



Cedar Rapids  
Community School District

# EARLY LEARNING DEPARTMENT

## Family Handbook



## **CEDAR RAPIDS COMMUNITY SCHOOLS EARLY LEARNING PROGRAM**

Welcome to the Cedar Rapids Early Learning  
Preschool Program.

We hope that this will be an  
exciting and stimulating  
experience for all of you.

The purpose of this  
booklet is to welcome you and  
to explain some of our  
policies and procedures. Please

read it carefully and keep it for future reference. If you have  
any other questions, please feel free to ask the teacher or any  
other school personnel.

We shall do everything we can to help you and your child have  
a pleasant and rewarding year. We are looking forward to  
your being a part of the Cedar Rapids Early Learning Preschool.



### **WHAT IS THE EARLY LEARNING PROGRAM?**

The Early Learning Program is a very special early learning  
opportunity. Eighteen to twenty, 3 and 4 year olds will attend  
the AM session or the PM session 4 days a week, in a warm  
supportive atmosphere, with opportunities to explore and  
interact with materials, adults, and other children.

Developmentally appropriate play activities lead to  
cognitive, physical, social, and emotional growth. Field trips  
expand children's learning experiences. Positive  
reinforcement from caring adults and opportunities to take risks,  
make decisions, and solve problems lead to healthy  
self-images. This successful early learning experience lays a  
foundation for continued school success and lifetime  
problem-solving skills.

## PHILOSOPHY

The Early Learning Program is based on the philosophy that:

- All young children can learn and succeed in a warm, supportive, caring atmosphere, with opportunities to explore and interact with materials, adults, and other children.
- Children learn best through developmentally appropriate play activities and will achieve cognitive, motor, social, and emotional growth.
- All children can move toward a healthy self image through positive reinforcement and opportunities to take risks, make decisions, and solve problems.
- Parents are their children's most important teachers and the strongest influence in their lives. Building a comprehensive program is dependent on the collaborative efforts of home, school, and community agencies.
- Health and well being are critical to the overall development of the whole child.
- A successful early learning experience lays the foundation for continued school success and lifetime problem solving skills.



## GOALS

In order to provide a developmentally appropriate preschool experience for 3 and 4-year-olds the Early Learning Program will:

- Accept children and their families at their individual levels, value their uniqueness and encourage them to progress at their own pace.
- Develop a multi-cultural, non-sexist curriculum and environment.
- Provide a stimulating child-centered environment which recognizes play as a viable means for learning about self, others, and the world.
- Encourage children's learning through play by providing activities which enable children to plan, observe, explore, pretend, question, and evaluate.
- Provide a nurturing environment that fosters:
  - A positive self image
  - A sense of trust in adults and the environment
  - Self reliance
  - Self confidence
  - Appreciation of others
- Provide a developmentally appropriate curriculum that promotes cognitive, language, physical, social, and emotional growth in an integrated format.
- Provide a balance of:
  - Child and teacher initiated activities
  - Individual and group activities
  - Structured and unstructured play
  - Active and quiet times

## **GOALS**

- Encourage language and literacy development through daily exposure to activities such as stories, poems, field trips, functional uses of print, dramatic play, and dramatization.
- Encourage math and problem solving skills through manipulation of objects.
- Help each child grow in large and small motor ability.
- Provide health education for children and families which encourages preventive health practices and offers guidelines for understanding growth and development.
- Collaborate with community agencies to meet the unique needs of children and families.
- Provide a home visit which may include:
  - Modeling and reinforcing parenting skills
  - Learning materials
  - Student progress information
  - Counseling
  - Health and community resource information
- Emphasize family participation through:
  - Parenting classes
  - Family activities
  - Volunteerism
  - Parent Planning Committee
- Use evaluation of children's progress and achievement to plan curriculum, meet individual needs, communicate with parents, and evaluate the program's effectiveness.

## **PROGRAM STANDARDS**

Cedar Rapids Early Learning is part of the Statewide Voluntary Preschool Program and follows the Iowa Quality Preschool Program Standards. These standards have over 400 criteria that guide the policies and procedures, the health and nutrition guidelines, the curriculum and teaching qualifications, and the business and accounting practices of the program. The program maintains files with documentation showing how each

criterion is being met. Each year an annual report is submitted, and every five years accreditation is renewed.

