



**TRAUT CORE
KNOWLEDGE SCHOOL**

**POLICY
MANUAL
2004-2005**



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Traut Core Knowledge School

Within Grade Level Classroom Transfer Policy

Approved on March 7, 1996

Summary: During the school year some parents may want to move their children from one classroom to another within the grade level. Prior to considering moving a student, the following actions must be taken and documented: 1) a scheduled conference with the teacher and parents involved; 2) a scheduled follow-up meeting with principal included; 3) at the parents' request a member of the SBMC may participate in the follow-up meeting; and 4) the initiator will submit to the principal a written request for a transfer for their child to another teacher's classroom. The request will include details of the need for the transfer.

After the above process is completed, the following steps will be taken.

1. The SBMC (in executive session) will consider all written requests available at the time a space is available.
2. Individually, SBMC members will rank the requests (1-5 with 1 = highest need). The principal and SBMC facilitator will tally the results and select the request of highest need based on score. In the event of a tie, the SBMC will vote for one of the tied requests and a simple majority will suffice.
3. The SBMC may decide that none of the requests merit transfer and direct the principal to fill the space from the waiting list.

Criteria:

1. Due process as outlined in the summary must be completed.
2. A space must be available. Our classroom size is capped at 24 students.
3. Separating siblings will be considered as adequate justification, but should not take precedence over documented academic issues unless academics are a part of the sibling request.
4. Separating non-siblings because of conflicts will be considered only after consultation with the teacher and only if: 1) the academic performance of one or both is being affected and 2) if both teachers involved concur or the principal concurs.
5. If the Principal or the involved teacher adds her/his name to the request, the request will be given additional merit.
6. A teacher or the Principal may request the change if the involved parents and teacher concur. A teacher-initiated request should be based on academic issues, but other circumstances will be considered on a case-by-case basis. The teacher who will have to accept the student must also concur with the request.



Traut Core Knowledge School

Tardy Policy

Approved on October 17, 1996

Background: Because the Core Knowledge material is sequential and challenging in its content, it is very important for all students to come to school daily and on time. Students who come late miss the instructions given at the beginning of the day as class begins, and this can affect the students' understanding of the learning events taking place in the class for the rest of the day.

Goal: All TCKS students will arrive at school in time to come in with their class by 8:30 each morning.

Definition of "Tardy": Students who are not in the classroom by 8:35 are considered tardy. This "tardy" category will be marked on the class attendance sheet by the teacher.

School Action Plan:

1. The names of students who are tardy more than once in a week will be referred to the principal for a call to the students' parents to inform them of the tardiness and to see what solution can be worked out.
2. The names of students who are tardy more than four times in a full month of school will be referred to the teacher, Parent Advisory Board (PAB) representative, and principal for a conference with the parents to emphasize the importance of timeliness in coming to school, and to work together on a solution to end the tardiness.

Excused Tardies: When situations arise beyond the control of the parent or carpool driver that cause them to arrive at school after 8:30, the drivers have the responsibility of letting the principal or attendance clerk know the circumstances which caused the late arrival. Normally the principal will be able to determine if the tardy is to be marked as an excused tardy. If there is a question of whether the tardy is to be excused, the PAB president or vice president and the principal will make the decision and inform the parent and carpool driver.

In cases where parents know ahead of time that their child will be late getting to school, such as for a doctor's appointment, they should call the office to let the attendance clerk know. The teachers will then be notified of the planned late arrival.



Traut Core Knowledge School

Student Placement in Classrooms Policy

Approved on May 1, 1997

Preface

The thorough interview process at TCKS by a selection team that includes both parents and teachers assures that all teachers hired at TCKS have the full support of the school community. Each teacher at TCKS has been carefully selected so that the delivery of the classroom curriculum is of exceptionally high quality.

Goals of the Placement Process

1. To place each student in the learning environment (classroom) that will best match the student's learning needs and style and promote his/her success.
2. To establish within each classroom a balance of academic ability levels, leadership skills, special needs, genders and involved parent partners as to create the optimum environment for all students.

Steps of the Placement Process

- A. During the month of May, the sending teachers and receiving teachers will meet to discuss the best classroom placement for each student. The following factors will be carefully considered: academic ability, learning style, social and behavioral factors, peer relationships, age, gender, personality, and special needs. The degree of involvement by parent partners will also be considered in an effort to evenly distribute volunteer input among classrooms. Decisions on student placement will be made in such a way as to best meet each student's needs while at the same time creating balanced and diversified classrooms.

Parents are welcome to request *in writing* the classroom environment in which they think their child would do best. Parental Request For a Specific Learning Environment forms for this purpose are available in the office. Said request must be turned in to the sending teachers by the last school day of April. Each letter will be carefully considered. Requests for particular classroom environments will be honored *if deemed best for the child as well as the class as a whole*.

- B. On the first working day in August, class lists will be posted outside the TCKS office. During the month of August teachers will welcome their new students via card or letter.

Student Transfer from One Classroom to Another before the School Year

Circumstances occasionally occur which cause an imbalance in a classroom that had initially been carefully structured (several students moving out of one room, for example). In such a case, the sending and receiving teachers of the affected grade levels will meet and make any necessary

adjustments. Modified rosters will not be considered final until the families of the students who have been transferred to a different classroom have been contacted personally. If and when a classroom roster is changed, an updated roster will be posted outside the office.

Grievance Procedure

In an effort to accommodate each parent's needs and expectations, TCKS provides a grievance procedure for parents not satisfied with a student's classroom placement.

Parents dissatisfied with a student's classroom placement will meet with the sending and receiving teachers to discuss the issue. If resolution is not achieved, parents will next meet with the sending and receiving teachers and a member of the PAB and TAB. If resolution is not achieved, parents will finally meet with two PAB members, two TAB members and the principal.

In such cases of conflict, final decision on a student's classroom placement will be made by the principal.

School Supply Lists

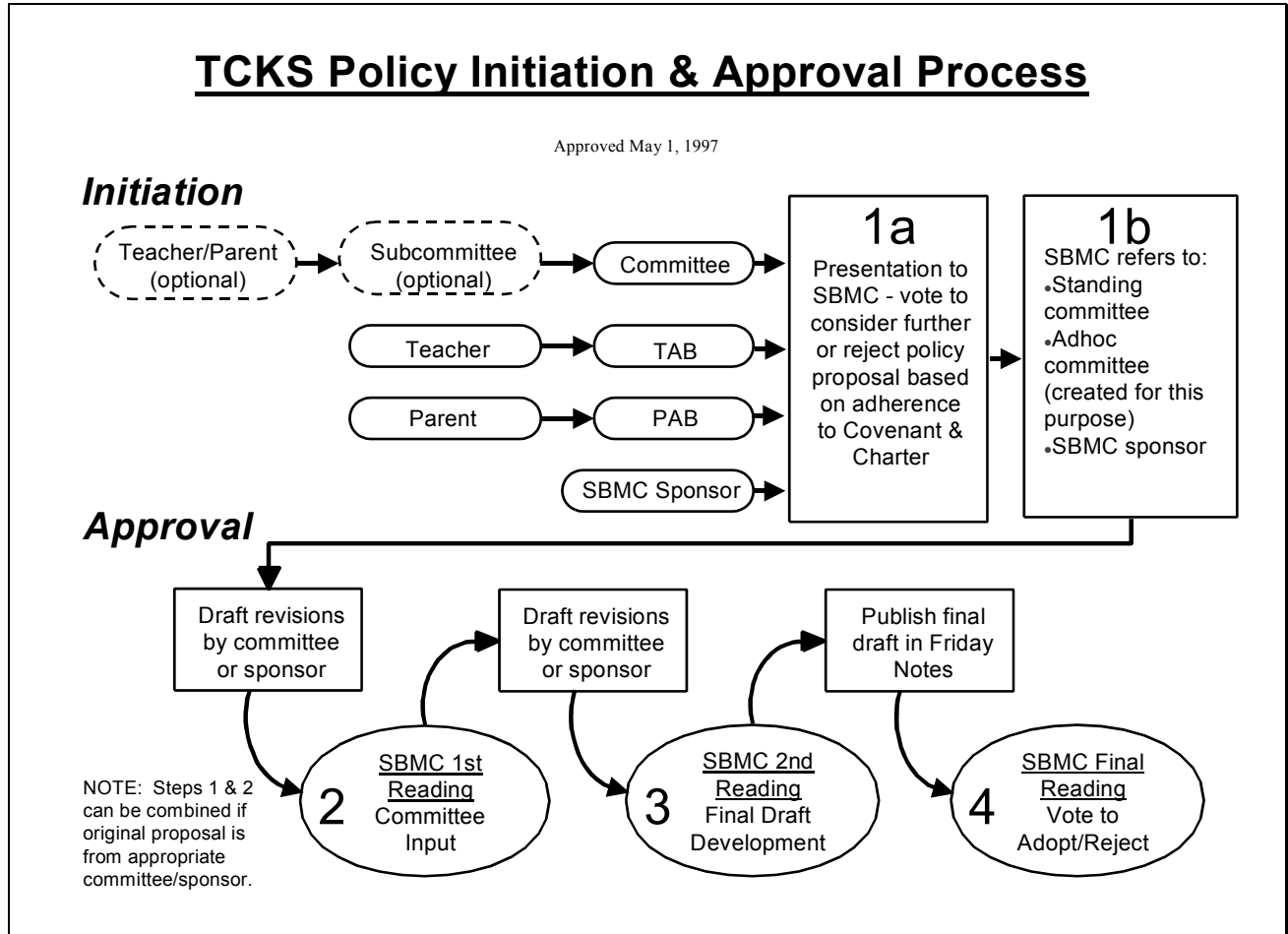
In order to accommodate those families who are gone for much of the summer, generic classroom supply lists will be made available during the last week of the school year. Please note that certain items required only by specific teachers would need to be purchased after notification of a student's classroom placement.



