



Miss Fausnight's Language Arts Class Classroom Information and Procedures

Welcome to seventh grade language arts! I am very excited to have you in my classroom. This handout details some of the most important information you need to know about my classroom in order to be successful in seventh grade language arts. Please take your time and read through the information I have provided carefully.

I have high expectations for this year's 7A community! By working together, I know that we can achieve great success over the course of the school year. If you have any questions or concerns right now, or throughout the school year, please do not hesitate to come see me or send me an e-mail. I hope you have a fabulous school year!

Sincerely,
Miss Fausnight
mfausnight@louisville.sparcc.org
<http://missfausnight.weebly.com>
330.875.5597

This handout must be kept in your language arts binder as it will be helpful to you all year.

SUBJECT MATTER

The Merriam-Webster Online Dictionary defines *language arts* as "the subjects (such as reading, spelling, literature, and composition) that aim at developing the student's comprehension and capacity for use of written and oral language." The philosophy behind a language arts course is simply that reading and writing could not be independent of one another. Therefore, our mission in seventh grade language arts will be to apply and improve upon your reading, writing, speaking and listening abilities.

During the seventh grade year, we produce a variety of written work including descriptive, narrative, expository, and persuasive pieces, and informal writing. As we embark on producing each piece of writing in new and creative ways, we will look at examples of each as models and guides for our own writing. Throughout the year, we will focus on the five steps of the writing process: the six traits of good writing, vocabulary study, grammar, communication skills, and how to use research appropriately across all academic classes. Additionally, we will be reading a variety of written work including novels, short stories, plays, and non-fiction informational texts to further understand the relationships among reading, writing, and communication. We will concentrate on reading comprehension, the development of plot/critical thinking skills, and the various purposes for reading.

TEXTBOOKS

- We will be utilizing two separate textbooks within language arts class. These books are described below:
- The main writing textbook that we will be using is *Writing and Grammar: Communication in Action* (Bronze Level) published by Prentice Hall. *Since each language arts teacher only has a class set, this book will be housed within the classroom and may not be taken without teacher permission.*
- The main literature textbook that we will be using is *Literature: Timeless Voices, Timeless Themes* (Bronze Level) published by Prentice Hall. *Each seventh grade student will sign out a literature book at the beginning of the school year and be expected to return it in its original condition at year's end. Please have your book covered at all times!*

COMMON CORE STANDARDS

The language arts teachers at Louisville Middle School have adopted the Common Core State Standards and integrated them into the middle school curriculum. The following outlines the mission of the Common Core State Standards Initiative:

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The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. (Source: <http://www.corestandards.org/>)

The Common Core will be assessed on state achievement assessments during the 2014-2015 academic year. A detailed description of the Common Core Standards can be located on my website at <http://missfausnight.weebly.com/ohio-common-core-standards.html>. They may also be found by visiting the official page of the English/Language Arts Common Core at <http://www.corestandards.org/the-standards>.

MATERIALS NEEDED FOR CLASS

Students are expected to arrive to class with all necessary materials and supplies each day. The following list details materials and supplies most frequently used in language arts class throughout the school year. Most items below are sold at the school store at reasonable prices. The goal for assigning different colors to different subjects is to offer consistency to the students and to assist in organizing each subject area. If you are unable to locate a particular color, purchasing a white or plain folder/binder/notebook and labeling it with the appropriate color is acceptable. Lastly, please be prepared to restock supplies as needed through the school year. Repeated failure to come to class prepared with necessary materials may result in disciplinary action deemed appropriate by the teacher and/or principals.

One blue AND one black composition notebook	Blue and/or black pens
Notebook paper	Red, purple, and/or green pens for editing
5 count binder/file dividers	Pencils with erasers
Highlighters	Suggested, NOT MANDATORY: Three-hole punch (binder-sized), hole reinforcements, colored pencils, and markers

CLASSROOM MANAGEMENT

At Louisville Middle School, every student has the right to receive an education in the safest environment possible. In order to ensure such an environment, the administrators, teachers, and staff must develop and enforce not only rules, but consequences as well. The community 7A classroom rules reflect your teachers' expectations for student behavior every time you walk into a classroom.

