

# **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](http://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**

Kimberly Fisher | Jenny Frank | Ann O'Brien  
Ann Elizabeth Ordway | Julie Read

#### **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.

15<sup>th</sup> Avenue, Phoenix, AZ 85027. (623) 445-5000

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## DESERT SKY BELL SCHEDULE 2022-23

### Desert Sky Middle School Bell Schedule 2022-2023

#### Regular Day

1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour	FLASH Time	4 <sup>th</sup> (1st Lunch)	4 <sup>th</sup> (2nd Lunch)	4 <sup>th</sup> (3rd Lunch)	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
8:15- 9:12 am	9:15- 10:06 am	10:09- 11:00 am	11:03- 11:33 am	11:36- 12:06 pm	12:09 pm- 12:39 pm	12:42pm 1:12pm	1:15- 2:06 pm	2:09- 3:00 pm

FLASH (Focused Learning And Strategic Help)

#### Early Dismissal PLC Friday @ 1:30pm

1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour	4 <sup>th</sup> (1st Lunch)	4 <sup>th</sup> (2nd Lunch)	4 <sup>th</sup> (3rd Lunch)	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
8:15- 9:01 am	9:04- 9:44 am	9:47- 10:27 am	10:30- 11:00 am	11:02- 11:32 am	11:34 am- 12:04 pm	12:07- 12:47 pm	12:50- 1:30 pm

#### Early Release ½ Day @ 11:35am

1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour	4 <sup>th</sup> Hour	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
8:15- 8:51 am	8:54- 9:24 am	9:27- 9:57 am	10:00- 10:29am	10:32- 11:02am	11:05- 11:35 am

#### PM Assembly Schedule

1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour	4 <sup>th</sup> (1st Lunch)	4 <sup>th</sup> (2nd Lunch)	4 <sup>th</sup> (3rd Lunch)	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
8:15- 9:03 am	9:06- 9:50 am	9:53- 10:37 am	10:40- 11:10 am	11:13- 11:43 am	11:46am- 12:16 pm	12:19- 1:03 pm	1:06- 1:50 pm
Assembly - 1:55 - 3:00 pm							

#### Parent Teacher Conferences

Thursday	1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour
Friday	4 <sup>th</sup> Hour	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
	8:15-9:19 am	9:23-10:22 am	10:26-11:35 am

# DESERT SKY CAMPUS DIRECTORY

Attendance Line: 602-467-6590

Position	Name	Phone	Email
Position	Name	Phone	Email
Principal	Michelle Martin	602-467-6504	<a href="mailto:Michelle.Martin@dvusd.org">Michelle.Martin@dvusd.org</a>
Assistant Principal	Christopher Berg	602-467-6504	<a href="mailto:Christopher.Berg@dvusd.org">Christopher.Berg@dvusd.org</a>
Instructional Coach	Laurel Abbott	602-467-6568	<a href="mailto:Laurel.Abbott@dvusd.org">Laurel.Abbott@dvusd.org</a>
Secretary	Karyl Saver	602-467-6504	<a href="mailto:Karyl.Saver@dvusd.org">Karyl.Saver@dvusd.org</a>
Accounting Clerk	Melissa Brady	602-467-6505	<a href="mailto:Melissa.Brady@dvusd.org">Melissa.Brady@dvusd.org</a>
Registrar	Julie Culp	602-467-6506	<a href="mailto:Julie.Culp@dvusd.org">Julie.Culp@dvusd.org</a>
Parent Liaison	Jolee Benner	602-467-6508	<a href="mailto:Jolee.Benner@dvusd.org">Jolee.Benner@dvusd.org</a>
School Psychologist	Dr. Cherylee Hirsch	692-467-6520	<a href="mailto:Cherylee.Hirsch@dvusd.org">Cherylee.Hirsch@dvusd.org</a>
Nurse	Patty Bowlus	602-467-6510	<a href="mailto:Patty.Bowlus@dvusd.org">Patty.Bowlus@dvusd.org</a>
8 <sup>th</sup> Grade Counselor	Ann-Marie Champion	602-467-6518	<a href="mailto:AnnMarie.Champion@dvusd.org">AnnMarie.Champion@dvusd.org</a>
7 <sup>th</sup> Grade Counselor	Andrea Koehnke	602-467-6538	<a href="mailto:Andrea.Koehnke@dvusd.org">Andrea.Koehnke@dvusd.org</a>
MTSS Specialist	Tyler Bachler	602-467-6568	<a href="mailto:Tyler.Bachler@dvusd.org">Tyler.Bachler@dvusd.org</a>
Social Worker		602-467-6519	
7 <sup>th</sup> Science	Dina Schofield	602-467-6542	<a href="mailto:Dina.Schofield@dvusd.org">Dina.Schofield@dvusd.org</a>
7 <sup>th</sup> Social Studies	Kevin Flint	602-467-6563	<a href="mailto:Kevin.Flint@dvusd.org">Kevin.Flint@dvusd.org</a>
7 <sup>th</sup> Math	Katherine Roper	602-467-6572	<a href="mailto:Katherine.Roper@dvusd.org">Katherine.Roper@dvusd.org</a>
7 <sup>th</sup> English Language Arts	Max Loper	602-467-6551	<a href="mailto:Maxwell.Loper@dvusd.org">Maxwell.Loper@dvusd.org</a>
7 <sup>th</sup> Science			
7 <sup>th</sup> Social Studies	Keith Utyro	602-467-6562	<a href="mailto:Keith.Utyro@dvusd.org">Keith.Utyro@dvusd.org</a>
7 <sup>th</sup> Math	Kallie LaForest	602-467-6541	<a href="mailto:Kallie.LaForest@dvusd.org">Kallie.LaForest@dvusd.org</a>
7 <sup>th</sup> English Language Arts		602-467-6552	
8 <sup>th</sup> Science	Peter Fasciano	602-467-6543	<a href="mailto:Peter.Fasciano@dvusd.org">Peter.Fasciano@dvusd.org</a>
8 <sup>th</sup> Social Studies	Mary Kaczmarowski	602-467-6571	<a href="mailto:Mary.Kaczmarowski@dvusd.org">Mary.Kaczmarowski@dvusd.org</a>
8 <sup>th</sup> Math	Dina Pawling	602-467-6566	<a href="mailto:Dina.Pawling@dvusd.org">Dina.Pawling@dvusd.org</a>
8 <sup>th</sup> English Language Arts	Michele Phipps	602-467-6556	<a href="mailto:Michele.Phipps@dvusd.org">Michele.Phipps@dvusd.org</a>
8 <sup>th</sup> Science	Katherine Kvaale	602-467-6544	<a href="mailto:Katherine.Kvaale@dvusd.org">Katherine.Kvaale@dvusd.org</a>
8 <sup>th</sup> Social Studies	Robert Fugate	602-467-6569	<a href="mailto:Robert.Fugate@dvusd.org">Robert.Fugate@dvusd.org</a>
8 <sup>th</sup> Math	Dawn McKinney	602-467-6567	<a href="mailto:Dawn.McKinney@dvusd.org">Dawn.McKinney@dvusd.org</a>
8 <sup>th</sup> English Language Arts	Cody Potts	602-467-6557	<a href="mailto:Cody.Potts@dvusd.org">Cody.Potts@dvusd.org</a>
Student Services		602-467-6525	
Student Services	Penny Murphy	602-467-6550	<a href="mailto:Penny.Murphy@dvusd.org">Penny.Murphy@dvusd.org</a>
Student Services	Kyle Boudreaux	602-467-6564	<a href="mailto:Kyle.Boudreaux@dvusd.org">Kyle.Boudreaux@dvusd.org</a>
Student Services	Marissa Scherff	602-467-6555	<a href="mailto:Marissa.Scherff@dvusd.org">Marissa.Scherff@dvusd.org</a>
Student Services		602-467-6565	
Special Education Strategist		602-467-6501	
Speech/Language Pathologist	Crista Byrom	602-467-6522	<a href="mailto:Crista.Byrom@dvusd.org">Crista.Byrom@dvusd.org</a>
Physical Education	Kim Hahn	602-467-6532	<a href="mailto:Kim.Hahn@dvusd.org">Kim.Hahn@dvusd.org</a>
Physical Education	Whitney Warmus	602-467-6532	<a href="mailto:Whitney.Warmus@dvusd.org">Whitney.Warmus@dvusd.org</a>
Career Action Lab- STEM	Eric Axelrod	602-467-6537	<a href="mailto:Eric.Axelrod@dvusd.org">Eric.Axelrod@dvusd.org</a>
Woodshop/Building Skills	Michael Day	602-467-6539	<a href="mailto:Michael.Day@dvusd.org">Michael.Day@dvusd.org</a>
Art	Andrea Hink	602-467-6534	<a href="mailto:Andrea.Hink@dvusd.org">Andrea.Hink@dvusd.org</a>
Choir/Music/Orchestra	Anthony Acevedo	602-467-6535	<a href="mailto:Anthony.Acevedo@dvusd.org">Anthony.Acevedo@dvusd.org</a>
Spanish	Jennifer Bondurant	602-467-6548	<a href="mailto:Jennifer.Bondurant@dvusd.org">Jennifer.Bondurant@dvusd.org</a>
Reading Interventionist	DeAnne Dowland	602-467-6554	<a href="mailto:DeAnne.Dowland@dvusd.org">DeAnne.Dowland@dvusd.org</a>
Math Interventionist	Michelle Martelli	602-467-6547	<a href="mailto:Michelle.Martelli@dvusd.org">Michelle.Martelli@dvusd.org</a>
ELL Specialist	Roxanne Burquez	602-467-6574	<a href="mailto:Roxanne.Burquez@dvusd.org">Roxanne.Burquez@dvusd.org</a>

# DESERT SKY STUDENT EXPECTATIONS

A responsibility is an obligation one has to ensure that the rights of all are protected.

**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 with 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.

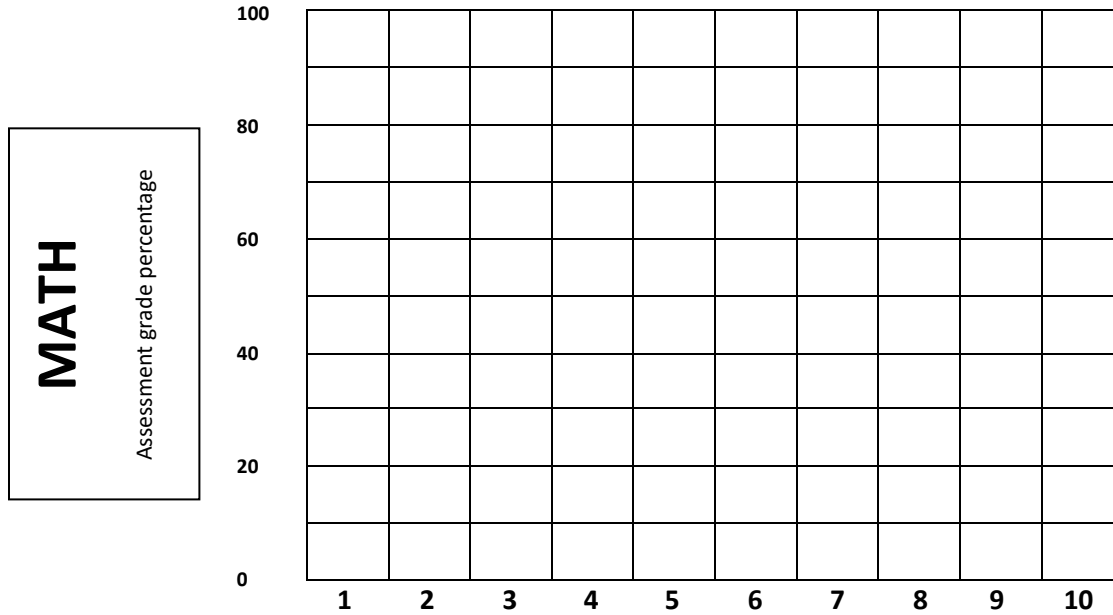
- Respect public property.