Traut Core Knowledge School

Policy Initiation & Approval Process Graphic

Approved May 1, 1997





Traut Core Knowledge School

Science Fair and Science Fair Guidelines Policy

Approved on November 6, 1997

Background

The Science Fair was designed to give students a creative and fun way to practice the scientific method. The competition has rewarded those students who tried hard to follow the scientific research process and encouraged some who might otherwise have felt left out in sports or music.

Some parents and students are not comfortable with the competition component of the Science Fair. We have an impressive number of students who are really enthusiastic about science, and we would like to encourage even more student interest.

Science Fair Policy

It is the Science Fair Committee's recommendation, with the Curriculum Committee's endorsement, that the following policy is adopted for the TCKS Science Fair and curriculum for grades 4th-6th:

1. All students are required to complete a science project that demonstrates use of the scientific method.
2. All students' grades 4th-6th are required to complete a display, and to communicate about their project through an oral presentation.
3. All teachers will provide appropriate direct instruction of the scientific method. This should include opportunities for small or large group practice of the scientific method, in addition to the independent student project.
4. All projects will be graded by the classroom teachers, with weighting that balances the amount of time invested by students in the project with other science assessments and classroom work.
5. Participation in the Science Fair competition is voluntary. Only those students who are competing in the Science Fair competition are required to be interviewed by third parties.
6. While judges' evaluations of projects may be shared with teachers, they will not be included in students' grades. Teachers are solely responsible for grading projects.

SCIENCE FAIR GUIDELINES

Traut Core Knowledge School

1. Purposes

- A. Encourage students' interests in various fields of science.
- B. Give students a forum to share their interests, abilities, and accomplishments in science.
- C. Give students experience with using the scientific method.
- D. Meet District and State Curriculum Guidelines for Science.

2. Required Elements of Science Projects

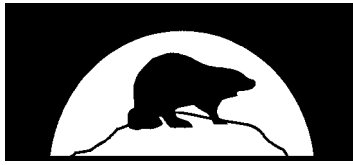
- A. Scientific Method: All science projects will include the 5 steps of the scientific method:
 - 1. Statement of problem or question
 - 2. Hypothesis
 - 3. Procedure
 - 4. Data/Results
 - 5. Conclusion
- B. Data Journal - Student will maintain and present data journal with exhibit. This journal will include all original data and notes taken during project process.
- C. Evidence of Literary Search - Student will cite reference(s) used.
- D. Exhibit - Student will create an exhibit which:
 - Displays the 5-step scientific method,
 - Includes the data journal,
 - Shows evidence on the exhibit of a literary search,
 - Gives credit for assistance (other than self).
- E. Oral Presentation - Student will give a brief oral presentation about their project following the teacher's guidelines for such presentation.

3. Classroom Instruction

All teachers should provide appropriate direct instruction of the scientific method. This should include opportunities for small or large group practice of the scientific method, in addition to the independent student project.

4. Rules

- A. Required 4-6: Science projects are required for all 4th, 5th, and 6th grade students.
- B. Teacher Evaluation: Teachers of 4th, 5th, and 6th grade students are required to evaluate/grade each student's science project.
- C. District Competition (optional): Students who wish to enter their science project in competition at TCKS may do so; this Science Fair competition allows students the opportunity to be selected to go on to District level competition.
- D. Judging - Each student electing to enter TCKS Science Fair competition will be given an interview by a Science Fair judge to discuss his/her project. Judges will also complete an evaluation sheet for each science project and will provide written feedback to the student regarding his/her project.
- E. Optional participation K-3: Projects for students K-3 are optional and do not follow the same required elements as Grades 4-6. No science related project will be discouraged. 'Family projects' are welcomed. Classroom teachers are encouraged to acknowledge participation of K-3 students.
- F. Display specifications - follows PSD Elementary School District Science Fair Guidelines



Traut Core Knowledge School

Budgeting Process Policy

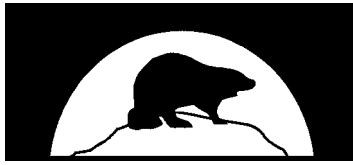
Approved on January 8, 1998

Background and Purpose:

As specified in the Decision-Making Matrix, the annual TCKS budget is determined by the SBMC, based on a recommendation from the Principal and PAB and TAB Treasurers, with input from the faculty and PAB. The purpose of having a budget approved by the SBMC is to ensure that scarce resources are applied in a manner that will most effectively carry out the mission of the school. Included in the procedure is some flexibility to allow for quick adjustments in mid-year as changing conditions merit. Classroom grants are exempt from this process.

Process:

1. At the April SBMC meeting, the Principal along with the PAB and TAB Treasurers will present a preliminary budget for the SBMC to consider. This first draft will necessarily be based on incomplete information because the current year's final budget will not be complete and the next year's budget allocation will not be finalized.
2. A second reading based on new information and feedback from the SBMC will occur at the May meeting where a budget will be approved.
3. At the start of the school year, the PAB and TAB Treasurers will meet with the Principal to determine if any part of the budget needs to be amended. If no budget item needs to be changed by more than 10%, the amendments can be made by agreement of the PAB and TAB Treasurers and reported to the SBMC at the next meeting or work session. For a change between 10% and 20% the Treasurers will contact the PAB/TAB, and the change can be made if the majority of the SBMC agrees to it. Larger changes to the budget must be approved by the SBMC at a regularly scheduled SBMC meeting.
4. If changes are needed during the school year, then changes, which are less than a cumulative total of 10% in any budget item, can be made by the Treasurers and Principal. Cumulative changes during the school year of between 10% and 20% will require an agreement of a majority of the SBMC. Larger cumulative changes must be approved by the SBMC at a regularly scheduled SBMC meeting.
5. Purchases of previously budgeted individual items over \$1000 are approved by the Principal after consultation with the PAB and TAB Treasurers. If either Treasurer disagrees with the purchase, the issue will be resolved by a vote of the SBMC at the next regularly scheduled SBMC meeting.



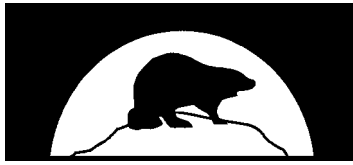
Traut Core Knowledge School

Part-time Students Policy

Approved on January 8, 1998

Introduction: According to state rules, if space is available in a classroom, TCKS is obligated to accept part-time students if that student is next on the waiting list. If space is available the student must be accepted. This policy defines how part-time students would be counted towards the 75 students per grade level capacity policy established at TCKS.

Policy: Part-time students will be counted as full-time for the purpose of maintaining a cap of 75 students per grade level.



Traut Core Knowledge School

Study Hall Policy

Approved on February 5, 1998

Study Hall

The purpose of the TCKS study hall is to provide a supervised place after school where our students can complete their assignments and get additional help as needed from the study hall tutor/monitor. It supports the pillar of “Student Responsibility for Learning” and allows our students to be held accountable for their work while providing a way for them to be successful in completing it.

Our student responsibility pillar states that our students are key partners in our goals of educational excellence and fairness, and that they will obtain the desired success as they recognize and accept their responsibility for their own learning. We emphasize that there is a cost for our students to attend TCKS, and that is the requirement to behave, and to work, both in the classroom during work times and at home in completing their homework assignments. Students who are falling short in accepting this standard are candidates for mandatory assignment to one or more study hall periods as needed.

The study hall is open from 3:00 – 4:00 p.m. Monday – Thursday when school is in session on those days, and is monitored by an adult who serves as both tutor and monitor. When students are assigned to study hall, they are to remain for the entire time, even if their missing assignments are completed before study hall is over. The students will remain with the adult tutor/monitor until released to their parents at the study hall door, at the curb outside school, or to Base Camp if authorized by their parents.

