



TCKS Policies

- Class Placement
- Dress Code
- Fiscal
- Grade Level Transfer
- Grading
- Homework
- Leave of Absence
- Part-time Students
- Science Fair
- Study Hall
- Tardy

Traut Core Knowledge School

Policy for Student Placement in Classrooms

Preface

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 to create an optimum environment for all students.

Steps of the Placement Process

1. During the month of May, the current and future 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 to evenly distribute volunteer support among classrooms. Decisions about student placement will be made to best meet each student's needs while at the same time creating balanced and diversified classrooms.

Parents/guardians are welcome to submit written input describing the exceptional placement needs of your student. Forms for this purpose are available in the office and must be turned in to your student's current teacher by the last school day of April. Each form will be carefully considered.

2. 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 written correspondence.

Roster Changes Before the School Year

Occasionally, circumstances occur which cause an imbalance in a classroom (multiple families moving, for example). If this happens after lists are posted, impacted families will be contacted directly by the principal, and an updated roster will be posted outside the office.

Grievance Procedure

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

Final decisions regarding student placement will be made by the principal.

INPUT FOR SPECIFIC LEARNING ENVIRONMENT

The following factors are carefully considered when teachers place students: academic ability, learning style, social and behavioral factors, peer relationships, age, gender, personality, parent involvement, and special needs. If a parent/guardian feels their child's individualized needs warrant further detail, this form should be completed. Please return this form to your child's teacher no later than the **last school day of April**.

Prior to class placement, your input will be reviewed by the grade level team. **Please focus on environmental needs. Do not request a teacher by name. Forms with teacher names or negative comments will be returned without review.** You may retype this form, but please do not edit the questions.

Parent/Guardian Name: _____ Student Name: _____

1. Please describe your child's strengths and weaknesses:

2. Please describe teaching strategies that have proved successful with your child in the past:

3. Please describe discipline strategies that have proved successful with your child in the past:

4. Please describe any **exceptional** needs you feel your child has (academic, social, behavioral, etc.):

Amended and Approved on January 24, 2019

Traut Core Knowledge School Dress Code Policy

At TCKS, we believe the way our children dress plays an important part in maintaining our positive Character Traits in school, to show deep respect for themselves and others around them, and to support equitability in education. The primary responsibility for a student's attire resides with the parent(s) or guardian(s). TCKS is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Appropriate dress helps establish the school as a formal educational environment, distinct from casual, more recreational environments.

TCKS follows the current Poudre School District JICA Student Dress Policy in addition to the standards below. <https://www.psdschools.org/sites/default/files/forms/JICA.pdf>

Students must wear:

- Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes
- Clothing must be worn in a way such that private body parts are fully covered (bottom, chest, midriff, back) when seated or standing
- Clothing must be worn in a way such that students' faces and eyes are visible
- Hair should be pulled back, if impeding vision or otherwise unsafe

Students may wear:

Religious headwear and clothing with messages that align with our Pillars and/or Character Trait

Enforcement of this Dress Code Policy will be administered equitably and consistently. No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

Staff will respectfully address student dress code violations (as outlined above) through discreet conversation.

Students will be given three options for aligning themselves to dress code:

- 1) Use their own alternative clothing
- 2) Wear temporary clothing provided by school
- 3) Wear alternative clothing provided by parent

Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:

- Kneeling or bending over to check attire fit;
- Measuring straps or skirt length;
- Asking students to account for their attire in the classroom or in hallways in front of others
- Calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others
- Accusing students of specifically “distracting” other students with their clothing.

Exceptions to this policy may be granted by the principal; however, school administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

At TCKS, we expect that all individuals - students, parents, staff, and visitors to support and adhere to our implementation of this policy when on school premises.

Revised April, 2018

Traut Core Knowledge School

Fiscal Management Policy

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 first April SBMC meeting, the Budget Committee 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 first 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 Budget Committee 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% 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 TCKS 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 fundraising money.

- a) The TAB and PAB strategic planners will work with each grade level team or individual staff member to complete a needs assessment, including suggested parent contribution amounts, by Feb. 15th of each year. Students, committees, and parents will also be asked for this information.
- b) The strategic planners will compile and prepare the assessed needs for presentation to the Budget Committee and SAAC in March.
- c) Based on the needs assessment, “SAAC will make funding recommendations to the SBMC” as required by the Charter by the end of March.
- 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 decide whether the request should be funded with district funds, grants, fundraising dollars, some other source of funds, or some combination. The Budget Committee may also attach conditions to the funding.