Visit the Iowa Department of education website to learn more about this program:

<https://educateiowa.gov/pk-12/early-childhood/statewide-voluntary-preschool-program-four-year-old-children>

## **CURRICULUM, INSTRUCTION, AND ASSESSMENT (IQPPS 4)**

Early Learning Standards

Creative Curriculum

Gold Assessment

### **Assessment (4.1. 4.2)**

Our preschool program uses the Teaching Strategies GOLD assessment tool to assess our students.

Teaching Strategies GOLD assessment is aligned to the Iowa Early Learning Standards and assesses students' skills in social emotional, physical, cognitive, language, literacy, mathematics, social studies, science and technology, and the arts. Through this assessment, we will take observational notes, create portfolios, and plan activities that are one on one, small group, or whole group to evaluate students' skills. The assessment information is then used to guide lesson planning and report progress to parents/guardians.

There are three checkpoints throughout the school year for Teaching Strategies GOLD. Every November, February, and May we assess each student's skills in each domain. Report cards will be sent home three times a year after each checkpoint and will reflect the level of your child's abilities at that time. The domains that appear on the report card are Preschool Priority Standards chosen by the Early Childhood Special Education teachers.

## **Communication of Assessment Information**

At the beginning of each school year, a questionnaire is sent to families to gauge the child's interests, strengths, and parental concerns. This information is used in lesson planning at the beginning of the year and used to assist in classroom placement.

Before conferences in the spring the preschool program sends home pre-conference forms for parents/guardians to complete and share their celebrations and concerns for their child. The preschool sends home family activities, completed classroom activities, and a weekly newsletter to inform parents/guardians of what academics were worked on each week.

## **Student Records**

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have legitimate educational interest are allowed to access a student's records unless a release has been filled out by parents granting another party permission.

## **Annual Evaluations (10.15)**

Each year families are asked to provide information on our programs on a form called a "Family Questionnaire". We ask you about the policies and procedures of our program. We ask if you feel our program meets the highest quality in children's programming. We ask if you feel your teaching staff communicates with you frequently and uses information you share with them to guide your children's learning. Then the program staff uses the information gathered from this questionnaire plus a teaching staff survey to determine goals for the program. These goals are shared with all families as well as the CREL steering board.



## **Creating Caring Communities For Learning**

Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development. Children can learn to regulate their own behaviors in acceptable ways with the positive guidance of adults.

As children grow, they'll be able to accept more and more responsibility for their behavior. Our behavior management methods teach children to follow directions, accept appropriate consequences, use self-help skills, be a part of a group, take turns, use problem solving techniques such as telling others how you are feeling, and work on solutions together.

### **FAMILY INVOLVEMENT (IQPPS 4.9)**

#### **Communication**

Teachers will communicate with parents in several ways. Each classroom will send home weekly newsletters outlining the classroom events, themes, special dates and other important information. Parents will receive a school newsletter monthly. Teachers will also make phone calls if needed. Please feel free to contact your child's teacher before or after preschool hours or by email. The school and classroom phone numbers are located on the back page of the handbook along with the teacher's email address. Your child's teacher will be available very briefly before preschool begins and after preschool ends.

#### **Home Visits**

Home visits are made at the beginning of the school year as a requirement of the Statewide Voluntary Preschool Program. This is an opportunity for the preschool teacher to get to know you, your child, and your family. This meeting begins a partnership between home and school in order to best meet your child's needs. This is a great time for you to share your knowledge about your child's interests, approaches to learning,

and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

### **Parent-Teacher Conferences**

The teacher will schedule two in school conferences for your child with one being in the fall and one in the spring of the year. This will be a time for the staff to talk with families about our shared goals for your child throughout the school year. If you would like more frequent conferences, please contact your child's teacher.

### **Open House Night**

Families are invited to Open House Night in August of each year. This allows children the opportunity to meet their teacher, see their classroom and meet other classmates. This also serves as a time where parents can ask any questions and become more familiar with the program and school.

### **Preschool Parent Orientation Day**

Before school starts, incoming parents are invited in for a 30 minute session to preview the preschool program. Families meet the principal and teachers and are presented with information on the program. This allows families to ask questions and become familiar with our preschool program.

### **Volunteering in the Classroom**

We encourage and welcome parent volunteers to help in the classroom. We ask that all volunteers sign in at the office when they arrive and receive a volunteer badge. Some of the ways you could help would be to listen to children read, support student learning during play opportunities, and support routines and transitions. If you are interested in volunteering, please notify the office, your child's teacher, or the building principal.