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.

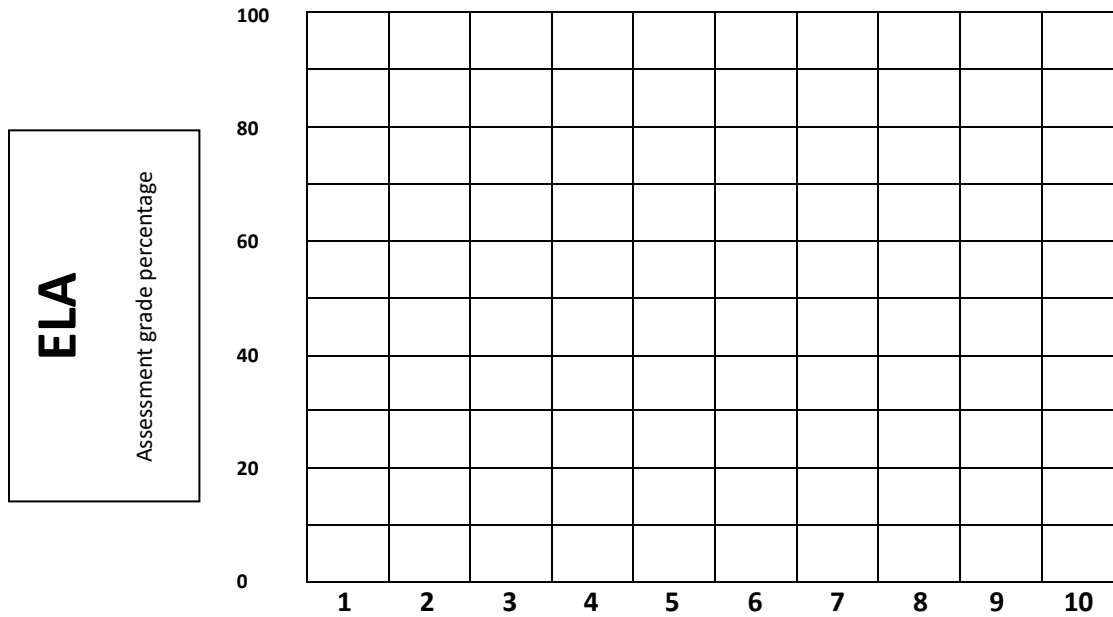
Education is a partnership between home and school. Students must do their part by delivering home progress reports, attendance information and report cards, and any other school correspondence.

## DESERT SKY- 1<sup>st</sup> QUARTER GOALS



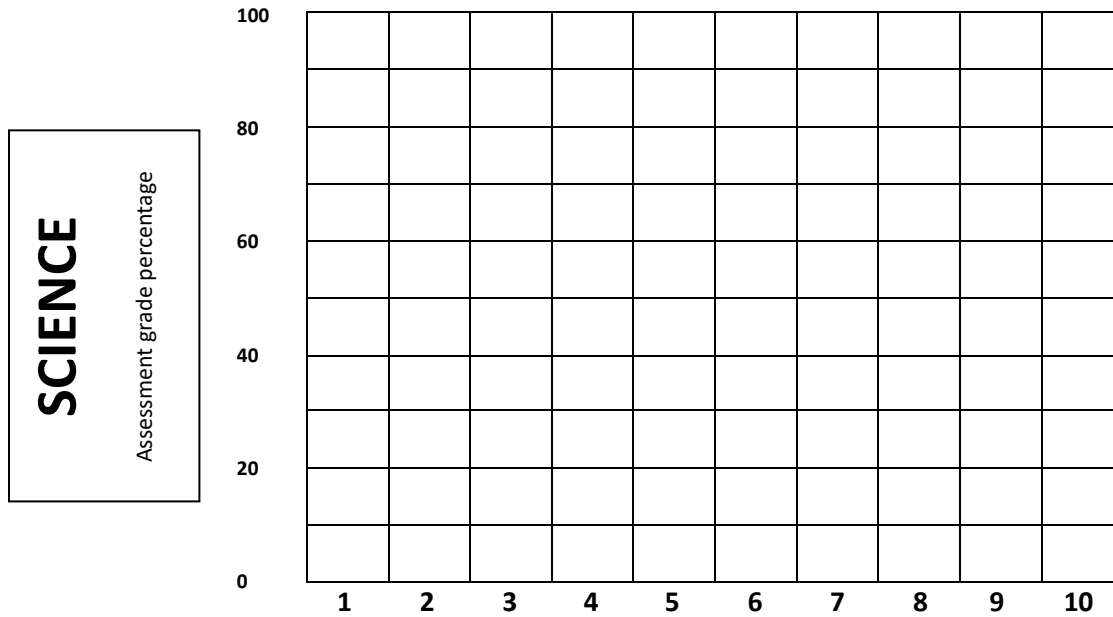
	GOAL	ACTION STEP
<b>MATH</b>	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 1<sup>st</sup> QUARTER GOALS



	GOAL	ACTION STEP
ELA	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 1<sup>st</sup> QUARTER GOALS



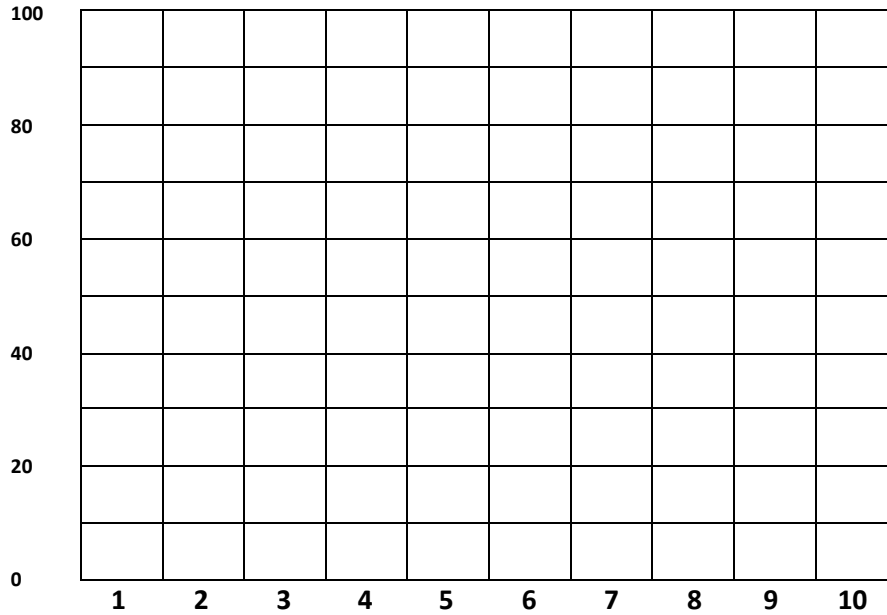
	GOAL	ACTION STEP
SCIENCE	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	



## DESERT SKY- 1<sup>st</sup> QUARTER GOALS

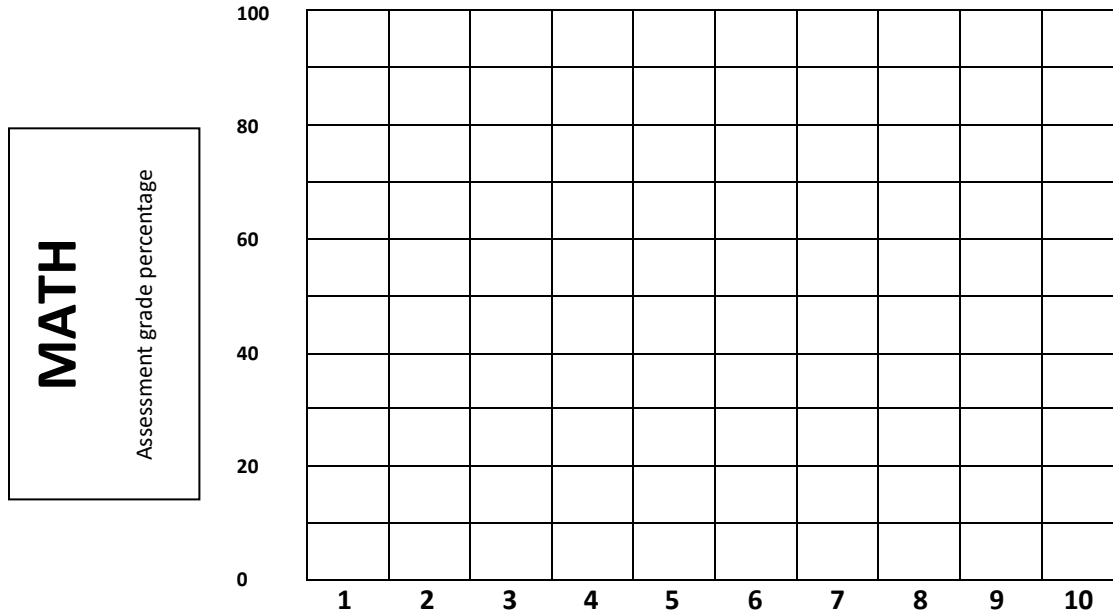
**SOCIAL  
STUDIES**

Assessment grade percentage



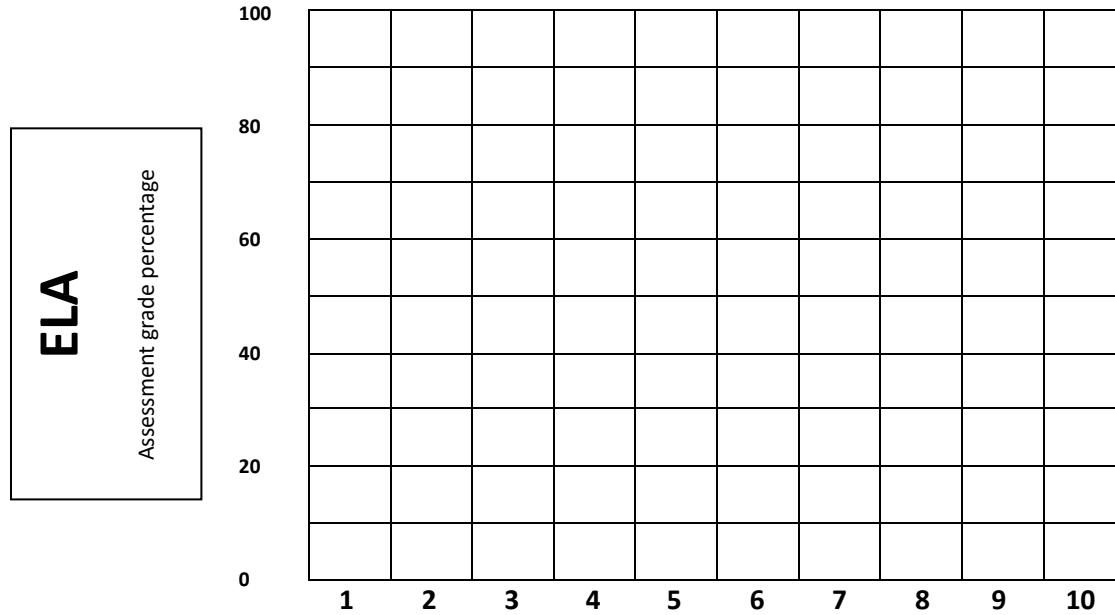
	GOAL	ACTION STEP
<b>SOCIAL STUDIES</b>	Chromebook # _____  Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 2<sup>nd</sup> QUARTER GOALS