- h) Fundraising dollars allocated to a specific committee or program (i.e. Library Committee) will primarily be used to 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 the allocation of fundraising dollars to the TCKS community by the end of each school year.
- j) Each year, SBMC will determine the amount of fundraising dollars to be held in reserve. This reserve will be based on the amount of money generated, the amount required to meet funding priorities, and the current and possible future needs.

Section IV: Parent Contributions and Donations

Purpose— To support classroom enrichment activities and other school needs through monetary contributions and donations of money, goods, and services. Contributions are monies that otherwise would have been collected from all families at the time of the event/activity. Donations are funds collected to augment the school budget or to show teacher appreciation. The 5th Grade ECO fee is exempted from this provision, and it will be collected separately.

- a) Each teacher, classroom coordinator, or their designee may request goods (Kleenex, paper products, snacks and craft items for parties, etc...) and services at any time. The request will make clear that a response is voluntary.
- b) The PAB will sponsor a parent contribution drive. The purpose of this contribution drive is to ensure that adequate funding is available for school activities.
 - 1. The Budget Committee will work with each grade level team to determine the minimum per student contribution amount needed to support school activities. The SBMC will approve the amounts each year.
 - 2. Contributions for these school activities will be requested at the beginning of each year.
 - 3. The identity of contributors, non-contributors, their scholarship/financial status, and the amount of contributions will be held in confidence by the school Office Manager except as noted in item 6 below or as required by PSD policy.
 - 4. If a family has not given enough to cover their contribution, they will need to submit a scholarship request to the Office Manager to offset those costs.

5. PSD guidelines state that “fees, fines, and charges shall be waived for ‘free or reduced-price’ school lunch status students **who complete the district’s Fee Waiver form**. The form is necessary because the district is legally prohibited from using free or reduced-price lunch qualification information for any other purpose.” Therefore scholarships for covering the costs of actual events/activities will be automatically granted by the Office Manager if there is a District Fee Waiver form on file for the family.
 6. For families who do not have a District Fee Waiver form on file, the Office Manager will turn the scholarship request over to the principal to work with the family to arrange a way for the child to participate in the events.
 7. A general guideline will be that the funds transferred into each classroom budget from this contribution drive will be determined by multiplying the approved contribution amount by the number of students in that class. The Budget Committee may recommend to the SBMC an allocation of funds from TCKS’ general fundraising account to supplement individual classroom budgets as needed.
- c) The PAB will sponsor a parent donation drive to provide an opportunity for families to give directly to school-wide staff appreciation and the TCKS general fundraising account without the need for a separate fundraising activity.
1. This will be coordinated with the parent contribution drive and held at the beginning of the school year.
 2. The identity of donors, non-donors, and the amount of donations given will be held in confidence by the school Office Manager except as required by PSD policy.
- d) The members of each individual family may choose how and when they want to show appreciation to each staff member.
1. Collection of the one-time request for funds for the classroom group gift(s) may be organized by each classroom coordinator, or her/his designee, using the PAB’s current group gift form letter.
 2. The classroom coordinator or her/his designee should be the only initiator of a classroom-wide request for funds for teacher gift(s). Parents may contact their own, personal social network for a group gift, but extending that request to the whole classroom is contrary to the purpose of the FMP: to restrict requests for funds to a one-time collection.

Section V: Fundraising

Purpose-- to coordinate the planning of all fundraising efforts to generate cash 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 Fundraising Committee will schedule events with careful consideration of school functions, holidays, and existing time commitments of parent partners, staff and students.
- 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 provide an annual written account of the funds raised from all fundraising events to the SBMC by the end of each school year.
- e) No other monetary request, of any kind, will be made during the year without SBMC approval (Type I decision, one reading). The 5th Grade ECO fee is exempted from this provision, and it will be collected separately.

Section VI: Community Donor Funding

Purpose – to receive cash, goods and 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 expressed intent.
- b) If the donor does not have a specific intent, the gift will be considered to be a part of the general fundraising dollars.

