

Desert Sky Middle School

Est 1981



Student Planner and Handbook



Deer Valley Unified School District

"Graduating lifelong learners who will successfully compete, lead, and positively impact the world."

Desert Sky Middle School

Student Handbook/Daily Planner

5130 W. Grovers Avenue, Glendale, Arizona 85308

desertsky.dvUSD.org

DVUSD Vision Statement

Graduating lifelong learners who will successfully compete, lead, and positively impact the world.

DVUSD Mission Statement

Provide extraordinary educational opportunities to every learner.

GOVERNING BOARD

Paul Carver, Jr.		Kimberly Fisher		Ann Elizabeth Ordway
Jennie Paperman				Stephanie Simacek

SUPERINTENDENT

Dr. Curtis Finch

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the DVUSD District Office, 20402 N. 15th Avenue, Phoenix, AZ 85027. (623) 445-5000

Table of Contents

Bell Schedule	Page 4
Desert Sky Staff	Page 5
District Student Expectations	Page 6
Information / Expectations	Page 7
General Student Expectations	Page 9
Academics	Page 11
Athletics	Page 12
Media and Health Center Information	Page 13
Top 20	Page 14
Behavior Matrix	Page 15
Handling Conflict / Reporting Issues	Page 16
Counseling	Page 18
DVUSD Discipline Guidelines	Page 18
Parking Lot / Not Now	Page 20-23
Goals	Page 24-38
ELA Resource Pages	Page 39
Math Resource Page	Page 44

DESERT SKY BELL SCHEDULE 2023-2024

Regular Day

1 st Hour	2 nd Hour	3 rd Hour	FLASH Time	4 th (1st Lunch)	4 th (2nd Lunch)	4 th (3rd Lunch)	5 th Hour	6 th Hour
8:15- 9:09 am	9:13- 10:03 am	10:07- 10:57 am	11:01- 11:31 am	11:35- 12:05 pm	12:08 pm- 12:38 pm	12:42pm 1:12pm	1:16- 2:06 pm	2:10- 3:00 pm

FLASH (Focused Learning And Strategic Help)

Early Dismissal PLC Friday @ 1:30pm

1 st Hour	2 nd Hour	3 rd Hour	4 th (1st Lunch)	4 th (2nd Lunch)	4 th (3rd Lunch)	5 th Hour	6 th Hour
8:15- 8:59 am	9:03- 9:42 am	9:46- 10:25 am	10:28- 10:58 am	11:01- 11:31 am	11:34 am- 12:04 pm	12:08- 12:47 pm	12:51- 1:30 pm

Early Release ½ Day @ 11:35am

1 st Hour	2 nd Hour	3 rd Hour	4 th Hour	5 th Hour	6 th Hour
8:15- 8:51 am	8:55- 9:24 am	9:28- 9:57 am	10:01- 10:29 am	10:33- 11:02 am	11:06- 11:35 am

PM Assembly Schedule

1 st Hour	2 nd Hour	3 rd Hour	4 th (1st Lunch)	4 th (2nd Lunch)	4 th (3rd Lunch)	5 th Hour	6 th Hour
8:15- 9:02 am	9:07- 9:50 am	9:54- 10:37 am	10:40- 11:10 am	11:13- 11:43 am	11:46am- 12:16 pm	12:20- 1:03 pm	1:07- 1:50 pm
Assembly - 1:55 - 3:00 pm							

Parent Teacher Conferences

Thursday	1 st Hour	2 nd Hour	3 rd Hour
Friday	4 th Hour	5 th Hour	6 th Hour
	8:15-9:19 am	9:23-10:24 am	10:28-11:35 am

DESERT SKY STAFF

Teams

You belong to a team at Desert Sky. That means that the same group of academic teachers (English, Math, Science and Social Studies) has the same group of students. You also belong to the greater community of Desert Sky as a Thunderbolt! Below are our teams:

The Red Rocks	Purple Thunder	The Blue Monsoons	The Cyclones
Team Color = Red	Team Color = Purple	Team Color = Blue	Team Color = Black & Gray
Ms. Burquez (Math) Mr. Fasciano (Science) Ms. Kacz (Social Studies) Ms. Phipps (English)	Ms. Alkhori (English) Ms. Shorb (Math) Mr. Utyro (Social Studies) Ms. Naylor (Science)	Mr. Fugate (Social Studies) Ms. Kvaale (Science) Mr. Marquette (English) Ms. McKinney (Math)	Mr. Fisher (Math) Mr. Flint (Social Studies) Ms. Moody (English) Ms. Schofield (Science)

Team Thunderbolt—Teachers

Ms. Appel (Student Services)
Ms. Murphy (Student Services)
Ms. Null (Student Services)
Mr. Loper (Read 180/Elevate)
Ms. Wolf (Math 180)
Mr. Axelrod (STEM & Computer Science)

Ms. Bondurant (Spanish 1-2)
Mr. Day (Woodshop)
Ms. Rough (Art)
Ms. Streeter (Band)
Mr. Jensen (P.E.)
Ms. Kovacs (P.E.)
Mr. Kunigel (P.E.)