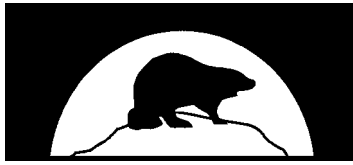
The standard operating procedures for the study hall include:

1. Teachers may assign students to study hall with a one-day notice to parents, using a school study hall pass. As students are assigned to study hall, teachers should also record their names on the study hall monitor’s notebook to alert the monitor to watch for the students the next day. As part of our partnership, parents and students may choose to use study hall as a proactive means of insuring the students fulfill their responsibility for completing their assignments. When this option is used, the parents, students, and teachers need to communicate the time and expectations for study hall usage.
2. Students are expected to bring their notice of assignment to study hall as their “ticket” into study hall, and are to bring their materials needed to complete the missing assignments. The sending teacher can help by checking the student’s materials before sending him/her to study hall. The study hall tutor/monitor will keep a supply of paper, pens, pencils, rulers, coloring pencils or markers, erasers, and other commonly needed materials.

3. As the students enter the study hall, they will be checked in by name by the study hall tutor/monitor, and assigned a work area. The study hall tutor/monitor will check with each student for materials and to prioritize homework assignments after all of the students have been checked in.
4. Since the study hall is intended to be a distraction-free work environment, students will work quietly, and will be responsible for staying on task for the full study hall time. Students assigned to study hall will remain in study hall for the full hour, and may read or work ahead after completing their missing assignments.
5. Study hall is not intended to be used as a convenient arrangement for day care for students who need to be supervised until their parents or carpool arrives – this is the purpose for after school programs such as Base Camp.
6. Study hall is less appropriate for students in K-2nd grade, and should normally only be used by primary students if their teachers have assigned them to study hall.
7. The study hall is for students who are missing assignments, and is not to be used as a detention for misbehavior.

Detention Policy

There are occasions when a detention (keeping a student in during recess) is an appropriate consequence for misbehavior. When this is the appropriate consequence, the teacher or individual assigning the detention usually assumes the responsibility for supervising the student during that recess. If the detention is coordinated with the lunchroom coordinator or playground supervisor, it may be served in the lunchroom or helping out on the playground as appropriate.



Traut Core Knowledge School

Younger Siblings in Classroom Policy

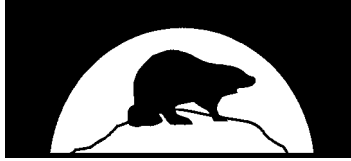
Approved on March 4, 1999

Purpose: To state expectations clearly so parent partners can help in the classrooms of their school aged children while taking care of the needs of younger siblings who are of pre-school age.

Concerns: When parent partners bring pre-school aged children with them to school, these young children have sometimes distracted the students in their sibling's classroom. Younger siblings have at times damaged classroom materials or equipment, and have wandered away from their parents. The concerns this policy is intended to address include both the safety of the younger siblings and the need to maintain a classroom free of distractions that take away from the ability of the students to concentrate on the learning tasks at hand.

Expectations:

1. The learning of the students currently enrolled at Traut Core Knowledge School will remain the focus of the efforts of the teaching staff and parent partners.
2. Both teachers and parent partners will act to preserve the learning atmosphere for the students currently enrolled in Traut Core Knowledge School.
3. If younger siblings are brought into school while their parent is volunteering to help in the classroom, to a class party, or on a class field trip, they will be closely supervised by their parent to insure that they do not disrupt the learning environment, damage school materials or equipment, and that they remain safe.
4. If either the parent or the teacher has a concern about the appropriateness of younger siblings coming to school or their behavior, each has the responsibility to speak directly with the other to clarify that concern. This will allow any issues to be resolved, preserve the partnership that is foundational to this school, and maintain a positive learning environment.



Traut Core Knowledge School

Homework Policy

Approved on March 4, 1999

Definitions:

Homework— assignments with a given due date to be completed outside of class time

Long-term assignments— assignments that are designed to be done over an extended period of time. Notification will be given ahead of time and due dates will be determined by the specific teacher. (Example – Science Fair Project, Research Projects, etc...)

Class work— work assigned to be completed during class time. Time allotted for class work is determined by the teacher.

Incomplete class work— class work that was not completed during class time.

Purpose:

1. The purpose of homework assignments is to provide students an opportunity to reinforce the principles, knowledge, and skills they have learned in the classroom.
2. Homework also encourages responsibility, promotes good study habits, and allows students time to practice the concepts learned during class.
3. Homework that is thoughtfully assigned, carefully completed, and regularly checked by the assigning teacher increases the retention of what the student has learned, and improves his/her understanding of the principles involved.
4. The use of homework allows a teacher to maximize the classroom time for instruction and guided practice by assigning the independent practice for completion at home.
5. Homework provides parents with an opportunity to participate in their child's learning.

Homework Guidelines:

1. Good homework assignments require students to practice using the information and skills they have learned, and to read, think, discuss questions and ideas, and express their answers in writing.

2. Homework standards for students are:
 - Do the assignment!
 - Produce neat, complete work.
 - Turn it in on time.
3. Teachers will establish a regular homework routine that helps students know what to expect and which allows students to plan for completing the assignments properly.
4. Students will be taught clear classroom procedures for turning in homework assignments. These procedures will be practiced until students demonstrate they have learned them.

Homework Standards:

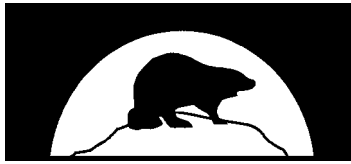
1. The amount of homework assigned varies with each grade level. A general rule of thumb, for students who are on task, is to use 10-15 minutes times the grade level, so:
 - K-1st: 10-15 minutes per night
 - 2nd: 20-30 minutes per night
 - 3rd: 30-45 minutes per night
 - 4th: 40-60 minutes per night
 - 5th: 50-75 minutes per night
 - 6th: 60-90 minutes per night
2. For grades K-4, homework will usually be assigned Monday-Thursday. For grades 5 and 6, homework will usually be assigned Monday-Friday. Homework for Art, Music, P.E., or library will be coordinated with the classroom teacher or will be assigned over a long period of time.
3. In addition to the assigned homework, students with incomplete class work should expect to spend time at home completing work.
4. Parents are the key to successful homework completion, so they will be kept informed of the homework routine and standards. Schedules or homework logs will be provided for each student to take home so parents can set time aside and designate a place for homework completion.
5. In order to be consistent, homework will be assigned in such a way that students and parents expect homework regularly and in amounts that can be accomplished by dedicated efforts in a reasonable time frame.

Follow up and Accountability:

1. Students must be held accountable for homework completion and quality. If students miss

turning in assignments, or turn in poorly completed assignments, appropriate consequences will be determined.

2. Parents and the principal will be informed by the teacher in a timely fashion when students fall behind in completing homework assignments. The intent is that there will be no surprises to students or parents at conference time or report card time because of missing work that is adversely affecting the student's learning and class grade. A record keeping system will be established which lists missing assignments. For parents of students who frequently fall behind in their work, a weekly report will be kept for the student's records. This allows documentation of which assignments are missing. For students with chronic homework completion problems, parents will be called to be sure they receive their weekly report.
3. When parents notice their child is consistently requiring more time than 10-15 minutes per night multiplied by the grade level, they should contact their child's teacher to discuss the workload and work together to find a satisfactory solution. If a problem still exists, the issue will be taken to the principal.



Traut Core Knowledge School

Waiting List Policy

Approved on June 3, 1999

(This policy supercedes and replaces the Enrollment Procedures Policy approved Feb. 1, 1994, the Waiting List Policy approved November 5, 1998 and the Student Leave of Absence Policy approved March 5, 1996.)

Application to the Waiting List

In order to ensure that those who are on our waiting list are well informed and able to make a decision when offered a position, application for the waiting list will be available only at Parent Orientation meetings. We encourage all families to carefully review our school covenant and charter, and to place their children on our waiting list if they value our vision, mission, philosophy, and program. Names will not be taken over the phone or without attending an orientation meeting.

Kindergarten Application to the Waiting List

Children may be placed on the waiting list after September 15 of the year prior to their kindergarten enrollment. Applications received between September 15 and thirty days prior to kindergarten enrollment will be randomly selected for positions on the kindergarten waiting list.

Order of the Waiting List

The waiting list will be operated on a first come, first served basis. In accordance with Poudre School District's alternative schools policy, open positions in alternative programs are equally available to all students within the district. Student selection is based on equitable and fair district-wide criteria and ensures that there is equal access for all students regardless of race, color, religion, gender, national origin, or disability. Students who have special education needs will be admitted subject to the district agreeing to provide for their needs at our site. Upon inquiry, parents of applicants may be informed of their position on the waiting list.

Siblings of Core Knowledge Students

We strongly support keeping families together in one school. Priority will be given to enrolling siblings of currently enrolled students. They will be placed on the sibling waiting list

according to the enrollment date of their sibling. It is the responsibility of the parents to notify TCKS and PSD at the time of new student application if there is a sibling already enrolled at TCKS.

Children of School Staff Members

Children of school staff members will receive priority in enrollment before the general waiting list but after any siblings who are waiting.

