



Faiss Middle School Virtual Course Expectations

Dream... Believe... Soar to Achieve!

Amanda Keltz	keltzam@nv.ccsd.net	(702) 799-6850 ext. 3630
Renata Jordan	jordar@nv.ccsd.net	(702) 799-6850 ext. 3625
Amanda Skrogstad	skroga@nv.ccsd.net	(702) 799-6850 ext. 4503
David Wright	wrightdt@nv.ccsd.net	(702) 799-6850 ext. 4013

Math 6 ACC 2020-2021

- I. COURSE DESCRIPTION: I. I. Mathematics Accelerated 6** - This one-year course is designed to increase mathematical fluency in problem solving, logic, reasoning, and effective communication. This course develops a deeper understanding of decimal and fraction operations, ratios, percents, measurement, and geometric concepts. In accelerated studies, students expand their work to include integers and algebraic concepts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.
- II. HOURS OF AVAILABILITY** – Teachers are available most mornings 8:20-8:50 AM. Please consult individual teacher concerning their daily availability for these times as meetings and such things do occur. Email individual teacher directly to ask questions, address concerns, or to set up an appointment for a meet.
- III. GRADING POLICY**
- A. DESCRIPTION OF GRADING PROCEDURES** – Students' grades will be calculated based on the following categories and percentages:
- 80% Mastery [assessments]
 - 20% In Progress [classwork/practice]

Note: Students are expected to complete assignments at the time they are given. However if a student was absent or failed to complete an assignment, they will have 3 days to complete the assignment. Assessments will be open 1 week. Each assessment will have 1 retake available during that week.

B. BASIS FOR QUARTER AND SEMESTER GRADES – The following will be utilized when assigning final grades for the quarter and the semester:

- 45 % Quarter Grade A
- 45 % Quarter Grade B
- 10 % Semester Exam

GRADE SCALE

ACADEMICS:	CITIZENSHIP:
100% - 90% = A 89%- 80% = B 79%- 70% = C 69%- 60% = D 59% or less= F	100 - 90 = Outstanding 89 - 70 = Satisfactory 69 – 50 = Needs Improvement 49 or less = Unsatisfactory <i>** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.</i>

Suggestions for Parent/Guardian Assistance for Students:

- **Check Infinite Campus (IC) often, at least weekly**
- **Have students work on their path in ALEKS or Khan Academy.**
- **Check for completion of assignments, notes, & practice tests along with studying them and doing math fact drills.**

Student Progress:

- **Grades will be updated in Infinite Campus weekly. These grades can be checked at any time.**

C. ATTENDANCE/FAILING GRADES/RETENTION ENFORCEMENT:

Attending school on a regular basis is vital to academic success. Students who miss more than 10 unapproved absences in any course during a semester (18 weeks) may receive a failing semester grade for that course. An approved absence, as defined, is an unavoidable absence caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or the student’s family, and/or a prearranged absence (not exceeding 10 in a school year).

A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to the seventh grade. A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to the eighth grade. A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school (CCSD regulation 5123).

D. MAKE-UP PROCEDURES:

Teachers shall provide an opportunity for a student to make up missed work due to any absence. When a student is absent, the educational experiences lost during that absence might be irretrievable because the instruction and

interaction in the instructional setting cannot be duplicated through make-up work. Previous lessons will be uploaded into Canvas under modules.

After any absence, a secondary student is required to initiate contact with his teacher(s) to obtain appropriate make-up work within three (3) school days immediately following the absence. Once contact has been made with the teacher(s), specific make-up work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The make-up work must be returned to the teacher(s) by the specified due date. Students shall be allowed a minimum of (3) three days to complete make-up work.

IV. STUDENT PLANNERS/NOTEBOOKS – Students will be encouraged to utilize the Calendar features available in Canvas in order to stay organized and aware of due dates for assignments and assessments within each of their courses.

List of School Supplies:

- ✓ **Notebook**
- ✓ **Pencil**

V. CLASSROOM RULES

- 1. Be on time**
- 2. Be in a quiet place**
- 3. Be prepared**
- 4. Mute yourself**
- 5. Participate**
- 6. Chat responsibly**
- 7. Communicate respectfully**

A. FAISS FLYER 15

All students will be expected to model the Faiss Flyer 15 at all times and be awarded points for their house for doing so.

1. When responding to any adult, you must answer by using their name and/or saying “Yes Ma’am/Sir” or “No Ma’am/Sir.
2. Always say thank you when given something.
3. Surprise others by performing random acts of kindness.
4. Regardless of where you are on campus, keep it clean.
5. If someone drops something, offer to pick it up.
6. Be considerate of others and hold the door.
7. You are expected to learn and follow your teacher’s classroom rules.
8. Make eye contact and track the speaker.
9. During discussions, respect other students’ comments, opinions, and ideas.
10. Make every effort to be organized.
11. Always encourage your classmates to be successful.
12. When a guest teacher is present, greet them, make them feel welcome, and follow all classroom rules.
13. Be positive and enjoy life. A smile goes a long way.
14. Learn from your mistakes and move on.
15. No matter what the circumstance, always be honest.

