



What do I need to know  
about 6th Grade...

- Who are the teachers?
- Schedule
- Infinite campus/grading
- Chromebooks
- PBIS
- Attendance
- Cell phones
- Food Service
- Middle School Brain

# Who are the 6th Grade Teachers?

Students will have 4 core teachers, 3 exploratory teachers (that rotates on a 6 day cycle and changes at the semester), and a WIN teacher.



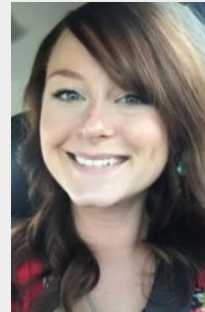
Science: [Mr. Corkins](#)

Social Studies: [Mr. Adams](#)

Literacy: [Mrs. Auffert](#) or [Ms. Prins](#)

Math: [Mrs. Larkin](#), [Mrs. Richardson](#), or [Mrs. Adams](#) (math interventionist)

You can access the [Middle School Staff Directory](#) webpage to see all teachers at BMS!



# Block Scheduling

We are on a block schedule for math and literacy. This means that they have 84 minutes for these classes. All other classes are on a 42 minute time schedule.

6th-Grade Schedule for Monday, Tuesday, Thursday, and Friday, (Wed. early out - classes are shortened)

8:00-8:42 1st Period (Core Class)

8:45-9:27 2nd Period (Core Class)

9:30-10:12 3rd Period (Exploratory)

10:15-10:57 4th Period (Core Class)

10:58-11:28 Lunch

11:31-12:13 5th Period (Core Class)

12:16-12:58 6th Period (Band/ Choir/ IDM)

1:01-1:31 WIN ("What I Need" Math and Reading Intervention)

1:34-2:16 7th Period (Core Class)

2:19-3:00 8th Period (Core Class)

# WIN

What does WIN stand for?  
What I Need...

This time is designated for reading and math interventions. Our district uses FAST data to determine our student's math and reading needs. Some students are receiving additional support and practice while others may be receiving extension opportunities.

# IDM?

Independent Decision making this is a study hall time for students who are not participating in band and or choir.

Recess - Middle school students do not have recess time built into their schedule. Sometimes, the teachers build in “brain breaks” throughout the week and allow students to play games outside.

# What does grading look like?

## Standards Referenced Grading (SRG)

SRG - will allow us to consistently and clearly communicate students' current proficiency in meeting standards so that grades are an accurate reflection of their learning. With SRG, students will understand where they are and where they need to be by the end of each class or grade level.

Grades will still be given as a letter grade based off the proficiency scale. You can refer to the Grading Practices Handbook to help navigate through this as well.

4.0	<b>Exceeding</b>
3.5	<b>Securing</b> <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
3.0	<b>Meeting</b> (meets the standard) = A (see Figure 5 for 6th-12th grade final letter grade conversion scale)
2.5	<b>Approaching</b> <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>

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2.0	<b>Progressing</b>
1.5	<b>Developing</b> <i>Partial success at 2 content. Major errors at 3 content</i>
1.0	<b>Beginning</b> <i>With help partial success at Level 2 &amp; 3 content</i>
0.5	<b>Limited</b> <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
0.0	<i>Even with help, no success</i>
N	No evidence
M	Evidence is missing

	<b>Ballard SRG</b>
A	3.00-4.00
A-	2.83-2.99
B+	2.66-2.82
B	2.50-2.65
B-	2.34-2.49
C+	2.17-2.33
C	2.00-2.16
C-	1.83-1.99
D+	1.66-1.82
D	1.51-1.65
D-	1.5
F	1.00-1.49

# Infinite Campus

## Semester 2 Applying Grammar and Mechanics Detail

### Category: Evidence of Progress

Name	Due Date	Assigned Date	Score	Turned In	Comments
Research: Page 1	01/25/2023	01/25/2023	2.5		
Research: Page 2	01/25/2023	01/25/2023	3		
Research: Page 4	01/25/2023	01/25/2023	3		