Offering Available Positions

As positions in the school become available, they will be offered to students on the sibling waiting list, and then to students on the general waiting list. If TCKS is unable to make contact with the persons on the waiting lists, those names will be deleted.

Declining an Offered Position

Parents will have 48 hours to decide whether to accept a position after it has been offered. If extenuating circumstances justify additional time for a family to make a decision, that additional time may be granted by agreement with TCKS when the offer is made. The names of students on the general or sibling waiting list will be removed when an offered position is declined. Parents may reapply for a position in the school only by attending a parent orientation meeting and completing a new school of choice application in order to be placed on the waiting list for future openings.



Traut Core Knowledge School

Student Leave of Absence Policy

Approved by the SBMC on December 6, 2001.
(Replaces Student Leave of Absence Policy approved March 7, 1996
and does not conflict with the Waiting List Policy approved June 3, 1999.)

Summary: This policy addresses requests from parents/guardians for Traut Core Knowledge Elementary School to hold a student's spot during a leave of absence. A leave of absence (or LOA) is defined as a planned or requested absence from school of longer than fifteen sequential school days and no longer than one semester, with an intent to return on or near a specified date. Because Traut Core Knowledge is a PSD school of choice with a waiting list, we must balance the need to be fair to all families with the desire to provide continuity at our school and to accommodate special circumstances that may require a leave. (See "Recommendations" for further considerations.)

The Request: Since a review and vote by the Navigation Team is needed to grant a leave, parents requesting a leave of absence should complete a Student Leave of Absence Request Form and submit it to the principal at least four weeks prior to the start of the requested leave. (For planning purposes, parents should submit the request four weeks prior to when a decision has to be received, if the acceptance or rejection of the request will affect their decision to take the leave.) If a family must leave on shorter notice, before the LOA is granted, they may still submit a request, either on the form, or by letter or electronic mail, within the first fifteen school days of the absence, which will be reviewed according to the policy. They will be notified regarding whether the student's spot will be held or whether it must be offered to someone on the waiting list.

The Review: The principal will review the LOA Request Form for completeness and to see if it meets the basic criteria (i.e., longer than 15 school days and no longer than one semester, with an intent to return on or near a specified date).

The principal will give a copy of the LOA request to the student's current teacher(s) if the leave is for the current school year and/or to the grade-level team for the next grade if the leave is to occur during the coming school year. The principal will specify a deadline for responding, before the next Navigation Team meeting. The teacher(s) may submit a written recommendation to the Navigation Team concerning the requested leave.

The principal will meet with the rest of the Navigation Team (The PAB and TAB Presidents and Vice-Presidents, or their designated PAB or TAB representative) to review and respond to the request. A special meeting will be called if one is not scheduled within the four weeks, such as during summer break. Parents will be notified of the meeting time and place and they may present their request in person. The Navigation Team will then meet in closed session for discussion and a vote. Acceptance or denial of the request will be based on a majority vote by the five-member team.

The Response: The principal will notify the parents/guardians in writing of the school's decision to accept or deny the request. The parents/guardians must notify the school within one week with their intentions regarding proceeding with the leave. A copy of the request form, including the response, will be kept in the student's record.

Recommendations for considering and reviewing requests:

1. Due to funding and waiting list issues, a student should not be enrolled in another school (public, charter, or private) within the Poudre School District boundaries while on leave of absence from TCKS.
2. One factor to consider when reviewing the student's intent to return is whether the family maintains legal residency within the PSD boundaries during the leave.
3. Whenever possible, students need to be present for the October Student Count since state funding is based on attendance during these two weeks.
4. In order to accommodate our waiting list, the number of families requesting a leave within a given semester must be taken into consideration.
5. Parents are encouraged to review the Curriculum Map for the period of time of the absence and to make specific plans for ways to help the student keep up with the core knowledge curriculum through readings and self-study.
6. Teachers will not be required to compile packets of instructional materials and assignments during the absence and will not be expected to do private tutoring to catch the student up after their return.
7. Parents may explore ways to get materials from other parent-partners in the class or use mutually agreed upon methods with the teacher, such as a class website, email or other communication tools that can help the student stay connected to the class.
8. If the LOA involves study abroad or other educational opportunities, parents and students are encouraged to explore ways to share those experiences with the classroom, especially in areas where they may fit with the core curriculum.
9. Parents should update their emergency contact information prior to the leave and let the school know how they can be contacted during the leave.

Revisions to the Request: Once accepted, parents/guardians must notify the school if there are any substantial changes in the family's plans for the LOA, especially to beginning and ending dates. The principal will review the changes and determine if they meet the intent and considerations for granting the LOA. The principal will solicit input from the teacher(s) and the Navigation Team regarding the changes. If the changes are acceptable, the spot will continue to be held.

The Return: If the student does not return to class within ten school days of the intended date of return and there has been no communication from the parents/guardians, that spot will become open to another student.



**Traut Core Knowledge School
Student Leave of Absence Request Form**

Please read the attached Policy for Student Leave of Absence before completing this form.
Please print or type clearly.

We have read the TCKS Leave of Absence Policy and we are requesting that a spot be held for

_____ during a temporary leave starting _____,
(student's name) (first school day not present)

with an intent to return to TCKS on or near _____.
(first day back in class)

Signature of Parents/Guardians _____ Date _____

How many days will the student be present during the October Student Count? _____
(Dates of October Student Count are available from the school office.)

What would you like to tell us regarding this leave?

Plan of Action: What are your plans or ideas for keeping up with the core knowledge sequence during the absence?

Do you have a copy of the curriculum map that covers the period of time of the absence? _____

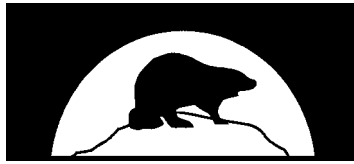
(You may use the other side of this form or attach any additional information.)

Space For Navigation Team Response (attach additional pages if needed):

Signed by: The Principal _____ Date _____

TAB Pres.or V.Pres. _____ PAB Pres.or V.Pres. _____

(Form developed December 2001)



Traut Core Knowledge Elementary Grading Policy

Approved May 1, 2003

Background

The Covenant states that the mission of the school is accomplished by the teaching of the common foundation of organized knowledge based on the core knowledge sequence and learning skills (Core Knowledge). The Site-Based Management Committee has adopted a curriculum based on the Core Knowledge and applicable state standards. The Covenant also states that grades should be based on the assessment of knowledge and skill, not behaviors and attitudes.

The Covenant also states the principal determinants of individual academic success are individual ability and effort. The policies of the school (grading, discipline, homework, and pedagogy) must support the student's adoption of a personal quest for academic growth (using the clearly marked path of expectations) in knowledge, skill, and character. The guiding philosophy of the school acknowledges that children can and should be held accountable for their own schoolwork and behavior.

Responsibilities of Students, Parents, and Teachers

- The students' primary responsibility is to learn the Core Knowledge, to apply the Core Knowledge in assigned work, and to respond constructively to feedback from their teachers.
- The teachers' primary responsibility is to teach the Core Knowledge, measure the students' status, and provide feedback to the students and parents.
- The parents' primary responsibility is to support and encourage the students and teachers in their respective learning and teaching of the Core Knowledge.

Written Definition; Communication

The teacher will provide grades for each student in each subject at the end of each report card period on a report card. The report cards for the various grades will use the report card models and definitions in Appendix A. The school district will determine the length of the report card period.

At the beginning of each academic year, and anytime changes are made, the teacher will provide the students and parents with a written definition for each subject corresponding to the applicable report card model describing the teacher's expectations for the students. For primary students (grades K through 2), the written definition need only consist of specific curriculum maps and checklists related to appropriate grade-level skills. For primary students, the teacher is encouraged to use definitions that are reasonably accurate, that emphasize

objective criteria over subjective criteria, and that assesses the students' status in learning the Core Knowledge.

For intermediate students (grades 3 through 6), the written definition need only consist of specific curriculum maps, general grading rubrics, and assignment and test weighting schemes. For intermediate students, the teacher is encouraged to use definitions that are easily understood by the students, that are reasonably accurate, that emphasize objective criteria over subjective criteria, and that assesses the students' status in learning the Core Knowledge.

The written definition may vary from teacher to teacher and from grade to grade. Teachers may vary the written definition during the academic year, provided it does not change the grading templates established at the beginning of the academic year. The teachers are encouraged to identify key aspects of the written definition to be consistent within a grade level as a best practice. The teacher may not vary it from student to student except to comply with law or district policy, for example, to implement Individual Education Plans (IEP's), or on an individual basis after notification of the principal and the notification and agreement of the individual's parents. Teachers who choose to vary assignments within a class, for example, by using subgroups, or providing extra credit work must address this within the written definition, if necessary.

Parents are encouraged to keep abreast of their child's progress and assignments via Friday Folders, newsletters, internet information sources and any other communication provided by the teachers. The teachers are encouraged to communicate any significant concerns outside the normal report card communication, and, if possible, timed such that remedial action may be taken.

