



# Norterra Canyon School

Theresa Milks, Principal

Samantha Robarge, Assistant Principal



Deer Valley  
Unified School District

## Teacher Syllabus Expectations

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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 Norterra Canyon is required to ensure your child's success.

### *Units of Study:*

### *PE Units:*

- Volleyball
- Basketball
- Croquet
- Football
- Soccer
- Whiffle ball
- Badminton
- Tennis
- LaCrosse
- Ultimate frisbee/frisbee golf
- Bocce Ball
- Various team games
- Cardiovascular Fitness stations

### 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 \(DOK\)?](#)



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### COMMUNICATION

- [Communication Protocol Flow Chart](#)
  
- School-wide
  - [Norterra Canyon Website](#)
  - Weely Smores via social media, email, and texts
- Links & Information:
  - Coach Wilson's Website: <https://www.dvusd.org/Domain/6097>
  
  - Contact Coach Wilson: [Kelly.Wilson@dvusd.org](mailto:Kelly.Wilson@dvusd.org) phone number: **623-445-8240**
    - I will check email/voicemail daily. I will reply to any email and/or voice mail within 24 business hours of receiving it. Please note that my school hours are 9:45-12:00pm.
      - Please note that if I am not on campus for a personal or sick day, it "may" be more than 24 hours for your response.
      - However, I will reply within 24 business hours of receiving it or returning to work.
    - If you would like to meet with me; please let me know and I will gladly make arrangements to meet with you either before or after school.
    - Norterra Canyon has implemented email office hours and a "curfew" to ensure that staff members maintain a healthy personal/work life balance. These hours are school days from 7-8:30am and 3:30-5pm.

### 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?



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**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.*

### **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



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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).

### 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%)**



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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**

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.



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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%						

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
09/15/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz	Click "Show Standards" icon to see standards measured on the assignment.	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					Proficiency level shown here
08/12/2022	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:



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**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.

### 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
- 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.
  - 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 penalties.
  - 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.



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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.*

### 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.**

### 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 using the same grade scales as above.





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### 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 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.)

## Norterra Canyon Behavior Processes

### Behavior Matrix & PBIS Rewards

Please help us to encourage your child to follow our school-wide behavior expectations: Be Respectful, Be Responsible, Be Safe, and Be Kind. The [matrix](#) below is posted in every classroom campus wide, as well as other school locations such as the library, cafeteria, and front office. During the first two weeks of school, students will be taught the expectations at each location.



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### The Pirate Way

Campus Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

	Be Respectful	Be Responsible	Be Safe	Be Kind
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Attend to the speaker</li> <li>Respect materials</li> </ul>	<ul style="list-style-type: none"> <li>Engage in class activities</li> <li>Be prepared</li> <li>Follow directions</li> <li>Persevere</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Push in chairs</li> <li>Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Support others</li> <li>Work cooperatively in groups</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Keep campus clean</li> </ul>	<ul style="list-style-type: none"> <li>Get to your destination quickly</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Single file lines during transition</li> <li>Keep your place in line</li> </ul>	<ul style="list-style-type: none"> <li>Be polite to students and staff you pass</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Maintain a reasonable volume</li> <li>Be respectful to staff and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Sit in the rows assigned to your grade/class</li> <li>Throw trash away</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> <li>Eat your own food</li> <li>Wait to line up until you are directed to do so</li> <li>Raise hand to get up</li> </ul>	<ul style="list-style-type: none"> <li>Say please and thank you</li> <li>Use appropriate language</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Be respectful to staff and volunteers</li> <li>Keep food in your lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment at the end of recess</li> <li>Line up when your teacher blows the whistle</li> <li>Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely</li> <li>Stay in designated areas</li> <li>Avoid horseplay</li> <li>See something, say something</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Include everyone</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Enter calmly and quietly</li> <li>Respect the facilities</li> <li>Respect others' privacy</li> </ul>	<ul style="list-style-type: none"> <li>Use your time appropriately</li> <li>Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Leave the bathroom clean</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Log out of computers</li> </ul>	<ul style="list-style-type: none"> <li>Take care of books/materials</li> <li>Be a good digital citizen</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Push in chairs</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the librarian</li> </ul>

Students demonstrating these positive behaviors, both in and out of their classrooms, will enjoy earning points using our PBIS Rewards program. Points can be spent on tangible items and social incentives in our NC School Store.