B. PROGRESSIVE DISCIPLINE PLAN

All teachers at Faiss Middle School will use the following progressive discipline plan (dependent upon similar infraction):

1. Teacher intervention
2. Teacher intervention with parent contact
3. Teacher intervention with parent contact
4. Referral to Office of Student Success

C. ADDITIONAL CLASSROOM EXPECTATIONS

VI. CITIZENSHIP – Students will earn a citizenship grade for each quarter based on their behavior. Grades will be tracked each quarter in students’ gradebooks on Infinite Campus. The following citizenship categories apply:

<i>Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, adherence to the Faiss Flyer 15 principles, and overall attitude. This rubric outlines the behavior and performance criteria for earning citizenship grades.</i>				
Expectations	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
Be respectful to teacher.	Treats teachers in a respectful manner. Stands to participate without reminders. Says “yes/no” and “Ma’am/Sir” consistently. Consistently tracks the speaker. Follows directions. Asks questions appropriately.	Usually treats teachers in a respectful manner. May need to be reminded to stand. Attempts to address with respect (“Ma’am/Sir”), but not 100%. Mostly tracks the speaker. Uses appropriate language with adults. May need reminders to follow directives.	Sometimes treats teacher disrespectfully. May need a reminder to be respectful and caring. Does not say “yes/no” “Ma’am/Sir” and is often not tracking the speaker. May occasionally use a rude tone or sarcasm with staff or exhibit mild insubordination.	Consistently treats teachers disrespectfully; moderate to severe chronic misbehavior in class; rude tone; insubordination and/or belligerence.
Be respectful to classmates and guests.	Encourages and helps others; cleans up after self and others; says please, thank you, may I; praises and encourages others; works well independently and cooperatively; does not tolerate bullying; brings supplies daily; shows good sportsmanship; opens doors for others; does not cut in line.	Usually treats classmates respectfully. Cleans up only after self, but not others. Does not consistently use please, thank you, may I; mostly works well collaboratively; may occasionally borrow supplies, but usually has them; opens doors for others; does not cut in line.	Some misbehavior during class; sometimes treats classmates disrespectfully or exhibits inappropriate horseplay during class. Seat may be moved for misbehavior or peer conflict. Does not say please, thank you, may I; may let down the collaborative team; comes to class unprepared; may be bossy towards others.	Often treats class members in a negative way with put-downs, tone of voice, refusals or bullying; entices others to misbehave. Whines or complains about work aloud or otherwise lowers class morale. Poor group participation seat may be moved for misbehavior or peer conflict.
Be the best you can be!	Is on time, honest and positive, self-reflective upon their work, and submits the best work at all times. Does not leave class until dismissed.	Usually on time (1-2 tardies); does not submit 100% effort; may have no-name papers occasionally; occasionally may try to stand to leave class before dismissed.	Sometimes late (3-4 tardies); turns in work that is incomplete rather than requesting an extension; uses late passes often or may have missing/incomplete assignments; may try to stand to leave class before dismissal.	Often late (5 or more tardies), frequently turns in work that is incomplete or uses all late passes for the quarter; has missing/incomplete assignments; may try to stand to leave before class dismissal
	Uses 100% of class time to work. Completes classwork regularly. Sets goals and timelines for	Completes most classwork; sets goals and timelines for finishing most work on	Usually does not complete classwork. Sometimes listens and follows directions. Needs frequent	Academic apathy. Rarely does classwork. Disturbs and distracts others. May be sent to

Apply metacognitive strategies.	finishing work on time; monitors own self; self-redirects; advocates for self as needed; positively participates in class frequently; assess own work and others' honestly.	time; monitors own work; may advocate for self; may occasionally participate in class; assess own work and work of others honestly.	reminders to remain on task. Does not participate appropriately (blurting out or creates off-task distractions); may not assess work honestly.	time-out location or office. Does not participate appropriately (blurting out or creating off-task distractions). May not assess work honestly.
--	---	---	--	---

Faiss Middle School
Course Expectations Parent Signature Sheet
2020-2021

Dear Parent/Guardian, **(THIS IS A SAMPLE LETTER – MODIFY AS NEEDED or Consider creating a Google Form for Parents to complete through IC Messenger)**

Hello, my name is **(Teacher Name)** and I will be your child's **(Course Title)** teacher this year. **Please take a moment to read the attached course expectations and sign and complete this information sheet.** At some time during the year, I may find it necessary to contact you concerning your child's academic progress and/or behavior in the classroom. At Faiss MS, we look forward to communicating with families on a regular basis. The strongest ally I have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

I look forward to having a successful year with all my students. If you have any questions or concerns, please feel free to contact me either by phone or email.

Thank you in advance for your support.

Sincerely,

(Teacher Name)

Student Name: _____ Period: _____ Date: _____

I have read and understand the course expectations for my class. [Explain how you would like parent/student to confirm they have read and understood the document.](#)