Inspiration Mountain School

JoAnn Schwarting, Principal
Joelle Carrington, Assistant Principal

Mrs. Butler's Syllabus

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 Inspiration Mountain is required to ensure your child's success.

About

- Originally from Washington state, I've called Arizona home since 2009. My husband and I have two amazing daughters, Avri (8) and Ari (2).
- In my classroom, I hope to inspire students to see art as more than just drawing skills—art is for everyone, it's everywhere, and everyone has an artist within them. Making art should be a joyful experience because in art we learn that artists make mistakes, artists always try to do their best, artists keep going and artists solve problems with creativity. My favorite kind of art and artists use bright, happy colors and whimsical patterns like Yayoi Kusama, James Goldcrown, Kelsey Montague and Jen Stark. I love painting, fiber arts and creating 3D sculptures.

Education + Experience

- Masters in Elementary Education from the University of Phoenix 2012
- Bachelor's Degree from Washington State University in Apparel Merchandising, Design & Textiles 2007
- Teaching since 2013, Teaching Art since 2015

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)?

- School-wide

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- Inspiration Mountain Website
- Inspiration Mountain Facebook
- Weekly Newsletters via email

Teacher website

Arizona Visual Art Standards

- **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.**

- **Inspiration Mountain 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.**
  - Jennifer.Butler@dvusd.org (preferred)
  - 623.376.5400

Inspiration Mountain Professional Learning Community

Most Fridays, students will be released at 1:15 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.

Professional Learning Communities - Collaborative teams

A PLC is a professional learning community where collaborative teams - a group of educators working together to improve teaching practices and the achievement of students - meet on early release Fridays. The questions that drive the work of Inspiration Mountain's Professional Learning Community are:

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

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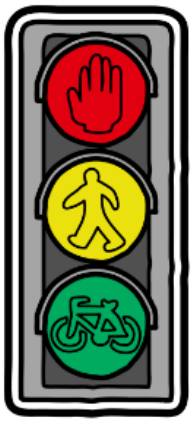
Collaborative teams are responsible for establishing general consistency among the following:

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

Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the "restrictive" level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

AI Use Traffic Light	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 utilize district-approved AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content. Proper citation is required for any AI-generated content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."

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.

DVUSD GRADING PRACTICES

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

3-12 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 12th 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%

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

For 9th-12th grade levels, no course credit will be awarded for a failing course grade.

Categories

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 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 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 grade book
- A zero ("0") will be entered as the score for the assignment in the grade book
- 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
  - 9-12 Grades: By the end of the unit

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;
- 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.