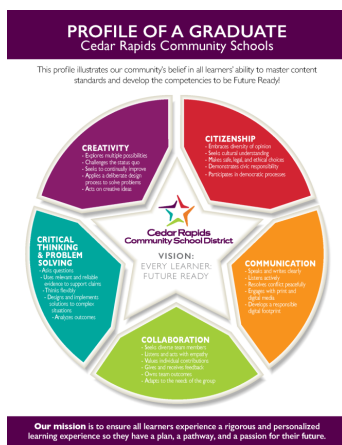
Every Learner, Future Ready

MISSION

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

PROFILE OF A GRADUATE

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



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.** The office also has a "Phone hotel" that is monitored by the office staff. This 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.

SCHOOL ISSUED DEVICES

Student Devices

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 this [link](#).

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 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.

The full student device use and conduct policy can be found at this [link](https://crschools.us/policy/policy-900-district-technology-network-systems-and-internet-access/regulation-900-1-appropriate-use-of-district-technology-network-systems-and-internet-access/):

<https://crschools.us/policy/policy-900-district-technology-network-systems-and-internet-access/regulation-900-1-appropriate-use-of-district-technology-network-systems-and-internet-access/>

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 parents to protect students from accessing inappropriate sites.

EMERGENCY 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. Below is a list of the dates and types of drills we will have at Nixon in the 2023-24 school year.

First 10 Days of School			
Date	Time	Drill Type	Location of Drill
8/24/23	9:30 am	Tornado	Playground/Front of Building
8/25/23	9:30 am	Fire	Cafeteria
8/30/23	9:30 am	Lockdown	Classrooms

First Semester			
Date	Time	Drill Type	Location of Drill
10/16/23	1:30 pm	Fire	Playground/Front of Building
10/24/23	2:45 pm	Tornado	Cafeteria

Second Semester			
Date	Time	Drill Type	Location of Drill
1/22/24	9:30 am	Tornado	Cafeteria
2/15/24	7:45 am	Emergency Response: Table Top	Jeni's Office
3/20/24	10:00 am	Tornado	Cafeteria
3/26/24	2:00 pm	Fire	Playground/Front of Building
4/10/24	9:30 am	Fire	Playground/Front of Building

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

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>. 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 23-24 school year. The schools are as follows:

Elementary schools: Arthur, Cleveland, CRA (Cedar River Academy), Erskine, Garfield, Grant, Grant Wood, Harrison, Hiawatha, Hoover, Johnson, Kenwood, Madison, Nixon, Van Buren, Wright.

For the 23-24 school year, the remaining elementary schools will require payment of meals. If you believe your student/students will qualify for a free/reduced meal benefit please fill out an application at www.cedarrapids.familyportal.cloud. For the 23-24 school year the elementary meal prices will be as follows: breakfast \$2.25, lunch \$3.20, extra milks \$.60 and adult lunch \$4.85.

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.

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.

HEALTH INFORMATION

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. 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.

For more information regarding other health services policies/procedures visit:

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

INTRAMURALS/AFTER SCHOOL ACTIVITIES/ENRICHMENTS

During the school year we may sponsor 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/students-and-families/parent-notifications/>

[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

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.

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.

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 in the library (upstairs) or on the rack in the main downstairs hallway (downstairs). Parents and children are urged to check these spaces 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

after school is out in June are donated to The Salvation Army on Council.

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-learning (SEL) 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 SEL.
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 include 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 support. 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 558-2230 or our Instructional Coach Kari Whitlow at 558-.

[Board Policy 604.2a \(MTSS Procedures\)](#)

[Board Policy 604.2 \(MTSS\)](#)

ACADEMICS

TITLE I FUNDING

Title I funding is provided for a number of our elementary schools. 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 deficits.

Each school year we sponsor an academic family night. It is a wonderful opportunity 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.

Our Title I Parent Policy can be found on our website by clicking on the "Title I" tab of our school website. Any questions regarding Title I at Arthur can be directed to the building principal.

