TEACHER GRANT REQUEST POLICIES

The Peakview PTO Executive Board will determine the timing of teacher grant cycles, but will have at least two per school year. Teacher grant requests should be submitted in accordance with grant cycle deadlines and all grants for a particular cycle will be evaluated at the same time in order to prioritize limited funding.

Grants must be awarded in time for the grant to be used within the fiscal period that it was raised. It is important to give teachers enough lead time to use funds that have been approved. It is recommended that all grants be finalized, approved and funded by March 31st of each school year.

Prior to submission to the PTO, teacher grant requests should be reviewed by the Principal. Principal recommendations should be taken into consideration but final approval is made by the appropriate grant committee or PTO Executive Board. The Principal does not have the authority to veto grant requests but may prioritize requests and recommend action and/or outcome.

PTO Grants must benefit the majority of students. Grants will not be approved for specialists as their services are not open to all students. If the request is for field trips or subscription services, such as online learning tools or magazines, it must benefit at least one entire grade to warrant grant approval.

The PTO cannot pay for the costs associated with receiving credit from a training or workshop for teachers, as that is considered a personal or private benefit. However, non-credit portions of workshops or training will be considered on a case by case basis, with preference given to matching training grants provided by the Cherry Creek School District up to $250.00.

Updated 10.2023

PEAKVIEW ELEMENTARY SCHOOL PTO GRANT PROCESS
Applications for 20__-20__

Thank you for applying for a PTO grant. We will try to award as many grants as our funds allow.

Please complete the application and return it to the PTO. Grant applications are due 21 calendar days prior to a scheduled grant cycle**.** PTO will have at least one grant cycle per school year. Application due dates will be communicated to staff once grant cycles are scheduled. Grant awards will be made by **March 31st**. Additional requests will be reviewed later in the year if PTCO funds are still available. Please note that grant requests will not be approved without appropriate documentation.

The PTO applications address the following four types of requests:

1) **Purchases** – for the one time purchase of specific items needed for classroom and extra-curricular activities. If the item(s) is not a unique item such as a specific software program or set of books, please submit at least two competitive bids with the application when possible.
2) **Student Training Programs** – for costs such as tuition, supplies/equipment, speakers, etc. 3) **Elective Course Support** – for ongoing support of established elective curricula. These funds will generally cover the costs of student materials.
4) **Capital Improvements** – for the purchase of permanent fixed building improvements, i.e., blinds, sound systems, security cameras, etc. These applications must include bids that follow the Cherry Creek School District approved bid process.

ALL FUNDS MUST BE SPENT BY May 31st. If they are not spent, the funds will be returned to the PTO bank account for later use and may be used for a different purpose. If you have any questions regarding the application process, please contact the PTO President (President@PeakviewPTO.com).

Please submit your completed grant proposal by the deadline to the Principal for review.

All items purchased through the grant program become the property of Peakview Elementary School and must be retained by the school in the event the staff person who requested the items is no longer an employee of the school.

Please remember that the Cherry Creek Schools Foundation may be another source of funds – www.ccsdfoundation.org

Thank you for your interest and application.

Updated 10.2023 **PEAKVIEW ELEMENTARY SCHOOL PTO GRANT PROCESS**
<u>Grant Request Form</u>

Applicant:DeniseGuthrie

Email: dguthrie@cherrycreekschools.org

Request:

3 - VIZ-PRO Double Sided U-Stand Whiteboard, Magnetic Portable Dry Erase Board 28x36 inches @94.90 = 284.70

https://www.amazon.com/VIZ-PRO-Magnetic-Whiteboard-Flipchart-Double-Sided/dp/B07PSL9P43/ref=sr_1_5?crid=2ZPS0W5BHI40V&keywords=VIZ-PRO%2BDouble%2BSided%2BU-Stand%2BWhiteboard%2C%2BMagnetic%2BPortable%2BDry%2BErase%2BBoard%2B28x36%2Binches&qid=1705069234&sprefix=viz-pro%2Bdouble%2Bsided%2Bu-stand%2Bwhiteboard%2C%2Bmagnetic%2Bportable%2Bdry%2Berase%2Bboard%2B28x36%2Binches%2Caps%2C180&sr=8-5&ufe=app_do%3Aamzn1.fos.18630bbb-fcbb-42f8-9767-857e17e03685&th=1

7 - Fraction circles and strips $20.97 each = 146.79

https://www.amazon.com/Simply-magic-Magnetic-Fractions-Activities/dp/B0BCR8CCK3/ref=sr_1_5?crid=3OG18A8XOSGCA&keywords=magnetic+fraction+strips+3rd+grade&qid=1693275689&sprefix=magnetic+fraction+strips+3rd+grade%2Caps%2C154&sr=8-5

4 - Magnetic Pattern Blocks $27 each = $108.00
https://www.amazon.com/Dowling-Magnets-Magnet-Pattern-Blocks/dp/B0015KGFQM/ref=sr_1_17?keywords=magnetic+pattern+blocks&qid=1693276142&sr=8-17

Amount requested: $539.49

****If the cost exceeds the amount the grant can allow, my first preference would be the standing white boards.

Description of Program:

I will create alternate workspaces in my classrooms by purchasing standing magnetic whiteboards and magnetic math manipulatives. The standing magnetic whiteboards will encourage more thinking, engagement, and collaboration in the classroom.