Section VII: Definitions

Purpose-to define or clarify the meaning of specific terms used in this policy.

Curriculum-related Special Activity – An activity or event where the central focus directly ties into the grade level's curriculum and enriches the learning of this topic.

Field Trip – An off-site activity or event where the central focus ties into the grade level's curriculum and enriches the learning of this topic.

Fundraiser--An activity or event for which the purpose is to raise funds (money) for a specific organization, group or cause. (Traut Country Fair, Jump Rope for Heart, Book Fair, etc...)

Service Project – An organized project for which the purpose is to render service. (Cleaning-up a trail, painting a school, putting mulch around trees, etc..)

Relief effort or Drive— An organized effort for which the purpose is to collect goods to benefit an organization or cause. (Canned food, winter coats, school supplies, toys, mittens, etc....)

Social— An activity or event for which the purpose is to have fun, socialize and get better acquainted with others in attendance. (Ice cream social, hot dog night, etc...)

Contribution- A specific amount of money requested from parents to cover field trips and curriculum-related special activities for their child(ren) each year.

Donation— Money, goods, and services, gifted to TCKS for general or specific use.

(Approved May 2005; amended May 2006, April 2009, and May 2010)

Traut Core Knowledge School

Within Grade Level Classroom Transfer Policy

Summary: During the school year, there may be a situation serious enough to make a transfer of one or more students from one classroom to another at the same grade level seem desirable, even when no vacancy exists in either classroom. Such situations will be considered on a case-by-case basis, and the decision in each case will be based on what is best for the individual students, teachers, and classrooms as a whole. When no vacancy exists in either classroom, a one for one exchange of students is possible to maintain the class size at a maximum of 25 students, although simply allowing one class with 26 students for the rest of the year might be the better solution.

Procedure: Before a request for a transfer can be considered, the following actions must be taken:

- 1) The steps in the “Conflict Resolution Process” included with TCKS’ “Hand-in-Hand Guidebook of School Partnerships” will be followed as specified to try to resolve the conflicts before a request for classroom transfer is initiated. The documentation of the discussions from each step in the conflict resolution process will be included with any transfer request submitted.
- 2) The transfer request will be given in writing to the principal. The reasons for the transfer request will be included. The teachers and parents involved will be contacted by the principal for their input on the proposed transfer, and a conference with the parents, teachers, and the principal will be scheduled. A member (or members) of the PAB or TAB may be included in the conference as requested by the parents, teachers, or principal.
- 3) If the transfer requires a one for one exchange of students, both sets of parents and both teachers must agree to the exchange. (In cases where there is not full agreement, if one or more of the parents or teachers believe that a transfer is still in the best interest of the student, the “Appeals Process” may be initiated.)
- 4) If there is a vacancy in the classroom to which the student is to be transferred, the parents of the student and the sending and receiving teachers must agree to the transfer. (In cases where there is not full agreement, if one or more of the parents or teachers believe that a transfer is still in the best interest of the student, the “Appeals Process” may be initiated.)
- 5) The Presidents of the PAB and TAB will be informed of the details of the requested transfer, either by being included in the parent-teacher conference or by a briefing from the principal. The principal will consult with both Presidents for their input. The final decision will be the responsibility of the principal.

Appeal Process: If there is a concern on the part of the parents or the sending or receiving teacher about the decision to transfer a student, this concern may be presented in writing to the PAB or TAB President. This should be done as soon as possible to minimize any adjustments necessary for the student(s) being transferred. The PAB or TAB President will bring the concern to the Navigation Team (PAB/TAB Presidents and Vice Presidents and principal) for discussion and recommendation of a solution to the principal. The task of the Navigation Team will be to determine whether the student’s situation is serious enough to justify recommending a transfer even though all parties are not in agreement. The final decision will be the responsibility of the principal.

(Approved by SBMC December 18, 2001 replacing 03/07/96 version)

Traut Core Knowledge Elementary School Grading Policy

I. 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.

II. 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.

III. 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 (IEPs), 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.