627-2 6TH-GUIDANCE EXPL Carlson, Haile <a href="#">Detail</a>	Semester	P	
601-178 LITERACY Auffert, Amanda <a href="#">Detail</a>	Collaborates effectively with peers	C	C
	Uses time wisely and meets deadlines	C	C
	Communicates effectively and respectfully	C	C
	Text Evidence	3	3
	Analyze Text Structure	2.5	
	Point of View	2.5	
	Comprehension		3.5
	Applying Grammar and Mechanics	3	3
	Determine the Meaning of Unknown Words and Phrases	2.5	
	Produce Writing for Specific Purpose	3	3
	Summarize the Central Idea of a Text		3
	Research Process		3
	Presenting Claims and Evidence		3
	Semester	B+ 2.75%	A 3.07%
600-145 MATH Larkin, Holly <a href="#">Detail</a>	Collaborates effectively with peers	C	C
	Uses time wisely and meets deadlines	C	C
	Communicates effectively and respectfully	C	C
	Area	2.5	
	Surface Area	4	
	Ratios	3	
	Unit Rates and Percentages	3	
	Dividing Fractions	3	3
	Computation with Decimals		2.5
	Expressions and Equations		3
	Positive and Negative Numbers		3

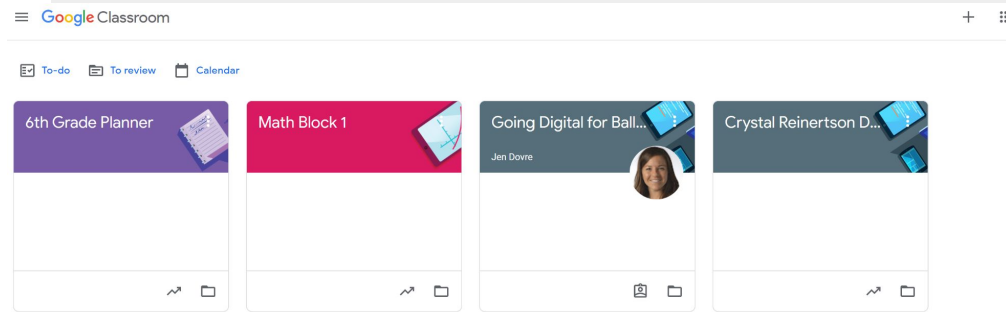
# Homework?

You can expect to receive an age-appropriate amount of homework in 6th grade. All homework assignments will be posted on the [6th grade Planner page](#).

Here you can access each teachers' daily agendas, homework, assignments, and unit plans for each core class.

## Google Classroom

Each teacher will set up with your child their classroom page. This is where they can also find their assignments.





# Chromebooks



This is your child's chromebook for their middle school career. They turn it in at the end of their 8th grade year.

## Chromebook Responsibilities:

- This is your child's text book. They access their lessons, assignments, and projects on this.
- **Keep the charger at home.**
  - The computer will hold a charge the entire day as long as it is charged.
- Communication will go home on damages if there is a high frequency of them or if the cost to fix is significant.
- Misuse of the chromebook may result in suspension to the use of it.

# Damage Examples





Misusing your chromebook may result in losing the privilege to use it.

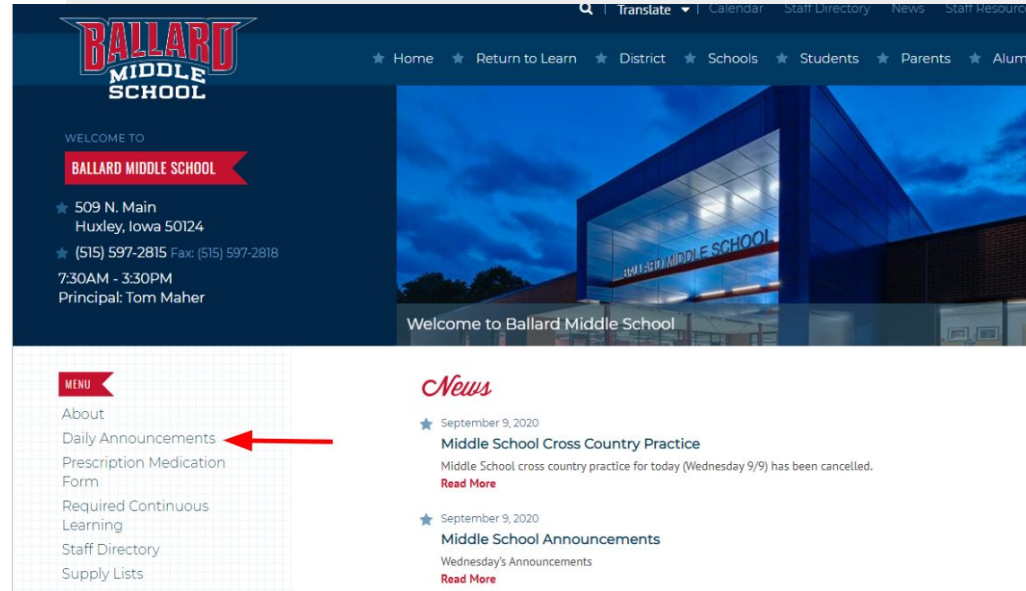
## Misusing your chromebook examples:

