

**LANGUAGE ARTS**  
**TEAM BLUE**  
Mrs. Reinford  
Room 713

**Student  
Number**  
  
# \_\_\_\_\_

**"Learn your language well and command it well, and you will have the first component to life."**

**- Edward R. Murrow (1908-1965)**  
**American news broadcaster**

Welcome to seventh grade language arts! I am very excited to have you in my classroom. We are going to accomplish great things over the course of this school year. This handout details some of the most important information you need to know about my classroom in order to be successful. Please take your time and read the information I have provided. I have high expectations for you this year. By working together, I know we can achieve great things. 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 wonderful year!

Sincerely,  
Mrs. Reinford ☺  
[reinford@lepapps.org](mailto:reinford@lepapps.org)

P.S.—This handout must be kept in your language arts notebook, as it will be helpful to you all year.

**CURRICULUM**

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 exist without the other. Therefore, our mission in seventh grade language arts will be to use reading to improve writing and writing to improve reading.

During the seventh grade year, we produce a variety of written work including descriptive, narrative, expository, and persuasive pieces, and informal writings. 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 relationship between reading and writing. We will concentrate on reading comprehension, the development of plot, critical thinking skills, and the various purposes for reading.

COMMON CORE STATE STANDARDS

The following outlines the mission of the Common Core State Standards Initiative:

- *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/>)*

TEXTBOOKS

There are two textbooks used within the seventh grade language arts curriculum. These books are described below:

- The main writing textbook 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 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.*

MATERIALS AND SUPPLIES

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:

- One 1 or 2 inch 3-ring BLUE binder
- One blue AND one black composition notebook
- Notebook paper
- Blue and/or black pens
- Red, purple, or green pens for editing
- Highlighters
- Pencils with erasers
- Colored pencils (For use in all classes)
- 5 count binder/file dividers
- 25 or 50 count set of plastic sheet protectors

The goal for assigning different colors to different subjects is to offer consistency to students and to assist in organizing each subject area. If you are unable to locate a particular color, purchasing a white binder 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.**

**CLASSROOM MANAGEMENT**

CLASSROOM RULES

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. My classroom rules reflect my expectations for student behavior every time you walk through my door.

MRS. REINFORD'S CLASSROOM RULES

- 1). Respect everyone and everything around you.
- 2). Come to class on time with all necessary materials ready to participate and learn.
- 3). Follow directions the first time they are given.
- 4). Raise your hand and wait for permission to speak.
- 5). Stay in your seat until the bell rings. I dismiss you; the bell does not!

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 language, 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.
Step 2	Upon earning the second mark, a mark will be recorded and a student conference will be held between the student and teacher issuing the mark. At that time, a plan to avoid said behavior(s) may be put into 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 seventh grade 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 and deemed appropriate by the principal and/or teacher.

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

Attitude is a state of mind, and having a good attitude positively affects the learning environment. Students will receive tickets when they are caught being exceptional leaders among their peers. Students may receive tickets for demonstrating characteristics that go beyond expectations including but not limited to:

- Doing well on an assignment, quiz, or test
- Assisting with classroom tasks
- Insightful class participation

- Helping one another
- Being polite
- Demonstrating positive leadership
- Work ethic

Students will deposit their tickets into the *Attitude of Gratitude* can in a teacher's room, so the teachers can track how many tickets each student has earned. Top ticket earners will be invited to a breakfast following the quarterly awards ceremony. Please note that tickets will be passed out at each individual teacher's discretion.

CLASS DOJO

Class Dojo is a positive behavior system I will be using this year. A student's behavior is trackable using the Class Dojo app and/or website. Here is how it works:

- Students will earn points for positive classroom behavior in order to earn rewards tiered by point level.
- Points can be deducted for unwelcome or disrespectful behaviors that do not follow classroom or school rules.
  - If a student falls into the negative on Class Dojo, a mark will be issued for that negative point and for each negative point thereafter.
- Every other Friday, students will have their Class Dojo Rewards Card updated with points earned. At that time, students can cash in their points for reward coupons or keep them to work towards a higher level reward.
- At the end of the nine-weeks, Dojo points can be spent for rewards, saved, or transferred to Attitude of Gratitude tickets and entered into seventh grade's nine-weekly drawing.