Advancement; Privacy; Dispute Resolution

Parents or teachers may raise the question of whether a student is sufficiently prepared to advance to the next grade level at the end of the year. The principal, the teacher and the student's parents will decide these questions after a careful consideration of all factors. Remedial steps may be required.

Grades associated with individual students, whether on report cards or on individual assignments, are private communications between the teacher, the student, the student's parents and the school administration. The teacher may allow the students to grade each other's individual assignments, however, results must be communicated to the teacher privately. Volunteers assisting with grading may only provide results to the teacher.

Any concerns or issues regarding the implementation of this policy may be resolved by use of the Conflict Resolution Process.

Appendix A

The report card will also include any administrative reporting the school administration finds appropriate. The following report card models are available:

MPR Model: The MPR model will use the letter grades M (Most of the time), P (Part of the time) and R (Rarely) with respect to the categories or subject. The letter grades may be augmented with a plus (+) or a minus (-) to reflect further gradations.

1234 Model: The 1234 Model will use the number grades 1 (Has Not Demonstrated – Student has not demonstrated the skill, knowledge and character being evaluated either due to limitation of ability, absence, or other cause), 2 (Basic – Student has demonstrated partial proficiency in the skill, knowledge and character being evaluated), 3 (Proficient – Student has demonstrated the skill, knowledge and character being evaluated) and 4 (Advanced – Student has demonstrated the skill, knowledge and character being evaluated, far exceeding expectations) with respect to the categories or subject.

ABCDF Model: The ABCDF model will correspond to demonstrated mastery of the percentage of the subject, as presented by the teacher, and will use the letter grades A (90-100%), B (80-89%), C (70-79%), D (60-69%) and F (less than 60%). The letter grades may be augmented with a plus (+) or a minus (-) to reflect further gradations.

The following categories will use the report card models assigned in the Report Card Model Usage Table below.

Report Card Model Usage Table

	Emotional and Social Growth; Work Skills	Academic Achievement - Effort	Academic Achievement – Achievement – Except Art, Keyboarding, Media, Music and Physical Education	Academic Achievement – Achievement – Art, Music, Media, Physical Education	Academic Achievement – Achievement – Keyboarding
K	MPR	MPR	1234	1234	not applicable
1	MPR	MPR	1234	1234	not applicable
2	MPR	MPR	1234	1234	not applicable
3	MPR	MPR	ABCDF	1234	not applicable
4	MPR	MPR	ABCDF	1234	1234
5	MPR	MPR	ABCDF	1234	1234
6	MPR	MPR	ABCDF	1234	1234



Traut Core Knowledge School

Teacher Job-sharing Policy

Approved May 16, 2000

Amended December 16, 2003

Philosophy:

This policy addresses job-sharing, in which a homeroom teaching position is shared between two individual teachers. A job-share arrangement is best addressed on an individual basis relying on a clearly outlined policy that allows systematic input for all stakeholders and trust in the prudence of the decision makers.

A job-share comes with unique responsibilities, requirements, risks, and benefits. Therefore, it is to be treated as a unique and rare situation. A job-share will be viewed at TCKS as an exception to normal practice rather than a right. Nevertheless, in rare circumstances TCKS may allow this exception to provide an environment in which the individual needs of teachers can be accommodated and the values of family responsibilities can be affirmed.

Before any individual job-share arrangement is approved, the teacher(s) involved must demonstrate their willingness and ability to fully achieve the TCKS mission to provide excellence and fairness in education for elementary school children. The job-share arrangement must provide for the highest degree of continuity in delivery of the curriculum, communication with the families, strong teacher-student rapport, equally shared workload with colleagues, and a beneficial effect upon students. The ability of two teachers to coordinate this continuity requires the highest degree of forethought and effort.

Every additional job-share arrangement within a school will, by necessity, create incremental work for the school staff (additional approval and evaluation work by the principal, additional coverage of substitutes for another teacher by the office manager, additional scheduling and communication challenges for committees, grade level colleagues, specials teachers, literacy team, health office, etc). For these reasons, job-share arrangements will be kept to a strict minimum at TCKS.

Procedures For Initial Approval:

1. Two TCKS teachers may request to participate in job-sharing by applying in writing to the TCKS principal by March 1 of the school year prior to the school year in which the job-sharing will be in effect. A TCKS teacher may also request to go to half-time status using this same procedure. (This job share proposal will be contingent upon a hire of another half-time teacher.) This application shall include a written proposal that includes:
 - A plan for meeting the criteria listed with this policy
 - The anticipated impact on students affected by the job-sharing
 - A clear, detailed plan of action that supports the TCKS mission and addresses the following:
 - Time for job-sharing teachers to meet for common planning time.

- A communication/organizational plan between the two job-share teachers, between the job-share teachers and other teachers, and between the job-share teachers and parents
- Division of contact time with student
- Planning time requirements (per Poudre Education Association requirements)
- Substitute arrangements
- Special events
- Grading and report cards
- Parent teacher conferences
- Division of committee, supervision, and grade level responsibilities
- Staff meeting attendance
- Shared homeroom budget

2. The principal will evaluate the proposal and interview the applicant(s) using the criteria listed with this policy to ensure the job-share proposal meets the criteria. In the case of an outside hire being required due to the request of a single teacher, the Hiring Committee members will include these criteria in their hiring decision. The principal will also consider the school-wide impact of adding this job-share arrangement. The applicant(s) will be informed by April 1 whether or not the proposal will be forwarded to the Hiring Committee. The principal is best able to counsel prospective job-sharers as to their suitability, and may choose to veto any job-share proposal based on his knowledge of the teacher(s) involved. Prior to making the job-share decision, the principal will gather input regarding the job-sharing proposal:
3. The Principal will distribute a complete summary of the logistics for the job-share proposal together with a Request for a Specific Learning Environment form to the parents of incoming students. These Request forms may be used by parents to state their preferences regarding the job-share and will be made available to the Principal to determine if the pool of students who can be placed in the job-share homeroom is large enough to allow balanced classes at the job-share grade level.
4. Input from classified and certified staff (especially other teachers at the grade level and the specials teachers) will be solicited by the principal and considered as part of the decision making process. The principal will use this input to evaluate the school-wide impact of approving this job-share arrangement. The Hiring Committee will consider job-sharing proposals when making recommendations on staff placements for the next school year, and will use the criteria listed in this policy in making their recommendation. The Hiring Committee will interview the teacher(s) submitting the job share proposal prior to approval of the proposal. The job-share proposal will be considered as another application in the interview process.
5. The Hiring Committee recommendation will be used by the school principal in completing the staffing plan to submit to the PSD Board of Education for approval. In accordance with the TCKS Decision-Making Matrix, the final decision on staff hiring is the responsibility of the principal.

6. During the first year the job-share proposal is in effect, the vacancy created by the job-share will be advertised as a one-year position. If the job-share is approved for successive years, the vacancy created by the job-share will be advertised as a continuing position, and the job-share homeroom will become the one-year position. If either of the job-share teachers has continuing contract status, then the continuing contract status teacher(s) must voluntarily reduce the continuing contract status to match the job-share arrangement. This agreement to reduce the continuing contract status will be in writing, and submitted to the principal and Poudre School District's certified personnel office.

Evaluation:

1. The principal shall closely monitor the job share arrangement each year with appropriate adjustments made as necessary to ensure the needs of students and colleagues are met. The principal will conduct a mid-year job-share survey of parents in the job-share homeroom and grade level colleagues to gain feedback on how well the job-share is working. The principal will also request input from the school staff on the pros and cons of the job-share arrangement.
2. The job-share arrangement must be reviewed annually and re-approved by the principal for the following year.

Procedure for Approval for Subsequent Years:

1. The job-share teachers may request to continue their job-share positions by applying in writing to the TCKS principal by March 1 of the school year prior to the school year in which the job-sharing will be in effect. This application shall include an updated written proposal that includes any changes from the previous year's proposal.
2. The principal will determine whether the revised proposal includes changes that affect the criteria listed in this policy.

For a proposal that does not include changes which affect the criteria:

- a) *Prior to making the job-share decision, the principal will gather input regarding the continuing proposal:*
 - The Principal will distribute a complete summary of the logistics for the existing job-share proposal together with a Request for a Specific Learning Environment form to the parents of incoming students. These Request forms may be used by parents to state their preferences regarding the job-share and will be made available to the Principal to determine if the pool of students who can be placed in the job-share homeroom is large enough to allow balanced classes at the job-share grade level.
 - Input from classified and certified staff (especially other teachers at the grade level and the specials teachers) will be solicited by the principal and considered as

part of the decision making process. The principal will use this input to evaluate the school-wide impact of continuing this job-share arrangement.

