



New River Elementary School Stella Peper Syllabus Expectations

Stella.peper@dvusd.org and (623) 376-3500



We are committed to partner with parents through open communication focused on the needs of your child. Mutual trust and respect between parents and teachers is critical to maintain a positive learning experience at any school. We believe that your trust in New River is essential to ensure your child's success.

All About Coach Peper

- Graduated from GCU with a Masters in Special Education
- I enjoy reading, staying active and traveling
- Family- Married with one daughter

COMMUNICATION

- School-wide [New River Elementary School Website](#)
 - Weekly school newsletters on facebook, twitter and school messenger
- Teacher website stella.peper@dvusd.org
- Contact Details
 - I can be reached before and after school
 - 623-376-3500 ext 63524
- What is your main mode of communication? Email at stella.peper@dvusd.org

PBIS

All students are taught to follow the CATS expectations: Caring, Always Respectful, Take Responsibility, Self-Control. These expectations are outlined in this CATS Matrix. Students earn Wildcats Bucks for demonstrating these expectations that they can use to purchase items or experience coupons in the Wildcat Den.

All Things EQ

We have implemented a philosophy called "All Things EQ." IQ is your book smarts or school smarts. EQ is your emotional quotient or self-smarts. The EQ philosophy focuses on the following key questions: How can I be kind and helpful in this moment?

How are you showing up at school today?

Am I making an honest effort?

Am I focusing on solutions instead of problems?

To reinforce the EQ philosophy our 6th graders are trained to be our EQ Ambassadors so they can be role models for the rest of the students. In addition, each teacher is holding class meetings every Friday, showing videos that focus on the four key questions and we have daily announcements focused on the core questions and weekly motto.



New River Elementary School Stella Peper Syllabus Expectations



Stella.peper@dvusd.org and (623) 376-3500

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

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

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

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

Please be sure to read the weekly newsletter for ongoing information regarding the content of each early release day.

GRADING PRACTICES

Learning is a process that takes place over time and at different speeds for different students. Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.

Kindergarten

There is no course grade in kindergarten. You will see student proficiency levels marked for each standard according to the following scale:

4 = Applies grade level skills with greater depth or complexity

3 = Demonstrates grade level proficiency

2 = Approaches grade level proficiency

1 = Displays a significant lack of grade level proficiency

First-Second Grade

. You will see student proficiency levels marked for each standard according to the following scale:

4 = Applies grade level skills with greater depth or complexity

3 = Demonstrates grade level proficiency

2 = Approaches grade level proficiency

1 = Displays a significant lack of grade level proficiency



New River Elementary School

Stella Peper Syllabus Expectations



Stella.peper@dvusd.org and (623) 376-3500

A proficiency standard will be marked at least once a week for each content area. Overall standard grades are determined by the average of the most recent three proficiency levels to determine the overall course grade according to the following scale:

- E = Excellent (100-80%)
- S = Satisfactory (60-79%)
- N = Needs Improvement (42-59%)
- U = Under Performing (0-41%)

3-6th grades

. You will see student proficiency levels marked for each standard according to the following scale:

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

A proficiency standard will be marked at least once a week for each content area. Overall standard grades are determined by the average of the most recent three proficiency levels to determine the overall course grade according to the following scale:

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

Gradebook Categories (3-6th grade only)

There are three categories in the grade book that are each weighted differently.

- **Assessment** is weighted 80% of the total course grade. This category includes all items used to measure a student's proficiency towards the learning standard once the student has had sufficient practice. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, presentations.
- **Coursework** is weighted 20% of the total course grade. This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks for understanding and daily activities.
- **Practice** is not weighted (0% of the total course grade). This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework falls into this category.



New River Elementary School

Stella Peper Syllabus Expectations



Stella.peper@dvusd.org and (623) 376-3500

Re-assessments

We want students to do their best all the time. However, we acknowledge that sometimes the process of learning takes longer than teachers anticipate; therefore, students are allowed to reattempt their assessments after receiving feedback and guidance.

A **retake** is when a student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or different format. The original score is replaced if the new score is higher.

Missing and Late Work

In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and before the end of the grading period. An assignment is considered as missing work when it is not submitted by the due date. Missing work will be treated as such:

- The assignment will be marked with the "Missing" special code in the gradebook
- A zero (0) will be entered as the score for the assignment in the gradebook (grades 3-6)
- No Evidence (NE) will be entered for the standards attached to the assignment.
- If the work is submitted as late work, the zero assignment score will be changed to reflect the student's actual score with no deductions or penalties. The teacher will mark the student's assignment with the "Late: special code.
- If the work is not submitted as late work, the score for the assignment will be changed from a zero to a 49% by the end of the quarter

Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work. This may be done through lunch and learn or PAWS place after school.

Powerschools

PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).

AI and Large Language Models

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



New River Elementary School Stella Peper Syllabus Expectations

Stella.peper@dvusd.org and (623) 376-3500