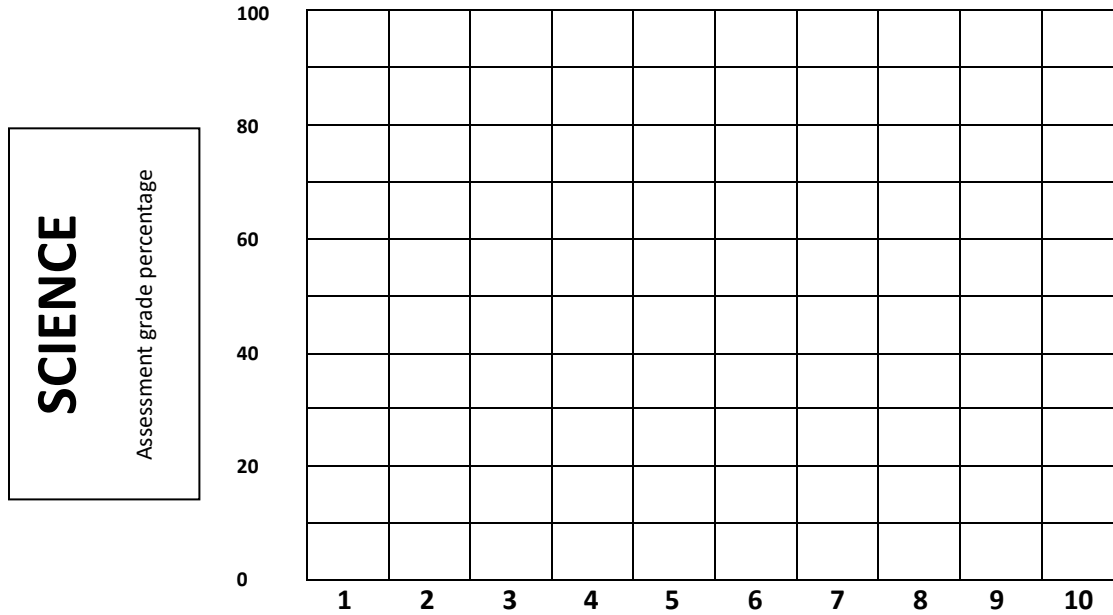
	GOAL	ACTION STEP
MATH	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 2<sup>nd</sup> QUARTER GOALS



	GOAL	ACTION STEP
ELA	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 2<sup>nd</sup> QUARTER GOALS

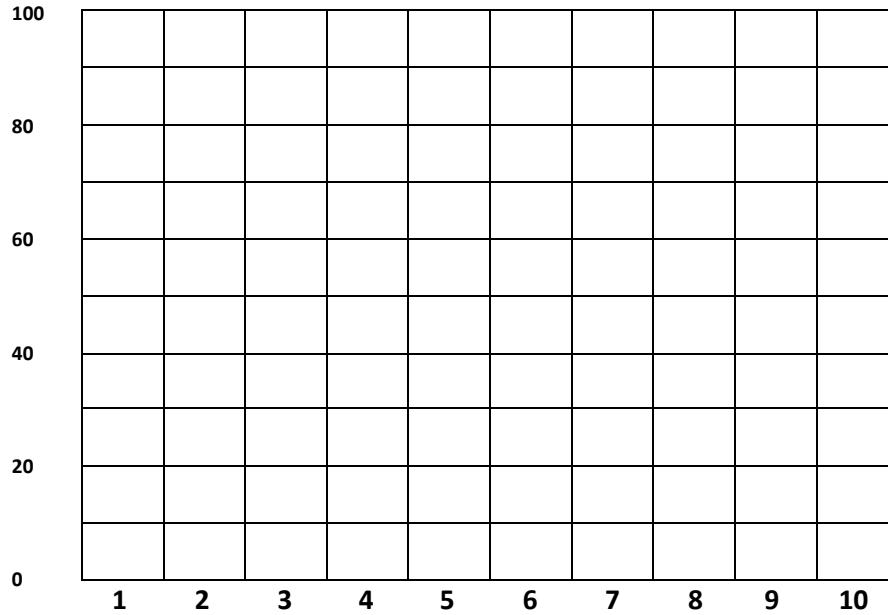


	GOAL	ACTION STEP
SCIENCE	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 2<sup>nd</sup> QUARTER GOALS

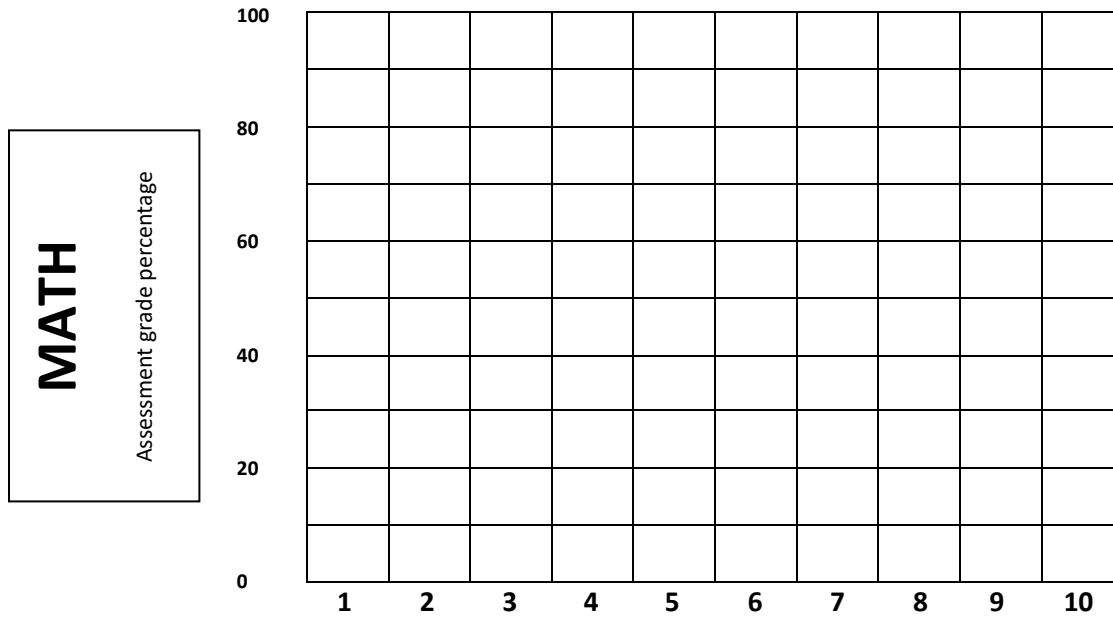
# SOCIAL STUDIES

Assessment grade percentage



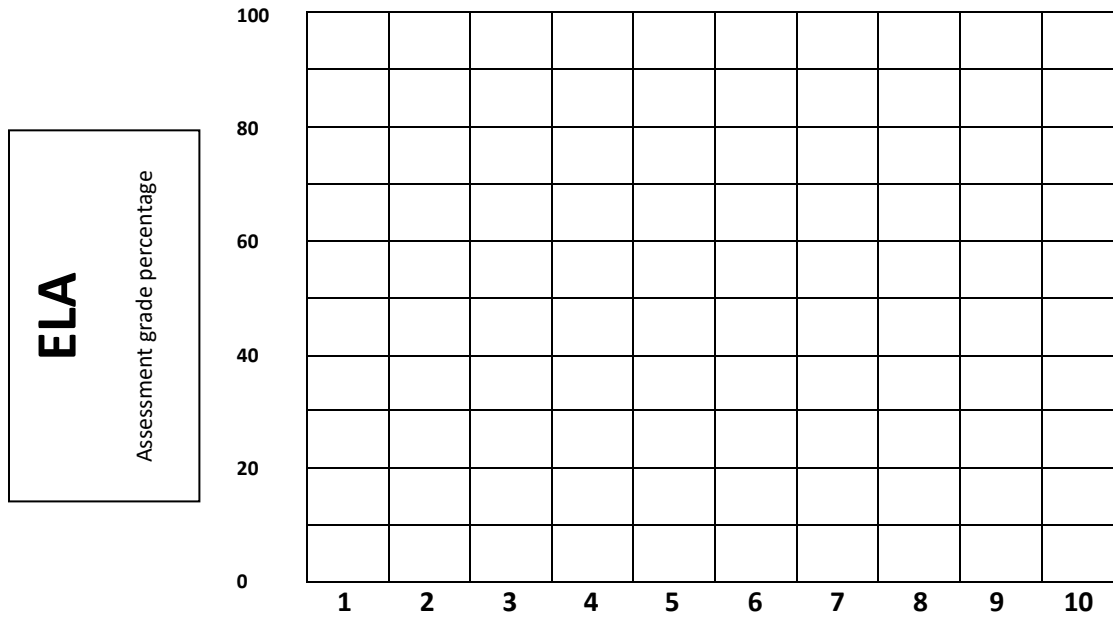
	GOAL	ACTION STEP
SOCIAL STUDIES	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 3<sup>rd</sup> QUARTER GOALS



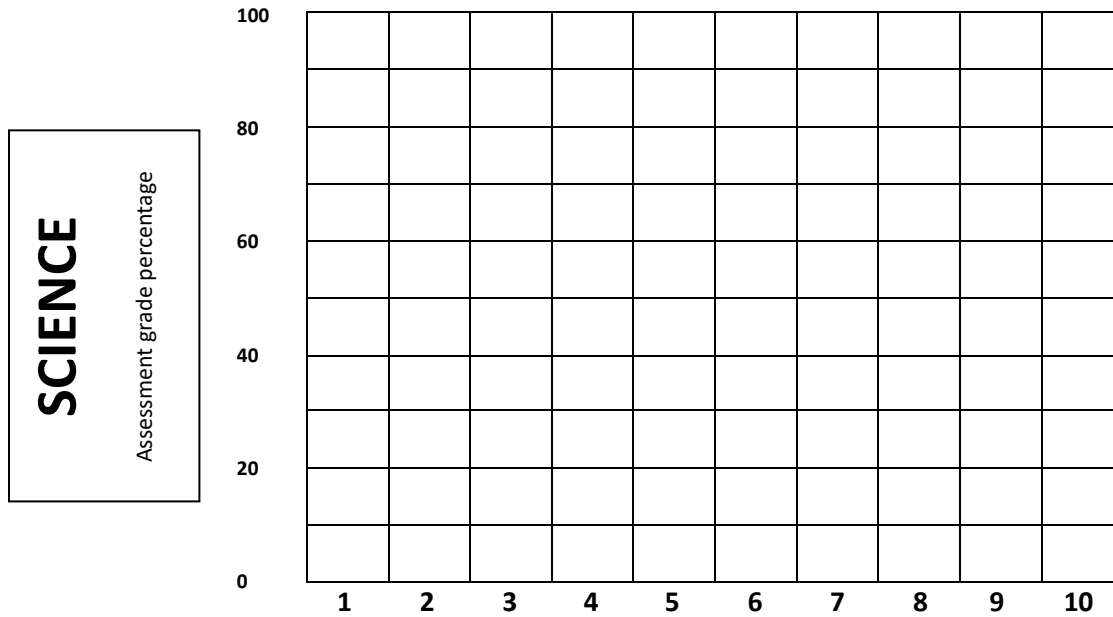
	GOAL	ACTION STEP
<b>MATH</b>	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 3<sup>rd</sup> QUARTER GOALS



	GOAL	ACTION STEP
ELA	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 3<sup>rd</sup> QUARTER GOALS