CLASSROOM RULES

- The classroom rules are posted in the classroom.
- 1. Be on time. Be in your seat when the bell rings.
- 2. Be prepared for class with all materials.
- 3. Be attentive and quiet during class.
- 4. Be courteous and respectful of others.
- 5. Be patient. The teacher (not the bell) dismisses class.
- 6. Be respectful of the classroom and of teacher equipment.
- 7. Be actively engaged in class.
- 8. All school rules apply in the classroom.
- * Please see the student planner for the complete student conduct code.

STUDENT BEHAVIOR EXPECTATIONS AND CONSEQUENCES

Consequences are what result when a person makes a conscious choice to break a school-wide or classroom rule. While your teachers understand that everyone makes mistakes, we must also foster a classroom environment conducive to learning and safety. Failure to follow classroom rules such as being tardy, disruptive, and/or being disrespectful to students or staff will result in consequence marks. Furthermore, chair tipping, throwing items, using inappropriate

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language (see "Inappropriate Language" section for further explanation), being in the teacher area, exhibiting off-task behavior, not having required materials, failure to have a covered textbook, and/or not returning requested forms or signatures will result in a consequence mark.

IT IS IMPORTANT TO NOTE THAT MARKS ARE CUMULATIVE AMONG ALL OF THE SEVENTH GRADE TEACHERS. THIS MEANS THAT MARKS EARNED BY ALL TEACHERS ARE RECORDED TOGETHER AND WILL RESULT IN THE CONSEQUENCES OUTLINED BELOW FOR REPEATED VIOLATION OF CLASSROOM AND/OR SCHOOL RULES.

Step 1	Upon earning the first mark, a student's disciplinary infraction will be recorded by the teacher issuing the mark. At that time, a verbal reminder of expectations will be given to the student by the teacher.
Step 2	Upon earning the second mark, a mark will be recorded and a student conference will be held between the student and the teacher issuing the mark. At that time, a plan to avoid said behavior may be put in place, if necessary.
Step 3	Upon earning the third mark, a mark will be recorded and a conference will be held between the team of teachers and the student to discuss previous behaviors and ways to prevent additional misbehaviors from occurring.
Step 4	Upon earning the fourth mark and for any marks earned thereafter, a disciplinary referral will be sent to the principal's office. Consequences earned will be based on previous infractions.

All marks will continue for the duration of the current nine-week period. At the beginning of a new nine-week period, all marks are wiped clean. *Any inappropriate behavior may also be dealt with on an individual basis and result in consequences deemed appropriate by the teacher and/or administrators.*

ATTITUDE OF GRATITUDE PROGRAM

Students will receive tickets when they are "caught being good." Students may receive tickets for demonstrating characteristics that go above and beyond expectations; doing well on an assignment, quiz, or test; assisting with classroom tasks; insightful class participation; helping one another; being polite; demonstrating positive leadership; returning forms on time; etc.

Students will deposit their tickets into the "Attitude of Gratitude" can in a teacher's room for the weekly drawing, and so that the teachers can track how many tickets each student has earned. Drawing winners will be announced on Friday and receive a small token. Top ticket earners will be invited to a breakfast following the quarterly awards ceremony. *Tickets will be passed out at each individual teacher's discretion.*

ACCELERATED READER (AR)

Accelerated Reader is a computer-based reading program from Renaissance Learning that monitors how well students comprehend books read at or above their reading level. Each time a student has completed an AR book he or she will take a computer-based quiz on the book in order to receive AR points. Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies taught in class. It gives teachers opportunities to check student learning and identify weaknesses. Moreover, it draws students into the world of "real" reading—a world in which people learn from and enjoy books. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. The purpose of Accelerated Reader is to enable powerful practice. It does this by:

- Providing data that helps teachers monitor and personalize reading practice.

COURSE INFORMATION

Name: _____ # _____ Period: _____ Date Received: _____

- Encouraging substantial amounts of practice, according to guidelines based on research findings.
- Making practice fun for students by facilitating successful encounters with text.

The AR process begins with students taking the STAR Reading assessment. This 34-question test will be administered at intervals throughout the year. It provides a variety of data including a student's Instructional Reading Level (IRL) and Zone of Proximal Development (ZPD) which will be used to guide students into selecting AR books in which they will have success reading, comprehending, and taking AR tests.