- b) *The principal will then decide whether to continue the job-share arrangement for an additional year and will inform the teachers by April 1.*

For a proposal that includes changes which affect the criteria:

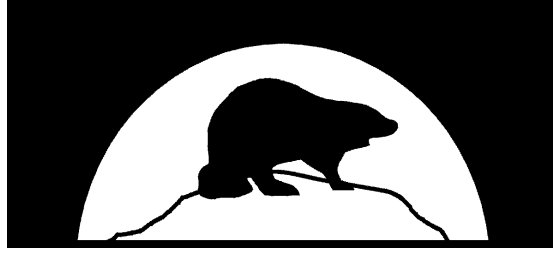
- a) The principal will evaluate the revised proposal against the criteria and will inform the applicants by April 1 whether or not the proposal will be forwarded to the Hiring Committee. The principal may choose to veto the proposal. As part of this pre-approval process, the principal will gather input regarding the revised proposal:
- The Principal will distribute a complete summary of the logistics for the revised job-share proposal together with a Request for a Specific Learning Environment form to the parents of incoming students. These Request forms may be used by parents to state their preferences regarding the job-share and will be made available to the Principal to determine if the pool of students who can be placed in the job-share homeroom is large enough to allow balanced classes at the job-share grade level.
 - Input from classified and certified staff (especially other teachers at the grade level and the specials teachers) will be solicited by the principal and considered as part of the decision making process. The principal will use this input to evaluate the school-wide impact of continuing this job-share arrangement.
- b) The Hiring Committee will consider the revised job-sharing proposal and will recommend whether to approve the job-share arrangement for another year based on the criteria listed below.
- c) In accordance with the TCKS Decision-Making Matrix, the final decision on staff hiring is the responsibility of the principal.

Criteria:

The following criteria will be used to determine whether to accept an individual job-share proposal. Meeting all criteria does not constitute an automatic acceptance of the proposal. The principal and Hiring Committee will use their judgment to determine whether the proposal is in the best interests of TCKS.

Criteria	Requirements	Recommendations
Student Growth	The job-share proposal must be appropriate for students in the designated homeroom and provide a rich environment that will optimize opportunities for student learning and growth.	Teacher's strengths should complement each other.
Parental Assent	<i>Parents who state on the Request for Specific Learning Environment that they do not want their child(ren) in a job-share homeroom will have their request honored.</i>	There should be enough parents who agree to the placement of their children in a job-share homeroom to provide a sufficient number of students to fill the job-share homeroom while enabling the needed balance (e.g., gender, achievement, behavior, leadership, etc.) across all homerooms at the job-share grade level.
Teachers and Staff	Input from classified and certified staff (especially other teachers at the grade level and the specials teachers) will be solicited by the principal and considered as part of the decision making process.	Directly impacted staff (e.g., teachers at grade level and specials teachers) support the implementation of the job-share.

Teacher Experience	Both TCKS teachers in the job-share should have significant teaching experience and have an established record of instructional excellence in a non-job-share teaching position. Compatibility in educational philosophy, homeroom management, instructional pedagogy, work habits, and subject matter strengths is essential.	<i>Previous experience at the proposed job-share grade level is highly desired.</i>
Communication	Both teachers in the job-share must have established a record of strong communication practices with other teachers and parents.	
Weekly schedule		A daily 50/50 split is the preferred job-share model at TCKS.
Overall Fitness for Position	<i>The job-share teachers will be evaluated as an instructional team using the same hiring standards applied to other TCKS teacher applicants.</i>	
Division of subject matter teaching responsibilities	Division of responsibilities must provide ongoing consistency in the delivery of subject material.	
School-wide Impact	A job-share arrangement will have only a neutral or positive impact on the school staff.	
Plan of Action	The plan of action portion of the application must adequately address each of the items listed under item #1 of "Procedures for Initial Approval."	

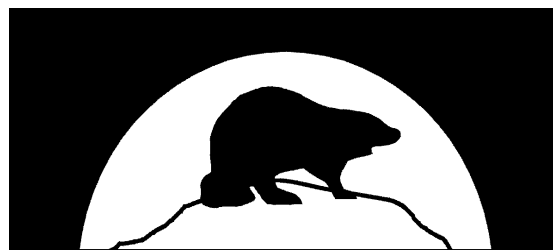


**Traut Core Knowledge School
Policy for Obtaining Community Input
at SBMC Meetings**

Approved on February 1, 1996
Amended December 16, 2003

“The Decision Making Matrix provides opportunities for input from those who are affected by a decision” (from the DMM). This policy outlines how individuals may offer comments at the regularly scheduled SBMC meetings.

1. After acceptance of the minutes and the agenda, 15 minutes will be designated for community input, *either at the beginning of the meeting or just before the discussion of an agenda item*. The SBMC chairperson may extend the amount of time for community input an additional 15 minutes as necessary.
2. Anyone interested in addressing the SBMC will sign in on a designated sign-in sheet. Community Input Guidelines will be available at the sign-in (see attached). These guidelines will direct the speaker to align their comments with the TCKS Character Education Pillar, *in order* to keep the presentation and language civil and not slander an individual, and to focus the comments on issues, not individuals.
3. The SBMC chairperson is responsible for reminding speakers of these guidelines and to terminate any comments that do not adhere to these guidelines, referring the speaker to *this policy as TCKS’ standard for community comment*.
4. Each speaker will be limited to 3 minutes. Speakers will state their names and their relation to the TCKS community. Comments may be submitted in writing and will be read by the SBMC Secretary. *Written comments are* not to exceed the individual 3 minute limit or the 15 minute limit. Priority will be given to community input from speakers who are present at the SBMC meeting.
5. There will be no discussion with the speaker offering community input unless *an SBMC member* requests a speaker to clarify a point.

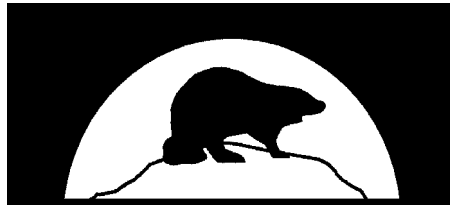


TCKS Community Input Guidelines

Approved December 16, 2003

Thank you for offering community input to the SBMC. Below are the SBMC guidelines regarding community input. These guidelines are designed to ensure effective use of the community input portion of SBMC meetings.

- Please sign-in on the *Community Input Sign-in* sheet.
- Please limit your input to 3 minutes.
- Please state your name and relation to the TCKS community.
- Please identify the agenda item or issue that your input addresses.
- Please use the following questions to help you align your input with the TCKS character education qualities:
 - Are the statements honest and kind?
 - Are the statements respectful of individual differences?
 - Do the statements reflect humility and cooperation?
- Please be aware of the following:
 - Community input should be addressed to issues, not individuals.
 - Persons offering community input are expected to be civil in their language and presentation
 - The chair of the SBMC meeting will ask you to terminate input that does not adhere to these guidelines



Traut Core Knowledge School Track and Field Policy

Approved by SBMC March 4, 2004

RESPONSIBILITIES:

Shared Responsibilities:

The goal of this proposal is to offer an outline that can be followed each year to ensure continual involvement of TCKS in the annual District Track and Field event. First, we recommend that each year a Track and Field Coordinator be designated. Secondly, we recommend that the various responsibilities be shared among the Physical Education Teacher, the Track and Field Coordinator as well as volunteer Parent Partners. Listed below is the designation of the various responsibilities.

1. Each spring the current track and field coordinator (TFC) and PE teacher will recruit a new volunteer to serve as coordinator for the following year. If no coordinator can be found, it will not be the sole responsibility of the PE teacher to cover all aspects of the track and field event. However, it will be the responsibility of the teacher and PE coordinator to continue the effort to find a TFC coordinator and continue communication to parents of volunteer needs and deadlines in a timely manner.
2. If an inadequate number of volunteers are signed up, the TFC, PE teacher and Principal will meet one week before the Coaching Clinic and determine the status of the event.
3. In late spring the coordinator and PE teacher will determine the date of the Traut Track Ten meet for the following year.

Coordinator responsibilities:

1. Attend the VIPS orientation meeting in August and if not already done, determine who the PE VIPS coordinator is. The TFC should get introduced to both the PE VIPS coordinator as well as the classroom coordinators. Provide the initial information to the VIPS and classroom coordinators regarding the Track and Field timeline.
2. Display the initial sign-up sheet at the annual Ice cream Social and Back to School night each fall. This can be a combined effort with the PE VIPS coordinator. If additional volunteers are needed, it will be the coordinators job to recruit via, VIPS and classroom coordinators, Friday notes, etc. until adequate volunteers are available.
3. Contact volunteers and determine any areas of expertise and keep them informed of scheduling information.

4. Organizing these volunteers for the Traut Track Ten and for the two to three week practice schedule prior to the district meet.

Teacher responsibilities:

1. Contact the Parks and Recreation department to reserve the park for the Traut Track Ten meet.
2. Find the appropriate numbers of staff to attend the district meet per the district guidelines.
3. Assure that students are taught the appropriate skills to safely complete the various events. See attached sheet.
4. Organize the coaching clinic prior to the Traut Track Ten meet. The purpose of the clinic is to instruct volunteers in the basics of the events they are assisting with. The clinic will be lead by either the teacher or volunteers whom have expertise in the events. The teacher will also provide written coaching instruction to the volunteers.
5. Assist the coordinator in determining volunteer needs for the Traut Track Ten and the two to three weeks of practice prior to the district meet.