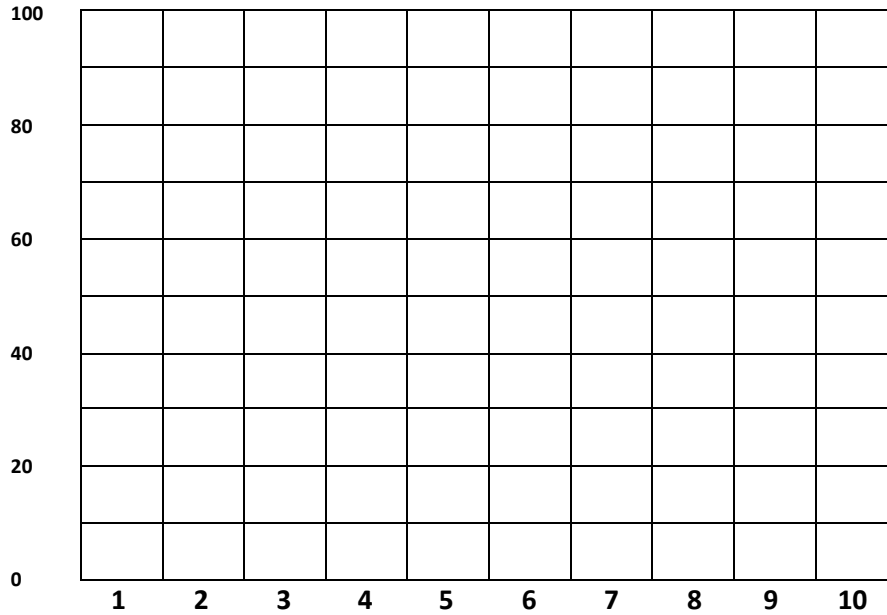
	GOAL	ACTION STEP
SCIENCE	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	



## DESERT SKY- 3<sup>rd</sup> QUARTER GOALS

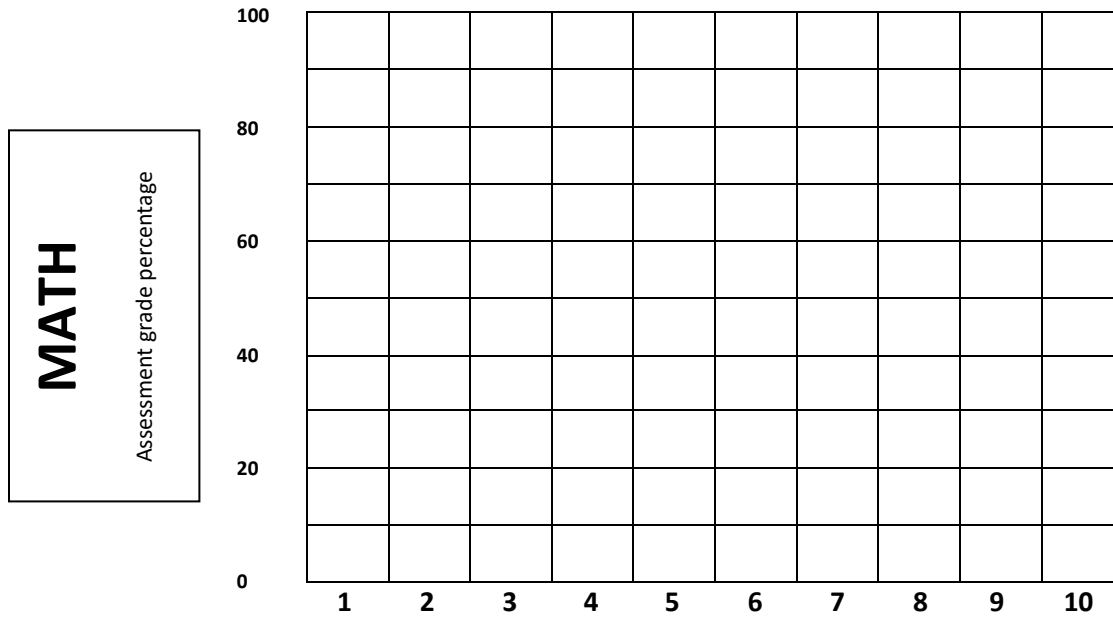
**SOCIAL  
STUDIES**

Assessment grade percentage



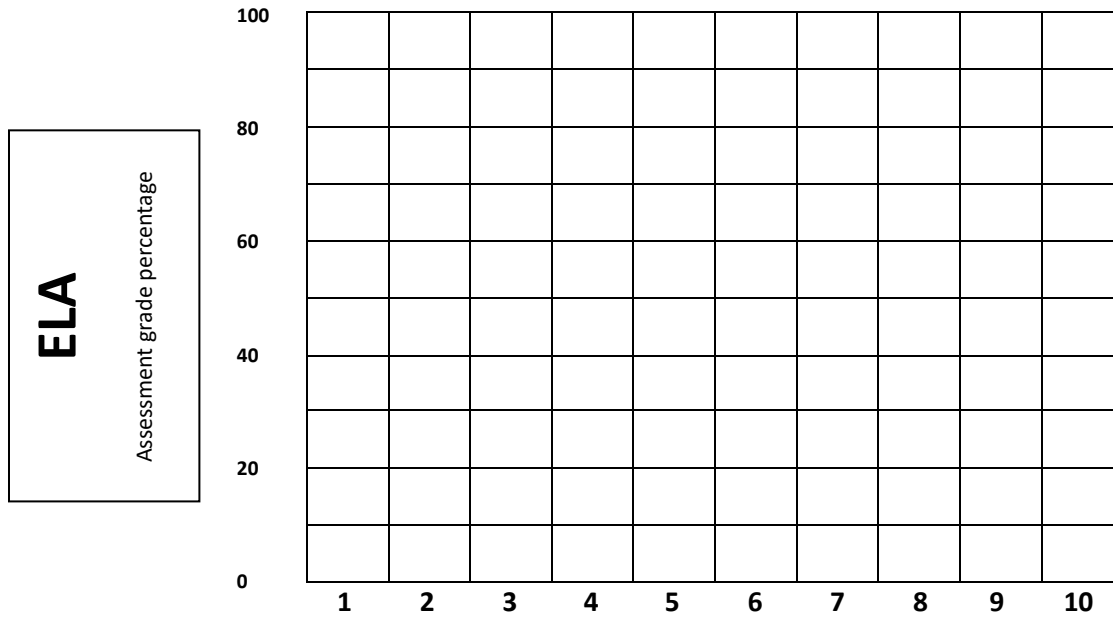
	GOAL	ACTION STEP
<b>SOCIAL STUDIES</b>	Chromebook # _____  Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 4<sup>th</sup> QUARTER GOALS



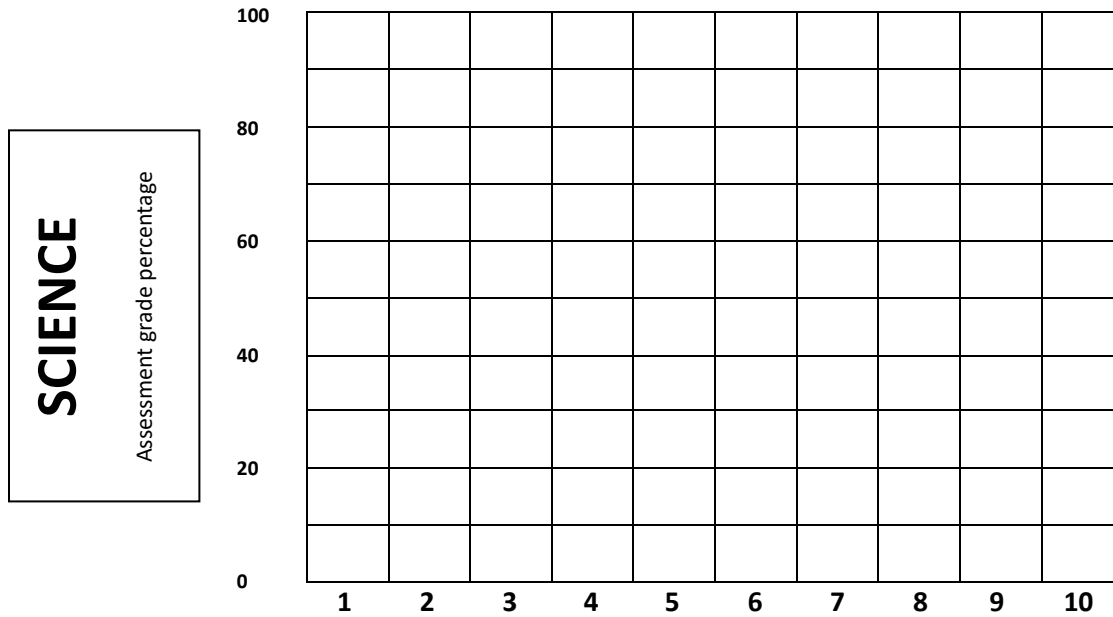
	GOAL	ACTION STEP
<b>MATH</b>	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 4<sup>th</sup> QUARTER GOALS



	GOAL	ACTION STEP
ELA	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 4<sup>th</sup> QUARTER GOALS

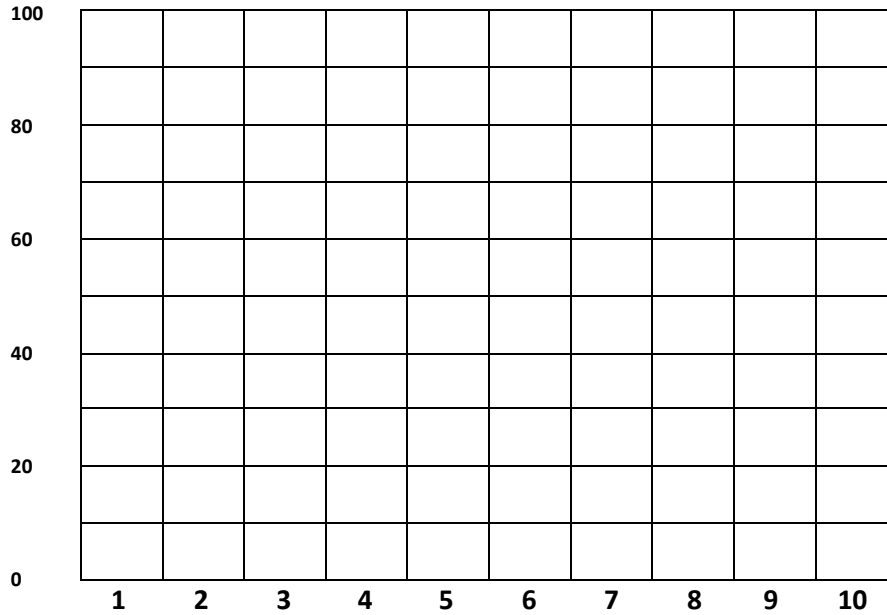


	GOAL	ACTION STEP
SCIENCE	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

## DESERT SKY- 4<sup>th</sup> QUARTER GOALS

# SOCIAL STUDIES

Assessment grade percentage



	GOAL	ACTION STEP
SOCIAL STUDIES	Chromebook # _____	
	Base score: _____	
	In the next quarter, I would like to accomplish...	
	In the next five weeks, I need to...	
	Looking back, here's what worked or what I need to change...	

# DESERT SKY INFORMATION/EXPECTATIONS

## GENERAL INFORMATION

### Closed Campus:

In accordance with the Arizona State Law, **students will only be released to a parent/guardian or a person listed as an emergency contact.** The person signing out the student must show a valid government issued I.D. (i.e. passport or state issued driver's license). **NO STUDENT WILL BE RELEASED TO ANYONE WITHOUT A VALID I.D.** The Desert Sky Middle School Campus opens for students at 7:55 am. Once students arrive on campus, they must remain on campus unless a parent or guardian signs them out. We ask that, when possible, please schedule personal appointments at times are made to avoid student check outs after 2:30pm on school days. A student leaving campus without permission will be considered truant and disciplinary action may be taken. Desert Sky Middle School enforces a drug and tobacco free zone within the campus and extending 1,000 feet from the perimeter of the campus.

