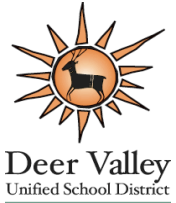




Inspiration Mountain School

JoAnn Schwarting, Principal

Tessa Garcia, Assistant Principal



Patty Boutelle - 3rd Grade

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are 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. We believe that your trust in Inspiration Mountain is required to ensure your child's success.

- I have been teaching third grade for 12 years and I am an avid Steelers fan! My goal is not only to provide your child with everything they need to be a successful third grader, BUT I hope to make your child a Steelers fan!
- I received a Bachelor's Degree from the University of Arizona and a Master's Degree from Northcentral University.
- I am a recipient of DVEA's Teacher of the Year Award.
- I enjoy reading, crafting and cheering on the Pittsburgh Steelers!
- Curriculum Focus for Third Grade:
 - Math - place value, properties of multiplication and division, fraction, real world application using various computations
 - Reading - multisyllabic decoding, reading comprehension of literature and informational text
 - Writing - use writing process for informational, opinion and narrative writing
 - Social Studies - history of Arizona
 - Science - light/sound, life on Earth

OVERVIEW of [Arizona State Standards](#).

- [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:

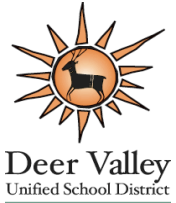
Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.



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- School-wide
 - Inspiration Mountain [Website](#)
 - Frequent Smores via social media, email, and texts
- [Teacher websites-](#)
 - <https://www.dvusd.org/Page/80728>
 - Curriculum Focus for Third Grade:
 - Math - place value, properties of multiplication and division, fraction, real world application using various computations
 - Reading - multisyllabic decoding, reading comprehension of literature and informational text
 - Writing - use writing process for informational, opinion and narrative writing
 - Social Studies - history of Arizona
 - Science - light/sound, life on Earth
 - You are welcome to reach out to me at any time. Please note that I will return correspondence to you within 24 hours, however, I try to respond within a much quicker timeframe. I can be reached via the methods below:
 - Room 317
 - patty.boutelle@dvusd.org
 - 623-376-5450
 - Class Dojo - Please use the QR code provided below if you haven't already done so.



- The third grade team will send an weekly S'more that will provide you information regarding upcoming events, weekly EQ mottos, what your child will be learning throughout the week along with any other pertinent information.

HOMEWORK

Reading - Students will be required to read 20-30 minutes each school day. Additionally, students will have a few book reports/projects to complete at home throughout the school year.

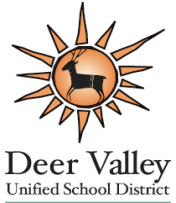
Math - Students will be expected to practice math facts after they have learned the properties of multiplying.



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BIRTHDAY TREATS

Due to the abundance of allergies on our campus, Inspiration Mountain has adopted the policy that birthday treats are to be nonedible. We are asking that class treats be “trinkets” only. For example, fun pencils, bookmarks, stickers, crazy straws, erasers, and party favor packs found at Walmart, Target, and Dollar Tree are a great resource as well!

BIRTHDAY INVITATIONS

Inspiration Mountain has also adopted the policy that no party invitations will be handed out on campus or during school hours. We pride ourselves on every student feeling included and birthday invitations can sometimes make students feel excluded.

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.

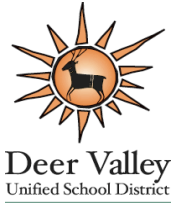
- **Generative Artificial Intelligence Tools in Grades K-8:** *After careful consideration and in alignment with the developmental needs of our students and the Children's Online Privacy Protection Act (COPPA), DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is not suitable for students in grades K-8 (under 13 years of age) and will not be utilized or endorsed in academic contexts.*



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HOMEWORK & GRADES

- 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.
- 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](#).

MEANINGFUL GRADE ENTRIES

Teachers are expected to enter a meaningful grade for each student in the electronic gradebook on a regular basis so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:

- Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week
- Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
- Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week

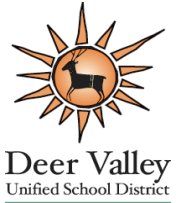
At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).