We will go to the Library Media Center on a weekly basis to allow students access to checking out and renewing books for AR. At that time, a *Status of the Class* will be conducted. This will be a quick check conducted by the teacher to get an indication of what type of book a student is reading and how far he/she is progressing. Students will also be required to complete a *Reading Log* for all AR books read. This log will track book titles, levels, and pages read throughout a grading period. Bookmarks will also be required for each third of each book read. These bookmarks must be completed and submitted to Miss Fausnight before an AR test can be taken.

AR will be approximately 10% of a student's quarterly grade. It will be based on each student's individual reading goals determined by the STAR Assessment. The AR grade will be based on the following formula:

- Average Percent Correct on AR Tests=50% of the total AR Grade
 - Total Points Earned=33% of the total AR Grade
 - Bookmarks, Reading Log Completion, and Status of the Class = 17% of the total AR Grade
- In addition, both students and parent(s)/guardian(s) may access the AR program online through Miss Fausnight's webpage by clicking on "Online Resources for Language Arts" and choosing the button labeled "Accelerated Reader." *The username and password for the program are the same ones students use to log into LMS computers.*

SUSTAINED SILENT READING (SSR)

Sustained silent reading (SSR) is a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period during the school day. The goal of SSR is that students learn to read by reading a lot. Students will be expected to bring a SSR book to class every day. This SSR book can be an AR book, or it can be any other recreational reading book a student may be reading at that time. Students may not use magazines, catalogs, or comic books as SSR books. As a class, we will be visiting the Library Media Center on a weekly basis during the school year, so students can easily check out and renew books.

STUDY ISLAND

Louisville Middle School has subscribed to an online assessment tool called *Study Island*. Study Island is geared to helping students improve upon the state of Ohio's yearly assessments in reading, math, social studies, and science. All topics are accompanied by a lesson, which includes some brief information about the material covered by the questions in the topics. It is helpful to view the lesson before answering the questions in the topic. This program allows immediate feedback, thus allowing both students and teachers to easily identify strengths and weaknesses. In this class, we will use Study Island as a pre- and post-assessment tool to gather data on individual student progress on the standards outlined by the state of Ohio. We will also use the program throughout the school year to review and reinforce what has been taught in the classroom. Occasionally, students will have class time to complete Study Island coursework. Coursework will be assigned twice each quarter. Students will be expected to complete this coursework by the due date using the Study Island program both in AND out of school. The Study Island program may be accessed at www.studyisland.com or through Miss Fausnight's webpage by clicking on the link labeled "Study Island." *The username and password for the program are the same ones students use to log into LMS computers.*

SCOPE MAGAZINE

Our language arts class subscribes to *Scholastic Scope*. This is a magazine designed for the Common Core. *Scholastic Scope* combines thrilling complex texts with rigorous support materials to build skills in every strand of the standards. Each issue features a wide range of genres including informational and narrative nonfiction, fiction, drama, and much more. Students are able to access the magazine and accompanying resources online using this password: **Fausnight2014**.

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JOURNALS

Every day, amazing thoughts go through your mind! Journals and writing prompts can capture and organize these thoughts and can help you to become a better writer and thinker. Throughout each week, students will be required to record their thoughts in their **BLUE** language arts journal. Journal entries may be teacher created or student led. Journal prompts will consist of creative or thought-provoking topics based upon what we are reading and/or writing at that time or other timely topics. Students are expected to write in their journals each time a new prompt is presented. In the seventh grade, the appropriate length for most journal entries approximately 5-7 complete sentences. Of course, students are encouraged to write more, but they should not have less. Journal prompts may also be found on my website under "ELA Composition Book Organization." Be sure to check all three sections—AR Connections Prompts, Journal Prompts, and Response to Literature Prompts. *Graded journal checks will be conducted throughout the school year.*

WRITING PROJECTS

We will be producing several writing projects during the course of the seventh grade year. As we write, we will follow the steps of the writing process. Please be sure to follow the guidelines provided for writing rough drafts and final copies.

