

Disclosure Document
Intermediate I: Ms. Ruud
Timberline Middle School
2017-2018 School Year

Course Description: In Intermediate Math I, instructional time should focus on four critical areas: (1) proportional relationships; (2) operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Textbook and Materials:

- Each student will be assigned a copy of the textbook. Students are expected to bring their textbook every day and to take care of it. We only have the budget to allow one copy per student. Students will have to pay to replace their textbook if they need a new one.
- Students need to have a 3-ring binder for math with loose-leaf paper for notes & assignments.
- In math, there can be many mistakes so pencils with an eraser are vital.
- Calculators are very helpful for this class. Any scientific calculator will do. I recommend a TI-34 MultiView. I have some they can use in class but students may want one to use at home.

TMS Math Department Grading Policy: The purpose of grades is to clearly communicate to students, parents, and teachers what each student has learned and mastered. The scores you see in Skyward will communicate the specific standards your student has learned in class. These standards are graded on a four-point scale, as explained below. This scale is crucial in identifying to students, parents, and teachers specifically what the student has mastered and what areas need to be retaught.

0 -Student has not demonstrated any mastery.

1- Student has tried, but lacks essential skills.

2- Student can demonstrate some mastery.

3 -Student show mastery of essential elements.

4 -Student shows mastery on essentials elements with extended application.

- Students will be given a practice assignment each class period that will help solidify concepts and activities learned in class. Each assignment will be worth 5 points. Other in class assignments may be given that will also fall in the practice and participation category.
- Regular mastery checks will be given in order to determine student's mastery level (the four scale grading system). Mastery checks can be retaken as long the practice assignment for that standard has been completed.
- Assessments will be given at the end of each unit to determine retention of mastery level. This will update and replace the scores from the regular quiz scores. This also gives students an opportunity to demonstrate mastery on any standard from the unit that they had not previously mastered and improve their score.
- An end of term final will be given to solidify concepts learned during that term. The final will be a separate score from the previous assessments.

Participation and Practice will be worth 5% of your students grade—because these points are not tied to the four scale grading system communicating mastery, the points will not be worth as much towards your students overall grade. Mastery checks and chapter assessments will be worth 75% of your student's grade. The term final will be worth 20% of your student's grade. Students can remediate any score on a mastery check or chapter assessment as long as the practice assignment has been completed.

In order to average the 4 scale grading system, the following percentages will be used to determine your student's overall letter grade:

Percent in Skyward	Letter Grade		
93.80 – 100	A	50.00 – 62.49	C
87.50 – 93.79	A-	43.80 – 49.99	C-
81.30 - 87.49	B+	37.50 – 43.79	D+
75.00 – 81.29	B	31.30 – 37.49	D
68.80 – 74.99	B-	25.00 - 31.29	D-
62.50 – 68.79	C+	0 – 24.99	F

Student and Teacher Responsibilities: At Timberline Middle School students are taught school-wide behavioral expectations, called the Grizzly Guide. The Grizzly Guide states that students are respectful, responsible, resourceful and brave. Teachers at Timberline specifically teach the Grizzly Guide and reinforce it by distributing Pawsitive Tickets, which students can exchange for prizes. When a student's behavior is contrary to the Grizzly Guide, he or she is re-taught the behavioral expectations with quick feedback from an adult. If the student repeats the inappropriate behavior after being re-taught, teachers may provide an opportunity to re-direct the student's behavior through a Think Time, where the student completes a reflective worksheet, and apology. Major behavioral infractions, such as physical violence or vandalism, result in an office referral.

Attendance: Students are strongly encouraged not to miss class. If a student has an excused absence, the student is responsible for finding out what was covered in class. Assignments cannot be made up due to truancy. Students are expected to be in class in their assigned seats when the tardy bell rings. If students are outside the room when the bell starts ringing, Timberline Middle School's tardy policy will be followed.

Nuisance Items: Students should not have inappropriate items on while in class with them (i.e. iPods, cell phones, iPads, etc.) If these items are taken away, they must be picked up at the front office. Ms. Ruud or Ms. Svensson will not be held responsible for these items. For more information on the TMS nuisance item policy, please refer to the student handbook.

Cheating Policy: Please understand that the following, if done in relation to my class, will be considered cheating: **Copying the answers directly from the back of the book** (This resource should only be used to check answers.), **'borrowing' someone else's work and copying their answers** (Explaining something is different than letting someone copy), **getting answers off someone else's test, plagiarism, having someone else complete or do their assignment.** If anyone is caught cheating, we will contact his or her parent and the student will need to redo the assignment.

Parental Inquiry

Email is the best way to reach us. You can reach Ms. Ruud at cruid@alpinedistrict.org.

In compliance with the American Disabilities Act, students needing special accommodations may contact me for alternative arrangements.

Sincerely,

Ms. Ruud

Please sign and return this portion of the disclosure document. Please fill in all blanks. The student must keep the first page of this document in their binders for reference.

I have read Miss Ruud's disclosure document and understand its contents.

Student's Name (please print)

Student's Signature

Guardian's name (please print)

Guardian's Signature

Class Period and Grade

Preferred method of contact and/or
contact information (i.e. phone
number or e-mail address)