Team Thunderbolt—Beehive (Office Staff)

Mrs. Martin (Principal)
Mr. Bachler (Assistant Principal)
Ms. Champion (Counselor)
Ms. Knouse (Counselor)
Ms. Abbott (Instructional Coach)
Mr. Abbott (Behavior Specialist)

Ms. Saver (Secretary)
Mr. Cross (Special Education Strategist)
Ms. Benner (Parent Liaison)
Ms. Bowlus (Nurse)
Ms. Brady (Accounting Clerk)
Ms. Culp (Registrar)
Dr. Hirsch (Psychologist)

Team Thunderbolt—Support Staff

Ms. Armenta (Librarian)
Ms. Brewer (OCR Monitor)
Mr. Brix (Maintenance)
Ms. Hiland (Plant Foreman)
Mr. Reimann (Maintenance)
Mr. Sizemore (Maintenance)
Ms. Byrom (Speech Therapist)
Ms. Cazares (Monitor)
Ms. Mitchell (Monitor)

Ms. Jensen (Crossing Guard)
Ms. Levinson (Paraprofessional)
Ms. McNeany (Paraprofessional)
Ms. Micallef (Paraprofessional)
Ms. Sweet (Cafeteria Manager)
Ms. Bateman (Cafeteria)
Ms. Israil (Cafeteria)
Ms. Luevano (Cafeteria)
Ms. Stevens (Cafeteria)

DISTRICT STUDENT EXPECTATIONS

A responsibility is an obligation one has to ensure that the rights of all are protected. As outlined in the Student Rights and Responsibilities Handbook, **all students have the responsibility to:**

Attend school to receive an education.

- Schools cannot educate students who do not attend. Students must attend school daily unless ill or legally excused.

Be on time for all classes.

- Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Punctuality is a habit that students must develop if they are to be successful in the world of work.

Come to class with necessary materials.

- A teacher should not have to delay instruction because a student comes to class unprepared. This interferes with the rights of others to learn and study.

Complete all in-class and homework assignments and meet all deadlines.

- The full responsibility for student learning does not rest solely on the teacher. Education cannot be effective unless students participate in class and complete all assignments.

Obey school rules and school personnel.

- No one has the right to interfere with the education of others. Rules are designed to allow a school to meet its obligation to educate students. Students are required to obey and be courteous to everyone who works in our schools.

Cooperate with school staff.

- Every community depends upon its citizens to uphold the rules by which everyone has agreed to live. Students have the responsibility to provide truthful information when asked by school authorities.

Respect the person and property of others.

- Treat people and their property with respect.

Respect public property.

- Schools are a community investment and resource for young people. People who damage school property will be held responsible, including financial restitution, for lost, stolen, or broken school-owned equipment.

See that school correspondence to parents reaches home.

- Education is a partnership between home and school. Students must do their part by delivering home progress reports, attendance information and report cards, and any other school correspondence.

INFORMATION/EXPECTATIONS

GENERAL INFORMATION

Attendance:

At Desert Sky, all students are expected to attend school every day and to be to school on time.

School hours for students are:

Monday – Thursday, 7:55 a.m. until 3:00 p.m.

Fridays, 7:55 a.m. to 1:35 p.m.

Otherwise noted by the district calendar.

Students are expected to remain on campus, once they have arrived, until the end of the school day at 3:00 p.m. Only a parent/guardian, or an emergency contact approved by the parent/guardian, may sign a student out during the school day. A student leaving campus without permission will be considered truant and disciplinary action may be taken. Please see the Parent Handbook, or Student Rights & Responsibilities Handbook, for more details on what is required in order for a student to be signed out.

Absences/Truancies:

Per Arizona Revised Statutes, Section 15-803, a “truant child” means a child who is between the ages of six and sixteen who is not in attendance at a public or private school during the hours the school is in session. Students who have excessive absences (5 unexcused or 18 total absences) may be referred to Maricopa County’s C.U.T.S. Program.

Homework:

Students are responsible for communicating absences to their teachers ahead of time, so that they can stay as current with learning as possible. Most work and assignments can be accessed through Canvas. Teachers will communicate due dates.

Drug-Free/Tobacco-Free/Vape-Free Zone:

In accordance with state laws, Desert Sky is a drug-free and tobacco-free zone.

Visitors/Guests:

Visitors are not allowed on campus without proper notification, paperwork and administrative approval. Please see the Parent Handbook, or Student Rights & Responsibilities Handbook, for more details.

Parking and Traffic Flow:

Please remain on sidewalks and out of the way of cars during pick up/drop off times. Keep an eye out for your car, and follow staff directions.

Fire/Emergency Evacuation Information:

To practice safety procedures, we practice an evacuation drill each month, and a lock-down or lock-out drill each quarter. Follow all staff directions.

Deliveries for Students:

Per DVUSD policy, food delivery services are not allowed to deliver student lunches to schools. Lunches may be brought by a parent **for their own student only**. We will not accept lunches brought for student’s friends due to possible allergy issues.

Items for students such as lunch money, lunches, homework, P.E. clothes, band instruments, notebooks and sports items may be dropped off at the front office. Students will be notified that a delivery is waiting for them in the front office and that they can pick the item up **during passing periods only**.