### Visitors/Guests:

For those who wish to visit a classroom during the school day, it is necessary to fill out a "Permission for Visitation/Observation" form at least 24 hours in advance to avoid any conflicts with the school schedule. No person may enter onto school premises, including visits or audits to a classroom or other school activity, without approval from the site administration. If a conference is desired, arrangements will be made through the teacher for an appointment with the parent/guardian either before or after school hours. No person will be allowed to conduct, or attempt to conduct, any activity on school premises that has not had prior approval by the administration. Anyone who is not a student or staff member of DVUSD, and is in violation of the above listed visitor's policy, may be asked to leave the property of the district. Failure to comply with the reasonable and lawful directions from district officials or district security officers, or any other law enforcement officers, acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so, may subject the person to criminal proceedings applicable under law.

### Parking and Traffic Flow:

When dropping off or picking up students please enter the east entrance of the school off Grovers Avenue then follow the blue traffic flow lines until reaching the drop off zone. For the safety of our students, when dropping off students on campus please only use the right lane where the curb is blue. All vehicles must exit through the west driveway on Grovers Avenue. Afterschool pick-up will be directed by campus staff and designees. For staff safety and the safety of our students, please follow their directions. Unless a staff member directs otherwise, the left lane is a through lane only. Additionally, we ask for your help in holding your student responsible for being aware and ready at the parent pick-up location after school. **Traffic will not be held during pick-up- if your student does not report to your vehicle in a timely manner, and you will be asked to proceed forward to wait in the parking lot when we have a majority of cars (all three lanes- two cars deep) loaded.**

### Automated Calling System:

In order to share the most accurate and timely information, we will use text messaging and email updates. To receive messages, information, and updates, please make sure that you keep current records with our office. Please listen to the entire message so that you do not miss important information. Additionally, information and updates may be posted on the school or teacher websites, so please check them daily.

### Fire/Emergency Evacuation Information:

To practice safety procedures, we conduct a fire drill each month and a lock-down or lock-out drill each quarter. In the event of an actual lock down or evacuation situation you will be notified by our automated calling system, and information will be posted on our school website at [desertsky.dvusd.org](http://desertsky.dvusd.org).

#### **Deliveries for Students:**

**Per DVUSD policy, food delivery services are not allowed to deliver to campus for student lunches.** 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 shared with district transportation, and the office will notify the parent/guardian when a decision is made. Violations of student conduct and expectations on the busses are processed by the transportation department- but may involve school administration if they request.

#### **Dances:**

As an opportunity to celebrate and be with friends from school, the DSMS Student Council plans and organizes dances during the school year. Tickets to these events are offered for sale prior to the event, and at the door when the event starts. School rules and expectations for dress code, electronics, behavior, and interactions, are expected to be followed and are enforced at these dances. **Students must stay until the end of dance and will not be allowed late entry (30 minutes after dance start).** Inappropriate/suggestive dancing and/or gestures are not allowed. **Students must be picked up immediately after the end of any dance.** After school dances are held from 3:15pm to 5:00pm, and evening dances are held from 6:00pm to 8:00pm. ***Any student who is removed from the dance or picked up late (20 minutes after the end of the dance) will not be allowed to attend the next dance.*** Students who leave school during the day due to illness, are assigned an in-school or out-of-school suspension, or are assigned an after-school detention, are not permitted on campus for any after school activities/athletic events, including dances.

#### **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 articles such as eye glasses, jewelry, wallets, etc. should be taken to the front office; all other items will 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:**

The cafeteria is a place for students to eat lunch and socialize appropriately. Please encourage your student/students to adhere to acceptable behavior standards and to follow the directions from staff when eating lunch. If you pack a lunch and send it with your child, please avoid food items that could be difficult to chew or which could possibly cause choking. Students should not eat while walking, running, or engaging in other activities. We expect students to avoid games that involve food. Eating in the cafeteria should be fun and social, but eating in the cafeteria is a privilege. Students are expected to follow all lunch procedures, and to respect and follow the directions from lunch monitors. Students who fail to meet these expectations may have their cafeteria privileges revoked. Meal Prices for the 2022-23 school year are- \$1.50 for breakfast; \$2.95 for lunch.

All students are expected to adhere to the following guidelines so that all members of the community may have a clean and safe lunch period:

1. Students will remain 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 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 in the trash cans near the exits.
5. Students are to get permission and a pass from the monitors to use the use the restrooms during lunchtime.
6. Treat all staff respectfully. This includes cafeteria staff, maintenance staff, and monitoring employees.
7. Students are not to return to the inner campus unless they have a pass.
8. Campus disciplinary procedures will be followed for those students who choose not to meet the cafeteria expectations. Lunchtime is a time for all community members to relax and enjoy a meal. Thank you for supporting our team.



# GENERAL STUDENT EXPECTATIONS

## Traveling To and From School:

*Students transporting to and from school on their own (walk, bike, board, scooter, etc.) are held to school expectations to and from school. Please show respect to the neighborhoods and all personal and community properties. Students should remain on sidewalks, and when crossing streets only use designated crosswalks. When crossing 51<sup>st</sup> Avenue, students must cross at the traffic lights and follow the instructions of the crossing guard or staff. Bike racks are available for storage on campus for bikes, scooters, and skateboards; however students must provide their own chain/lock for their bikes/boards/scooters. **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.** All motorized transportation devices are prohibited on campus. Students are to walk their bikes, scooters, or skateboards across 51<sup>st</sup> Avenue/Grovers using the crosswalk and must continue to walk to the designated bike rack area on the West end of campus. Students must remain on the sidewalks when on campus and for their safety are NOT to cross parking lot entry/exit access points on Grovers Ave. Upon dismissal, these procedures are still expected to be followed. Additionally, students may never ride a bike, scooter, or skateboard anywhere on campus. ***Violation of these expectations may result in suspension of student privilege to park or store your items on school property.****

## Electronic Devices:

Many students want to have the privilege of carrying electronic devices on campus. With that privilege comes the responsibility of ensuring that those items are not used inappropriately or at inappropriate times on campus or on a bus. **Cell phones and other electronic devices are not allowed to be used on campus, unless explicitly directed by a teacher during the course of instruction. All cell phones are to remain off and put away at all times when on campus. Student use of cell phones or electronic devices will result in confiscation, and the student may pick up the device during dismissal at the end of the day for the first three violations.** Upon the fourth violation, parents/guardians are required to pick up the phone from school. Continuous violations for this expectation may result in discipline in accordance with DVUSD standards. Earbuds or Bluetooth music devices may not be used in class or transition periods for any reason unless directed to by a teacher. ***To maintain an orderly campus and reduce disruptions, students are not to contact their parents directly via cell phone regarding illness unless prior arrangements have been made with the school Nurse.*** Students may not take pictures or videos on campus at any time. Students may not play music aloud while on campus property. 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.

## Toys/Fidgets:

***Neither toys, stuffed animals, nor “fidget” devices are allowed on campus.*** Neither DSMS nor DVUSD assume any responsibility for the loss, theft, or damage of these items. They are a distraction to the student possessing it, as well as to their peers in the classroom. To ensure a focused learning environment, students are not allowed to bring these items to school. Possession or use of toys, stuffed animals, and/or “fidget” devices may result in confiscation and possible disciplinary action.

### **Dress Code:**

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.
- Bare feet are never acceptable. ***For student safety, school appropriate shoes must be worn at all times. Footwear such as slippers, slides, sandals, cleats, and wheeled footwear are not permitted.*** Closed shoes are to be worn for any type of physical activity, such as physical education, cheer practice, etc.
- Jewelry or ornamentation shall not be worn if it presents a safety hazard to self and/or others.
- **No hats or head-coverings may be worn inside any campus buildings at anytime, except for properly approved occupational safety headgear required for special classes or headwear used for personal religious practices.**
- Clothing or jewelry with defamatory writing, obscene language or symbols, or symbols depicting drugs, sex, or alcohol are prohibited. ***If found in violation of these standards, students will be removed from the learning environment and given the opportunity to call home for a change of clothes. Students unable to contact home will be offered temporary clothes from the school which must be returned. Students will be assigned an alternative learning environment until clothing meeting dress code standards is worn.***
- Exceptions for special activities or health considerations may be pre-approved by an Administrator. Students who participate or volunteer in extracurricular activities such as band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

### **Gum/Food Items/Sharpies/Permanent Markers:**

Gum, food items (such as chips, candy, etc.), Sharpies, and/or permanent markers are not allowed on campus and will be confiscated due to the potential damage to carpeting, furniture, etc... Use of and/or possession of these items on campus will result in the confiscation of item and possible disciplinary action.

### **Food & Beverages:**

Water in personal bottles is allowed on campus. **Students are not allowed to have on campus any type of energy drink or drinks that are in to-go cups (Starbucks, fountain drinks from convenience stores, or fast-food beverages, etc.).** Students are not allowed to have food on campus except for food which is for their lunch or is purchased through on-site food services. For the safety and health of all students, neither food nor drinks should ever be shared with other students. Violations of this expectation will result in the confiscation and loss of the food or drink and students may be subject to discipline in accordance with school and DVUSD district policies.

### **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: [www.dvusd.org](http://www.dvusd.org) under the Parents & Students tab; within the Handbooks/Forms link on the Parents & Students Directory.

## DESERT SKY ATTENDANCE

At Desert Sky, all students are expected to attend every school day and to be to school on time. Your student needs to be in the classroom to participate in the educational process. We ask your cooperation in scheduling appointments outside of the school day as much as possible. Desert Sky's regular school hours are from 8:15am to 3:00pm and the school expectation is for students to be in their seats in their first period homerooms at the 8:15am bell. On early release Fridays, the school hours are 8:15am to 1:30pm. Students must be in attendance at least one-half of the school day to be eligible to participate in or attend extra-curricular activities.

### Absence Line:

A parent/guardian must call the absence line at 602-467-6590 within 24 hours to excuse any absence. This line is available 24 hours a day, so your parent/guardian may call and leave your information as soon as you know that you will be absent. Our absence system finalizes at 9:00am, so absences called in after 9:00am will still likely receive an automated call to the number we have on record.

### Signing Out:

For student safety, the parent/guardian will be required to show picture identification at the time of check out. Students will not be removed from class prior to the parent/guardians arrival. ***In order to minimize interruptions to learning at the end of the day, students should not be checked out after 2:30pm on regular scheduled days and 1:00 pm on early release days.*** Please keep this in mind when making appointments.

### Arrival Tardies:

A parent/guardian must call the absence line at 602-467-6590 within 24 hours to excuse any tardy. If a student arrives from a medical appointment, please provide documentation showing date and time of the appointment. District disciplinary procedures will be followed for tardy infractions. When a student is tardy between 8:15am- 9:00am, a note will be sent home to the parent/guardian and our Automatic Attendance Calling System will leave a message with the home/primary phone number. ***Any students arriving after 9:00am MUST BE ACCOMPANIED BY A PARENT OR GUARDIAN TO SIGN THEM IN.*** Truancy guidelines apply for unexcused tardies beyond the first class period of the day. Upon the 4<sup>th</sup> unexcused tardy students are issued one lunch detention; unexcused tardies 5-7 will result in two lunch detentions; unexcused tardies 8-10 will be assigned four lunch detentions ***or*** one after school detention. If a student accumulates 10 tardies or demonstrates continued chronic unexcused tardies, it may result in additional consequences at the discretion of the school administration.

### 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. "Habitually Truant" is defined as a child who is unexcused five school days or absent ten percent of the school year (18 days). The parent/guardian will be notified by mail and/or phone if a student is reaching the "habitually truant" status or have been referred to the Maricopa County C.U.T.S. Program. Fines due to truancy may be applied to the family of the student through the C.U.T.S. Program. If a student has a chronic medical condition that will affect his/her attendance, the parent/guardian must meet with the school nurse and provide documentation from your doctor that you might miss more than 18 days of school for this medical condition. District disciplinary procedures will be followed for truancy infractions, including the possibility of Saturday school.

### Homework:

If a student is absent for THREE (3) or more consecutive days, **it is the responsibility of the student or family/guardians to contact the teachers to clarify needed work.** Homework and assignments can be accessed through CANVAS. If you have additional questions, please contact the teachers. A student may submit assigned homework by the time he/she returns to campus. Current lesson plans are available online at <http://www.dvusd.org/Domain/37>.