## **Family Planning Committees**

Each preschool classroom has a planning committee made up of parents interested in making decisions regarding the program. Teachers will set up times for the committee to meet to decide on special family events as well as other preschool activities. The planning committee will look at the previous year's goals to determine how well those goals are being met. Then the committee will determine if additional goals will need to be set as determined from the current year's questionnaire and surveys.

## **Community Resources**

We believe that the family is a vital part of a child's life. There are times when we all experience a financial or emotional crisis. The teacher, and other support staff are available to respond to the special needs of children and their families and as a source of information.

Information about community resources and special events will be provided through newsletters, during home visits and as needed. If you have questions about available community resources, please contact your teacher, building counselor, or building social worker.

## **Support Services**

Additional support services are available to assist teachers when concerns arise with children or children are on IEPs. These services include building staff (special education teachers, counselor, nurse, health secretary, etc.) and Grant Wood Area Education Agency staff (psychologist, social worker, consultant, speech-language pathologist, occupational and physical therapist, and others). Teachers and families may use input on an informal basis or request formal assistance identifying strategies to address a concern. These services may be available by teacher or parent request through the counselor at the child's school.

## Safety

Only adults with name badges may move about within the building. All parents, volunteers and other visitors who enter the building between 8:45am and 3:30pm must go immediately to the main office. Parents and visitors must sign in and get a visitor badge to wear while they are in the building. They must return to the office before leaving to sign out and return the badge. All school and district staff will also wear name badges at all times. Any adult seen moving about the building without an appropriate badge will be questioned and directed to the office to sign in and get a badge.

School doors will be locked during the school day.

## Field Trips

Parents will be notified of upcoming field trips through newsletters and classroom signs. These notices will specify where the children will be going, how they will be transported, and the time and date of the trip. Teachers will always take a cell phone, first aid bag, and the children's emergency consent information. Children will be transported by District school busses or by parent volunteers. If transported by private vehicle, all drivers will have licenses photocopied and will sign a disclosure statement. Children riding in private vehicles will be placed in proper restraints according to Iowa law. In the case of transportation difficulties, alternative transportation will be available.

## Transportation

Daily transportation of your preschool child to and from school is the responsibility of the parent/guardian. For the safety and well-being of your child, an adult is expected to walk them into the classroom as well as pick them up from the preschool classroom each day. You are expected to arrive at the opening time and pick your child up at the ending time each day. **Families not following these guidelines may be asked to remove their preschooler from our program.**

If your child rides the school bus, due to a classroom IEP, our staff will accompany the children directly to and from the bus to be sure they are kept safe.

## **HEALTH, WELLNESS, & SAFETY**

### **Students' Health Records (IQPPS 5.1)**

All health records will be located in the nurse's office in a secure location. The nurse and administration will have direct access to these records. The school nurse collaborates with the classroom teacher and parents regarding student health needs.

Students must meet the requirements related to immunizations as provided by the Iowa Department of Public Health. Parents or guardians must provide evidence of immunization as well as any information related to health services. \* Exemptions may be made for health or religious reasons along with the appropriate documentation from a health or religious official.

### **Toileting & Diapering (IQPPS 5.5)**

Students will be provided with regular bathroom breaks. Plans for toilet training, if your child needs support, must be collaboratively developed or shared with the classroom teacher.

Procedures are in place for changing diapers for students who are still required to use diapers. Diapers must use absorbent materials in the inner diaper with a waterproof outer lining to prevent the escape of urine and feces. Both inner and outer liner will be changed at the same time.

Clothes that are soiled by urine feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day or laundering.

Staff will check for signs that diapers or pull-ups are wet or contain feces

1. At least every two hours when children are awake;
2. When children awaken;

3. Diapers are changed when wet or soiled;
4. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility;
5. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children;
6. At all times, caregivers have a hand on the child when being changed on an elevated surface.

## **Health**

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/>

We conduct different screening in the classroom during the year: vision, hearing and dental. Consent forms will be sent home with your child for you to fill out and return. St. Luke's Dental Health Center will follow up to ensure all children receive the dental exam and any treatment needed.

A current Immunization Certificate and Health Status Form will need to be completed and turned into the school office before the first day of school.

State law requires evidence of up to date immunizations (or state authorized exemption) prior to entrance into preschool. It is required that you have written record of a recent physical examination, signed and dated by your health care provider prior to entrance into preschool.

If you need assistance with these or any medical issue, we offer Metro Care Connection (319-558-2481) as a resource which is a school-based health clinic.