TRACK AND FIELD EVENTS:

50-meter dash
75-meter dash
1100-meter dash
200-meter dash
Shuttle Relay (4 x 75m)
Mile run
Softball throw
Shot put
Triple jump
Long Jump

The top three boys and girls per grade in each event will represent TCKS at the Elementary District Track Meet each spring with the exception of the relay. Only two relay teams per grade can attend the District Meet. There is a limit of 2 track (dash) events, the shuttle relay, 1 field event and/or the mile run per student.

TRACK AND FIELD PLANNING:

August:

1. The track & field coordinator (TFC) should attend the VIPS orientation meeting. Any established information regarding track and field should be announced. At this time the TFC can ask classroom coordinators to keep parents informed via their class notes in regard to volunteer needs.
2. If the TFC has not yet met the PE Coordinator, this needs to be done
3. Ice cream Social- have informational hand out available and sign ups in each 4th-6th grade classrooms, as well as outside by the ice cream, if there is a table. Gather

sign ups or get from PE Coordinator/ classroom coordinators, and compile a volunteer list. PE coordinator knows to get them and give them to the Track and Field Coordinator.

4. Confirm with PE teacher Traut Track Ten dates and location.

September:

1. The Friday before back to school night, the TFC must put a note in the *Friday Notes*. The note should provide information about the Traut Track Ten event, district meet and volunteer needs. Also add that there will be sign up opportunities at Back to School night.
2. Back to School night: Have informational handouts and sign up sheets in every 4th, 5th and 6th grade classroom. Be sure every 4th grade parent receives an informational handout as this is his or her first year being able to participate.
3. Get the sign up sheets from PE coordinator or Classroom coordinators and add to volunteer list.

October:

Form an Ad Hoc committee meeting as per SBMC. It would be ideal if there is at least one parent representative from each grade and preferably each class (4th– 6th).

January:

1. TFC- *Friday Notes*: Include a brief explanation of the track and field events. If needed, a request for more volunteers could be made. If the first volunteer meeting has been set, announce the place, day and time. A meeting could be timed to coincide with the coaching clinic. A separate meeting is optional, but all volunteers should receive the informational handout and each one contacted to plug them into a volunteer spot suitable to their time/talents. The handout should include all track and field details and an explanation with dates for the following to every volunteer:
 - Coaching Clinic
 - Traut Track Ten event
 - Traut Track Ten Rain date
 - 2 weeks of practice for the district meet
 - District Track Meet Mile Run
 - District Track Meet rain date for Mile Run
2. TFC- Call or meet and sign up volunteers for specific positions and events. Also specifically ask everyone about being next years' coordinator! Find someone to take over the role for next year ASAP.
3. TFC- Send an information sheet home to the 4th, 5th and 6th grade students and parents detailing about the Traut Track Ten and District Meet.

April:

1. PE teacher will mention the coming track and field events in the Specials quarterly newsletter.
2. The first Friday of April, the TFC will put a note in *Friday Notes* about the Traut Track Ten (TTT) event. Include what it is, who it's for, when it is and where it will be held. Also include rain date information and a reminder for volunteers to be there. Keep the dates of all the track and field events in the Friday notes events calendar until over.

3. The TFC will give the top 3 winners of each event a nametag with the District Track Meet handout. The nametag will either be put in the Friday folder or given to them personally in class. (The nametags come from the district and are initially given to the PE teacher) Also included will be the lunch/recess practice information.
4. The TFC will put the results of the TTT in the following *Friday Notes* as well as information about the district track meet and practice sessions. This information should also be sent home to those qualifying students as an extra handout with the nametag.
5. A reminder should be sent home to volunteers regarding the practice sessions.
6. The lunch/recess practices will start two to three weeks before the district track meet. They will go an extra week if the District meet is rained out and moved to the following weekend.

May:

1. District Track Meet
2. Mile Run (separate day)
3. TFC- The first *Friday Note* after the meet should include meet results and
4. a thank you to all volunteers.
5. TFC, PE VIPS coordinator & PE teacher need to seek next year's coordinator if not already established.
6. TFC, PE VIPS Coordinator & PE teacher can set the date and location of next years TTT.
7. If new TFC is in place, pass on all information and assure that PE teacher is informed.
8. The TFC for the following year should identify themselves with next years VIPS coordinators if they are determined. The TFC should also determine when the VIPS orientation meeting is in August and plan to attend.

Poudre School District Elementary Track Meet

Date: _____ **Rain Date:** _____

Main Events:

6th graders start at _____ 5th graders at _____
4th graders at _____

Mile Run Date: _____ **Rain Date:** _____

4th at _____ 5th at _____ 6th at _____

Every year Poudre School District puts on a Track and Field competition for 4th-6th grade students who qualify at their schools local event. Traut's event is the Traut Track Ten. The events are the 50, 75, 100, and 200 meter dashes, one mile run, relays, long jump and triple jump, softball throw and shot put. Qualifying students can compete in up to 4 events. Two track events, the mile run, and one field event.

Mrs. Speer will help prepare TCKS students by teaching the track and field skills during scheduled P.E. time. Parents who have volunteered to help with the TCKS track and field training will be invited to attend the coach's clinic and learn the techniques use in the various events.

In mid-April our school will have the qualifying event, the Traut Track Ten, sort of a mini track meet. All 4th, 5th and 6th students may participate. It will be after school and we will need a number of Parent Volunteers to assist Mrs. Speer and the Track and Field Coordinator. The qualifying students will then continue to meet with parent volunteers during lunch recess to practice until the district meet in May.

Please sign up during back to school night if you are interested in volunteering in any way. Please note, this event is different from field day also held at the end of the year. Questions or comments can be directed to the Track and Field Coordinator _____.

**Track and Field Coordinator
Volunteer Information Sheet**

Track and Field Coordinator:

Title Description: Someone to oversee the track and field program at Traut. To inform parents through Friday notes, sign up volunteers, and organize and interface with PE teacher and volunteers to see that the Track and Field events take place. Track and Field experience is helpful but is not necessary; organizational and communication skills are helpful.

TFC-(Track & Field Coordinator) _____

Coaching Clinic Volunteers:

Running Coach: _____

Softball Coach _____

Shot Put Coach _____

Mile Run Coach _____

Jumping Coach _____

Traut Track Ten:

Head Coach: PE teacher

Secretary: Track and Field Coordinator – assist, organize, and analyze results; record top 3 winners for each event; fill out and deliver name tags for District meet .

Additional Volunteers: organize kids, time races, and record results:

Lunch/Recess Training Volunteers:

This takes place after the Traut Track Ten, 2 to 3 weeks before the district track meet. Parents will be needed to set up, supervise students, conduct practice races or field events, and put away equipment. This is a time for students to practice the events they will be competing in at the district track and field event. It will be held for 4th – 6th grade students during their lunch and recess times, 12:00 to 1:00 P.M.

Volunteers:

Monday-

50 _____ 75 _____ 100 _____

200 _____ relay _____ shot put _____

Softball throw _____ long jump _____ triple jump _____

Mile run _____

Tuesday-

50 _____ 75 _____ 100 _____
200 _____ relay _____ shot put _____
Softball throw _____ long jump _____ triple jump _____
Mile run _____

Wednesday-

50 _____ 75 _____ 100 _____
200 _____ relay _____ shot put _____
Softball throw _____ long jump _____ triple jump _____
Mile run _____

Thursday-

50 _____ 75 _____ 100 _____
200 _____ relay _____ shot put _____
Softball throw _____ long jump _____ triple jump _____
Mile run _____

Friday-

50 _____ 75 _____ 100 _____
200 _____ relay _____ shot put _____
Softball throw _____ long jump _____ triple jump _____
Mile run _____

District Track and Field events:

2 Staff volunteers required: _____ and _____

Several Parents are needed to assist students to be at their events on time. This is a district wide event usually held at French field, Rocky Mountain High School.

Volunteers:

Boys and Girls 4th, 5th, and 6th Track events

50-meter
75-meter
100-meter
200-meter
Shuttle relay

Field Events

Shot put
Softball throw
Triple Jump
Long Jump

Mile Run: Students who wish to compete in the district mile run should see Mrs. Speer for a recommendation and train on their own for it.

VOLUNTEER INFORMATION FORM

Coaching Clinic _____

Traut Track Ten _____

Traut Track Ten Rain Date _____

Practice weeks for the District Meet _____

District Track Meet _____

Mile Run _____

District Track Meet Rain Date _____

Mile Run _____

Traut Track Ten Sign up Sheet

This track and field event will be held after school in mid April and is open to ALL 4th, 5th and 6th grade students. Volunteers will assist the PE teacher with running the various events. We need several volunteers from each grade level to ensure its success. If you are interested in any way please sign up below. Prior Track and Field experience is not required.