SOCIAL EMOTIONAL LEARNING 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.

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 competence 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.

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. [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.

- ☐ 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

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 events 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.

The Nixon Parent-Teacher Association (PTA) works to support the learning needs of Nixon students and promote positive and productive home/school partnerships 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 classrooms 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 12th 5:15-6:15 pm
 - Popsicles/Popcorn on the Playground
- October 11th & 12th 7:45-8:30 am
 - VIP Breakfast
- October 30th 5:15-6:15 pm
 - Trick or Treat on the Playground
- December 7th 5:00-6:30
 - Dinner & a Movie
- January 16th 6:00-7:00 pm
 - BINGO & Popcorn
- March 7th 5:00-6:30 pm
 - TBD (FACE & PTA Event)
- April 5th
 - Walk-A-Thon
- May 16th 5:00-6:30 pm
 - Spring Carnival

PTA Meetings 2022-2023

All Meetings held at 6:30 in the Nixon Library

- Monday, September 18th
- Monday, October 16th
- Monday, February 19th
- Monday, April 15th

*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; a fall party in October, a winter party in December, and a friendship party in February. Teachers will communicate ways you can support the classroom(s) for these events via newsletters and/or Seesaw. 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 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/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.

PACT (Program for Academic & Creative Talent)

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.

Elementary

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 319-558-1676. As a parent, you can provide valuable insights and information about your child's exceptional abilities.

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 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.

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. Mrs. Kinsella can be contacted at 558-2230.

SCHOOL HOURS

Kindergarten 5th Grade

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

- 8:30 Learners enter to the cafeteria or gym
- 8:40 Learners are dismissed to their classrooms
- 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 TO HOME COMMUNICATIONS

In our efforts to go “green”, flyers and hand-outs 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. 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.

SOCIAL MEDIA

For the latest CRCSD news and information:

crschools.us

And follow us on:

 CRSchools	 @CRSchools	 @CRSchools
 Cedar Rapids Community School District	 Cedar Rapids Community School District <i>Every Learner. Future Ready.</i>	 EngageCRSchools

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.

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

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. This fee can be paid in Infinite Campus or can also be given to the school secretary.

Service Fee on Return Checks

\$30.00

If your check is returned you authorize us to *electronically* re-deposit your check for the face amount and service fee. You also authorize us to collect the service fee by paper check or demand draft.

You may be sued for damages of three times the amount of the check, up to a maximum of \$500.00 pursuant to Iowa codes 554.3512 & 554.3513

CBSI Oskaloosa IA.

VISITING AND VOLUNTEERING PROGRAM

VISITATION POLICY

- For security purposes, anyone visiting school between 8:50 am -3:50pm must use the front entrance door. A doorbell will alert the office staff of your arrival and upon recognition and validation 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 Visitor Management System. A name tag will be provided to you. The name tag must be returned upon your departure.
- You are always welcome to see first hand the teaching and learning taking place at school. As a professional courtesy, all parents and visitors must make prior arrangements with teachers and the building principal before 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.
- 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 lunch of their choice. Parents may not bring lunch for any child other than their own. For safety and security parents and visitors are prohibited 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 secure system, I, please contact your building principal.
- The safety of our students is our highest priority and the Raptor system provides a consistent way to aid in protecting our students and staff 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.

[Board Policy 1002.- Volunteer](#)

[Board Policy 1002.2- Visitors](#)

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.








HEALTHY SCHOOL SNACKS

Cedar Rapids Community School District



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

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. <div data-bbox="735 888 865 1014" style="border: 2px solid black; padding: 5px; transform: rotate(15deg); display: inline-block;"> TIP </div> <p>Dip Ideas: Hummus, Salsa, Bean dip, Honey Mustard, Yogurt based dips</p>	Drinks: <ul style="list-style-type: none"> Water Low Fat or Fat Free Milk 100% Fruit/Vegetable Juice 

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