ROUGH DRAFTS: Rough drafts, or sloppy copies, must be completed in pencil and written on notebook paper skipping every other line. All revisions and/or edits to rough drafts must be completed in red, purple, or green pen AND using the proofreader's marks taught in class.

FINAL COPIES: If a student chooses to hand write a final copy, it must be completed in blue or black ink. Both readable print and cursive writing are acceptable. Write on every other line. If a student chooses to type his/her final copy, it must be in 12-point Arial or Times New Roman font, double-spaced, and have one inch margins.

STUDENT PROGRESS FOLDERS

Throughout this school year, it is my goal for all students to improve their skills as readers, writers, communicators, and researchers from beginning to end. In order to track this progress, each class period will have progress folders that will be stored in the language arts classroom. The folders will contain turn-in checklists and final copies of all major papers, reading and writing inventories and surveys, pre- and post-assessments, assessment data (test and quiz), student reading plans, reading logs, classroom notes, etc. so that we can see progress made during the year.

LANGUAGE ARTS NOTEBOOK

Students in community 7A language arts will be required to organize and maintain a language arts three-ring notebook. This notebook will contain a grade point sheet for the current nine-week period, graded assignments current and past writing assignments, notes, reference materials, and the blue journal and black composition notebook. Because I may conduct graded notebook checks, maintaining organization in the language arts notebook is highly encouraged, as there will be reference materials, notes, and assignments that must be kept all year long. Quarterly exams and a final will be administered. At the end of each grading period, I will provide class time to help students reorganize their notebooks. Because some items will be helpful to students throughout seventh grade language arts, I will expect students to keep them in their notebooks. I suggest that students clean out their notebook of other materials and take those home. Students may also choose to store materials in their progress folders. *Many things that I provide throughout the year are useful to students as they progress onto eighth grade and beyond.*

Name: _____ # _____ Period: _____ Date Received: _____

RESEARCH SKILLS

Learning how to research is a skill taught throughout middle and high school. There are places one can go to do quick informal research and other places where more academically centered research should be completed. In the seventh grade year, we spend a lot of time learning about and using databases (paid data retrieval search engines) as sources of reliable academic research. These databases can be accessed by selecting the "Departments" link and the "Library & Media" section located on the sidebar of the LMS website (<http://www.leopardsparcce.org/MiddleSchool/Home.shtm>). It is strongly encouraged that students use these databases as a means for ALL research done in all academic areas. A username and password are required to access the online databases outside of LMS.

USERNAME: _____ PASSWORD: _____

ASSIGNMENT INFORMATION

I believe that every student can be successful, and therefore hold every student to high expectations. I post weekly lesson plans and relevant documents on my webpage. All assignments should be completed on time and neatly. Communication is one of the most important keys to your success. If you ever have difficulty getting an assignment finished on time because of a legitimate problem, please talk to me about it **in advance**. I will be flexible when situations and circumstances cause you a legitimate problem.

GENERAL ASSIGNMENT INFORMATION

ASSIGNMENT GUIDELINES

GENERAL CLASS ASSIGNMENTS: Class work, homework, quizzes, and tests may be completed in blue or black pen or pencil that can be easily read. Both readable print and cursive writing are acceptable.

Papers are to be headed in the top right-hand corner of your paper as follows:

Student Name and Number
Period
Date
Assignment Title

If you choose to omit a portion of the heading, such as your name, one point may be deducted from your score.

- All assignments should be completed on time and neatly.
- Take pride in the work you do and turn it in on time! Late or incomplete work will have a negative impact on your language arts grade.
- Adherence to the rules of capitalization of proper nouns (ex. Mickey Mouse) and adjectives (ex. Chinese food) is expected at all times.
- If you choose not to follow basic capitalization rules (like your name, the letter "I" by itself, or the first letter of a sentence), points may be deducted from your score for each error made.
- Text message writing is unacceptable in academic settings. Repeated use of text message slang on assignments submitted for grading my result in loss of points.

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GRADING POLICIES

Grades are never to be considered the goals of learning; they are merely the symbols that show evidence of the extent of learning. Educational practices and instructional activities should be directed toward the development of the student, not toward the acquisition or distribution of grades. Grades are a reflection of learning and not the purpose for learning. The purpose of grades is

1. To inform students concerning their scholastic progress;
2. To communicate to parents the achievement of their children;
3. To enable teachers to evaluate their instruction; and
4. To provide administrators, consultants, and guidance counselors with adequate, accurate records of a student's progress and achievement.