Grade and Number of Students Supported?   3rd grade - 21 students

How will this enhance or improve student performance?

The purpose of implementing a thinking classroom with standing whiteboards is to foster a more interactive, dynamic, and engaging learning environment for students. This innovative approach aims to enhance critical thinking, problem-solving skills, active participation, and collaboration among students. The utilization of standing whiteboards provides a tangible and versatile tool that allows students to visualize their thoughts, engage in real-time discussions, and actively contribute to classroom activities.

If successful, several positive outcomes can be expected:

Improved Engagement: Standing whiteboards provide an opportunity for students to physically move around and actively participate in discussions and activities. This can help prevent passive learning and maintain higher levels of engagement throughout the class.

Enhanced Critical Thinking: The interactive nature of whiteboards encourages students to think on their feet, articulate their ideas, and engage in spontaneous brainstorming sessions. This can lead to improved critical thinking and problem-solving skills.

Collaborative Learning: Whiteboards facilitate collaborative learning by enabling students to work together on projects, solve problems as a team, and share their insights with classmates. This promotes a sense of community and mutual support in the classroom.

Visual Representation: Visualizing concepts and ideas on whiteboards can make abstract concepts more concrete, helping students better understand complex topics. Visual aids can also make explanations more memorable.

Classroom Dynamics: The dynamic nature of whiteboards encourages a more fluid class structure, allowing for seamless transitions between lectures, group discussions, and activities. This can help break the monotony of traditional teaching methods.

Confidence Building: Standing whiteboards provide a platform for students to present their ideas to the class. This can help build their confidence in public speaking and sharing their thoughts with others.

The inspiration to apply this approach comes from Peter Peter Liljedahl's Building Thinking Classroom in Mathematics. He conducted a 15 year study observing 14 specific mathematical practices for thinking. He was looking for the practices that generated the most thinking. While reading Building Thinking Classrooms in Mathematics, by Peter Liljedahl, our EL Specialist co-teacher mentioned how useful standing white boards would be in the classroom.

Evaluation/Results:
To measure the success of using standing whiteboards in the classroom, you can establish SMART goals that are Specific, Measurable, Achievable, Relevant, and Time-based. Here's an example of how we might structure these objectives:

Specific: Increase student engagement, active thinking and participation through the use of standing whiteboards.
Measurable: By the end of the academic year, increase the frequency of opportunities given to students actively using standing whiteboards during class discussions and activities compared to the baseline measurement taken at the beginning of the year. Our goal is to use them at least 2-3 times per week.
Achievable: Each student will have the opportunity to work in a small group sharing their ideas 2-3 times per week.
Relevant: The goal aligns with the larger objective of creating an interactive and engaging learning environment that promotes critical thinking, collaboration, and active participation.
Time-Based: Measurement will occur at the end of the academic year.

To assess the success of using standing whiteboards, we can employ several methods:

Assessment Performance: Compare student performance on assessments and assignments before and after the implementation of standing whiteboards. Look for improvements in critical thinking skills, problem-solving abilities, and overall participation.
Anecdotal Evidence: Document anecdotal evidence of successful instances where standing whiteboards led to in-depth discussions, effective group work, and innovative problem-solving.

Quantitative Data: Keep track of metrics such as the number of times whiteboards are used per class, the variety of ideas generated, and the depth of discussions. Compare these metrics over time to measure progress.

We will measure the success of the program by:

Assessment Performance: Compare student performance on assessments and assignments before and after the implementation of standing whiteboards. Look for improvements in critical thinking skills, problem-solving abilities, and overall participation.

Anecdotal Evidence: Document anecdotal evidence of successful instances where standing whiteboards led to in-depth discussions, effective group work, and innovative problem-solving.

Quantitative Data: Keep track of metrics such as the number of times whiteboards are used per class, the variety of ideas generated, and the depth of discussions. Compare these metrics over time to measure progress.

Has this request been previously funded? No

If yes, who funded it previously? _____

_____ _____ Applicant's Signature Date

Julie Sauerberg   _1/31/24_____ _____ Approved by: Date

Updated 10.2023
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