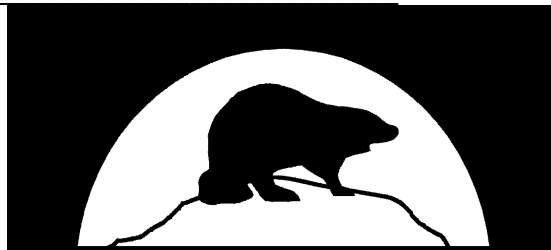
Name	Phone	E-mail

Events: 50m, 75m, 100m and 200m dashes, shuttle relay, long jump, triple jump, softball throw, shot put and the mile run.

The top three winners in each event will advance to the District Track Meet, which is usually in May. The Traut Track Ten serves as our school's qualifying event for the district meet as well as giving all students a chance to experience a track and field competition.

Questions or Comments?

Call _____



Traut Core Knowledge School

Fiscal Management Policy

(Approved by SBMC May 17, 2005)

Summary

The purpose of the TCKS fiscal management policy is to document a process that will ensure financial resources are allocated effectively to carry out our mission of excellence and fairness in education. The process establishes and maintains coordination among all funding sources and provides for accountability. The process is clearly defined and provides all stakeholders equal access to resource allocation.

Section I: Annual School-Wide Budget

Purpose - to delineate a process which gathers input from all stakeholders, which budgets district funds to align with school priorities and which allows for adjustments in mid-year as changing conditions merit.

- a) At the April SBMC meeting, the Budget Committee (as defined by SOP) will present a preliminary budget, including classroom budget amounts, for the SBMC to consider. This first draft will necessarily be based on incomplete information because the final current year's budget will not be complete and the next year's budget allocation will not be finalized.
- b) As a communication and planning tool for SAAC, non-district funds including grants, fundraising dollars, and donations will be listed in an appendix to the proposed budget. Extra-curricular activities that use TCKS accounts should also be reflected.
- c) A second reading of the proposed budget, based on new information and feedback from the SBMC, will occur at the May meeting where a budget will be approved.
- d) At the start of the school year, the Budget committee will meet to determine if any part of the budget needs to be amended. If no budget item needs to be changed by more than 10%, the amendments can be made by agreement of the Treasurers and reported to the SBMC at their next meeting. Changes larger than 10% must be approved by the SBMC at a regularly scheduled meeting.
- e) If a cumulative change of less than 10% in any budget item is needed during the school year, the Budget Committee will make the adjustment. Cumulative changes above 10% will require SBMC approval at a regularly scheduled meeting.

Section II: Classroom Budgets

Purpose—to empower teachers to be money managers by providing district money to each teacher (classroom, specials and literacy) to pay for copy costs, classroom supplies, instructional materials, and additional enrichment extras as needed.

- a) Teachers have input regarding classroom budgets through their TAB representatives throughout the year.
- b) Supplemental funding may be requested for items not covered by the classroom budget using the allocation process outlined in Section III.
- c) Items purchased with classroom budget funds belong to the TCKS classroom for which they were purchased and should be labeled as such.

The remaining sections deal with non-district money.

Section III: Allocation Process

Purpose—to clearly define an allocation process, which gives all stakeholders equal access to non-district funds (excluding grants).

- a) The TAB and/or PAB strategic planners will work with each grade level team or individual staff member to complete a needs assessment by Feb.15th of each year. Students, through SAB, and committees may also submit this information. Friday notes will be used to collect parent partner input.
- b) The strategic planners will compile and prepare the assessed needs for presentation to the Budget Committee and SAAC by March 1st.
- c) Based on the needs assessment, “SAAC will make funding recommendations to the SBMC” before their first meeting in September.
- d) SBMC will then set annual funding priorities to be used by the Budget Committee when allocating non-district funds.
- e) If un-assessed needs arise, requests will be made in writing to the Budget Committee. This allows for flexibility in responding to changing needs and unforeseen opportunities.
- f) The Budget Committee will meet, as needed, to evaluate incoming requests based on the annual funding priorities set by SBMC. Funding decisions will be communicated to the requester in a timely manner.
- g) When making allocations, the Budget Committee will (look) first *allocate* (to) District funds, then Grants and lastly Fundraising dollars.
- h) Fundraising dollars allocated to a specific committee or program (i.e. Library Committee) will be used to primarily support their specific mission or program. The Budget Committee may refer any requests that are a good match to those funding

sources. Funding decisions will be communicated to the requester and the Budget Committee in a timely manner.

- i) The Budget Committee will provide a general accounting (i.e. 2nd-3rd science manipulatives - \$200) of (items purchased with) *the allocation of* fundraising dollars to the TCKS community by the end of each school year.
- j) Each year, SBMC will determine the percentage of fundraising dollars to be held in reserve. This reserve will be based on the amount of money generated and the amount required to meet funding priorities.

Section IV: Parent Contributions

Purpose— To supplement classroom enrichment activities through the donation of goods or services.

Each teacher, classroom coordinator, or their designee may request donations of goods and/or services at any time. The request will make clear that donations are purely voluntary.

Section V: Grants

Purpose—to establish consistent guidelines to be used for all grant applications and to coordinate a cohesive grant seeking plan/strategy.

- a) The Grants Committee will develop a standard grant application template, which complies with PSD grant guidelines, and make it available on the TCKS server. The TCKS template will be used when applying for a grant unless otherwise specified by the Request for Proposal. The Grants Committee, as needed, will be available to guide and assist in the timely writing and tracking of grant requests.
- b) TCKS staff, committees, and students, through SAB, may seek grants. All TCKS grant seekers will communicate with the Grants Committee relevant information regarding grant applications, follow-up and grants awarded.
- c) The proposed outcomes/goals of grant applications must be aligned with the TCKS mission and vision. Accounting practices for grants follow regular TCKS budget practices unless otherwise stated by the grant and approved by SBMC.
- d) If more than one grant is being sought in response to the same Request for Proposal, the Budget Committee will coordinate with the Grants Committee to decide which application will be submitted from TCKS.
- e) The Grants Committee will research and establish relationships with foundations and other grant sources for the purpose of generating funding. It will also maintain a list of TCKS needs so that as grants become available, TCKS can respond in a timely manner.

- f) Recipients of multi-year grants will communicate progress toward stated goals to the SBMC annually. The Grants Committee will provide an annual written account of total grant dollars received to the SBMC by the end of each school year.

Section VI: Fundraising

Purpose-- to coordinate the planning of all fundraising efforts to generate cash and/or goods to supplement and enhance district funding.

- a) Based on SBMC funding priorities, the Fundraising Committee will develop a written, annual fundraising plan. The plan will list all TCKS fundraisers, their sponsors and the approximate date of each event.
- b) The initial phase of the school year's fundraising efforts will be a pledge drive. The purpose of the pledge drive is to ensure that adequate funding is available for enrichment events, special activities and field trips; however, all pledge funds are general fundraising dollars.
 - 1) The Budget Committee will work with each grade level team to determine a suggested per student pledge amount to support enrichment activities. The PAB will send a letter outlining the suggested pledge amount.
 - 2) Pledges will be requested at the beginning of each year. These pledges will be deposited into the TCKS general fundraiser PSA account. A general guideline will be that the funds transferred into each classroom budget from this pledge drive will be determined by multiplying the suggested pledge amount by the number of students in that class.
 - 3) The Budget Committee may recommend to the SBMC an allocation of funds from TCKS' general fundraiser to supplement individual classroom budgets as needed to ensure each classroom budget receives the needed amount per student to allow each class to participate in the enrichment events, special activities, and field trips that are unique to each grade level.
 - 4) No other monetary requests (including fundraisers, service projects, socials, and graduation) will be made during the year without SBMC approval.
 - 5) No monetary requests for teacher gifts or appreciation lunches will be made. The members of each individual family may choose how and when they want to show appreciation to each teacher.
- c) The fundraising plan will be submitted to the SBMC for approval, in the spring prior to the year for which it is planned. The plan will be published in the Friday Notes at the beginning of the fundraising plan year.
- d) The Fundraising Committee will schedule events with careful consideration of school functions, holidays, and existing time commitments of parent partners, staff and students.

- e) The Fundraising Committee will not recommend fundraisers that encourage students to be salespeople (i.e. no door-to-door canvassing).
- f) The Fundraising Committee will provide an annual written account of the funds raised from all fundraising events to the SBMC by the end of each school year.
- g) The sponsor of each event will report the amount of funds raised from the event to the Fundraising Committee and the TCKS community, via Friday notes as soon as possible after the fundraising event has been completed and the amount of funds raised have been determined.

Section VII: Community Donor Funding

Purpose—to receive cash, goods and/or services outside of Parent Contributions (see Section IV) to supplement district funding.

- a) Gifts made to TCKS by a donor will be allocated according to the donor's specifications.
- b) If the donor does not have a specific intent, the gift will be considered as part of the allocation process outlined in section III.