Students' grades should reflect their understanding of concepts and skills, as defined by the Common Core State Standards and the Course of Study adopted by the Board of Education, and the students' ability to apply this knowledge through performance assessments. (Source: *Louisville City Schools Board of Education Policy Manual*)
The grading scale in my class has been approved and adopted by the Louisville Board of Education:

96-100%	A+
95-97%	A
92-94%	A-
89-91%	B+
86-88%	B
83-85%	B-
80-82%	C+
77-79%	C
74-76%	C-
71-73%	D+
68-70%	D
65-67%	D-
0-64%	F

All graded papers will be returned with the number of points out of the total possible, expressed as a fraction and a letter grade (ex: 23/25 = 92% A-). Students will be expected to maintain an updated point sheet to allow easy tracking of grades. Students should keep all graded papers until we clean out folders in class at the end of the quarter. If there is ever a question about a grade on a specific assignment, we can check the paper to be sure.

GRADED CLASSROOM ASSIGNMENTS

Homework can be defined as "an assignment given to a student to be completed outside of the regular class period" (Merriam Webster Online Dictionary). It is my personal belief that homework is crucial to reinforcing what was taught during class time. Homework is more than busy work. It is work meant to reinforce the curriculum adopted by the Board of Education and the state of Ohio. With that said, we will have homework in language arts class on a daily basis. Though students will frequently have class time to complete assignments, often they will have to do work outside of the classroom.

All work assigned is expected to be completed on the day and at the beginning of class when it is due. Homework checks will be represented as a grade in the grade book for each assignment checked by the teacher. Point values of homework checks vary depending on the scope and depth of an assignment. Typically, homework checks range from a 5 to 10 point grade. In most cases, homework checks are an "all or nothing" grade. If the assignment is completed and visible effort has been made, the student will get credit for completing the assignment. If not, reduced points or zero

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points will be recorded. Exceptions to this include, but are not limited to, excused absences or school-approved vacations.

Students will receive five assignment tickets each quarter. When an assignment is incomplete/late, students will be required to give a ticket to Miss Fausnight. Any remaining tickets at the end of the quarter:

Certain assignments will be graded for both accuracy and completion. If this type of assignment is incomplete/late, points will be deducted for each day the assignment is late. To clarify, if work is not completed when it is collected or checked, it will be considered "late." I will accept late work in many cases; however, work will have a 10% deduction in points for the first day it is late, 20% for the second day, 30% for the third day, 40% for the fourth day, and 50% for days five through ten. An assignment that is turned in eleven or more days late will not be accepted, and the student will receive a zero.

I do understand that seventh grade is quite a jump in the expectations of the student when it comes to keeping track of missing homework assignments whether due to extended absences, or simply failure to complete assignments. As a courtesy, I provide students with missing assignment notifications weekly. These reports are meant to assist students in completing work that is late and/or missing. Please know that I do this as a courtesy to both students and parents to assist in completing missing work to improve upon one's grade and to help facilitate organizational skills in the future. *Frequent assignment violators may also be dealt with on an individual basis and receive consequences deemed appropriate by the teacher and/or principals.*

STUDENT NUMBERS

In language arts class, each student will be assigned a number that they will be using all year. This number will serve a variety of purposes. Its main purpose will be for turning in assignments, quizzes, and tests. When turning in assignments, quizzes, and tests, students will be expected to place their papers in numerical order from lowest to highest. Doing so will allow for quick entering of grades into the grade book and for ease in passing back papers. Students will be expected to place their student number in the heading on each paper.

VACATION ASSIGNMENTS

If your family plans a vacation during the school year, I will be happy to provide you with assignments for the time of your absence. If you ask me to gather assignments in preparation for your vacation, I request that you return with assignments completed.

EXTRA CREDIT

There may be opportunities to earn bonus points through specified assignments and/or projects. Listen for these opportunities. Extra credit opportunities may also be posted on the board or web page. Do not come running in a panic at the end of the quarter wanting bonus points; if you have not completed your work all along. Completing all assigned work when it is given is the best way to ensure your success.