[Help us stock our school store using the link here!](#)

#### Discipline Process: Minor & Major

To ensure our school is safe, positive, and productive for all learners, a process is in place to address behaviors that do not meet the expectations above. The information below will be shared with students. Please help us implement new processes by talking to your child about minor and major behaviors. If you have any questions, contact your child's teacher.



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WHAT IS A MINOR BEHAVIOR?	WHAT IS A MAJOR BEHAVIOR?
<ul style="list-style-type: none"> <li>• Teacher managed</li> <li>• It will not result in a punishment the first time I do it</li> <li>• It shouldn't be repeated because my teacher corrected me</li> <li>• It can become major if I continue to repeat it</li> <li>• The teacher will contact parents</li> </ul>	<ul style="list-style-type: none"> <li>• Office managed</li> <li>• It will result in a punishment the first time I do it</li> <li>• It is against school district rules in the Student Rights and Responsibilities handbook</li> <li>• The school administration will contact parents</li> </ul>

<b>MINOR BEHAVIORS</b> Handled in classroom <i>(3 minorS, then a major)</i>	<b>MAJOR BEHAVIORS</b> Handled in office
Disruption Unprepared for class Cheating Inappropriate language Note passing Put downs/teasing Gum/food/drink Dress code Littering Off task Throwing objects Public Display of Affection Property misuse Tardies Defiance/disrespect Horse play Refusal to work Technology misuse Electronic device usage	Fighting Weapons Offensive language Bullying/harassment Skipping class Vandalism Theft Drugs/alcohol/tobacco Threatening/aggressive behavior (physical or verbal) Disorderly conduct Inappropriate content

When students demonstrate minor behaviors, NC staff will follow the four step process below.

<b>Step 1:</b> Redirect and reteach expectations Student verbally reflects with staff member Natural consequence
<b>Step 2:</b> Redirect and reteach expectations Student completes reflection in buddy room Natural consequence
<b>Step 3:</b> Redirect and reteach expectations Assign after school detention or 1-2 lunch period detentions Remind student and parent that next offense is an office referral
<b>Step 4:</b> Administrative action Complete office referral and attach all documentation (emails, reflection sheet)



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### Cell Phone Policy

With our tech savvy world we have found it to be helpful for this cell phone policy to be readily available for families to reference.

Norterra Canyon's school cell phone policy is **Off and Away All Day**. Students are not permitted to use cell phones during school hours unless directed by a teacher (this includes in classrooms, in common areas, and during lunch/recess). While we understand that there are times you need to communicate with your child, all communication should be through the office. Please do not text or call your child's cell phone during school hours. Students not feeling well need to report to the nurse's office, rather than contact a parent to pick them up. We need your help to preserve the instructional environment of our classrooms every day of the school year! This policy also applies to the use of earbuds or airpods.

So, while students are on campus, cell phones are to be put in the student's backpack unless a teacher has given permission for cell phone use. In an effort to be consistent with this expectation the following consequences will be implemented schoolwide:

- **1st Offense:** Cell Phone and/or airpods will be confiscated and can be picked up by the student at the end of the school day from the teacher. The student will be placed on STEP 1 Referral for a Minor Incident. Parents will be notified via email.
- **2nd Offense:** Cell Phone and/or airpods will be taken & kept in the office until the end of the day. It can be picked up from the office (by the student) at the end of the day. Student will be placed on STEP 2 Referral for a Minor Incident and earn a natural consequence. Parents will be notified via email.
- **3rd Offense:** Cell Phone and/or airpods will be taken & kept in the office until the end of the day. It can be picked up from the office (by the parent) at the end of the day. Student will be placed on STEP 3 Referral for a Minor Incident and earn 1 after school detention. Parents will be notified via email.
- **4th Offense:** Cell Phone and/or airpods will be taken & kept in the office. It can only be picked up by a parent/guardian and will be accompanied with a conference discussing cell phone privileges. It can be picked up from the Principal or Assistant Principal at the end of the day accompanied with a conference about appropriate use. Student will be placed on STEP 4 Referral for a **Major Incident** and earn a consequence at the discretion of administration. Parents will be notified.



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We are thankful for your support in ensuring a safe, positive, and productive learning environment for all Pirates.