

2023

Student Handbook
& Agenda

2024

This book belongs to

Name _____

Team _____

Grade _____ Homeroom _____

Homeroom Teacher _____

***Southern
Regional
Middle
School***

*75 Cedar Bridge Road
Manahawkin, NJ 08050
(609) 597-9481*

“Committed to Excellence”

TELEPHONE



DIRECTORY

Athletics

(609) 597-9481 Ext. 4262

Attendance

(609) 597-9481 Ext. 4202

Child Study Team

(609) 597-9481 Ext. 4262

Guidance Counselors

Mrs. Benson

(609) 597-9481 Ext. 4229

Mrs. Bleam

(609) 597-9481 Ext. 4226

Mr. Burke

(609) 597-9481 Ext. 4228

Main Office

(609) 597-9481 Ext. 4214

(609) 597-9481 Ext. 4215

(609) 597-9481 Ext. 4216

School Nurse

(609) 597-9481 Ext. 4265

ABOUT SOUTHERN REGIONAL MIDDLE SCHOOL

Ram PRIDE (Personal Responsibility in Daily Effort) is developed through a growth mindset initiative, which encourages each student to reach his or her potential. Academics, athletics, the arts, and extracurricular activities are integral parts of the middle school program. These areas are explored through our team approach, which joins about 130 students on one of seven teams to share an English, math, science, and social studies teacher. Greater teacher-parent communication and student support are facilitated through teaming.

We believe the adage, “All students can learn, just not all in the same way or on the same day.” To facilitate that learning, extra support services are readily available: Homework Habitat and Math Homework Habitat, after-school extra-help with teachers, and on-line services such as IXL, Edulastic, EdPuzzle, Grammarly, and Google Classroom all enhance the students’ learning experience. Mrs. Wordsworth, a daily root-word vocabulary initiative, and a twenty-two-minute sustained silent reading program further support academic classes.

Guidance counseling, Child Study Team services, Homework Habitat, peer tutoring and peer leadership are all offered as part of the middle school’s student assistance program. Anti-bullying programs, individual and group counseling are also offered as a part of the middle school’s array of support services. These programs, among others, provide students and their families with pro-active opportunities to function successfully in school, at home, and in the community.

The development of the whole child is the primary goal of the middle school staff, a caring, supportive, knowledgeable, and highly professional group of educators. Academically, critical thinking, reading, and writing form the foundation of rigorous, well-crafted curricula, which challenges and motivates students. Socially and emotionally, a growth mindset culture facilitates the development of grit, a willingness to take learning risks, and perseverance with new concepts.

SRMS students have frequently received recognition and awards for their achievement from the Ocean County Math League, the Thinking Cap Quiz Bowl, the Patriot’s Pen Writing Contest, the FCCLA, the Manahawkin Elks Essay Contest, the All South Jersey Band, and the All South Jersey Orchestra. Southern Regional Middle School student athletes have also garnered frequent recognition for their individual and team achievements. Southern Regional Middle School is an exciting place to be! All students are encouraged to find an activity from the extensive and varied offerings through which to explore their interests. Participation in extra-curricular activities is celebrated at the annual Activity Day Picnic.

WELCOME TO SOUTHERN REGIONAL

It is with great pleasure that we take this opportunity to welcome you to Southern Regional Middle School. We are extremely proud of the programs we offer and encourage all students to make the most of their time with us.

This handbook has been developed by our faculty and administration to help you and your family learn as much as possible about all of the procedures in the building and the services we offer to our students. It is a quick reference guide that you will find extremely useful as questions arise throughout the school year.

Whether you are joining us for the first time or were here last year, we encourage you to become an active member of Southern Regional Middle School. We offer activities, clubs, and sports that provide our students with opportunities to grow and mature into well-rounded young adults. "Commitment to Excellence" is our never-ending goal.

We look forward to the school year with great excitement and hope all our students will have a rewarding and successful year.

Once again, welcome!