In an effort to minimize disruptions and keep the students focused on learning, we do not allow large student celebration gifts, such as balloons, large stuffed animals, flowers, to be on or delivered to the school campus.

Bus Transportation:

Students may only ride the bus assigned to them. Students may not ride a different bus. In emergency situations only, a parent may submit a written request to the registrar or administration seeking special permission (before noon on the day of the request). The request will be sent to the district transportation department, and the office will notify the parent/guardian when they have made a decision. Violations of student conduct and expectations on the busses are processed by the transportation department, but may involve school administration if they request.

Dances:

Dances are planned by Student Council as a fun opportunity for students. Expectations are:

- Only current Desert Sky students are allowed.
- School rules and dress code apply.
- Students will not be admitted past 30 minutes after the start time.
- Students must stay until the end of the dance.
- Students must be picked up immediately after the school dance. Students picked up late (20 minutes or more past the end time) may lose the privilege to attend future dances or other school events.
- Students who have a detention or suspension on the day of the dance may not attend.
 - There may also be students who lose the privilege due to previous suspensions or behavior issues.

Assemblies & Spirit Days:

We encourage student participation during spirit days and weeks. Dress code applies. If you have questions, ask a staff member. Students must be identifiable to staff. Therefore, ***costumes or paint that completely covers a student's face is not allowed.***

Lost and Found:

The Deer Valley Unified School District and Desert Sky Middle School assume no responsibility for student personal items that are lost or stolen on school property or at school sponsored events. Students are discouraged from bringing costly, fragile, or irreplaceable items to school that cannot be secured by the owner. **Students must assume sole responsibility for damage or loss of property they choose to bring to campus.**

Small lost and found items such as eye glasses, jewelry, wallets, etc. should be taken to the front office; all other items should be taken to the cafeteria. Unclaimed articles will be given to charity periodically during the school year. Lost articles may be claimed before or after school. We encourage students to put identification marks on all their personal belongings, and not share or distribute their items to others.

Cafeteria:

Prices for food are \$1.50 for breakfast and \$2.95 for lunch. Students are expected to follow cafeteria rules and staff directions. These include, but are not limited to:

1. Students should stand in line in an orderly manner (no cutting, pushing, yelling, etc.). This includes students who need change when purchasing a lunch.
2. Money should be put on a student's account online or in the cafeteria before school begins.
3. Do not use another student's ID number. If you have forgotten your ID number or money, wait in line and food will be provided.
4. When you have finished eating, clean up your area and throw away trash.
5. Students need to ask monitors in order to use restrooms. This helps us manage crowds.
6. Treat all staff respectfully.
7. Students must ask staff permission before going anywhere on campus during lunch time.
8. Students will wait for the announcement to go outside, and then line up by the door.
9. Students will interact respectfully with each other when playing on the courts and on the field.
10. Students will return all equipment to the proper location before leaving the area.

Students who do not follow lunch expectations may receive consequences, or lose the privilege to eat in the cafeteria or on the patio.

GENERAL STUDENT EXPECTATIONS

Traveling To and From School:

School expectations apply to those students who come to school via walking, biking, skateboarding or riding a scooter. Motorized transportation is not allowed. Students should remain on sidewalks and use designated crosswalks. Bikes/skateboards/scooters/etc. are to be walked in the crosswalk area. Students are to follow all staff directions. Students are to stay out of the parking lot.

There is a storage space for bikes/skateboards/scooters/etc. on campus, but **students must provide their own locks. *Desert Sky Middle School is not responsible for the protection of or theft of bicycles, scooters, skateboards, or other personal mobility devices stored on campus.***

As a representative of Desert Sky, show respect to the neighborhoods and residents.

Electronic Devices:

Cell phones, ear buds, blue tooth devices and other electronics are to be turned off and put away from 7:55 a.m. until 3:00 p.m. Students who need to contact a parent/guardian may use the phone in the front office. If a student is sick, the nurse needs to be the person who contacts the parent/guardian for the student to be picked up.

Violation of the cell phone/electronics policy are as follows:

- 1st – 3rd violations** = Student turns device into the office. Student may pick up the device after school.
4th and all future violations = Student turns device into the office. Parent/Guardian must pick up the device.

Students should understand that if they choose to bring a personal electronic device on campus it is done at their own risk. ***Neither DSMS nor DVUSD assume any liability for the loss, theft, or damage of any personally owned electronic device on campus.*** Any such interference due to the inappropriate use of electronic devices will be considered a disruptive activity and may result in disciplinary action.

Recording Devices:

Teachers, staff, and students have a reasonable expectation of privacy. Students are not to use personal electronic devices for the purpose of taking, sending, recording or transmitting photos, conversations, or videos of others at school, on the bus, or at school-related activities/events without permission or knowledge of the subject being photographed or recorded. Recording devices that can be controlled remotely are prohibited. This section does not apply to law enforcement officers while performing their duties or the filming of school sponsored events (e.g., athletics, band concerts, etc.).

Dress Code:

Per DVUSD Policy, any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, and the health and welfare of self and others.