CHEATING/PLAGIARISM

Cheating, or purposefully stealing someone else's work and handing it in as your own, is a serious matter. Cheating in any form is a serious offense and **WILL NOT** be tolerated in seventh grade. Unless you are assigned to work in groups or with a partner, all work is to be completed independently. Students who choose to borrow, copy, or loan assignments, quizzes, and/or tests to their classmates are guilty of cheating. It is my personal belief that all parties involved in cheating share the responsibility and therefore in the consequence whether or not they were the giver OR the taker. Cheating includes copying information from the Internet and *plagiarism*, or the presentation of "someone else's" ideas, research, or opinion as your own-even if you have rephrased it in different words" (Source: *Writing and Grammar: Communication in Action*, page 760). A student caught cheating will receive an automatic "zero" on that particular assignment, and a discipline referral will be sent to the administration **regardless of discipline marks earned.** *Any student(s) caught cheating may also be dealt with on an individual basis and receive consequences deemed appropriate by the teacher and/or administration.*

PARENT INTERNET VIEWER (PIV)

At Louisville Middle School, we are very lucky to have technology at our disposal that allows students, and their parents, the opportunity to track academic progress. Parent Internet Viewer (PIV) is an awesome tool. As a teacher, I try very hard to keep my grades as up to date as is possible with 125 students. Many times students are confused or question some of the symbols that they see while checking their progress on PIV. A "w" in the grade book indicates an assignment that has yet to be turned in due to incomplete work or absence. The "z" code averages that particular assignment in as a ZER0, subsequently hurting the grade. However, an "X" in the grade book indicates an assignment that a student has been excused from. Typically, I use this code for bonus opportunities, as it has no negative or positive affect on a grade.

REMINDD.COM

This year, the 7A teachers will be using Remind. Remind is a website that provides a safe way for teachers to text message students and parents. Each teacher is assigned a phone number, which a student or parent will text to subscribe. Once subscribed, Remind will ask for the student's/parent's/guardian's name so that the teacher can identify them. Remind never shows the teacher that person's number, which means that they never see student numbers and students never see theirs. Therefore, teachers will be incapable of responding to texts sent through Remind. For additional information, please visit www.Remind.com. To receive messages from Miss Fausnight's language arts class, text @missfausn to (347) 537-5484.

ORGANIZATIONAL PLANNER

Students in community 7A will be required to fill in their student planner for ALL classes. There will be NO exceptions! A planner is an organizational tool to help you effectively manage your class work and homework. Staying organized is a life skill that takes work and effort. *Failure to maintain an updated student planner may result in consequences deemed appropriate by the community 7A teachers.*

CLASSROOM PROCEDURES

ENTERING THE CLASSROOM

Every time students walk into the language arts classroom, a series of tasks I refer to as bell work will be posted in the front of the room. It is each student's responsibility to read the bell work board upon entering the classroom *prior to the second bell*. After reading the bell work board, students are expected to begin working through the tasks during the first five to ten minutes of the class period. Bell work typically consists of instructions or tasks related to homework, journals, DLR, or classroom organization. Any special instructions or notes will also be posted on the bell work board. Students are also expected to use this time at the beginning of the class period to update their student planners with the day's assignments/homework, sharpen pencils, and gather any necessary materials and/or papers for class.

ASSIGNED SEATS

Students will be assigned seats. Seating assignments will be periodically changed as determined by learning situations.

HOW YOU SHOULD GET MY ATTENTION

If you do not understand something covered in class, you should ask for clarification. If you are working with others, ask them before asking me. If someone is speaking, you should raise your hand. After I acknowledge that you have a comment or question, please put your hand down and continue listening. Please do not call out or come up to me during instruction.

I expect you to be respectful of the opinions and thoughts of others. If you need extra help, have a personal concern, or would like to request a conference with me, you should see me before or after class or during the intervention period. You may also leave me a note in your period's drawer or e-mail me.

LEAVING YOUR SEAT DURING CLASS

You may leave your seat during class without permission to put something in the wastebasket, get supplies and materials, get a book, get a tissue, etc. If no one (teacher, students, person on the announcements) is talking to the class, if someone is addressing the class, you will need to raise your hand to ask for permission. Please do not sharpen pencils during class.