**PROCEDURES**

DAILY CLASSROOM PROCEDURES

A procedure is simply a method or process for how things are to be done in a classroom. I have come up with several procedures for you to follow while you are in my classroom. These procedures are designed to make your life (and mine!) a lot easier. The following details the procedure I expect you to follow upon entering my classroom:

DAILY CLASSROOM PROCEDURES

Upon arrival to Mrs. Reinford's classroom, please abide by the following procedures:

- 1). Greet Mrs. Reinford with a friendly welcome and smile! 😊
- 2). Read the Smart Board for today's directions and BELL WORK.
- 3). Begin working on Bell Work until further instructions are given.

BELL WORK

Every time students walk into the language arts classroom, a series of tasks I refer as Bell Work will be posted in the front of the room on the Smart Board. It is each student's responsibility to read the Bell Work board upon entering the classroom *before the second bell*. After reading the Bell Work board, students are expected to begin working through the tasks listed during the first 5-7 minutes of the class period. Bell Work typically consists of instructions or tasks related to homework, journals, word study, or classroom organization. Any special instructions or notes pertaining to homework and/or classroom assignments 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.

ABSENT WORK PROCEDURES

In the event of an absence, the following absent work procedures will assist in figuring out what was missed in class and what needs to be made-up:

ABSENT WORK PROCEDURES

In the event of an absence from school, please refer to the following:

FROM HOME:

- 1). Go to Mrs. Reinford's website: <http://mrsreinford.weebly.com>.
- 2). Read the Daily Homework Calendar.
- 3). Download any notes, worksheets, and/or Power Points.

FROM SCHOOL:

- 1). Select the color-coded folder(s) for the day(s) of your absence.
- 2). READ the *Missing Assignments Log* located in front of the folder for the day(s) of your absence and record what assignments need to be completed in your planner. Then, gather any worksheets and/or papers from the folder.
- 4). If you have a question about an assignment, please see Mrs. Reinford after class.

**IT IS SUGGESTED THAT YOU CHECK BOTH MY WEBSITE AND THE HOMEWORK FOLDERS UPON AN ABSENCE FROM SCHOOL.**

A SPECIAL NOTE ABOUT MY WEBSITE

I maintain and update my personal teacher web page through the Louisville Middle School website. On this site, you will be able 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. *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 you are absent to get a head start on what you missed in class.* The summary of each school day I include on the *Daily Homework Calendar* page on my website is identical to what is included in the assignment binder and to what I would send home if assignments are requested. Additionally, I try to attach important worksheets, notes, and Power Point presentations to the *Notes, Worksheets, and Power Points* page of 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 3:00 PM.

## GRADING AND ORGANIZATION

Students' grades should reflect their understanding of concepts and skills, as defined by the Common Core Standards, the course of study adopted by the Board of Education, and a student's ability to apply this knowledge through performance assessments. 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
4. To provide administrators, consultants and guidance counselors with adequate, accurate records of a student's progress achievement.

*Source: Louisville City Schools Board of Education Policy Manual*

PARENT INTERNET VIEWER

Parent Internet Viewer (PIV) is an awesome tool to track educational progress. As a teacher, I try very hard to keep my grades as up to date as is possible. Many times parents are confused or question the symbols they see while checking student progress on PIV.

- A "Z" in the grade book indicates an assignment that has yet to be turned in due to incomplete work (not homework) or absence.
  - The "Z" code averages that particular assignment in as a ZERO subsequently hurting the grade until it is made up, turned in, and graded.
- 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.
- A "0" in the grade book is typically used for homework.
  - If a homework assignment is not completed on the day it is checked, AND there are no excused absences for not having the assignment completed, a "0" will be placed in the grade book.
  - This assignment cannot be turned in for credit.