- Gaming during work or instruction time.
- Searching inappropriate sites
- Using browsers that aren't google chrome or adding apps that are not approved by teacher.
- Mistreating: throwing, kicking, dropping it

# How do I know what is going on at the school?

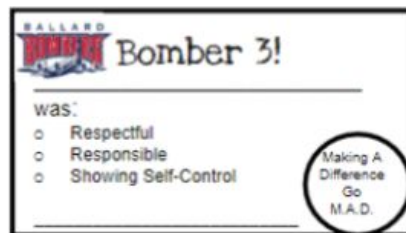
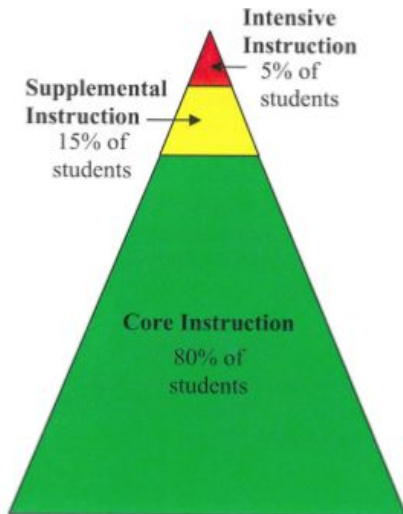
Middle School Announcements  
are found on the middle school  
webpage.

Here you can find what is going at the middle school. Middle school athletic announcements, dances, ect... will be posted here.



# PBIS...What is it?

**School-wide Positive Behavioral Interventions & Supports (PBIS)** is a systemic approach for achieving social and academic goals while preventing problem behaviors with **ALL** students.



## SCHOOL WIDE EXPECTATIONS

THE BOMBER 3: **BE RESPONSIBLE,**  
**BE RESPECTFUL, HAVE**  
**SELF-CONTROL**

### Bomber Rankings

Students will be able to accumulate their points over their time span at the middle school. Once they reach each milestone they will be recognized with a bracelet and certificate at our quarterly assemblies for making a difference here at BMS.

250 credits = Wingman

500 credits = Pilot

750 credits = Master Pilot

1000 credits = Senior Pilot

1250 credits = Command Pilot

1500 credits = Captain



We want our students to be in attendance to get the most out of their education. We are a mandatory reporting center which requires us to stay on top of student attendance.

### Chronic Absenteeism

Student attendance reports will be reviewed monthly. The following procedures will be used to ensure that students do not develop excessive absences:

1. Once students have reached 10% absenteeism, communication will be sent home, a school **administrator or designee may conference with the student**, and **parents will be communicated with to determine intervention options.**
2. If chronic absenteeism continues an attendance contract may be created as an intervention to attendance.
3. If the attendance contract is breached then steps to truancy will be filed with the Story County Attorney's office.