IV. 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:

1. 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.
2. 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.
3. 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

Homework Policy

Definitions:

1. Homework -- assignments with a given due date to be completed outside of class time.
2. 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...)
3. Class work -- work assigned to be completed during class time. Time allotted for class work is determined by the teacher.
4. 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/or to read, think, discuss questions and ideas, and express their answers in writing.
2. Homework standards for students include:
 - a) Do the assignment!
 - b) Produce neat, complete work.
 - c) 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 this work.
4. Parents are the key to successful homework completion, so they will be kept informed of 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 need to 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 times 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.

Approved on March 4, 1999

Traut Core Knowledge School Student Leave of Absence Policy

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.)

1. **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 actually submit the request four weeks prior to when a decision has to be received, if the acceptance or rejection of the request will impact 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.
2. **The Review:**
 - a. 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).
 - b. 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.
 - c. 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.
3. **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.

4. **Recommendations for considering and reviewing requests:**
 - a. A student should not be enrolled in another regional school (public, charter, home, or private) while on leave of absence from TCKS.
 - b. 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.
 - c. Whenever possible, students need to be present for the October Student Count since state funding is based on attendance during these two weeks.
 - d. In order to accommodate our waiting list, the number of families requesting a leave within a given semester, must be taken into consideration.
 - e. 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.
 - f. 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.
 - g. 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.
 - h. 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.
 - i. Parents should update their emergency contact information prior to the leave and let the school know how they can be contacted during the leave.
5. **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.
6. **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.

Approved by the SBMC on December 6, 2001

Amended by the SBMC on 5/1/08

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. _____

Traut Core Knowledge School

Policy for

Part-time students

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 student 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.

Approved on January 8, 1998

Traut Core Knowledge School Science Fair Policy

- Traut teachers in 4th and 5th grade teach the scientific method in class and provide a variety of opportunities for students to work with the scientific method in class projects.
- There will be one annual Traut Science Fair event, scheduled to align with the PSD Science Fair.
- The Traut Science Fair may include both competitive and non-competitive projects.
 - Competitive projects will conform to the PSD Science Fair Guidelines.
 - Non-competitive projects do not need to conform to the PSD guidelines.
- The Traut Science Fair will also offer students an optional competitive event wherein they have the opportunity to earn awards and placements, up to and including moving on to larger regional science fair events.

Traut Science Fair Guidelines

1. Any Traut student, grades K-5, with parent approval, may choose to participate in the Traut Science Fair.
2. Any Traut student, with parent approval, may choose to be a participant in the Traut Science Fair competition, or participate in the event without being part of the competition.
3. Competition science fair projects must follow PSD Science Fair requirements, including the scientific method approach and display, for their projects. Currently, district competition is open to only 4th and 5th graders.
4. The Traut Science Fair is organized and regulated by the Traut Science Fair Committee.
5. Judging the competitive portion of the Traut Science Fair is controlled and regulated by the Traut Science Fair Committee.
6. Guidelines for the Traut Science Fair and the PSD Science Fair will be provided by the Science Fair Committee.

Approved on 5/21/2014

Traut Core Knowledge School
Study Hall Policy

Study Hall

The purpose of TCKS' study hall is to meet individual student needs by providing a supervised place after school where our students can complete their assignments and remain on task. Our study hall is meant to support the pillar of "Student Responsibility for Learning" in allowing our students to be held accountable for their work while providing a way for them to be successful and complete work. Our study hall also depends on the support provided by the pillar of "Parent Partnership" as it assists and supports parents in their role as their child's "first teacher."

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. Parents have a primary role in helping students handle increasingly complex tasks as they move through the grades, and they are expected to support student learning by providing a quiet, comfortable study environment in the home and to offer their child assistance as possible. Our study hall is meant to support, and not to supplant, the student, teacher, parent partnerships that makes our school special. 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 as well as at home in completing their homework assignments.

The study hall is for students who are missing assignments and require a supervised work environment, and it is not to be used as a detention for misbehavior.

The Site Based Management Council may vote to suspend this service temporarily should a financial need arise to do so.

Approved on February 5, 1998
Revised on May 7, 2014

Traut Core Knowledge School

Tardy Policy

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 8:25 each morning.

Definition of "Tardy": Students who are not in the classroom by 8:30 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 may 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 with the carpool participants.
2. The names of students who are tardy more than four times in a full month of school may 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 carpool drivers that cause them to arrive at school after 8:25, 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 carpool driver and the parents.

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.

Approved on October 17, 1996 (Revised May 1, 2008)