STUDENT PROGRESS FOLDERS

Throughout the year, my goal for all students is to improve skills as readers, thinkers, and writers. In order to track this progress, each class period will have a folder stored in the language arts classroom. This folder will contain many items related to the student including parent signatures/contact information, graded assignments, pieces of writing, quizzes, and/or tests. Progress folders are my way of giving classroom space to store these sometimes bulky items, so they are always available and never lost. Progress folders are always permitted to be taken home by a student at a parent's request. I simply ask that it is returned with the student in a timely manner.

HOMEWORK

*Homework* can be defined as "an assignment given to a student to be completed outside of the regular class period" (Source: 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 or complete some work outside of the classroom.

- Regularly, homework checks will be conducted for work assigned and intended to be completed outside of the classroom.
  - Homework checks will be represented as a grade in the grade book for each assignment checked by the teacher. *(Please note that I do not check each and every homework assignment for a grade represented in the grade book. I often tell students that I do random checks of homework, so they never know when I am going to strike)*
- Point values of homework checks vary depending on the scope and depth of an assignment. Typically, homework checks account for a 5 point homework grade.
- In most cases, homework checks are an "all or nothing" grade checked for COMPLETION, NOT ACCURACY.
  - If the assignment is completed and visible effort has been made, the student will get full credit for completing the assignment. If not, zero points will be recorded.
  - Exceptions to this include, but are not limited to: excused absences or school approved vacations.
- All homework assignments are expected to be complete on the day and at the beginning of class when they are due.

- o If you have an excused absence, the Louisville Middle School Handbook states that students have the number of days absent plus one additional day to make up work.
- Frequent homework violators may also be dealt with on an individual basis and receive consequences deemed appropriate by the teacher and/or administration.

**WHAT DOES HOMEWORK LOOK LIKE?**

Personally, homework should not take students more than 20-30 minutes each night. It also should not account for more than 10-15% of a student's total grade at the end of each grading period. Not completing homework should never cause a student to fail a grading period. However, lack of homework completion can be expected to lower one's grade by at least a letter.

In language arts class, homework could look like:

- vocabulary definitions, reading assignments, answering comprehension questions, completing an extension from that day's lesson, response to literature or informational text

Homework is NOT:

- an on-going assignment (AR or Study Island), a project of which students are given a length of time to complete, a take-home quiz, studying for a test/quiz, a writing project

'Taking A Zero'

Students who do not have their homework completed when checked or turned in (and do NOT have an excused absence from the day(s) prior) will receive a zero, '0', on that assignment and be required to fill out a 'Taking A Zero' documentation form. This form will be kept in the progress folder and serve as data as to why a homework assignment is not complete.

**TAKING A ZERO!**

Topics covered on the homework I did not complete:

\_\_\_\_\_

\_\_\_\_\_

Why didn't you complete this homework assignment?

\_\_\_\_\_

\_\_\_\_\_

Next time, I need to do the following to make sure my homework is completed:

\_\_\_\_\_

\_\_\_\_\_

**TAKING A ZERO!**

Student Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

I understand that it is my responsibility to complete my homework when it is assigned. Initial \_\_\_\_\_

I understand that by not bringing my homework to school I forfeit my grade and will receive a ZERO for this homework. Initial \_\_\_\_\_

This is the \_\_\_\_\_ time I have filled out this form.

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

ACADEMIC HONESTY

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 offence and WILL NOT be tolerated in seventh grade. Unless a student is 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 in responsibility and therefore in the consequence whether or not they were the giver OR the taker of the assignment. 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 assistant principal 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.*

EXTRA CREDIT

I do not believe in assigning extra credit and rarely do so. Completing all assigned work when it is given is the best way to ensure success. Further, I am very flexible in accepting late assignments (not homework) per BOE policy. I do believe in rewarding students who do their work in the first place, so, often, I will drop an assignment a few points in the grade book (like AR or Study Island) to give students who do their work a little boost as hard work deserves the ultimate reward.

