Inspiration Mountain School

Joelle Carrington, Principal

Samantha Adams, Assistant Principal

Ashley Witt 7th Grade Science

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat 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 is 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 Me and 7th Grade Science Curriculum:**

https://inspirationmountain.dvusd.org/schooldirectory/7th-grade/witt-ashley-7th-grade-science

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

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.

- School-wide
  - Inspiration Mountain Website
  - Frequent Smores via social media, email, and texts
- Teacher websites

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Ashley Witt:
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Contact Details:

Best times to reach me:
-Before school (7:45-8:00) and after school(3:00-4:00)
Best way to reach me:
Email: Ashley.Witt@dvusd.org
Classroom number: 419
Main mode of communication: Email/Planner/Canvas/Weekly 'Smore

Inspiration Mountain Professional Learning Community (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.

Professional Learning Communities- Collaborative Teams
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?

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

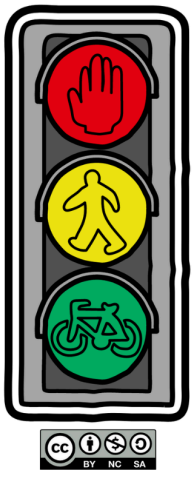
- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.

- Create opportunities for common scoring of assessments.

Artificial Intelligence

In the Deer Valley Unified School District, we are committed to providing our students with 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) into the classroom for student use.

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, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [2004].

Grading Scale

3-12 Grade Scale

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

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

Students in grades 3 through 12 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-12th 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 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 done inside and outside the classroom, such as classwork and homework, falls into this category.

Category Weights (3rd-12th Grades Only)

Each category will be weighted as follows:

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

Missing Work (3rd-12th 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:
  - 3-8 Grades: Within 5 school days after the end of the unit ***of learning/project/assignment***

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 frame:

- **3rd-8th Grades:** Within **5** school days of receiving the assessment score

Novel Studies (for courses using novel studies)

Parents/guardians will be provided with the titles of novels that will be read in class at least two weeks prior to instruction commencing, if not already listed on this course syllabus. Parents/guardians may reach out to the teacher at any time with questions or concerns about a novel. In compliance with A.R.S. § 15-120.03, any novel containing material that falls under this statute—but is utilized for its serious educational or literary value—will require prior written parental consent on a per-material basis before the student may use it. For any student whose parent/guardian does not grant consent, a comparable alternative assignment that does not contain the material will be provided without academic penalty.

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.