### **Medication Administrations (IQPPS 5.8)**

Students may require medications to be administered at school.

1. Staff administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.
2. The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.
3. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six right practices of

medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

4. Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.
5. All medications are kept in a locked container.

## **Snacks/Meals**

Our Preschool program works with two different nutrition programs. The Child and Adult Care Food Program (CACFP) which allows us to provide healthy, safe, nutritious snacks and the Community Eligibility Provision (CEP) which through the Healthy, Hunger-Free Kids Act provides schools, which predominately served areas of high economic need, an option for meal certification. A snack or meal will be served free of charge to every student. **Please be sure your teacher is informed of any allergies.**

You understand, when enrolling your child, all snacks would be provided by the district to ensure that all preschool students consume snacks that meet regulations. **The Cedar Rapids**



**Community School District does not allow parents to send snacks.** The only exception is when a student has a document diet restriction.

If you would like your child to eat breakfast or lunch, it is made available in the cafeteria before or after preschool. An account is set up for your child to eat and a parent or guardian is expected to accompany the child at all times. These meals are provided through USDA National School Food Program and each school publishes a menu monthly.

### **Nutritional Needs (IQPPS 5.12, 5.13)**

For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.

### **Clothing**

Your preschooler will have active days and do messy activities as part of his/her hands-on learning; therefore, please send your child in every-day play clothes that wash easily and fit comfortably. You may want to send an extra change of clothes to leave at school. We recommend shoes and socks for safe running and jumping rather than sandals, jellies, or dress shoes. We will go outdoors everyday when weather permits. Your child needs winter clothing (hat, socks, mittens, boots, coats, snowpants) each day throughout the winter season. (If you are in need of these items ask the teacher to refer you to agencies which can assist you in finding them.)

Please label belongings with your child's name... it helps in returning lost items.

Your child has many personal items that are precious to him or her. We suggest jewelry, accessories, and other valuables stay home for complete safety.

### **Emergency Drills**

We are required to have periodic fire/evacuation and tornado/take shelter drills. Each teacher will receive specific instructions, including exit procedures, and these procedures are posted near the classroom door. Due to the need to give and receive emergency directions, children are expected to be quiet, calm, and orderly.

Fire Drill/Evacuation – The signal is a high-pitched siren and flashing lights.

Tornado/Take Shelter Drill – The signal consists of short intermittent tones.

### **Emergency information**

In case of an emergency involving children, we need to know who to contact. Families will need to complete the E-Registration on Infinite Campus to complete the emergency information.

If there are any changes to this information during the course of the year, please make the updates on Infinite Campus. If you are not available we will call the emergency contact information that is on Infinite Campus. The emergency contact should be someone other than yourself for us to contact in case of an emergency.

You may authorize as many individuals as you wish in writing. We will not allow your child to leave with an unauthorized person.

### **Provision of Emergency Care**

School district policy states: School personnel trained in first

aid/emergency care techniques may give emergency care or first aid to sick or injured children, staff or visitors whenever these individuals are on school premises or under school supervision. For severe or life threatening injuries and illnesses, the Emergency Medical System (911) shall be activated and the individuals transferred to an appropriate source of medical care as rapidly as possible.

### **Emergency Action Plans**

If there is an emergency at the Duane Arnold Energy Center that requires school evacuation, parents will have one hour after the evacuation is announced on radio and television to pick up their children at school. Remaining students will be transported by bus to a location designated for each school building.

If there is a major school emergency, the children will be transported to another school or other location depending on the school building's location. Children would need to be picked up at that alternate location.

Children would be released to adults who are listed on the child's emergency card and form. In some cases, identification might be required. It is very important that you let the office know immediately when there are changes on your emergency card.

### **Cleaning & Sanitization (IQPPS 5.18)**

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

### **Standard Precautions (IQPPS 5.19)**

Procedures for standard precautions are used and include the following:

1. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
2. Staff use barriers and techniques that minimize contact of

mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease.

3. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
4. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
5. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
6. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

### **WEATHER RELATED POLICY**

If CRCSD has a late start, there will be no morning preschool.

If CRCSD has an early out, there will be no afternoon preschool.

If CRCSD cancels, preschool will also be cancelled.

Preschool is not in session on Fridays.

Preschool tuition will not be prorated for weather cancellations.

Preschool follows the CRCSD calendar. If snow days are made up at the end of the school year, preschool will also make up, Monday-Thursday only. Preschool will not be made up on a Friday.