- Clothing must cover the entire buttocks. Shirts and tops may not expose bare midriffs, bare shoulders, or be deeply or narrowly cut in the front, back, or under the arms. Halter tops, spaghetti straps, and strapless tops are not acceptable. Clothing that exposes undergarments are not tolerated for any students.
- Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, cheer practice, weight lifting, etc.
 - NOTE: Students in **P.E. or Woodshop** Classes **MUST** wear closed-toed shoes.
- Jewelry shall not be worn if it presents a safety hazard.
- No hats, bandannas, other head coverings, or sunglasses may be worn inside any campus building at any time, except for properly approved occupational safety headgear required for special classes or if authorized by a school administrator or authorized/prescribed by a medical professional. Hats and sunglasses may be worn outside.
- Obscene language or symbols, or symbols of drugs, sex, alcohol, or weapons on clothing are expressly prohibited. Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.
- Tattoos displaying defamatory writing, obscene language or symbols, or symbols of drugs, sex, alcohol, or weapons must be covered.
- Students may not wear clothing, accessories and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in [A.R.S. 13-105](#).

Physical Education/Health Class Expectations:

Each student is expected to dress prepared for class. When enrolled in PE, students should dress appropriately for active participation in class, both in clothing and footwear. Our PE teaching team asks

that students dress for the easiest and safest movement during instruction. Any items other than these must be approved by the PE teachers. In addition, all students are expected to participate appropriately and to give their best efforts each day.

Exceptions for special activities or health considerations may be preapproved by the administrator.

Students who participate or volunteer in extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

(Ref. DVUSD [Policy JICA](#))

Vandalism:

Students are expected to take care of school property. They are also expected to report any property damage to an adult on campus. Students who damage school property will receive school consequences, and be responsible for the cost of the damage and any associated fees. A police report may also be filed.

Food & Beverages:

Only water is allowed in classrooms. No other food or drink, including gum or candy is allowed.

District Student Rights and Responsibilities and the Promotion, Retention, Acceleration, Grading Handbooks:

Students and their parents/guardians are expected to read and become familiar with the district Student Rights and Responsibilities and Promotion, Retention, Acceleration, Grading Handbooks. Students will be held accountable for the expectations set forth in both handbooks. You can find these handbooks electronically at: <https://www.dvusd.org/domain/806>

ACADEMICS

Academic Honors:

Students will receive a Principal's List certificate for each quarter in which they earn A's in every subject with no incompletes. They will receive an Honor Roll certificate for each quarter they earn B's or higher in every subject with no incompletes. At the end of the year they will receive a gold medallion for earning Principal's list all four quarters, and a silver medallion for earning Honor Roll all four quarters.

Grades:

Students are encouraged to own their learning. In other words, students should take all steps necessary in order to achieve **personal** success. Students should monitor their progress by checking their grades at least once a week. Students are also encouraged to set goals for their individual classes, and can use the goal setting sheets that are within this handbook.

Promotion Requirements:

In order to participate in the promotion ceremony, 8th grade students must receive passing grades for the year in all classes and adhere to all behavioral expectations and policies. Students may lose the privilege

of participating in or recognition during promoting ceremonies if they are in poor academic or behavioral standing. ***Any fourth quarter suspension may result in loss of the privilege to participate in the promotion ceremony.***

ATHLETICS

Athletic Opportunities:

Fall Sports (Aug.-Oct.) Tryout: boys' baseball and girls' softball, spirit-line

Winter Sports (Nov.-Jan.) Tryout: boys and girls' volleyball; No-cut: cross country and wrestling

Spring Sports (Feb.- Apr.) Tryout: boys and girls' basketball; No-cut: track and field

In addition to these opportunities, DSMS is proud to host an eSports club team. Please be on the lookout for sign up and participation information from the club sponsor.

DV 7-8 and North Valley Middle Level Athletic Conferences:

Desert Sky participates in the North Valley Middle Level athletic conference sports programs. As part of these programs we play the following schools:

- North Valley Middle Level Conference: **Grade 7 and 8- All Sports: Highland Lakes, Hillcrest Middle, Sonoran Trails, Deer Valley Middle (Cross-Country and track may include other DVUSD k-8 schools as competitors)**

Athletic Fee:

The District requires an athletic fee of \$60.00 per sport with an individual student cap of \$120.00, a family cap for middle school siblings of \$240.00, and a family cap for siblings attending both middle and high school of \$300.00 each school year. **All athletic fees and packets must be completed or paid on-line and must be paid prior to the first official game of the season.** Please call the DSMS office if you have any questions.

Requirements for Participation in Athletic Opportunities:

- ✓ **Concussion Class:** Students must complete an on-line concussion class prior to try-outs. The class can be found at <http://aiaacademy.org/users/login/brainbook> .
- ✓ **Physical:** A physical is required for all DVUSD students participating in sports and must be completed prior to try-outs.
- ✓ **Athletic Forms:** Before your athlete starts with a team, please register your athlete and access athletic forms at <https://www.dvUSD.org/Page/70863>

Eligibility Requirements:

In accordance with the state of Arizona's regulation and Deer Valley Governing Board Policy, only those students deemed academically eligible may participate in extra or co-curricular activities in which competition is an integral part of the organization. Students must be passing all subjects to be eligible

and grades are checked on a weekly basis. Study sessions will be available for students needing assistance.

