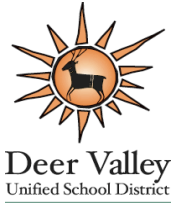




Union Park School

Tricia Graham, Principal

Bobbi Cerro, Assistant Principal



Mrs. Swannie's 4th Grade Syllabus

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. I am committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. I believe that your trust in Union Park is required to ensure your child's success.

About Me

- I have a Bachelor's in Early Childhood Education from ASU and a Master's in Education from NAU.
- I love to read and travel!

Your grade level calendar and major units of study for the year in **each core subject**.

- Overview of **Arizona State Standards** and how we teach math and ELA, including the high expectations and rigor we provide for our students' learning experiences.
 - Resources for you and parents: (PLEASE FEEL FREE TO ADD YOUR OWN)
 - [DVUSD Math Resources for Parents](#)
 - [DVUSD English Language Arts Resources for Parents](#)
 - [DVUSD Social Studies Resources for Parents](#)
 - [DVUSD Science Resources for Parents](#)
 - [What is Depth of Knowledge \(DOK\)?](#)

COMMUNICATION

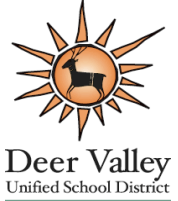
- Protocol
 - [Communication Protocol Flow Chart](#)
- School-wide
 - [Union Park School Website](#)
 - Frequent Smores via social media, email, and texts
- Teacher website
 - Updated weekly
 - Links to information re: Daily Assignments/Unit Goals/Essential Questions
 - Specify other information found on it such as calendar, events, special activities...
 - How will you communicate (i.e. Canvas, email, Class Dojo)?
- Contact Details
 - Best times and ways to reach you
- ***Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please***



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understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.

- *Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails/phone calls Monday through Friday from 7:00am to 8:30am and again from 3:30-5:00pm.*
 - Jennifer.Swannie@dvusd.org
 - 623 445-5844
- Communication: Email, Blackboard, Website
- School Events will be posted on website, and communicated through email. Please check your child's planner for homework assignments.

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

PLC Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

HOMEWORK & GRADES

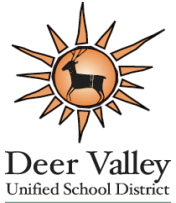
- *Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards. Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.*



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- **Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.**
- **Grades will be equitable, accurate, specific, consistent.**
- **A student's grade should reflect academic learning and should never be used as a punitive tool.**
- **Grades are for reporting the status of academic learning, not behavioral conduct**
- **The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.**
- **Learning is a process that takes place over time and at different speeds for different students.**
- **PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).**

Grading Scale For K – 6th Grades

4	Independently applies skills and concepts with greater depth and complexity
3	Demonstrates grade level proficiency independently
2	Demonstrates grade level proficiency with support
1	Demonstrates below grade level proficiency with support

Grading Scale For 7th – 12th Grades

4	Evidence demonstrates a high level of proficiency of the learning standard(s)
3	Evidence demonstrates proficiency of the learning standard(s)
2	Evidence demonstrates partial proficiency of the learning standard(s)
1	Evidence demonstrates minimal proficiency of the learning standard(s)
0	No evidence of proficiency of learning standard(s)

3rd through 8th Grades:

Principal's List

All 4's (including special area and other elective courses)

No Incompletes

Honor Roll

All 3's and 4's (including special area and other elective courses)

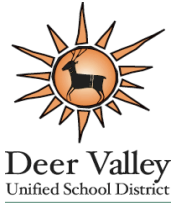
No Incompletes



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WHY STANDARDS BASED GRADING?:

Parents:

- Progress reports are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Parents know in what areas their child needs more support
- Parents are empowered to increase their child's confidence and help their student set goals

Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency
- Students monitor their own progress toward the achievement of specified targets
- Specific feedback on progress helps build self-esteem, pride, and motivation

Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided
- Teachers of the same courses have aligned expectations and standards
- Assessment results help teachers determine when students need extra help and when they need more challenging work

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Describe the expectation that all students will complete all learning requirements

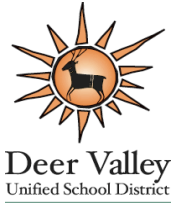
- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time.
- ***In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.***
 - ***1st-6th: A "1" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.***
 - ***7th & 8th: A "0" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook.***



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Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

Describe your procedures for a student to be able to retake a test

Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- Final assessments or end of term capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning and applying the teacher's feedback in order to earn a reassessment opportunity.