ARRIVING LATE OR LEAVING EARLY

If you are late to class, quietly place your pass on my workstation, seat yourself, and begin working. If you must leave class early (example: doctor's appointment), please remind me in advance. When it is time for you to leave, quietly gather your materials and sign out in the office.

TRAVELING TO ANOTHER AREA DURING CLASS

If the class should report to another room in the building for class, a sign will be posted on the classroom door. If the class leaves the room in the middle of the period, students are expected to quietly walk to our destination as a class. Disruptions are unnecessary, as other classes are in progress.

HANDING IN ASSIGNMENTS/RETURNING ASSIGNMENTS

Papers are to be placed in your class period's drawer on the counter. Be sure to write your number in the heading. Graded papers will be returned to students in a timely fashion. Time will be provided during class for students to record scores on their point sheets

RESTROOM PASSES

As a teacher, and human, I understand that the urge to use the restroom is inevitable. The best time to ask to use the restroom is during class changes. I will always allow students in a non-emergency situation to use the restroom at that time.

The restroom passes will be available during the last five minutes of class. Students in need of a restroom break during class time will be granted **THREE** "Emergency Restroom Passes" each quarter. Any additional use of the "Emergency Restroom Pass" will result in a mark. Upon receiving permission to use the restroom, students should sign out in his or her student planner, obtain Miss Fausnight's initials in the planner, leave his or her planner in the designated area, take the traditional pink or blue pass, proceed to the closest restroom, return promptly, and record the time of return in his or her student planner upon returning to his or her seat. *Please note that excessive trips to the restroom in non-emergency situations will result in consequences deemed appropriate by the 7A community teachers.*
**This policy does not apply to students who may need to use the restroom more frequently because of medical needs.*

ABSENT WORK

When you miss class for any reason, it is **YOUR** responsibility to see that the work is made up. The heading "Current Weekly Homework Assignments" on my webpage lists all of the assignments and class work. Copy the assignments, complete them, and turn them in as quickly as possible. Everything is to be completed and turned in, whether graded or non-graded. Check the tray(s) on the counter for the day(s) you missed for any assignments. If you have a question about an assignment, please see Miss Fausnight after class or during the intervention period. According to the student handbook, you have the number of days that you were absent, plus one, to make up your work.

COOPERATIVE GROUPS

Collaboration and teamwork are important skills in the "real" world. Therefore, I will oftentimes place you in cooperative learning groups. Each person in the group will be expected to actively participate. Occasionally, we will work with elbow buddies (the person sitting next to you) or clock buddies (you will complete a sheet listing these).

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FINISHING EARLY

If you finish all of your assigned work early, you may read, journal, work on a puzzle, draw, work on extra credit, complete work for another class, log in to Study Island, etc. Please do not disturb others.

CLASSROOM MATERIALS AND SUPPLIES

Various materials and supplies are available for you to use while you are in this classroom. The materials and supplies are to remain in the classroom at all times.

CLASSROOM LIBRARY

There are many books in our classroom library. If you would like to read any of the books, please follow the procedures posted by the shelves. You may check books out before and after class and when you are finished with all class assignments. Remember—you are responsible for paying for any lost books.

TEACHER AREAS/CUPBOARDS/FILING CABINETS

Students should not gather at the teacher's desk. If you need something that I have at my desk, please ask me for permission. The supplies in the cupboards and filing cabinets are to be accessed only by the teacher. The whiteboards, television, overhead, Airliner, projector, and bulletin boards are for instruction. Students may not use these without teacher permission.

COMPUTER USE

Our classroom has several computers for student use. The computers are to be used only for academic purposes. Following are procedures for using the computers:

1. Ask teacher for permission
2. Work quietly
3. Stay on task
4. Ask teacher for assistance

BOOK ORDERS

Occasionally, I will place orders through Scholastic for students. If you are interested, please mark the titles you would like to order and provide cash or check payment. Scholastic also provides online ordering; directions are listed on my webpage under the "Parent Resources" heading. Our class code is HCN94.

VISITORS

If a visitor enters the room, class will continue as normal. Do not allow others to distract you from learning.