Ineligibility:

- ✓ An absence of more than ½ day of school on the day of the event will make a student ineligible. Students who go home ill may not return to school to participate in extra-curricular activities.
- ✓ A failing grade in any subject area may impact a student’s ability to participate in games, practices, or team events. **For more information on academic eligibility, please visit our website at <https://www.dvusd.org/Page/1460>**
- ✓ The coach, athletic director, or administration may limit participation in a sport due to classroom removals, disruptive behavior, and/or poor attitudes.
- ✓ If a student receives an after-school detention, in-school suspension, or out of school suspension, the student may not participate in or attend any extracurricular activities including, but not limited to: try-outs, practices, games, competitions, clubs, dances, etc... Parents/guardians may not change scheduled detentions due to conflict with extra-curricular activities.

MEDIA and HEALTH CENTER INFORMATION

Media Center

Responsibility:

Desert Sky has a Media Center where students can check out materials for reading, research, or other studies. After checking out a book, its care is the responsibility of the student. If it is lost, stolen, or damaged, the student will be charged a replacement fee. **School records will be withheld until any damage or replacement fees have been paid.** All school rules apply to the Media Center. Failure to follow expectations may result in loss of privileges to use this space.

Technology:

All students will have a Chromebook and charger checked out to them at the beginning of the year. Since student work is primarily technology based, it is expected that students have their devices **charged** and ready to go **prior to coming to school each day**. Students should also bring their chargers with them to school. Students should not share with others their usernames or passwords, chargers, or their Chromebooks.

Students are responsible to keep the items in working condition. **Students will be responsible for paying for lost, damaged or unreturned items.**

Optional Protection Plan:

Deer Valley Unified School District offers a protection plan with an enrollment fee of \$25 for student take-home devices. Detailed information about the protection plan will be provided within the students first day packets.

Health Center

Medications:

Students may not be in possession of over the counter medication (allergy, Tylenol, Ibuprofen, etc.) Your parent may drop off medication for you at the nurse's office. (Parents can refer to the Parent Handbook for procedures.)

Student Illness:

Inform your teacher if you feel ill. The nurse will determine if you need to go home, and will make that phone call.

PE Excusals:

Students requesting to be excused from PE must bring a note signed by their parent or guardian to the school nurse.

Top 20

Desert Sky uses a program for positive social and academic behaviors called, "Top 20." All staff and students on the Desert Sky campus share a common language and recognition of S.T.A.R. Qualities. Through the Top 20 program we support social and academic behaviors, and how they directly impact behavior and academics. Students learn to recognize their feelings, manage impulses and emotions, problem-solve and build meaningful relationships.

Top 20 Vocabulary:

Here at Desert Sky, Thunderbolts:

- Demonstrate **S.T.A.R. qualities** (Safe- Team Player- Accountable- Respectful).
- **Think, Learn, and Communicate** clearly (TLC).
- **Honor the Absent** when speaking with others to build and maintain trust.
- **Live Above the Line** 80 % of the time and visit Below The Line 20% of the time.
- **Reframe** to see things from another perspective.
- Do not **R.S.V.P. to Negative Invitations.**
- **Fail Forward.**

Key Top 20 "Thinking, Learning and Communicating" phrases that students will learn throughout the school year include:

- "Live above the line."
- "Keep your day."
- "Whoosh Whoosh" (Tornadoes)
- "Not now."

- “Put it in the parking lot.”
- “Stupid doesn’t exist.”
- “Heart to heart instead of toe to toe.”
- “What’s the lesson the mistake is trying to teach?”
- “Missing the boat.” **and**
- “Law of big things.”

BEHAVIOR MATRIX

Below are the academic and social behaviors that are expected of all Desert Sky students. These are taught to students at the beginning of the school year, and re-visited throughout the year.

Thunderbolt S.T.A.R. Qualities						
Show S.T.A.R. qualities in ...	All Settings	Before and After School & Passing Periods	Classroom	Restrooms	Cafeteria / Lunch	Events
Safe	Stay in supervised areas Keep hands, feet, and objects to yourself See something, Say something Follow staff directions	Walking at all times Use crosswalks and sidewalks	Maintain clean work area	Wash hands Report slippery or wet floors	Wait for your turn in line Keep food to yourself Sit correctly in your seat	Remain in designated areas Follow area expectations Listen to any adult who gives directions
Team Player	Follow school rules Report vandalism or safety issues Support & include others	Help others	Engage in lessons Collaborate with others	Flush toilets Keep bathroom clean	Clean the table and floor in your area Use polite manners	Good sportsmanship Win or lose with dignity
Accountable	Follow dress code Follow technology policy Own your actions Be on time	Be prepared Use your trampolines to get above the line Reframe conflicts	Give your best effort Submit work on time Own your learning Have a growth mindset	Use bathroom when needed and for intended purpose Only one person per stall at a time Keep doors closed	Pay for all food and beverage items Stay in the seat you choose until excused	Be kind Support activities
Respectful	Accept differences & opinions Actively listen Use appropriate gestures & language Take care of supplies & school property	Appropriate neighborhood behavior	Follow classroom expectations Honor the absent	Give others privacy and space	Use "please" & "thank you" Follow lunch staff requests Speak appropriately to staff & students	Interact positively with everyone Cheer on and support your team

HANDLING CONFLICT/REPORTING ISSUES

Peer Issues:

Everybody experiences issues with peers from time to time, even as adults. The key is to find ways to peacefully resolve issues so that you learn how to handle conflict appropriately, and can avoid having the issue continue or get worse. One of the first things you can do is assess the level of concern you have with the issue at hand, by using the below chart:

Big Problem or Little Problem?

