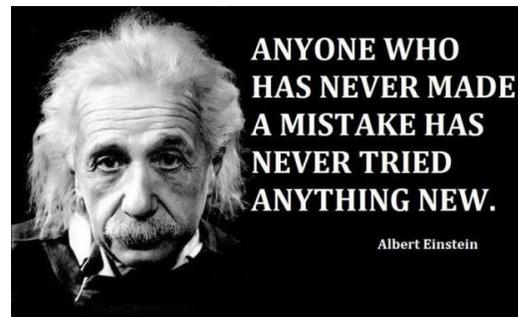


Greetings Mathematicians:

Welcome to Algebra II! I am excited to enter year number eight of teaching Math and Physics at FCS. I graduated from Fillmore in 2012, and consider myself lucky to be home, teaching in a district that did so much for me growing up. During my time here, I was a member of the soccer, wrestling, and baseball teams and participated in band, choir, and the musicals. With this in mind, I value the many endeavors you all work hard to be successful in. I am confident that Fillmore is crafting you to be well-rounded individuals.



After graduating from Fillmore, I went on to SUNY Geneseo where I majored in Physics and minored in Math, graduating in December of 2016. I substitute taught at Wellsville and Fillmore before starting fulltime at Fillmore in the fall of 2017. In May of 2019, I graduated from Geneseo for a second time with my Master's Degree in Reading and Literacy. The college Physics degree challenged me at every turn, and I failed a few tests while pursuing it. However, traits honed at FCS such as work ethic, communication, and persistence led to my graduation with a Bachelor's Degree in Physics with Certifications to teach Physics, General Science, and Math. I share my challenges with you to parallel some of the challenges you may face this year. **Algebra II is not an easy course, but by working hard and asking questions you can achieve success!**

On a more personal note, I live in Centerville with my wife, Lindsey, our three-year-old son, Harrison, and our one-year-old son, Callum. When I am not teaching, coaching soccer and wrestling, or helping out on my family's farm, I do my best to spend time with the ones I love. It is their sacrifices that have made me the person that I am today.

Course Logistics:

Materials:	Grading:
Pencils	Tests: 55%
3 Ring Binder (At least 2 inches)	Review Quests / Quizzes: 25%
Graphing Calculator (School Issued)	Problem Sets: 15%
Laptop (School Issued)	Class Participation /Attendance: 5%

Grading Philosophy:

Test grades are worth 55% of your quarterly averages. Tests are where you prove what you have learned in an objective way. By making tests the largest percentage, your course grade is a more accurate indicator of what you genuinely know. For those interested in attending college, the larger percentage also begins to prepare you for an environment where more than 85% of your course grade may be based on test grades.

Quests are what I call my review packets. These are cumulative and the best preparation for the Regents at the end of the year. They will be completed during Math Lab and will be due approximately every three weeks. They must stay in the classroom. If you need more time to complete them, you must come in outside of your scheduled lab time. You may not correct Quests, but can ask me for help on them at any time before they are due. Most students have earned full credit on every quest before the assignment is due. Quizzes may be sporadically given to assess progress on a topic mid-unit. They are quick check-ins to ensure adequate progress before moving ahead in the unit.

Math is a subject of repetition and practice. As a result, you become proficient at math the same way you get good at playing a sport or instrument: practice. As a result, most nights you will have homework. Because the main goal of homework is to give you opportunities to practice, I believe you should have the opportunity to correct mistakes you make. For this reason, homework assignments and late-work may be corrected and submitted for partial credit within one week of their initial due date.

Finally, I reserve a very small portion of your grade for class participation and attendance. In talking with industry leaders in Allegany and Cattaraugus counties this summer, the biggest indicator of success in a job in these areas was the employee's ability to show up to work each day. In much the same way, your job as a student is to be present and

willing to learn each day. To encourage development of this important soft skill, the final 5% of your course average is determined as follows: 0-2 absences per quarter - 5%, 3 absences per quarter - 4%, 4 absences per quarter - 3%, 5 absences per quarter - 2%, 6 absences per quarter - 1%, 7+ absences per quarter - 0%. Because this is such a small portion of your quarterly grade, and given there is an allowance of two days per quarter to still earn the full attendance grade, missing all or part of a class for any reason (including absences such as field trips, band lessons, doctor's appointments, illness, etc.) will count as an absence for the purpose of this grading policy. **Algebra II is a fast-moving course**, so if you are going to be absent for any reason, it is essential and **your responsibility** to get any work you are missing before planned absences and immediately following unplanned absences.

Lastly, I encourage you to come to me before school, after school, or during first, fifth, or eighth periods if you are having trouble. This course is difficult, but with hard-work, grit, and perseverance, you can be successful. We learn by asking questions, so ask them early and often. I look forward to working with you this year!

Sincerely,

Mr. Vosburg

Parents / Guardians: Please sign below indicating that your child has shown you this letter. If you shoot me a brief email at jvosburg@fillmorecsd.org so I have your email address, I will also give them 5 bonus points. I look forward to working with your child this year! If you ever have any questions or concerns, please do not hesitate to contact me.

Parent Signature

Date