**HOW DO I GET HELP?**

Some seventh graders can effectively manage their assignments without a lot of parent support. Other seventh graders are not quite there yet and need more help. Here is what you can do to help yourself:

1. Fill out your planner EVERY day.
  - a. Students have assignments to write down and time in class to do so every day. Blank spaces in the planner and/or the word 'none' is not acceptable.
2. Check my website at <http://mrsreinford.weebly.com>.
  - a. I post a summary of that day's class and homework assignments every day. Often, I will upload copies of worksheets, class notes, or other classroom materials. ☺
3. Sign up for Remind text message alerts.
  - a. I frequently send quick text-message reminders of important due dates or other pertinent classroom information.
4. Email me at [reinford@lepapps.org](mailto:reinford@lepapps.org).
  - a. A quick question may save you a lot of frustration! I try my best to answer as quickly as I can even during the evening. ☺

**ORGANIZATIONAL PLANNER**

Students 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 7B teachers.

All homework and classroom assignments will be posted on the whiteboard located in the front of the classroom each day. It is the student's individual responsibility to make sure that homework assignments are copied into the planner correctly and in a timely manner before the second bell rings or during Bell Work time. All daily assignments are also posted on the *Daily Homework Calendar* located on my website. I also post notes, worksheets, and Power Points on my website. My website is located at <http://mrsreinford.weebly.com>.

**LANGUAGE ARTS NOTEBOOK**

Students in Community 7B language arts will be required to organize and maintain an ELA three-ring binder. This notebook will contain a point sheet for the current nine-week period, graded assignments, current and past writing assignments, notes, reference materials, and the blue and black composition notebooks. 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. Graded notebook checks may be conducted throughout the school year. Together at the end of each grading period, we will clean out our notebook of past notes and graded assignments and take those items home. Many notes and reference materials that I provide through the year are useful to students as they progress onto eighth grade and beyond.

**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.

**ADDITIONAL COURSE INFORMATION**

The following details information about your seventh grade language arts class that you will need to know to be successful. These are things that you will be expected to keep in mind all year.

**GENERAL ASSIGNMENT INFORMATION**

I believe that every student can be successful, and therefore hold every student to high expectations. The following is general assignment information that students should follow for each assignment in seventh grade language arts:

- 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 grade in my class.
- Both legible print and cursive writing are acceptable.
  - Use the means of handwriting that is the easiest for you and me to read!
- Papers are to be headed in the top right-hand corner as follows:



*Student Full Name and Number  
Date  
Class Period*

- Adherence to the rules of capitalization of proper nouns (ex-Mickey Mouse) and adjectives (ex-Chinese food) is expected at all times.
- Text message writing is unacceptable in the school setting. Text message "slang" is an example of informal writing that is NOT acceptable in the formal classroom setting.

**FORMAL 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. Below are a few general guidelines that remain consistent throughout the year when producing formal writing assignments:

- **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 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. Students need to skip spaces (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.

**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 you monitor and personalize reading practice.
- 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 25-question test will be administered quarterly. 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 with a parent signature will also be required.

- These bookmarks must be filled out before a student takes an AR test and will be turned in upon the completion of a test.

AR will be approximately 10-15% 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, etc.* = 17% of the total AR Grade

IN ADDITION, BOTH STUDENTS AND PARENTS MAY ACCESS THE AR PROGRAM ONLINE THROUGH THE LIBRARY MEDIA CENTER WEBPAGE BY CLICKING ON THE "RENAISSANCE HOME CONNECT" LINK. THE USERNAME AND PASSWORD FOR THE PROGRAM IS THE SAME ONE STUDENTS USE TO LOG INTO LMS COMPUTERS.

### STUDY ISLAND

Louisville Middle School has subscribed to an online, computer based assessment tool called *Study Island*. Study Island is geared to helping students improve upon the state of Ohio's yearly Academic Achievement Assessment in reading and math. In this class, we will use Study Island as a benchmarking 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 course work. Students will be expected to complete this course work by the due date using the Study Island program both in AND out of school. Please see the calendar of Study Island due dates for a detailed outline of quarterly requirements.