# DESERT SKY ACADEMICS

## **Academic Honors:**

Students will receive a Principal's List certificate for each quarter 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.

## **PowerSchools Access:**

Parents and students have their own user names and passwords to log on to PowerSchools, the Deer Valley Unified School District grades, and attendance websites. You may view your student's attendance and grades using this access and we recommend that you check their grades weekly. You will be able to see if they have any missing assignments or homework by clicking on the percentage listed under the grade for each subject.

## **Progress Reports / Report Cards/Conferences:**

Mid-quarter progress reports can be accessed on-line through PowerSchools at the middle of each quarter. Hard copies of quarterly report cards are available, upon request, through the Desert Sky office. Students are expected to share progress reports and report cards with their parents/guardians. At any time, you may contact the counseling office to set up a conference with any or all of your student's teachers. **First semester Parent-Teacher conferences will be held on October 6-7, 2022, and second semester conferences are scheduled on February 16-17, 2023.** Students are expected to attend these conferences with their parents/guardians. If there is a concern about a grade or assignments please contact the student's teacher first. If the issue remains unresolved, please address the issue with the department chair or school counselor before bringing it to the attention of the administration.

## **Standardized Testing:**

Desert Sky Middle School participates in all state identified standardized testing, both the Arizona Academic Standards Assessment (AASA) and the Arizona Science Assessment (AzSCI). The window for the AASA is estimated to be April 3- April 28, 2022, and the window for the AzSCI is estimated for March 20- April 14, 2023. Testing is completed over the course of 5-7 days depending on the grade level and is completed done in the morning with our daily schedules adjusted. In order to give students a quiet, consistent experience during the assessments, please access the testing calendar when it is posted in March and avoid appointments on assigned testing days. Please stay connected with the most recent information through updates on our website.

## **Promotion Requirements:**

In order to participate in the promotion ceremony, 8<sup>th</sup> 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.

## **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.

# DESERT SKY ATHLETICS

## **Athletic Opportunities:**

**Fall Sports (Aug.-Oct.)** Tryout: boys baseball and girls softball

**Winter Sports (Nov.-Jan.)** Tryout: boys and girls volleyball, spirit-line; 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 look out for sign up and participation information from the club sponsor.

## **DV7-8 and North Valley Middle School Athletic Conferences:**

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

- North Valley Middle School Conference: **Grade 7 and 8- All Sports: Gold Canyon Middle, Highland Lakes, Hillcrest Middle, Sonoran Trails (Cross-Country includes 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. All athletic fees and packets must be completed or paid on-line. 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 Packet:** Before your athlete starts with a team, please register your athlete and access athletic packets 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 - Students will be allowed to participate in competitions only when they can show passing grades on mid-reports, progress reports, or report cards. Each of these grading periods determines the student's eligibility until the next grading period approximately 2 ½ weeks later.
- ✓ 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.

# DSMS MEDIA and HEALTH CENTER INFORMATION

## Media Center

### Responsibility:

Desert Sky offers students access to a Media Center where they 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. ***Report cards and school records will be withheld until any damage or replacement fees have been paid. All behavioral guidelines and expectations are expected to be followed when using the Media Center or Media Center materials. Failure to do so will result in the loss of the privilege to use this resource.***

### Technology:

All students will have a Chromebook and Chromebook charger checked out to them at the beginning of the year. Students are responsible to keep the items in working condition. **Items which are damaged or not returned will incur a fine for repair or replacement. Because our student work is primarily technology based, it is expected that students have their devices charged up and ready to go prior to coming to school each day and have their chargers on them as well. Students should not share with others their usernames or passwords, chargers, or their Chromebooks.**

### 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

The Health Center provides health education, counseling, and some emergency care for students and staff. One full-time registered nurse serves as a health advisor on student health problems.

### Illness or Accident:

The health center cannot diagnose medical conditions. When accidents or illnesses occur during school hours, emergency care will be given according to standard protocols; further care is the responsibility of the parents. All accidents are to be reported to the nurse by the person involved and the supervising person.

### Medications:

***Over the counter medication:*** In compliance with ARS 15-344 and ARS 32-1901, over the counter medications are not available in the Health Center. Tylenol, ibuprofen, Calamine, Neosporin, topical or oral Benadryl, cough drops, antacids, or any like remedies are not stocked. **Students are not permitted to have medication in their possession at any time without a specific prior written arrangement with the nurse.**

***Prescriptions:*** A written doctor's order is required for all prescription medication on campus. Each bottle of medication must be in the original container and the medication form filled out and on file in the Health Center. Forms are available in the DSMS Health Center as well as on-line at the DSMS Nurse web page. **Inhalers or Epi-Pens may be carried by students only if the proper medication form has been filled out and placed on file in the Health Center.**

**Disease Prevention/Immunizations:**

Written proof of compliance with immunization requirements is a part of the registration process for Arizona public schools. If you are unsure of the requirements for immunization, see your doctor, visit the school health center, or call the Maricopa County Health Department at 602-506-6767 or 602-263-8856 for locations of clinics and hours of operation. Immunizations are free of charge for children under the age of 18. Exemption forms are available from the nurse.

**Parent and Emergency Contacts/Health History:**

Parents are required to complete Emergency Contact and Health History forms for each of their children every year. These forms contain vital information should your child become ill or injured at school. Forms and access to update this information are available in PowerSchools. If you have trouble with PowerSchools access, please call our front office. For the safety of your student, please update the school with any changes in contact information in a timely manner.

**Student Illness:**

If a student feels ill during the school day, they should report their complaint to the classroom teacher for referral to the nurse. Students are not to contact their parents directly via cell phone regarding illness unless prior arrangements have been made with the nurse. **Please keep your child home if they show illness symptoms such as fever, diarrhea, vomiting, deep cough, or any related symptoms from potentially communicable diseases such as COVID-19. Children with a fever of 100 degrees or higher must be fever-free for 24 hours- without the use of fever reducing medications- before returning to school.** If your child has been diagnosed with a contagious illness, please contact the Health Center so parents of other students in the class can be notified as needed. Please call your child's doctor for advice on an illness. Do not send sick students to school to be evaluated by the nurse.

**Chronic Health Conditions:**

If your child has been diagnosed with a chronic health condition, please contact the nurse immediately. He or she will work with you through the DVUSD protocols/procedures necessary to ensure a healthy and safe environment for your child during the school day.

**PE Excusals:**

Students requesting to be excused from PE must bring a note signed by their parent or guardian to the school nurse. The nurse will then write an "excused from PE" pass for the student to take to PE. Any request for an excuse for three or more PE classes may require communication or coordination with the school nurse. All injuries requiring any type of orthopedic support or device on campus must be reported with a medical excuse and be cleared through the Health Center.

## DESERT SKY COUNSELING /TOP 20

### **Counseling and Guidance:**

The School Counseling Department is an outstanding resource for students and families. Each grade level is assigned a Counselor. Our School 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 School Counselor will send a pass for you when he/she is available. The School Counseling Department maintains a page on the DSMS website at <https://www.dvusd.org/domain/5549>

### **Social Worker:**

Desert Sky may employ a School Social Worker who can provide resources and support to students and parents to address the psychological and social well-being of the students. The School Social Worker will work with outside support services or agencies to assist those students who need help in their personal lives. The school Social Worker is a trained mental health professional with a degree in social work who provides services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

### **Resources:**

**Teen Lifeline:** a 24-hour, no cost service with trained peer counselors 3-9PM; texting available, 602-248-8336

[www.teenlifeline.org](http://www.teenlifeline.org)

**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.onenten.org](http://www.onenten.org)

**Red Light Rebellion:** a no cost, 24-hour service with trained staff to assist with concerns of human trafficking, 1-888-373-7888 [www.redlightrebellion.org](http://www.redlightrebellion.org)

### **Top 20:**

Desert Sky uses a Positive Behavior Intervention Program 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 Emotional Learning and how it directly impacts behavior and academics. The Top 20 program teaches students to recognize feelings, manage impulses and emotions, problem-solve and build meaningful relationships.



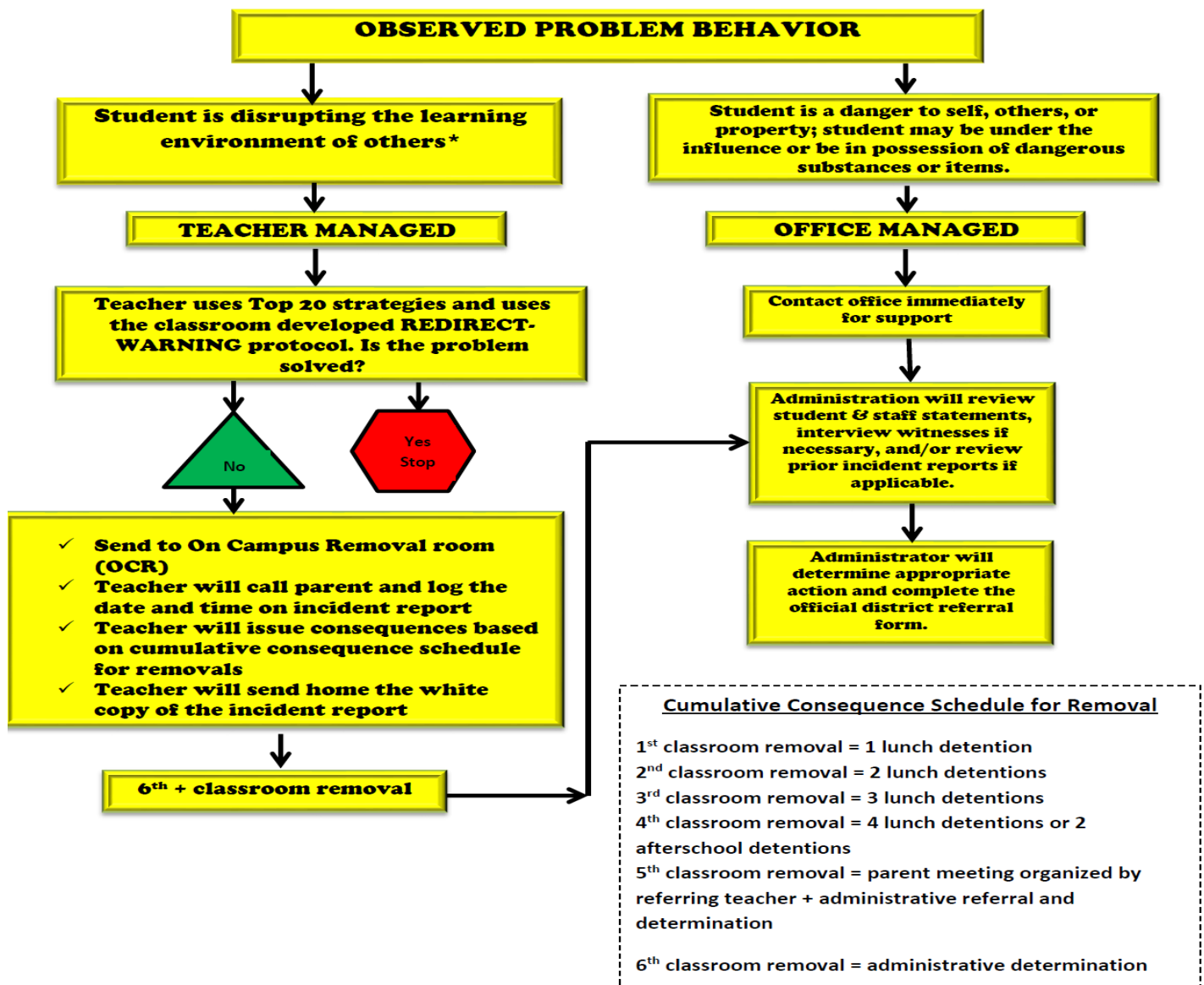
### **Top 20 Vocabulary:**

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

# DESERT SKY DISCIPLINE GUIDELINES

*Desert Sky Middle School firmly believes that all students have the right to an orderly learning environment. The chart below outlines the processes our staff uses to address disruptive behavior by students on campus or in the classroom.* Desert Sky Middle School firmly believes that each student has the right to a disruption and harassment free school experience. In order to keep students in the classroom as much as possible, teachers will make all attempts to redirect or correct classroom misbehavior as it happens in the classroom. When this is not possible, the flowchart below describes the processes used to address disruptive behavior on campus. Teachers will call parents or families to alert of classroom removals which result in an office referral.