ANNOUNCEMENTS

I expect everyone to be silent during announcements. Important information for both students and faculty is relayed at this time.

EMERGENCY PROCEDURES

Tornado, fire, and other emergency drills will be reviewed on a regular basis. Procedures are posted by the door.

END OF CLASS

The bell does not dismiss class. You do not dismiss class. I dismiss class. You should remain in your seat until you are dismissed. Before leaving, you should clean up your area. The room should look as it did when you entered.

Name: _____ # : _____ Period: _____ Date Received: _____

INAPPROPRIATE LANGUAGE

Certain terms are inappropriate to use in the classroom. You will receive a consequence for using such derogatory and/or disrespectful terms.

- Sexual/sexual orientation
- Insults
- Racial slurs
- Religious slurs
- Shut up
- Screw...
- Suck
- Freaking
- Curse words
- Intelligence insults

OTHER INFORMATION/EXPECTATIONS

- o Cellular telephones, iPods, MP 3 players, video games, digital cameras, etc. should not be in the classroom. Use of these items will result in an office referral.
- o According to the school handbook, students should not bring correction fluid or breath spray to school.
- o No gum chewing is permitted. This will result in a behavior mark.
- o Please do not sit on the tables; the chairs are for sitting.
- o Please refrain from personal grooming in the classroom.
- o Please do not tip back in your chair. This is for your safety. Behavior marks will be given for chair tipping.

TEACHER WEB PAGE

Throughout the school year I maintain and update my personal teacher web page through the LMS website. This technology enables you to check daily homework assignments and download important papers used within language arts class. I strive each day to provide both students AND parents with detailed information pertaining to what is going on in my classroom at the current time and in the future. *It is STRONGLY suggested that you, the student, check my webpage during the school week to keep up-to-date on what is happening in language arts class AND on days that you are absent to get a head start on what you missed in class.* The information that I upload onto the "Current Weekly Homework Assignments" page on my website is identical to what I would send home if assignments are requested. Additionally, I try to attach important worksheets, notes, Power Point presentations, and documents to the "Class Notes, Power Points, Worksheets, and Documents" tab on my website so students can download them in case of an absence or emergency. On a typical school day, my web page is updated by 4:00 PM. To access my webpage, visit www.missfaustnighth.weebly.com.

Name: _____ #: _____ Period: _____ Date Received: _____



SIGNATURE AND INFORMATION PAGE

Dear Community 7A Parent(s)/Guardian(s),

I would like to express my sincere enthusiasm at having your child in my classroom this school year. Keeping an open line of communication with parents is very important to me. If you need to contact me for any reason, please do not hesitate to do so. In this age of technology, sending an e-mail has proven to be the quickest way for me respond to a parent inquiry. Of course, telephone calls also work. The best time to reach me by phone is during my personal planning time from 8:40-9:15 or during team time from 2:35-3:00. To acknowledge that your child has shared my classroom information packet with you, please sign in the indicated spot below and return with your child. For your future reference, all of this information presented in this packet, daily assignments, notes, and PowerPoint presentations are located on my teacher web page at www.missfausnight.weebly.com. Book marking my website on your home computer may make accessing the abovementioned information more convenient for both you and your child.

Respectfully,

Miss Melissa Fausnight
mfausnight@louisville.sparcc.org
330-875-5597

~~~~~  
**PLEASE DETACH THE ABOVE PORTION AND KEEP FOR YOUR RECORDS**

Student's Name: \_\_\_\_\_ (PLEASE PRINT)

*Please circle your preferred means for me to communicate with you if a need arises. Then, neatly provide the appropriate number or address.*

1. Preferred Means of Communication:      E-MAIL      TELEPHONE

2. Secondary Means of Communication:      E-MAIL      TELEPHONE

*By signing, I state that I have read, understand, and will support the Classroom Information and Procedures for Miss Fausnight's language arts class.*

\_\_\_\_\_  
PARENT SIGNATURE      DATE

*By signing, I state that I have read, understand, and will follow the Classroom Information and Procedures for Miss Fausnight's language arts class.*

\_\_\_\_\_  
STUDENT SIGNATURE      DATE

Please use the following space to provide me with any information about your son or daughter that you feel may be important for me to know:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