### 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 7<sup>th</sup> grade year, we spend a lot of time learning and using databases (paid data retrieval search engines) as a source of reliable academic research. These databases can be accessed via the Library Media Center website located on the sidebar of the LMS website ([http://www.middleps.sparcc.org/LMS.Library/pages/online\\_resources.html](http://www.middleps.sparcc.org/LMS.Library/pages/online_resources.html)). It is strongly encouraged that students use these databases as a means for ALL research done in ALL academic areas. Finally, a username and password is required to access the databases. Please record this below and refer to as needed:

USERNAME: _____	PASSWORD: _____
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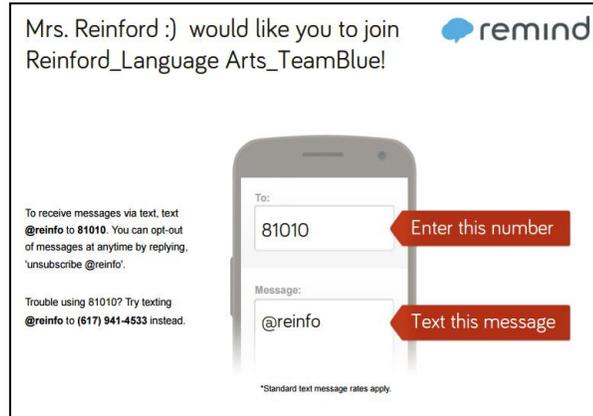
### RESTROOMS

As a teacher, 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. Students in need of a restroom break during class time will sign out in the binder in the front of the room and take the appropriate pass. Please note that excessive trips to the restroom during class in a non-emergency situation shall result in consequences deemed appropriate. Students who do not have their student planner will receive a mark as a consequence for not having the planner. DO NOT ABUSE YOUR RESTROOM PRIVILEGES!

## REMIND

*Remind* is a website that provides a safe way for teachers to send text messages to students and parents. Here is how it works...

- Students and/or parents will then text that number to subscribe to text message alerts sent from each of their child's teachers through a *Remind* account.
- Once subscribed, *Remind* will ask for the student and/or parent's name, so the teacher can identify them on a roster within the web application.
- *Remind* never shows the teacher a person's phone number. This means a teacher using *Remind* never sees a parent and/or student's phone number while using the application.
- *Remind* is one-way communication. A person subscribing to a teacher's *Remind* alerts are incapable of replying to texts received through *Remind*.  
FOR ADDITIONAL INFORMATION, PLEASE VISIT [HTTPS://WWW.REMIND.COM](https://www.remind.com).



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***“Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.”***

***-Mark Twain (1835-1910)  
American author and humorist***



# MRS. REINFORD'S LANGUAGE ARTS CLASS

## PARENT SIGNATURE PAGE

Parents:

I would like to express my sincere excitement 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 in a timely manner. Of course, telephone calls also work. However, as with many busy schedules, a good game of phone tag often ensues! If you call the office and leave a message, I will be sure to get back to you as soon as my teaching schedule allows.

To acknowledge that your child has shared the attached classroom information packet with you, please sign in the indicated spot below and return with your child. I also ask that you spend a few minutes providing me with some information, so I can communicate with you easily. For your future reference, all of the information presented in this packet, daily homework assignments, notes, and PowerPoint presentations are located on my teacher web page at <http://mrsreinford.weebly.com>. Book marking my website on your home or work computer may make accessing the abovementioned information more convenient for both you and your child.

Regards,  
Mrs. Erin Reinford  
[reinford@lepapps.org](mailto:reinford@lepapps.org)

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

*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

\_\_\_\_\_

USE THE FOLLOWING LINES TO PROVIDE ME WITH ANY PERTINENT INFORMATION RELATING TO YOUR CHILD.

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

BY SIGNING, I STATE THAT I HAVE READ, UNDERSTAND, AND WILL SUPPORT THE CLASSROOM INFORMATION AND PROCEDURES FOR MRS. REINFORD'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 MRS. REINFORD'S LANGUAGE ARTS CLASS.

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