## DESERT SKY BEHAVIOR INTERVENTION FLOWCHART



\*Note: Teachers will determine consequences for students who fail to comply with classroom expectations or other non-removable violations.

# DVUSD DISCIPLINE GUIDELINES

The following notes are added from 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/8266> under the Parents & Students tab; within the Handbooks/Forms link on the Parents & Students Directory.

## **Administration Discretion:**

Administration will exercise discretion when determining consequences and may assign a more or less severe consequence than outlined in the guidelines below. An underlined infraction indicates that an administrator may opt to use an in school suspension as a possible disciplinary action in lieu of out of school suspension. All violations must be reported to ADE. An asterisk (\*) indicates that the violation must also be reported to local law enforcement.

## **Progressive Discipline:**

Progressive discipline will be used in cases in which a student commits the same infraction repeatedly over the duration of the student's tenure in the District. Progressive discipline is discipline that is carried over year to year. For example, if a student is disciplined once for Endangerment during his/her 6th grade year and then again for Endangerment during his/her 8th grade year, the later incident may be categorized as a second offense and may warrant a more severe consequence than the minimum consequence listed in the discipline matrix in this handbook.

## **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. Searches of the student shall be limited to:

- searches of the pockets, shoes and socks of the student
- any object in the student's possession such as a purse, backpack, or bag

When extreme emergency conditions require a more intrusive search of the student's person, the District/school official shall contact the local law enforcement agency. Contraband materials as identified in the Introduction above may be seized when found in the course of a search. Any such items seized may be:

- offered as evidence in any suspension or expulsion proceeding if they are tagged for identification at the time seized;
- turned over to law enforcement officers;
- If not needed to retain for official purposes it may be returned to the parent or guardian of the student from whom the items were seized; or
- destroyed

## **Student Violence/Harassment/Intimidation/Bullying:**

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://www.dvUSD.org/domain/8266> under the Parents & Students tab; within the Handbooks/Forms link on the Parents & Students Directory. ***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.***

# Frequently Used Sites & Log-in Information

**PowerSchool:** <https://ps.dvusd.org/public/home.html>

## Steps to login

1. Type in username: first letter of first name, first letter of middle name, first three letters of last name and last three numbers of student ID (example: jkbai123)
2. Type in password, if you do not know your password please contact your assigned counselor, or see Ms. Culp in the Counseling office or Ms. Brady in the front office to ask for a copy.

**DVUSD Portal for Read 180 SRI Testing:** <https://portal.dvusd.org>

## Steps to login

1. Use the username and password from PowerSchools
2. Navigate to the left side of the screen and click on Student Read 180. Once there, click on blue 180 box for test.

**SchoolCity:** <https://student.schoolcity.com/studentprod18/dvusd>

## Steps to login

1. Go to <http://homepage.dvusd.net> and locate the School City link. Click on the box to open the assessment site.
2. Use the same username and password as logging into PowerSchools and the district portal.
3. Click the assessment flip card and locate the assessment you need to access.

**District Google Account:**

## Steps to login

1. Go to <http://homepage.dvusd.net/> and locate the Google Drive access box. If you need to log into Google, the email is your PowerSchools [username@learner.dvusd.org](mailto:username@learner.dvusd.org). Your password is your lunch number.

## Student Resource Pages

# FreeTIPS

## Surviving & Thriving in MIDDLE SCHOOL

- #1 **FOLLOW YOUR CURIOSITY** & try out new activities, clubs, and sports offered in middle school. Not only will it expand your horizons, but it's a great way to meet new friends.
- #2 **USE A PLANNER.** Using a planner will help you stay organized with homework & project due dates, test dates, and your daily schedule.
- #3 **DO YOUR HOMEWORK** so you don't fall behind. Homework is intended to help you review important concepts and learn new skills. Plus, it sends the message to your teacher - and yourself - that you value your education.
- #4 **ASK FOR HELP** when you need it! This is an important skill, even for adults. Figure out who can support you with academic, social, and/or personal challenges and reach out to them.
- #5 When having to make a difficult decision, like what to do when faced with peer pressure, **LISTEN TO YOUR WISE VOICE WITHIN.** Ask yourself: is this safe, will someone get hurt, or what could be the consequences? Then make a decision that honors your values and empowers you to live your best life.
- #6 **TAKE GOOD, KIND CARE OF YOURSELF.** This includes eating healthy, drinking lots of water, and getting at least 8-10 hours of sleep each night.
- #7 **JUST BREATHE.** Middle school can be a wonderful, exciting time in your life. And there may also be moments when you feel overwhelmed with all the changes taking place. So slow down. Take it one step at a time. Practice healthy coping strategies. And breathe.
- #8 **REMEMBER THAT YOU MATTER, BELONG AND ARE JUST RIGHT JUST AS YOU ARE. SO STEP INTO YOUR POWER AND BE YOUR BRAVE SELF!**

# DVUSD Grading & Rubric Information

## Grades 6-12

For AASA writing rubrics and essays

Point total scored on Az Merit Rubric	Percentage conversion
10	95%-100%
9	90%-94%
8	85%-89%
7	80%-84%
6	75%-79%
5	70%-74%
4	65%-69%
3	60%-64%
2	55%-59%
1	50%-54%
0	<50%

### Achievement in Academic Subjects

The following grading system for grades 7-8 will be used on the Middle School Report Card in all subject areas, academic, elective and exploratory courses.

A	=	90-100	I	=	Incomplete
B	=	80-89	N	=	No Grade Given
C	=	70-79	P	=	Pass
D	=	60-69			(Given to teacher assistant only)
F	=	59 & below (Traditional Grading)			
		or			
F	=	59-49 (Standards-Based Grading)			

### Grading in Special Areas

The following grading scale will be used for individual achievement grades in special areas:

Exceeds the Standards	Standards Met	Needs Improvement	Unsatisfactory
100 – 98 = A+	89 – 88 = B+	69 – 68 = D+	59 - 0 = F (Traditional Grading)
93 – 97 = A	83 – 87 = B	63 – 67 = D	
90 – 92 = A-	80 – 82 = B-	60 – 62 = D-	59 – 49 = F (Standards-Based Grading)
	79 – 78 = C+		
	77 – 73 = C		
	72 – 70 = C		

# 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
<b>Purpose, Focus, and Organization</b>	<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"> <li>Strongly maintained claim with little or no loosely related material</li> <li>Clearly addressed alternate or opposing claims<sup>1</sup></li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and tone established and maintained</li> </ul>	<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"> <li>Maintained claim, though some loosely related material may be present</li> <li>Alternate or opposing claims included but may not be completely addressed<sup>1</sup></li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>Appropriate style and tone established</li> </ul>	<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"> <li>Focused claim but insufficiently sustained or unclear</li> <li>Insufficiently addressed alternate or opposing claims<sup>1</sup></li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> <li>Inconsistent style and tone established</li> </ul>	<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"> <li>Absent, confusing, or ambiguous claim</li> <li>Missing alternate or opposing claims<sup>1</sup></li> <li>Few or no transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> <li>Inappropriate style and/or tone</li> </ul>



# ELA Resource Page

**Argumentative Essay Writing Rubric (Grades 6–12)**

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





## Deer Valley Unified School District

Adapted from the AzMERIT Rubric

### Informative-Explanatory 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 controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Strongly maintained controlling idea with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and objective tone established and maintained</li> </ul>	<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"> <li>Maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>Appropriate style and objective tone established</li> </ul>	<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"> <li>Focused controlling idea but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> <li>Inconsistent style and/or tone established</li> </ul>	<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"> <li>Confusing or ambiguous ideas, frequent extraneous ideas that impede understanding</li> <li>Few or no transitional strategies</li> <li>Too brief to demonstrate knowledge of focus or organization</li> <li>Inappropriate style and/or tone</li> </ul>

# ELA Resource Page

# ELA Resource Page

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

Score	4	3	2	1
<b>Evidence and Elaboration</b>	<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"> <li>Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>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</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	<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"> <li>Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	<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"> <li>Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Some use of inappropriate domain-specific vocabulary</li> <li>Most sentences limited to simple constructions</li> </ul>	<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"> <li>Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>No use of elaborative techniques</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>
<b>Conventions</b>	<p>N/A</p> <p>(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"> <li>Some minor errors in usage but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

# Deer Valley USD Grade 6-12 Narrative Rubric

Adapted from Smarter Balanced



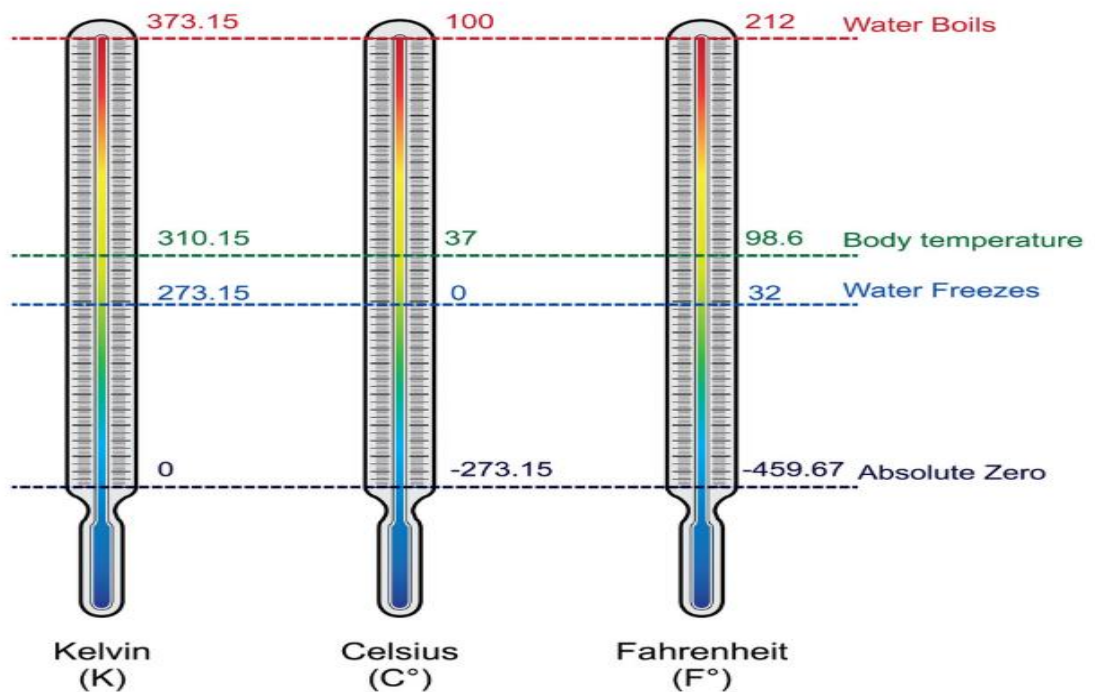
## ELA Resource Page

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

# Science Resource Page

[illegible]

67	<b>La</b> Lanthanum 138.90547	58	<b>Ce</b> Cerium 140.12	59	<b>Pr</b> Praseodymium 140.90768	60	<b>Nd</b> Neodymium 144.24	61	<b>Pm</b> Promethium (61)	62	<b>Sm</b> Samarium 150.36	63	<b>Eu</b> Europium 151.964	64	<b>Gd</b> Gadolinium 157.25	65	<b>Tb</b> Terbium 158.92535	66	<b>Dy</b> Dysprosium 162.50	67	<b>Ho</b> Holmium 164.93033	68	<b>Er</b> Erbium 167.259	69	<b>Tm</b> Thulium 168.934	70	<b>Yb</b> Ytterbium 173.054	71	<b>Lu</b> Lutetium 174.967
89	<b>Ac</b> Actinium 227	90	<b>Th</b> Thorium 232.0377	91	<b>Pa</b> Protactinium 231.03689	92	<b>U</b> Uranium 238.02891	93	<b>Np</b> Neptunium 237	94	<b>Pu</b> Plutonium 244	95	<b>Am</b> Americium 243	96	<b>Cm</b> Curium 247	97	<b>Bk</b> Berkelium 247	98	<b>Cf</b> Californium 251	99	<b>Es</b> Einsteinium 252	100	<b>Fm</b> Fermium 257	101	<b>Md</b> Mendelevium 258	102	<b>No</b> Nobelium 259	103	<b>Lr</b> Lawrencium 262





# Science Resource Page

Please note, long tons are used in the UK, short tons are used in the US.