Elisabeth Brahn, Ed.D.
Principal

SCHOOL CALENDAR 2023-2024

September	1	Teacher Orientation	19
	5	School Opens	
October	--	--	22
November	6-10	Fall Break	15
	23-24	Thanksgiving	
December	25-29	Winter Recess	16
January	1	Winter Recess	21
	15	Martin Luther King Day	
February	19	Presidents' Day	20
March	--	--	21
April	1-5	Spring Recess	17
May	27	Memorial Day	22
June	11	Last Day for Students	7
	12	Last Day for Teachers	
		Total days for students	180

BELL SCHEDULE

Bus Bell	7:38
Warning Bell	7:44
Homeroom	7:45 - 7:57
Period 1	7:59 - 8:43
Period 2	8:46 - 9:30
Period 3	9:33 - 10:17
Period 4	10:20 - 11:04
4B	10:42
Period 5	11:07 - 11:51
5B	11:29
Period 6	11:54 - 12:38
6B	12:16
Period 7	12:41 - 1:25
7B	1:03
Period 8	1:28 - 2:12
First Bus	2:16
Activity Period	2:16 - 2:56
Second Bus	3:00
Activity Period	3:00 - 5:10
Third Bus	5:15

SCHOOL CLOSING

When school is closed because of storms, other emergencies, or for a delayed opening, information will be broadcast via the following:

- 1) **Text alert from Global Connect** (if cell number is indicated in Parent Portal)
- 2) **Phone call from Global Connect**, the district's automatic dialer
- 3) The Southern Regional website www.srsd.net
- 4) These radio and TV stations:
 - WJRZ-100FM
 - WGRF-99FM
 - WFPG-1450AM/96.6FM
 - WOND-1400AM/103.7 FM
 - WOBM-92.7FM
 - TV Channel 21 (Mainland)
 - TV Channel 14 (Waretown)
 - TV Channel 36 (Island)

Local police may also be called for information.

PROMOTION REQUIREMENTS

The following guidelines constitute the promotion requirements for students from grades 7 to 8 and 8 to 9.

1. **Students must pass six of seven courses to be promoted** from 7th to 8th grade and 8th to 9th grade respectively (this includes courses passed in summer school).
2. If a student fails the equivalent of two full year courses, he/she must pass one full year course in summer school, although it is recommended that students enroll in both. (The school reserves the right to require the course(s) to be repeated.)
3. If a student fails the equivalent of three or more full year courses, the student must earn enough summer school credits to pass 6 of 7 courses for the year. (The school reserves the right to require the courses to be repeated.)
4. The principal reserves the final decision in cases of extenuating circumstances.

NOTES:

1. All courses are considered “major courses” for promotion requirements.
2. Southern Regional School District does not offer summer school. Students are responsible for all costs incurred for remediation.
3. Homework Habitat is generally offered three days a week from 2:20 until 3:00 p.m. The schedule is posted in the Student Dashboard at srsd.net or may be obtained from a guidance counselor.

The following is the Southern Regional Middle School grading policy:

92 - 100	Average = A
83 - 91	Average = B
74 - 82	Average = C
70 - 73	Average = D
69 and below	= F

CO-CURRICULAR ACTIVITIES

Southern Regional Middle School offers a variety of co-curricular activities and encourages all students to become involved in one or more. Many offerings are listed below. Check the website for the most current list and calendar of meetings. Students can check with each activity’s advisor or coach, a guidance counselor, teacher, or administrator for information. **Students must have a signed permission slip in order to participate in co-curricular activities.** **Students must be present during the school day in order to participate in co-curricular activities.** **A student in all-day detention may not attend extracurricular activities that day.** **Any student involved in co-curricular activities who is suspended out of school must apply for a reinstatement hearing.**

CLUBS AND OTHER ACTIVITIES

Academic Bowl	Gardening Club	Southern Writer’s Society
American Sign Language Club	History Buffs Club	(Literary Club)
Art Club	Hope Club	Student Council
Board Games Club	Intramurals	Student Store
Builders Club (Kiwanis)	Jazz Band	Sunshine Club
Chess Club	Jr. AFROTC	Technology Club
Computer Programming Club	Leo Club (Lions)	Variety Show
Dance Club	Math Club	Vocal Jazz Ensemble
David’s Dream and Believe	National Jr. Honor Society	Weight Room Club
DICE	Jr. ROTC Club	World Language Club
Drama Club	S.H.O.P.	(Spanish)
Ecology & Nature Club	SNN Club	Yearbook
FCCLA	SNN Morning	Yoga Club
	Announcements	Youth Canteen (dance concessions)

