



Norterra Canyon School

Theresa Milks, Principal

Samantha Robarge, Assistant Principal



Teacher Syllabus Expectations

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her school achievement. We are committed to treating parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers are required to maintain a positive learning experience at any school. We believe that your trust in Norterra Canyon is required to ensure your child's success.

Hello! My name is Kimberly Cash. This is my second year as a Pirate at Norterra Canyon, and I'm thrilled to work with the students and families in this community. The 2025-2026 school year marks my 32nd year of teaching in the Deer Valley Unified School District! I earned my bachelor's degree from ASU (go Devils!) and my master's degree in early childhood education, along with a reading specialist endorsement, from NAU. My background includes teaching kindergarten through second grade, working as a reading specialist, and serving as a language immersion mentor.

Teaching children to read is my passion, and I feel fortunate to be at Norterra Canyon this year. As a native Arizonan, I've been happily married for 34 years and have two adult children: Audrey, who lives in Nashville, and Taylor, who resides nearby. In my free time, I enjoy reading, painting, traveling, camping, and off-roading in my Jeep

Overview of [Arizona State Standards](#).

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

COMMUNICATION

[Communication Protocol Flow Chart](#)

School-wide

- [Norterra Canyon Website](#)
- [Norterra Canyon Instagram](#)
- Weekly Newsletters via email

Teacher websites-[Mrs. Cash's Website](#)



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You can reach me by email at: kim.cash@dvusd.org or by phone at 623-445-8236.

During school hours the best way to contact me is through email.

- **Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.**
- **Norterra Canyon has implemented email office hours and a “curfew” to ensure that we maintain a healthy work-life balance. I will respond to emails and phone calls Monday through Friday during school hours.**
- You can reach me by email at: kim.cash@dvusd.org or by phone at 623-445-8236. (During school hours the best way to contact me is through email.)
- I will primarily communicate through email.
- Homework: I highly encourage nightly reading and sight word practice. I will send more information home (as needed) regarding at home practice.

Norterra Canyon Professional Learning Community

Most Fridays, students will be released at 1:30 pm so that we 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.

Role of Professional Learning Teams

A PTL (professional learning team) 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 Norterra Canyon’s Professional Learning Community:

- 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?

Professional Learning Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations, and assessments are used to determine a student's level of performance with grade-level standards.



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- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

Artificial Intelligence

In the Deer Valley Unified School District, we are committed to providing our students with an extraordinary education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for use by students.

Students must adhere to the specific guidelines provided in the assignment details. If no explicit guidance is provided regarding the use of generative AI, students are expected to follow the “restrictive” level outlined in the Student Use of Generative AI chart. If a student is unsure whether a tool or website is permitted, they should contact the teacher before using the resource or submitting their work.



Student Use of Generative AI

Level	Description	Example Instruction
Restrictive No!	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
Moderate Whoa!	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however the main content, arguments, and conclusions should be your own."
Permissive Go!	Students can use teacher-approved AI tools from the district list to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, however proper citation is required for any AI-generated content."

Adapted from: Code.org, CeSA, Digital Promise, European EdTech Alliance, Larriere, J., and PACF (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. (2024).



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HOMEWORK & GRADES

The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.

Grades are a reporting tool utilized to reflect what a student knows and can do in a content area. We measure achievement, not effort or behavior, in our grading system. Grades will be equitable, accurate, specific, and consistent.

A student's grade should reflect academic learning and should never be used as a punitive tool.

Grades are for reporting the status of academic learning, not behavioral conduct. The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.

Learning is a process that takes place over time and at different speeds for different students.

PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check 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](#).



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DVUSD GRADING PRACTICES

Please visit the links below for more detailed information regarding DVUSD grading practices:

[PRAG Handbook \(K-6\)](#)

[PRAG Handbook \(7-8\)](#)

Kindergarten Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade-level proficiency

1st-2nd Grade Grade Scale

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade-level proficiency

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale.

- E = Excellent)
- S = Satisfactory
- N = Needs Improvement
- U = Underperforming



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3-8 Grade Scale

Students in 3rd through 12th grades will receive marks for their proficiency toward the grade level standards using the following scale.

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

Students in 3rd through 8th grades will receive marks for their overall performance in each course of study using the following letter grade scale.

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

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course.

Categories (1st-8th Grades Only)

All grade entries in the gradebook will be attributed to one of the following categories.

ASSESSMENT: This category includes all items used to measure a student’s proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

COURSEWORK: 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



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targets, and extend learning. This category can include in-class assignments, exit tickets, checks-for-understanding, and daily activities.