METRIC CONVERSIONS			
1 gram	=	1000 milligrams	1g = 1000 mg
1 kilogram	=	1000 grams	1 kg = 1000 g
1 tonne (1 megagram)	=	1000 kilograms	1 tonne = 1000 kg (1 Mg)

IMPERIAL CONVERSIONS			
1 ounce	=	16 drams	1 oz = 16 dr
1 pound	=	16 ounces	1 lb = 16 oz
1 stone	=	14 pounds	1 st = 14 lb
1 quarter	=	2 stone	1 qr = 2 st
1 hundredweight	=	4 quarters (or 8 stone)	1 cwt = 4 qr (or 8 st)
1 ton, long	=	20 hundredweight (160 stone)	1 ton = 20 cwt (or 160 st)

METRIC -> IMPERIAL CONVERSIONS			
1 gram	=	0.035274 ounces	1 g = 0.035274 oz
1 kilogram	=	2.20462 pounds	1 kg = 2.20462 lb
1 kilogram	=	35.27396 ounces	1 kg = 35.27396 oz
1 tonne	=	0.9842 ton, long	1 tonne = 0.9842 ton, long
1 tonne	=	157.47304 stone	1 tonne = 157.47304 st

IMPERIAL -> METRIC CONVERSIONS			
1 ounce	=	28.34952 grams	1 oz = 28.34952 g
1 pound	=	453.59237 grams	1 lb = 453.59237 g
1 pound	=	0.45359 kilograms	1 lb = 0.45359 kg
1 stone	=	6.35029 kilograms	1 st = 6.35029 kg
1 hundredweight	=	50.8023 kilograms	1 cwt = 50.8023 kg
1 ton, long	=	1.01605 tonnes	1 ton, long = 1.01605 tonnes
1 ton, short	=	0.90718 tonnes	1 ton, short = 0.90718 tonnes

METRIC CONVERSIONS			
1 centimetre	=	10 millimetres	1 cm = 10 mm
1 decimetre	=	10 centimetres	1 dm = 10 cm
1 metre	=	100 centimetres	1 m = 100 cm
1 kilometre	=	1000 metres	1 km = 1000 m

IMPERIAL CONVERSIONS			
1 foot	=	12 inches	1 ft = 12 in
1 yard	=	3 feet	1 yd = 3 ft
1 chain	=	22 yards	1 ch = 22 yd
1 furlong	=	220 yards (or 10 chains)	1 fur = 220 yd (or 10 ch)
1 mile	=	1760 yards (or 8 furlongs)	1 mi = 1760 yd (or 8 fur)

METRIC -> IMPERIAL CONVERSIONS			
1 millimetre	=	0.03937 inches	1 mm = 0.03937 in
1 centimetre	=	0.39370 inches	1 cm = 0.39370 in
1 metre	=	39.37008 inches	1 m = 39.37008 in
1 metre	=	3.28084 feet	1 m = 3.28084 ft
1 metre	=	1.09361 yards	1 m = 1.09361 yd
1 kilometre	=	1093.6133 yards	1 km = 1093.6133 yd
1 kilometre	=	0.62137 miles	1 km = 0.62137 mi

IMPERIAL -> METRIC CONVERSIONS			
1 inch	=	2.54 centimetres	1 in = 2.54 cm
1 foot	=	30.48 centimetres	1 ft = 30.48 cm
1 yard	=	91.44 centimetres	1 yd = 91.44 cm
1 yard	=	0.9144 metres	1 yd = 0.9144 m
1 mile	=	1609.344 metres	1 mi = 1609.344 m
1 mile	=	1.609344 kilometres	1 mi = 1.609344 km

Please note that these conversions work for US liquids only!

METRIC CONVERSIONS			
1 centiliter	=	10 milliliters	1 cl = 10 ml
1 liter	=	1000 milliliters	1 l = 1000 ml

STANDARD CONVERSIONS			
1 tablespoon	=	3 teaspoons	1 Tbsp = 3 tsp
1 fluid ounce	=	2 tablespoons	1 fl oz = 2 Tbsp
1 fluid ounce	=	8 drams	1 fl oz = 8 drams
1 gill	=	4 fluid ounces	1 gi = 4 fl oz
1 cup	=	8 fluid ounces	1 cup = 8 fl oz
1 pint	=	2 cups	1 pt = 2 cups
1 pint	=	16 fluid ounces	1 pt = 16 fl oz
1 quart	=	2 pints	1 qt = 2 pt
1 gallon	=	4 quarts	1 gal = 4 qt
1 gallon	=	128 fluid ounces	1 gal = 128 fl oz
1 gallon = 4 quarts = 8 pints = 16 cups = 128 fluid ounces			

METRIC -> STANDARD CONVERSIONS			
1 milliliter	=	0.033814 fluid ounces	1 ml = 0.033814 fl oz
1 liter	=	33.814022 fluid ounces	1 l = 33.814022 fl oz
1 liter	=	2.113376 pints	1 l = 2.113376 pints

STANDARD -> METRIC CONVERSIONS			
1 fluid ounce	=	29.57353 milliliters	1 fl oz = 29.57353 ml
1 pint	=	473.17648 milliliters	1 pt = 473.17648 ml
1 pint	=	0.47318 liters	1 pt = 0.47318 l
1 gallon, liquid	=	3.7854 liters	1 gallon = 3.7854 l

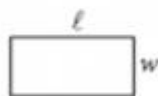
# Math Resource Page

Multiplication Table - 20x20																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

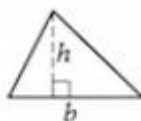


$$A = \pi r^2$$

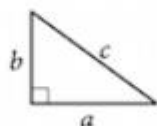
$$C = 2\pi r$$



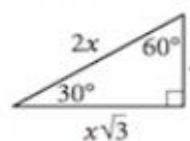
$$A = \ell w$$



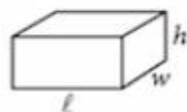
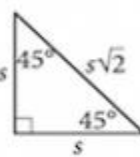
$$A = \frac{1}{2}bh$$



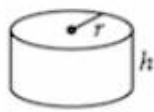
$$c^2 = a^2 + b^2$$



Special Right Triangles



$$V = \ell wh$$



$$V = \pi r^2 h$$



$$V = \frac{4}{3}\pi r^3$$



$$V = \frac{1}{3}\pi r^2 h$$



$$V = \frac{1}{3}\ell wh$$

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is  $2\pi$ .

The sum of the measures in degrees of the angles of a triangle is 180.

# Math Resource Page

## FORMULAS

### AREA of a:

square	Area = side <sup>2</sup>
rectangle	Area = length × width
parallelogram	Area = base × height
triangle	Area = $\frac{1}{2} \times \text{base} \times \text{height}$
trapezoid	Area = $\frac{1}{2} \times (\text{base}_1 + \text{base}_2) \times \text{height}$
circle	Area = $\pi \times \text{radius}^2$ ; $\pi$ is approximately equal to 3.14.

### PERIMETER of a:

square	Perimeter = 4 × side
rectangle	Perimeter = 2 × length + 2 × width
triangle	Perimeter = side <sub>1</sub> + side <sub>2</sub> + side <sub>3</sub>

### CIRCUMFERENCE of a circle

Circumference =  $\pi \times \text{diameter}$ ;  $\pi$  is approximately equal to 3.14.

### VOLUME of a:

cube	Volume = edge <sup>3</sup>
rectangular solid	Volume = length × width × height
square pyramid	Volume = $\frac{1}{3} \times (\text{base edge})^2 \times \text{height}$
cylinder	Volume = $\pi \times \text{radius}^2 \times \text{height}$ ; $\pi$ is approximately equal to 3.14.
cone	Volume = $\frac{1}{3} \times \pi \times \text{radius}^2 \times \text{height}$ ; $\pi$ 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)








# Social Studies Resource Page





# Organizational/Thinking/Planning Resource

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 <b>Venn Diagrams</b> - Comparing and Contrasting Two Entities	<ul style="list-style-type: none"> <li>• Two friends or family members</li> <li>• Two traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Two characters</li> <li>• Two settings</li> <li>• Two genres</li> </ul>	<ul style="list-style-type: none"> <li>• Two operations</li> <li>• Two geometric figures</li> <li>• Two forms of proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Two body systems or organs</li> <li>• Two animals or plants</li> </ul>	<ul style="list-style-type: none"> <li>• Two conflicts</li> <li>• Two forms of government</li> <li>• Two forms of transportation</li> </ul>
 <b>T-Charts</b> - Sorting or Categorizing Objects or Concepts	<ul style="list-style-type: none"> <li>• Colors</li> <li>• Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>• Facts/Opinions</li> <li>• Points of view</li> <li>• Pros/Cons</li> </ul>	<ul style="list-style-type: none"> <li>• Area/Perimeter</li> <li>• Fractions/Decimals</li> <li>• Addition/Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of matter</li> <li>• Forms of energy</li> <li>• Senses</li> <li>• Vertebrates/Invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>• Types of transportation</li> <li>• Types of habitats</li> </ul>
 <b>Cycles</b> - Producing a Series of Connected Events or a Process	<ul style="list-style-type: none"> <li>• Conflict/Resolution</li> <li>• School or classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>• Plot lines</li> </ul>	<ul style="list-style-type: none"> <li>• Steps in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific inquiry</li> <li>• Life cycles</li> <li>• Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Elections in a democracy</li> <li>• Passage of a law</li> </ul>
 <b>Cause and Effect</b> - Illustrating a Relationship	<ul style="list-style-type: none"> <li>• Classroom or school rules</li> <li>• Health and safety at home or in school</li> </ul>	<ul style="list-style-type: none"> <li>• Responses of characters to events</li> </ul>	<ul style="list-style-type: none"> <li>• Variables in algebraic equations</li> <li>• Geometric theorems</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Adaptation</li> <li>• Weather events</li> </ul>	<ul style="list-style-type: none"> <li>• Political movements</li> <li>• Economic trends</li> </ul>
 <b>Semantic Webs</b> - Connecting Categories to Themes or Topics	<ul style="list-style-type: none"> <li>• Personal interests</li> <li>• Idiomatic expressions</li> <li>• Multiple meanings of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Root words and affixes</li> <li>• Main idea/Details</li> </ul>	<ul style="list-style-type: none"> <li>• Types and features of polygons</li> <li>• Types and characteristics of angles</li> </ul>	<ul style="list-style-type: none"> <li>• Foods and their nutritional ingredients</li> <li>• Types and characteristics of rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Types of human and civil rights</li> <li>• Impact of economic policies</li> </ul>

**INSERT WEEKLY CALENDAR  
PLANNER HERE**