5 Will it matter in two days? Yes	Emergency, Tragedy, Danger	Crying uncontrollably, Very Upset, Scared <u>Need 911 or professional assist</u>	
4 Will it matter in two days? Yes	Sprain your arm, Hurt badly, Someone hits or fights you	Crying, Very Sad, Mad, Frustrated <u>Need Adult assist</u>	
3 Will it matter in two days? No	Accidental bump or bruise, Someone insults you or takes something small from you	Nervous, Sad, Irritated, Disappointed <u>Possible Adult Assist</u>	
2 Will it matter in two days? No	Plans change, consequences for behavior, disagreement with others, Bad grade	Uncomfortable, Disappointed <u>No Adult assist</u>	
1 Will it matter in two days? No	No Real Problem	Happy, Calm, Relaxed <u>No Adult Assist</u>	

If the issue is at a **Level 1, 2 or 3** some ways you can resolve your concerns are to:

- Talk with a trusted adult to get your feelings out.
- Journal, or write a letter, to express your feelings.
- Talk it through with that individual.
- Request a peer mediation through the counseling department.

If the issue is at a **Level 4 or 5**, you are discouraged from approaching the individual you have a concern with. You may approach that person with anger, which could lead to bigger problems. Instead, you are encouraged to:

- Request a peer mediation through the counseling department.
- Report it to an adult on campus.

- Fill out an incident report form in the front office.
- Submit a “See something, say something” report online either through the link on our school or district website.

See something, say something:

Students are a key factor in helping us to maintain a safe campus and environment. It is an expectation that students at Desert Sky report possible issues to administration so that we can handle situations proactively instead of reactively. ***We maintain confidentiality, even if you file a report in person.*** Things students are expected to report include, but are not limited to:

- Potential fights, or rumors about fights
- Weapons
- Threats—even if students do not think the person would ever do something, or think that it is a joke
- Vandalism
- Safety hazards on campus that could result in someone getting injured

Social Media:

What you post on social media represents who you are as a person, and who you are as a Desert Sky Middle School student. It is difficult to convey your meaning, tone and intent with just words in a text or social media post. Frequently, written messages are misunderstood, and that creates issues between people. Choose your words carefully. Before posting something, or sending a text message, ask yourself:

- Does this message accurately represent my beliefs and values as a person?
- Does posting this message help someone or hurt someone? Could it lead to a person getting hurt physically, or hurt their feelings?
- Could this message be misinterpreted? If so, do not send or post it. If you choose to post it, are you ready to handle the consequences?
- Could this message offend others? If you choose to post it, are you ready to handle the consequences?
- Would my parent approve of what I am about to post? If not, do not send it or post it.
- If the school sees this, would I receive a consequence?
 - It is important to note that, depending on the situation, you may receive school consequences...even if you send or post a message outside of school hours.

Other things to consider:

- Even if you delete or put a time stamp on a message or post, someone has probably already taken a screenshot of it. Once you put something out there, you cannot take it back.
- Jobs and colleges frequently look at your social media to determine what kind of person you are, and it can affect whether or not you get a job or are accepted into a school.

Life can be challenging. However, we **all** experience struggles. When others choose to be mean, you can choose to be kind. Nobody knows what another person is dealing with or going through behind closed doors, and one kind word or gesture can turn a person’s whole day around. Please reach out to your

counselor if you are having difficulty navigating how to draft a message, or have a conflict with another person.

COUNSELING

Counseling and Guidance:

The Counseling Department is an outstanding resource for students and families. Each grade level is assigned a Counselor. Our Counselors advise students in academic matters, address attendance concerns, and can provide community resources for families. Your Counselor is a person with whom a student should feel free to discuss any problems that may arise. In order to see your Counselor about a concern, please fill out a request online or email the Counselor individually. Once you have made a request, the Counselor will send a pass for you when she is available. The Counseling Department maintains a page on the DSMS website at <https://www.dvusd.org/domain/5549>

Resources:

- **Teen Lifeline:** a 24-hour, no cost service with trained peer counselors 3-9PM; texting available, 602-248-8336
- **Mercy Maricopa Behavioral Health Crisis Line:** no cost help 24-hours a day, 602-222-9444
- **One In Ten:** no cost supports and resources, 602-279-0894 www.oneten.org
- **Red Light Rebellion:** a no cost, 24-hour service with trained staff to assist with concerns of human trafficking, 1-888-373-7888
- Mind 24/7 – Walk in mental health - <https://www.mind24-7.com>
- Quail Run – Walk in mental health - <https://quailrunbehavioral.com>
- Psychologytoday.com – Psychiatrist, psychologist and mental health counselor search

DVUSD DISCIPLINE GUIDELINES

All students and their families are expected to read and be familiar with expectations, policies and procedures as outlined in the Deer Valley Unified School District Student Rights & Responsibilities Handbook. The complete Student Rights and Responsibilities Handbook can be found at <https://www.dvusd.org/Domain/1302>. Below are some highlights:

Administration Discretion:

Administration will exercise discretion when determining consequences and may assign a more or less severe consequence than outlined in the guidelines.