PRACTICE: 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.

Category Weights (3rd-8th Grades Only)

Each category will be weighted as follows:

ASSESSMENT CATEGORY	80%
COURSEWORK CATEGORY	20%
PRACTICE CATEGORY	0%

Missing Work (3rd-8th grades)

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 gradebook

A zero (“0”) will be entered as the score for the assignment in the gradebook

No Evidence (NE) will be entered for the standards attached to the assignment

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established but is submitted within the parameters listed below.

For Late Work to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame

K-2 Grades: By the end of the marking period

3-8 Grades: Within 5 school days after the end of the unit



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Reassessment

Retakes are allowed for assessments for full credit, if reperformance opportunities (another assessment on the same learning target later in the marking period as part of the instructional cycle) will not be available during the marking period or in addition to reperformance opportunities during the marking period.

To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher
-

A reassessment plan must be scheduled within the following time frames:

K-2nd Grades: Until the week before the end of the marking period

3rd-8th Grades: Within 10 school days of receiving the assessment score

Academic Integrity Statement

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. If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

Academic Dishonesty Statement

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;



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- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.
- Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

The Pirate Way! & PBIS Rewards

Please help us to encourage your child to follow our school-wide behavior expectations:

Be Respectful, Be Responsible, Be Safe, and Be Kind

The matrix below is posted across campus, and it is the responsibility of all students to follow each location-specific expectation. During the first two weeks of school, students will be taught the expectations at each location.



The Pirate Way

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

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



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

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

Discipline Process: Minor & Major

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

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

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



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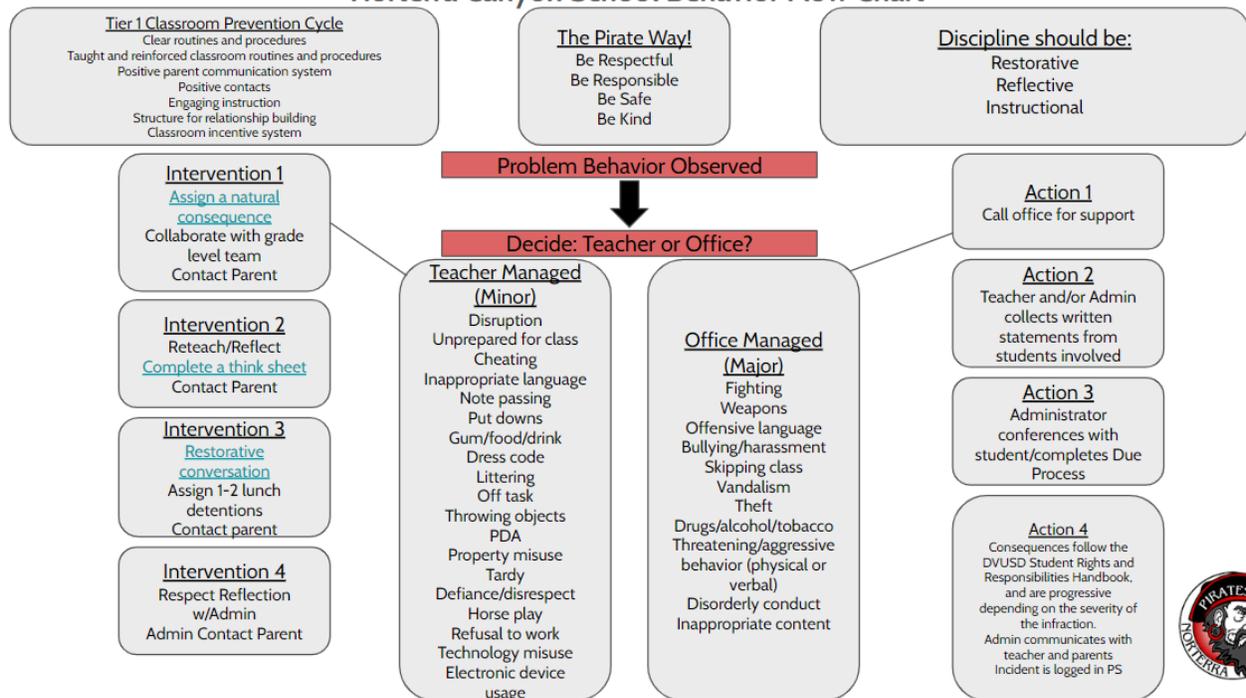
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When students demonstrate problem behaviors, NC staff will follow the process below.

Norterra Canyon School Behavior Flow Chart



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