***Mathematics***

***Intervention***

**6th, 7th, 8th Grades**

**Belinda Jenkins**

**Course Syllabus 2025-2026**

**Course Description and Objectives**

*Students who struggle in mathematics can experience success in on grade level course work provided they receive additional instructional time and support in conjunction with regular classroom instruction. The purpose of math intervention is to address individual deficits while providing support in current curriculum. Math Intervention is an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity.*

**Middle School Math Textbooks**

Houghton Mifflin Harcourt (HMH): Into MATH: Grade 6 edition, 7th edition, 8th edition

**Course Goals**

To increase student self-efficacy in mathematics.  
To support students in mastering grade level math standards.  
To re-teach critical concepts and skills based on current GA DOE math curriculum.  
To fill pre-requisite grade level skill gaps.

**Richmond County Board of Education Grading Policy**

A (100-90) B (89-80) C (79-75) D (74-70) F (Below 70)

Parents are encouraged to monitor their child’s progress using the district **Infinite Campus Parent Portal**.

<https://campus.rcss-k12.org/campus/portal/richmond.jsp?status=portalLogoff&lang=en>

**Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance, or assist another in any type of academic dishonesty.   The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses. Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct.  Additionally, the task may be entered as incomplete, and the student required to redo the assignment or retake the assessment.

**Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits through a behavior an academic contract. Students in grades 6-12 may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). Late work submitted after the fifth school day will only be accepted at the teacher’s discretion. Completing work in a timely manner during the learning unit is essential for academic success. If the score is reduced for late work, the teacher must make a notation in the Infinite Campus comment section of the gradebook to reflect the reduction for late work. Students and parents should refer to the teacher’s course syllabus for specific late work procedures.

**Make-up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back at school if the assessment was first announced during their absence. Graded assignments should be scored to accurately reflect the level of mastery of standards.

**Relearn & Reassess (R&R Procedures)**

Students can submit a relearning plan for any **major assessment**. Upon satisfactory completion of the plan, a student will be given a minimum of two opportunities to be reassessed. Students scoring below 70 on a major assessment are expected to complete a relearning plan unless exempted with parent approval. Teachers have discretion to determine if

R&R opportunities will be given for any **minor assessment**.

**AI Guidance**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance, or assist another in any type of academic dishonesty. The unauthorized or improper use of an artificial intelligence (AI) program constitutes academic dishonesty.

**Evaluation (Schoolwide Grading Policy)**

* Summative Assessments 40% (Unit & Chapter Test, Projects, Tasks)
* Formative Assessments 60% (Quizzes, Class work, Group Work, etc.)
* Homework: (15 minutes of nightly practice **encouraged** per subject; Does not include projects)

**Course Materials**

\* (2) –Composition Notebooks \* Elmer’s Glue Sticks (clear) \* Highlighters

\* Wired Ear Buds (cheap/$5 or less) **\*** Pencils (preferably mechanical) \* Loose Leaf Paper

**Math Online Resources**

Virtual Nerd.com, Khan Academy.com, iReady.com, Canvas, Edpuzzle, Delta Math

**Classroom Expectations**

* Students are expected to be **ready** to learn when they come to class. This means being on time and being prepared with materials and assignments.
* Students are expected to be **respectful** of other students, all adults, and their environment.
* Students are expected to be **responsible** for their own actions, attitudes, and behavior.

**Discipline Policy**

Students are expected to follow the classroom and school behavioral guidelines. In the event disciplinary action is administered, the discipline policy outlined in the Student Handbook will be followed.

**Electronic Device Policy**

1. **No Cell Phones During Instructional Time**: Students cannot use cell phones, smartwatches, headphones, or other electronic communication devices during the instructional day. This includes class periods, changes, study halls, and other structured or non-structured instructional activities.
2. **Devices Must Be Out of Sight:**All electronic devices must be stored out of view during the instructional day. This applies to all areas of the school, including common areas, hallways, restrooms, and locker rooms.
3. **Emergency Communication:** In emergencies, students may use the main office to make necessary calls.

**Tutt Classroom Discipline Plan**

These are some of the strategies I will use to deal with minor discipline issues.

1. Redirect (verbal) the behavior 3. Enter major in Spotlight (Infinite Campus 5. Office Referral
2. Parent Call/Conference 4. Guidance Referral (if applicable)

**Contact information**

Email: jenkibe@boe.richmond.k12.ga.us Front office: 706-737-7288

Teacher Webpage:<https://www.rcboe.org/Domain/13314>

**(**Please sign and return this portion of the syllabus to affirm that you have reviewed this document.**)**

Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Parent Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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