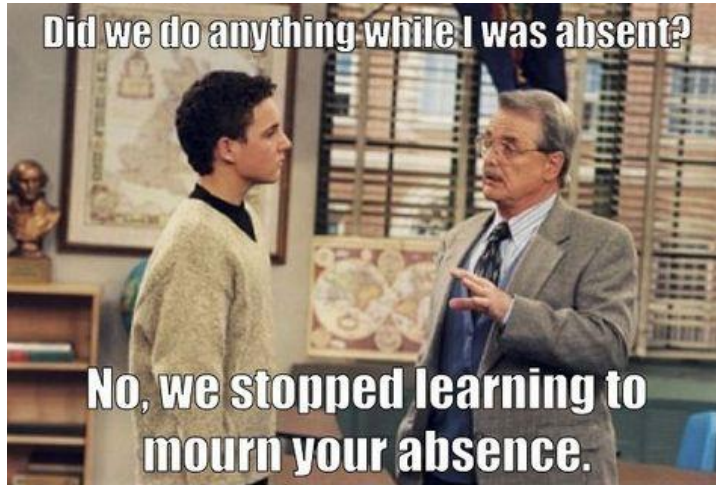
School begins at 8:00. If you enter the building after 8:00 you will need to sign in at the office. You put your reason for being late and the time you arrive. Mrs. Pingel will give you a pass to class.

- If your tardiness is unexcused - You will be told at sign in if you owe a lunch detention that day for being tardy. If you are more than 15 minutes late you will have a 30 minute detention to be served after school with your teacher.

**Unexcused Absences:** An unexcused absence is an absence of which

1. The parent/guardian is unaware of the absence.
2. The parent/guardian did not notify the school of the absence of their child.
3. One that was not approved by a school administrator.
4. Student skipping a class.
  - **Student will be required to serve a 30 minute detention served after school with that teacher.**
  - **Parents will be notified.**

# What do I need to do when I am absent?



- Check the planner on your chromebook for assignments.
- Check google classroom for each subject area to see what was covered the day/days missed.
- Email teachers any questions you have.



# Cell phone policy



- **Phones are put into the classroom pocket holder as you enter the classroom.**
- You may have your cell phone at lunch.
- Not allowed for use in the restrooms, locker rooms, during Assemblies, or any area where a reasonable expectation of privacy exists.

Response to non-compliance:

- **If the phone is not in the pocket holder in the classroom, the teacher will have you turn it into the office.** It will be in the office for 4 weeks from 7:55 - 3:00.

# Food Service



- Breakfast starts at 7:30 - 8:00 am the cost is \$2.00.
- Lunch is \$3.60
  - Block your account for extras
- Lunch is 30 minutes for each grade but the doors to get more food will close 10 minutes before the lunch is over to allow them to clean up and get ready for the next group.
- To add money to your child's account you can have them drop it off in the office. It usually takes a day to get uploaded into the system.

# How to help your child be successful in Middle School

Consistency and structures help with lasting habits.

1. Regular routine for homework time.
  - a. Check infinite campus once a week
  - b. Check the planner page for upcoming tests to prepare for.
  - c. Help organize loose papers - trapper keeper
  
2. Preparation the night before for next day
  - a. School bag is in dedicated space to remember to grab it.
  - b. Chromebook is charged and in bag
  - c. Lunch made and ready to go



# Check in

**Life gets busy! Slow it down and take time to check in.**

Regular Check in's with your child with open ended questions.

- Ask who they sit with at lunch.
- Ask who they sit by in their classes.
- Ask about their friends, who they ride with on the bus, what they like best about school.
- Ask how they did on a test they had.
- Have them show you their google classroom and planner page.
- Have them show you how to check their grades.
  - Ask what they feel good about in a class and then what they are struggling with.

## Managing Workload

**How to get help to stay on top of things:**

***Be sure to communicate with your child's teacher with questions or concerns.***

- Students have IDM time, before or after school
- Reach out to Mrs. Reinertson and Mrs. Carlson for support.
- We are here to teach our students to become independent young adults. Focusing on the "Bomber 3".
  - Responsibility, Respect, Self-control

# The Middle School Brain

- Middle Schoolers are in “Early Adolescence”
- Different parts of the brain are developing at different times.
- Agenda:
  - Cognitive Changes
  - Social-Emotional Changes
  - Parent Survival Tips



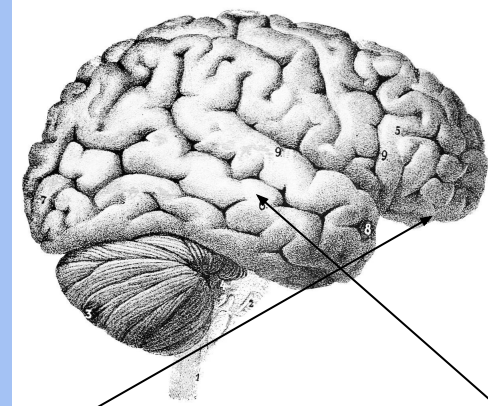
# Cognitive Changes

- “Changes in thinking”
- 5 Major Changes:
  - They can think about **possibilities**
  - They can think about **abstract** concepts
  - Their metacognitive abilities improve (they can **think about thinking**)
  - They can think multi-dimensionally, playing one idea off of another
  - They can think relativistically, understanding things from **different points of views**.



