



New River Elementary School Teacher Syllabus Expectations

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

All About Mrs. Breckenridge

I am an Arizona native and have been teaching for over 20 years. I received my Elementary Education degree with Arizona State University and my Masters with Northern Arizona University. This will be my first year teaching 5th and my first year at New River Elementary.

I am happily married with two kids. I love to take my dog for walks. In my spare time, I enjoy hanging out with my family and friends, baking, and taking my kids places.

COMMUNICATION

- School-wide [New River Elementary School Website](#)
 - Weekly school newsletters on Facebook, Twitter, and school messenger
- Teacher website: [Breckenridge-5th](#)
- My email Abra.Breckenridge@dvusd.org
 - The best time to reach me is before (8:00-8:45 am) and after school (3:30-4:30), and the best way to reach me is by email or Class Dojo messages. Please allow 24-48 hours to get back to you.
- My main modes of communication: **Email, Daily Folders** (Folders travel to and from school daily) and **Class Dojo**.
- Behavior communication: Notes in take home folder, Class Dojo, or email.

I believe that strong communication between teachers and families is the key to student success. Please feel free to contact me with any questions or concerns so we can work together to make this school year the best it can be for your child.

ACADEMICS

- Resources for you and parents:
 - [DVUSD Math Resources for Parents](#)
 - [DVUSD English Language Arts Resources for Parents](#)
 - [DVUSD Social Studies Resources for Parents](#)
 - [DVUSD Science Resources for Parents](#)
 - [What is Depth of Knowledge \(DOK\)?](#)



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PBIS

All students are taught to follow the CATS expectations: Caring, Always Respectful, Take Responsibility, Self-Control. These expectations are outlined in the 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." EQ 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 5th and 6th graders are trained to be our EQ Ambassadors and role models for the rest of the students as they spend time in the younger grade classrooms. Each teacher will hold weekly class meetings focusing on the four key questions and weekly motto. Dr. Marone talks about the weekly motto on the announcements each morning and awards students weekly for demonstrating that motto.

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so teachers can 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. Once a month, our teachers meet in collaborative teams with Gavilan Peak teachers.

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 PLCs 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?

Be sure to read the school newsletters for ongoing information regarding the content of each early release day.

GRADING PRACTICES

3-6th grades

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 can do in a content area. We measure achievement, not effort or behavior, in our grading system. You will see student proficiency levels marked for each standard according to the following scale:

4 = Highly Proficient



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- 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. These can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, and presentations.
- **Coursework** is weighted 20% of the total course grade. This category includes formative work that allows students to learn content and skills and 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 learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

Homework

Homework is practice that supports learning at school, yet it is not part of the student's grade. Students should complete it independently and only spend **up to 90** minutes per night across all content areas.

Re-assessments

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



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

Missing and Late Work

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 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 grade book
- A zero (0) will be entered as the score for the assignment in the grade book (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 zero to 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), sign up for the app, and push notifications or weekly email updates as an option in [PowerSchool](#).

AI Guidance

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words.

Birthday Celebrations and Treats

Birthday celebrations will be held during lunch or recess. Parents are encouraged to use the district-sponsored birthday buckets order form at this link: <https://www.dvusd.org/Page/65635>.