



Faiss Middle School Virtual Course Expectations

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

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Reading 6 2020-2021

- I. COURSE DESCRIPTION:** This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.
- II. HOURS OF AVAILABILITY** – Office Hours are 8:20am - 8:50am Monday through Friday. You may email your student’s reading teacher any time, but please give us 24 hours to respond. To schedule an appointment, send an email requesting a date and time. Visit the Announcements section of the Canvas course to see any changes to office hours due to meetings or club activities.
- 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]
- All late work will be accepted until the close of the applicable unit of study. Retakes of assignments and assessments are based upon individual circumstances. Students should request retakes with their individual reading teacher.
- 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 ** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.

Teachers will provide a video recording of that day's lesson and post it on our Canvas pages. If you have questions about a lesson, please refer to the video for that day.

Please check Infinite Campus for updates on attendance and grades. Contact the individual teacher for any questions or concerns.

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. At the end of the day, teachers will embed videos into Canvas referring to the main lesson of the day. Students will be able to find these videos in the modules under the specific day that they are absent. Students should go through each tab under the day or days that they are absent. All assignments and quizzes will be available until the end of the grading period, however, will be considered late if submitted after the due date.

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 just for this class**
- **Pencils/pens**
- **Highlighter**

V. CLASSROOM RULES

1. When attending the live sessions in Google Meet, students are expected to:
 - Arrive on time
 - Have supplies ready
 - Be dressed appropriately according to CCSD’s dress code policies
 - Participate in all lessons by typing in the Google Chat feature/interactive applications, unmuting the microphone, and turning on the camera (when able to do so)
 - Be respectful of others, just as they would in the classroom

2. Students are expected to check Canvas, Gmail, and Infinite Campus on a daily basis in order to keep track of assignments, deadlines, and communication efforts from their teachers.

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**

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
Apply metacognitive strategies.	Uses 100% of class time to work. Completes classwork regularly. Sets goals and timelines for 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.	Completes most classwork; sets goals and timelines for finishing most work on time; monitors own work; may advocate for self; may occasionally participate in class; assess own work and work of others honestly.	Usually does not complete classwork. Sometimes listens and follows directions. Needs frequent reminders to remain on task. Does not participate appropriately (blurting out or creates off-task distractions); may not assess work honestly.	Academic apathy. Rarely does classwork. Disturbs and distracts others. May be sent to 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,

Hello, we are the Reading 6 team: Ms. Tapia, Ms. Pali, Ms. Fulton, Ms. Seiseddos, and Ms. Crosby and one of us will be your child's reading 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, we 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 we have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

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

Thank you in advance for your support.

Sincerely,

Jennifer Tapia, Michelle Pali, Corrine Fulton, Diane Seiseddos, and Staci Crosby

Student Name: _____ Period: _____ Date: _____

I have read and understand the course expectations for my class. Please use the Google Survey to verify that you have read and understood the course expectations.