Progressive Discipline:

Progressive discipline will be used when a student is in trouble for repeated offenses of the same nature. Progressive discipline may be carried over year to year.

Searches:

Personal searches may be conducted by a District/school official when there is reasonable suspicion that a particular student is in possession of contraband, materials, or items which present an immediate danger of physical harm or illness. The searches will be conducted out of the presence of other students and in a private room.

In extreme conditions, the District/school official shall contact the local law enforcement agency. Contraband materials may be seized when found in the course of a search. Those items will be turned over to the correct department.

Student Bullying/Harassment/Intimidation/Violence:

Please review the District Student Violence, Harassment, Intimidation/Bullying policy in your copy of the Student Rights and Responsibilities Handbook. An electronic copy of the handbook can be found at: <https://url.dvusd.org/09d0b9d8>. ***Please refer to your copy of the Student Rights and Responsibilities (SR&R) for more information on school and district discipline guidelines, including infractions, infraction descriptions, and consequences.***

Threats:

Every threat to self or others will be taken seriously. Administration will investigate any situation where there has been communication about a death threat to self or others, a threat of mass violence, a threat involving weapons or explosive devices, a threat against school property, or exhibited behaviors that suggest a substantial risk of lethal violence, with or without direct communication of a threat.

Administration may include the police as they conduct their investigation. Consequences will be assigned to those students who engage in behaviors that disrupt the learning and safety of others. This includes making false reports or deliberately disrupting the learning environment with rumors or fabricated information. When situations warrant, police will be contacted and criminal charges may be filed.

“PARKING LOT” / “NOT NOW” PAGES

When something is on your mind, and is preventing you from concentrating on the task at hand, use these next couple of pages to write it down so you can forget it for now and look back at it later.

“PARKING LOT” / “NOT NOW” PAGES

When something is on your mind, and is preventing you from concentrating on the task at hand, use these next couple of pages to write it down so you can forget it for now and look back at it later.

“PARKING LOT” / “NOT NOW” PAGES

When something is on your mind, and is preventing you from concentrating on the task at hand, use these next couple of pages to write it down so you can forget it for now and look back at it later.

“PARKING LOT” / “NOT NOW” PAGES

When something is on your mind, and is preventing you from concentrating on the task at hand, use these next couple of pages to write it down so you can forget it for now and look back at it later.

GOALS

Setting goals helps you to find the WIIFM (What's In It For Me). Nothing feels better than when you set personal goals and reach them! The next several pages will allow you to set goals for your classes. You can even use them to set personal goals for yourself. Those personal goals could include positive habits you want to develop. Use these pages often, and do not forget to go back to reflect on your progress!

Goal for _____ **class. Date:** _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

0. _____

0. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

Goal for _____ class. Date: _____

Topic: _____

Personal Goal: I will _____

Step(s) I will take to achieve my goal:

1. _____

2. _____

3. _____

Did I meet my goal? Circle one: Yes No

What I can do the same, or differently, to achieve my next goal:

1. _____

2. _____

ELA Resource Page



Deer Valley Unified School District Adapted from the AzMERIT Rubric

Argumentative Essay Writing Rubric (Grades 6–12)

Score	4	3	2	1
Purpose, Focus, and Organization	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained claim with little or no loosely related material Clearly addressed alternate or opposing claims¹ Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and tone established and maintained 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained claim, though some loosely related material may be present Alternate or opposing claims included but may not be completely addressed¹ Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and tone established 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Focused claim but insufficiently sustained or unclear Insufficiently addressed alternate or opposing claims¹ Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion Inconsistent style and tone established 	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, confusing, or ambiguous claim Missing alternate or opposing claims¹ Few or no transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization Inappropriate style and/or tone

ELA Resource Page

Argumentative Essay Writing Rubric (Grades 6–12)

Score	4	3	2	1
Evidence and Elaboration	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response provides adequate support, citing evidence for the writer's claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response provides minimal support/evidence for the writer's claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • No use of elaborative techniques • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions
Score	N/A	2	1	0
Conventions	<p>(2-point rubric begins at score point 2)</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>	



Deer Valley Unified School District

Adapted from the AzMERIT Rubric

Informative-Explanatory Essay Writing Rubric (Grades 6–12)

ELA Resource Page

Score	4	3	2	1
Purpose, Focus, and Organization	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained controlling idea, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and objective tone established 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion • Inconsistent style and/or tone established 	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas, frequent extraneous ideas that impede understanding • Few or no transitional strategies • Too brief to demonstrate knowledge of focus or organization • Inappropriate style and/or tone

