



# Faiss Middle School Virtual Course Expectations

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

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2020-2021

**I. COURSE DESCRIPTION:** This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

**II. HOURS OF AVAILABILITY –** Teacher office hours are 8:20-8:55 A.M. Monday through Friday.

### 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]

**Late work will be accepted until Sunday of each week. After Sunday, assignments may close.**

**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	100 - 90 = Outstanding
89%- 80% = B	89 - 70 = Satisfactory
79%- 70% = C	69 – 50 = Needs Improvement
69%- 60% = D	49 or less = Unsatisfactory
59% or less= F	<b>** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.</b>

**Students' progress is available on the Infinite Campus portal or on the Canvas portal. Parents may contact the teacher via email for any specific questions regarding a student's individual progress.**

#### **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. To make up an assignment, go to the video recordings or module directions for the day you were absent to preview how to complete the assignment. Watch the video or read the directions, then complete and submit the activity on Canvas.

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:**

- ✓ **A binder or notebook to keep notes organized and clear**
- ✓ **A pen or pencil**
- ✓ **A computer with Internet access, webcam, and microphone**
- ✓ **A calendar or planner to keep track of assignments (this can be done through Canvas)**

#### **V. CLASSROOM RULES**

- **Be on time to Meets.**
- **Be prepared.**

- **Mute microphone upon entering.**
- **Cameras on if possible.**
- **Be respectful to teachers and peers.**
- **Chat discussion should be related to what is being taught in class.**

#### **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**

##### **Faiss Middle School Digital Behavior Expectations**

Google Meets sessions are to be treated the same as a classroom. Teaching and learning must be the focus of our Google Meet sessions. If you are disrupting or being disrespectful in your Google Meet classroom progressive discipline will occur.

Be aware that you are only allowed to join a Google Meet session for a class you are rostered in for that day and period. It is NEVER appropriate for you to join a Google Meet at another school.

Failure to follow this, will be subject to immediate progressive discipline. Note that this does not include an accidental log in and log off without creating a disruption.

##### **Progressive Discipline Plan**

###### Minor class/session disruptions:

- This includes excessive talking, using inappropriate language or gestures, typing inappropriate language into the classroom chat, or other forms of minor disruptions.
  - o 1st offense - Verbal warning and/or turn off the student’s microphone and/or camera for an appropriate amount of time.
  - o 2nd offense - Remove from live session, Conference one on one with the student after the instructional session has ended, reviewing behavior expectations.

o 3rd offense - Remove from live session, Contact parent

o 4th offense and Beyond - Remove from meeting, Submit a Behavior Referral on IC

Major class/session disruptions:

· This includes lewd behavior, inappropriate language, threatening/bullying a student or teacher verbally or in classroom chat, during instruction, etc.

o When this behavior occurs, the student will be immediately removed from the live session and referred to the appropriate administrator.

o The student may have their Google Account suspended and will have to complete paper packets.

o The student may be referred to the Education Student Services Division for placement at a behavior school.

**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
<b>Be respectful to teacher.</b>	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.
<b>Be respectful to classmates and guests.</b>	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 seats may be moved for misbehavior or peer conflict.
			Sometimes late (3-4 tardies); turns in work that	Often late (5 or more tardies), frequently turns

<b>Be the best you can be!</b>	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.	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.	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
<b>Apply metacognitive strategies.</b>	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; assesses 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 a 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, I 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, I 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 I have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

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

Thank you in advance for your support.

Sincerely,

**Ms. Lohmeyer, Mr. Lynch and Ms. Williams**

Student Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understand the course expectations for my class.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

PLEASE PRINT

Parent/Guardian's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

When is the best time to contact you at home? \_\_\_\_\_

May I contact you at work? If so, please complete below:

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_