### **WE APPRECIATE YOUR HELP**

- Review school letters and notes carefully. You will receive a weekly newsletter and monthly calendar.
- Please contact your child's teacher any time you have questions or concerns.
- Please share any information that would help us serve your child better.
- Regular attendance at school is required. If your child is ill or not attending school for any reason, please call the school office between 8:00 and 8:45 AM.

- If you move or change your phone number, please contact the school office and your child's teacher and update Infinite Campus.
- Please do not allow your child to bring money, toys or other personal items to school unless special items are requested by the teacher.
- If your child brings home an item that does not belong to him/her, please contact the school. Habits of honesty are established early.
- Please check with your child's teacher before sending treats for birthdays other special occasions. To avoid hurt feelings, please do not send party invitations to school.
- To protect your child's papers, please send a roomy tote bag or backpack everyday.
- Your participation is important! Please call the school if you are unable to keep any scheduled appointments or volunteer time

### **ABSENCES AND TARDINESS**

Parents need to call the school office before the beginning of the school day giving the reason for the child's absence. If you do not call, you will receive a phone call at home or at work to find out why your child has been absent. If you bring your child to school after 9:05am, you must go to the office for a special pass before going to the classroom. When possible, please give us advance notice of absences.

### **ATTENDANCE POLICY**

The Iowa Department of Education has amended the Iowa compulsory attendance law regarding attendance for students enrolled in preschool effective July 1, 2013. The law allows school districts to remove from its enrollment a child who is not regularly attending the district's program. The Cedar Rapids Early Learning Preschool program follows the Cedar Rapids Community School District attendance policy.

The Cedar Rapids Community School Districts attendance policy is:

**ATTENDANCE:** If your child is absent 4 or more days, a letter will be sent to notify families of the attendance issue. If, after receiving this letter, attendance does not improve, the family will be withdrawn from the program. Special medical problems or health considerations will be considered on an individual basis; however physician documentation may be required.

### **CHILD ABUSE REPORTS**

Pursuant to rules of the Iowa Code, licensed school personnel are required, upon having information about suspected child abuse, to make an oral report the Iowa Department of Human Services (DHS) within 24 hours of obtaining the information. A written report must be made to DHS within 48 hours after the oral report. *Board Regulation 605.2*

### **CITIZEN COMPLAINT RESOLUTION**

A complaint is a written and signed statement alleging a violation of Board policy or regulation, a federal/state law or regulation, or allegations of unlawful discrimination. The citizen's complaint process may be used to address citizen complaints regarding action(s) taken by a District employee.

The complainant:

- Should attempt to resolve the complaint informally.
- Should review the complaint procedures/forms from the Superintendent's Office or obtain them from the District web site – [www.cr.k12.ia.us](http://www.cr.k12.ia.us).

The District:

- Should attempt to resolve the complaint with the assistance of appropriate personnel.
- Tracks and monitors complaints.
- Follows District complaint procedures.
- Protects complainants from retaliation.

*Board Regulation 211.1*

## WHAT EVERY CHILD NEEDS

### ***Every child needs to feel:***

that his parents love, want, and enjoy him  
that there are people near him who care what happens to him  
that her parents like her for herself, just the way she is  
that his parents like him all the time, not only when he acts according to their ideas of the way a child should act  
that her parents will let her grow and develop in her own way

### ***Every child needs to know:***

that his parents will always be on hand and will keep him safe from harm  
that she belongs to a family or group: that there is a place where she fits in  
that his parents have confidence in him and in his ability to do things for himself and by himself  
that there are limits to what she is permitted to do and that her parents will hold her to these limits

### ***Every child needs to have:***

a set of moral standards to live by  
grown-ups who show him by example how to get along with others  
playtime; to explore, broaden her experiences, expand her imagination, and satisfy her curiosity

### **Civil Rights Nondiscrimination Statement**

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through Federal Relay Services at (800) 877-8339. Additionally, program information may be made available in languages other than English.

## SCHOOL INFORMATION

Building Phone Number: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Teacher E-mail Address: \_\_\_\_\_@crschools.us

## HOURS OF OPERATION

Drop Off Time: \_\_\_\_\_

Pick-Up Time: \_\_\_\_\_

1<sup>st</sup> Day of Preschool: \_\_\_\_\_



**Cedar Rapids  
Community School District**

### **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 Jessica Luna, Director of Culture and Climate Transformation (jluna@crschools.us). Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000. Updated 12/2022