ELA Resource Page

Informative-Explanatory Essay Writing Rubric (Grades 6–12)

Score	4	3	2	1
Evidence and Elaboration	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence or citations from the source material No use of elaborative techniques Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions
Conventions	<p>N/A (2-point rubric begins at score point 2)</p>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>
Score	N/A	2	1	0

Deer Valley USD Grade 6-12 Narrative Rubric

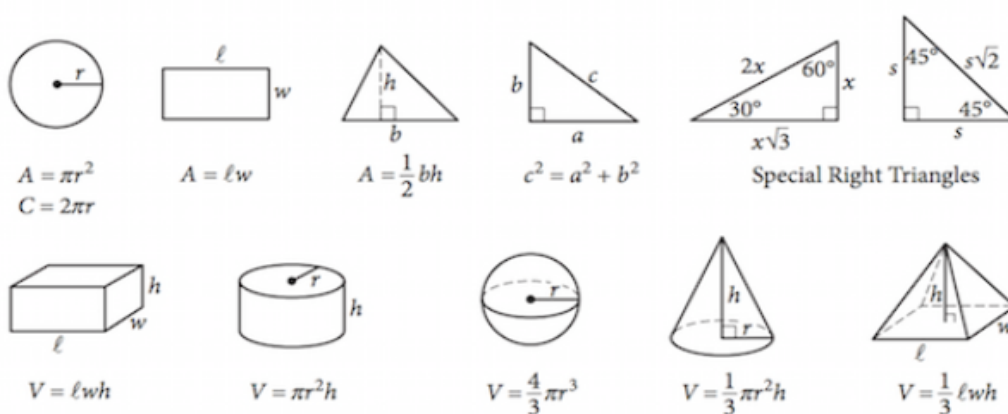
Adapted from Smarter Balanced



ELA Resource Page

	4	3	2	1	NS
Organization/Purpose	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> • An effective plot helps to create a sense of unity and completeness • Effectively establishes a setting and narrator/characters • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • Natural, logical sequence of events from beginning to end • Effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> • An evident plot helps to create a sense of unity and completeness, and some ideas may be loosely connected • Adequately establishes a setting and narrator/characters • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate sequence of events from beginning to end • Adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> • There may be an inconsistent plot, and / or flaws may be evident • Unevenly or minimally establishes a setting and narrator/characters • Uneven use of appropriate transitional strategies and/or little variety • Weak or uneven sequence of events • Opening and closure, if present, are weak 	<p>The reorganization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • There is little or no discernible plot or there may just be a series of events • May be brief or there is little to no attempt to establish a setting and narrator/characters • Few or no appropriate transitional strategies may be evident and may cause confusion • Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • Opening and/closure may be missing or unsatisfactory 	<p>Insufficient (includes copied text)</p> <ul style="list-style-type: none"> • In a language other than English • Off-topic • Off-purpose
Development/Elaboration	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style 	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style 	<p>Insufficient (includes copied text)</p> <ul style="list-style-type: none"> • In a language other than English • Off-topic • Off-purpose
Conventions					<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Math Resource Page



The number of degrees of arc in a circle is 360.
 The number of radians of arc in a circle is 2π .
 The sum of the measures in degrees of the angles of a triangle is 180.

FORMULAS

AREA of a:

square	Area = side ²
rectangle	Area = length × width
parallelogram	Area = base × height
triangle	Area = $\frac{1}{2}$ × base × height
trapezoid	Area = $\frac{1}{2}$ × (base ₁ + base ₂) × height
circle	Area = π × radius ² ; π is approximately equal to 3.14.

PERIMETER of a:

square	Perimeter = 4 × side
rectangle	Perimeter = 2 × length + 2 × width
triangle	Perimeter = side ₁ + side ₂ + side ₃

CIRCUMFERENCE of a circle

Circumference = π × diameter; π is approximately equal to 3.14.

VOLUME of a:

cube	Volume = edge ³
rectangular solid	Volume = length × width × height
square pyramid	Volume = $\frac{1}{3}$ × (base edge) ² × height
cylinder	Volume = π × radius ² × height; π is approximately equal to 3.14.
cone	Volume = $\frac{1}{3}$ × π × radius ² × height; π is approximately equal to 3.14.

COORDINATE GEOMETRY

distance between points = $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$;
 (x_1, y_1) and (x_2, y_2) are two points in a plane.
 slope of a line = $\frac{y_2 - y_1}{x_2 - x_1}$; (x_1, y_1) and (x_2, y_2) are two points on the line.

PYTHAGOREAN RELATIONSHIP

$a^2 + b^2 = c^2$; a and b are legs and c the hypotenuse of a right triangle.

MEASURES OF CENTRAL TENDENCY

mean = $\frac{x_1 + x_2 + \dots + x_n}{n}$, where the x 's are the values for which a mean is desired, and n is the total number of values for x .
median = the middle value of an odd number of ordered scores, and halfway between the two middle values of an even number of ordered scores.

SIMPLE INTEREST

interest = principal × rate × time

DISTANCE

distance = rate × time

TOTAL COST

total cost = (number of units) × (price per unit)