# Cognitive Changes

- This is why we typically find some dissonance/conflict with early adolescents.
- However, this is a perfect opportunity to start have complex discussions.



Pre-frontal cortex takes the longest to develop.

- This is the part that regulates mood, and plays a large part in planning, decision making, and controlling impulses

Until it develops, they make decisions with their amygdala

- This is the survival part of the brain that makes split second decisions based on environment.

# Social-Emotional Changes

- “Changes in feelings and behaviors”
- New cognitive changes = changes in how they view the world.
- Main changes:
  - Experience a **withdraw** from parental figures and **seek other adults or friends** as role models.
  - Place greater **importance on friends** and groups
  - Seek out their **own peer groups** to associate with
  - Encounter peer pressure, the **need to conform** to the accepted ideas of the group.
  - Frequently feel: Social discomfort, Awkwardness, Loneliness, Angry, Sad, Anxious



# Social-Emotional Changes

In tandem with the previous changes; there are two big concepts that frequently drive teen behavior and emotions:

## The Spotlight Effect

- The idea that, in any social situation, everyone's attention focus is only on them.

## The Personal Fable

- The belief that a young adolescent's feelings and thoughts are unique to them and that the people around them have never experienced the emotions they are having.

# Tips for “Survival”

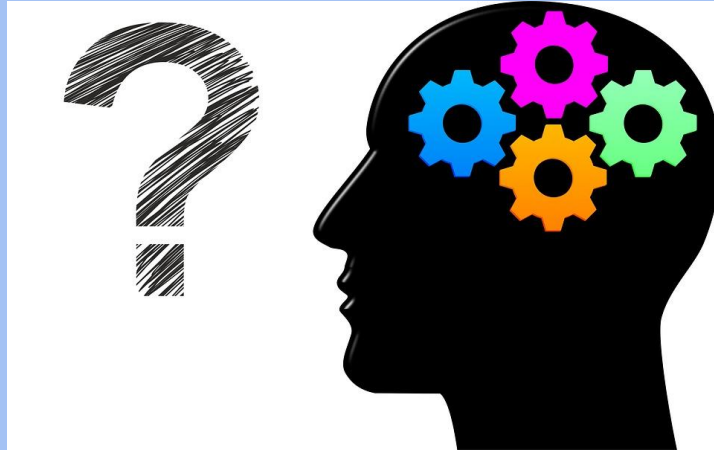
- Middle Schoolers will be inconsistent:
  - They are using their “quick decision” brain. Talking through changes and helping with decision-making skills will benefit both you and your students in the long run.
- They want to feel seen and heard:
  - Just listening is sometimes the best way to help. Resist always giving advice or opinions. Instead help them walk through what they want to do (if anything at all). Validate their feelings and new opinions.
- Be realistic
  - Honesty is the best policy. We expect it from them so we should also give it to them. Be realistic about the types of situations they may face (peer pressure, bullying, social stress etc.) and help them work through those experiences.

# Tips for “Survival”

- FOMO is very *very* real.
  - FOMO = Fear of Missing Out. Middle Schoolers are peer-centered. Thinking that they are missing something essential can be triggering. This is a good opportunity to have discussions about the reality that we all can't/shouldn't live the same lives as others.
- They are going to test you and everyone around them.
  - Simply put, they are discovering themselves and learning how to manage their new thinking skills. This includes testing previously set boundaries. Before/after boundaries are broken, it's best to sit down and discuss the *why* behind the rules.
    - Remember they are now starting to think abstractly and are able to better understand why they have boundaries at home and at school.

# Question & Answer

Wheels spinning? Got questions? We can help, send us an email with you questions.



Mrs. Reinertson and Mrs. Carlson