STUDENTS ROLE IN LEARNING

Students become self-directed in learning about themselves as a learner. They have to analyze their own study habits to figure out what actually works for them, this helps students retain knowledge.

- Incomplete formative assignments will be identified as a 0 (7th/8th) or 1 and be indicated as missing in the grade book.
- Retakes must be student initiated; parents should acknowledge awareness of retake. Reassessments will be permitted following proof of practice and relearning, per teacher discretion.
- Retakes and late work must be submitted within two weeks of the date of the original assessment.
- **No "extra credit" will be given at any time.**

TORO TIME

Toro Time is a before or after school opportunity for students to maximize their potential success. Learning and completing work at Union Park is required. Toro Time is offered to all students who have not shown proficiency in their current learning progressions or classwork. Toro time will be assigned to students to attend for extra help, assistance, or when a student needs to complete his/her work. Without completing their work, it is hard to know if a student is progressing towards mastering the standards we are teaching in class. We ask for parent support and cooperation in transporting students to or from their assigned Toro Time so that they are not falling behind or simply given the opportunity to opt out of their work.

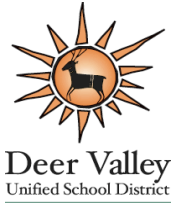
STANDARDS FOR EACH QUARTER



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Break down the standards in which you will be working on for each quarter and explain that there are learning progressions for each standard, which is the work that takes place, allowing for the necessary learning before each standard is assessed. Learning progressions are an accumulation of prerequisite skills. As students master learning progressions, they demonstrate a positive trajectory toward overall standard mastery. "A learning progression is a model of successfully more sophisticated ways of thinking about a topic typically demonstrated by children as they learn, from naive to expert." -National Research Council (2007)

GRADE BOOK

Explain what will be in your gradebook (1-8). Progress on or acquisition of learning progressions (i.e. work and assignments based on the activities and prerequisite skills needed to master the standard) and assessments or projects that measure the specific state standards. Assignments will be listed as each learning progression or activity as well as the specific state standard. Our grading practices measure proficiency at their grade level of instruction. The grading ceiling is in alignment with the standard. For example, if the standard is at the application level, that becomes the grading ceiling for that standard. Grades at Union Park will not represent behaviors, such as turning in work on time or choosing not to do it at all (which is no longer acceptable). We focus on quality rather than completion and proficiency versus behavioral attributes for work completion. However, students will be held accountable for appropriate academic behaviors. Therefore, missing work will need to be made up in a timely manner (See Toro Time).

Using the grading scales shared earlier, checking PowerSchool regularly, and consistently communicating with teachers are all ways to understand how your child(ren) is progressing and learning each skill and standard required at their grade level.

ALGEBRA ONLY

HIGH SCHOOL COURSES

Any high school courses taught in grades 7 and 8 will use the high school semester grading system. Each semester grade will be cumulative over the 18 weeks. If a student takes a high school course at a school on the new grade scale, the student's grade will be reported using the new grading scale.

Course Level Placement Changes

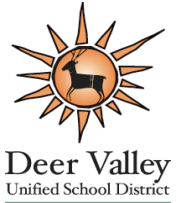
Students who request an honors level high school course are accepting the rigor that comes with the high school academic course. Once the student and parents agree to the requirements, the



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student will be enrolled in the high school honors course. Only a teacher can recommend students for a placement change in an advanced academic class. The teacher will only consider students for a placement change whose effort is consistent with the expectation yet show limited success in the class.

Procedures for Course Withdrawal

Any student, regular, (H), (AP), or (IB), who withdraws from a class after the first fifteen (15) days of the semester, but before the end of the tenth (10) week, will receive a grade of WP or WF. Requests for class withdrawals will not be processed after the tenth (10) week of the semester. WP or WF grades will be posted on a student's transcript but not factored into GPA or class ranking. (See DVUSD Academic Planning Guide page 11.)