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KINDERGARTEN-2ND GRADE

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency towards the grade level standards using the following scale.

- **4 = Applies grade level skills with greater depth or complexity**
- **3 = Demonstrates grade level proficiency**
- **2 = Approaches grade level proficiency**
- **1 = Displays a significant lack of grade level proficiency**

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale. Overall course grades for students in 1st and 2nd grades will be determined by the average of all overall standards scores for the grading period. The average will be converted to a letter grade of E, S, N, or U.

- **E = Excellent (87%-100%)**
- **S = Satisfactory (58%-86%)**
- **N = Needs Improvement (42%-57%)**
- **U = Under Performing (0%-41%)**

Please note: *Students in kindergarten will not receive an overall course grade for each subject area. They will instead receive scores for each standard that was measured during the marking period.*

3rd-8th GRADE

Students in 3rd through 12th grades will receive marks for their **proficiency** towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

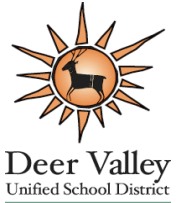
- **4 = Highly Proficient**
- **3 = Proficient**
- **2 = Partially Proficient**
- **1 = Minimally Proficient**



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Students in 3rd through 12th grades will receive marks for their **overall performance** in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores* (assessments, coursework).

- **A = 90-100%**
- **B = 80-89%**
- **C = 70-79%**
- **D = 60-69%**
- **F = 0-59%**

Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course..

*For graded work in the Assessment/Coursework Categories, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.

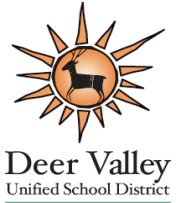
Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						



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For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Flags	Score	%	Grade
09/22/2022	Assignments	Weathering Rates - Gizmos		100/100	100	A
09/16/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz	<small>Click "Show Standards" icon to see standards measured on the assignment.</small>	85/100	85	B
	4.E1.U1.6 - Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. 4.E1.U1.6			0		Proficiency level shown here
06/12/2022	Quiz	Scientific Method Quiz		100/100	100	A

WEIGHTS

All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

- ASSESSMENT CATEGORY 80%
- COURSEWORK CATEGORY 20%
- PRACTICE CATEGORY 0%

Missing Work:

An assignment is considered as missing work when it is not submitted by the due date.

Missing work will be treated as such:

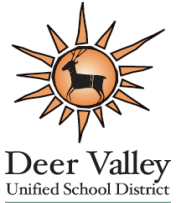
- The assignment will be marked with the "missing" special code in the gradebook
- A zero (0) will be entered as the score for the assignment in the gradebook (grades 3-12)
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see below), the zero ("0") assignment score will be changed to reflect the student's actual score with no deductions or penalties.
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment will be changed from a zero ("0") to a 49% by the end of the term.



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PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Expectation is 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 a 20 minute response to intervention block.
- 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 below and before the end of the grading period.
 - The practice/coursework/assessment will be marked with the "Missing" special code in the gradebook with a 49% in line with district grading practices.
 - No Evidence (NE) will be entered for the standards attached to the practice/coursework/assessment
 - If the work is submitted as Late Work (see terms below), the NE or 49% score will be changed to reflect the student's actual score with no deductions or penalty.
 - If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the practice/coursework/assessment will remain at 49%.
 - 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.

In order for Late Work to be accepted, students must meet the following parameters:

- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
 - K-2 Grades: By the end of the marking period
 - 3-8 Grades: Within 10 DAYS of the end of the unit.

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the "Late" special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

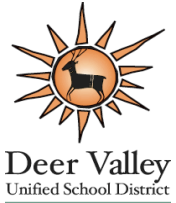
Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.



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REASSESSMENT

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.

In order to earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- K-2nd Grades: Until the week before the end of the marking period
- 3rd-8th Grades: Within 10 school days after receiving the assessment score
- 9-12th Grades: With 5 school days of receiving the assessment score, the student must communicate with the teacher to create a reassessment plan

EXTRA CREDIT

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors. **No extra credit will be awarded.**