INTERSCHOLASTIC SPORTS PROGRAM

FALL

Cross Country – Boys
Cross Country – Girls
Soccer – Boys
Soccer – Girls
Field Hockey - Girls
Football
Volleyball – Girls

WINTER

Basketball – Boys
Basketball – Girls
Cheerleading
Wrestling

SPRING

Baseball
Softball
Track – Boys
Track – Girls
Volleyball – Boys
Lacrosse – Girls

ATHLETIC ELIGIBILITY GUIDELINES

- Middle School students are eligible for a period of two years from the day they enter the 7th grade. Additionally, the league requires that participants must not have reached the age of 15 prior to September 1st.
- A student who has not been retained as a 7th or 8th grader is eligible for the fall and winter seasons (first semester). In order to be eligible for the spring season (second semester), a student must have passed the equivalent of 6 full year courses the first semester.
- If a student is retained, he/she is not eligible for the fall and winter seasons (first semester) but may participate in the spring season (second semester) if he/she passes the equivalent of 6 full year courses in the first semester. Students who are retained and spend 3 or more years as a middle school student (grades 7 & 8) are eligible for two years only.
- Any student involved in interscholastic athletics who is suspended from school also forfeits his/her athletic eligibility for that season (or longer, depending on the infraction). However, he/she may request in writing a reinstatement hearing with the Athletic Director or his/her designee. The student's assistant principal will outline the process.
- A student who does not participate in physical education class for the day may not participate in his/her after-school sport that day.

NATIONAL JUNIOR HONOR SOCIETY MEMBERSHIP REQUIREMENTS

- In order to be eligible to apply for membership in NJHS, a student must have a 7th grade GPA of 94% or better. In October of the 8th grade year, all students who met the minimum 7th grade GPA requirement are invited to the informational meeting regarding application for membership. At this meeting, the NJHS advisors review the entire application process and notify students of the due date.
- The applications completed and returned on time are scored by a faculty committee using a rubric. The scoring categories are as follows: school activities, outside activities, leadership positions, community service, awards, writing sample, and staff survey. The scoring rubric and community service guidelines may be viewed on the middle school page of srsd.net.
- In November, students who earn membership are notified and the NJHS Induction Ceremony is completed. From December to March, NJHS members participate in several activities and fundraisers. Fundraising money goes to support NJHS scholarships, charitable causes, and school events. By April 1, members are required to accumulate 15 hours of community service to receive recognition at Academic Awards Night.

STUDENT VALUABLES

- We recommend students not bring large sums of money or valuables to school. Such items should be brought to the Main Office for safekeeping. Please use checks for obligations/payments whenever possible.
- **Valuables should never be left unlocked.**

DANCES

1. Only Southern Regional Middle School students are permitted to attend dances.
2. Most dances run from 6:30 p.m. until 8:30 p.m. (The fall outdoor dance runs from 6:00-8:00 p.m.)
3. Students must arrive no later than 7:00 p.m. unless they are detained by another school-sponsored activity.
4. All students must have the **current school ID** in their possession to be admitted to any Middle School dance. If you need to purchase a replacement ID, go to the Main Office.
5. Once students arrive on school property, they are to report to the gym and remain there until the conclusion of the dance. No students will be permitted to leave before 8:30 p.m. unless approved by an administrator.
6. Supervision is not provided prior to 6:30 p.m. and after 8:45 p.m. **If a student is not picked up by 8:45 p.m., he or she will not be allowed to attend the next dance/night event.**
7. All other school rules are in effect during the dance, including the dress code.
8. **Students must be present during the school day to attend dances or other after-school activities.**

STUDENT RECOGNITION PROGRAMS

Students are recognized for a variety of accomplishments at SRMS. For specific information on these programs, please see a guidance counselor. Recognition programs include:

- Student of the Quarter
- Student of the Month
- Academic Honor Roll
- Honor Pass
- Academic Awards Night
- P.R.O.P.E.L. Awards

HEALTH SERVICES

MEDICATION GUIDELINES

Students may not carry medication of any kind (unless a self-carry form for an inhaler or epi-pen is on file with the nurse). All medication, both prescription and over-the-counter, may only be administered by the school nurse. All medication must be brought to the nurse's office by the parent/guardian, and students must go to the nurse's office to take their medication. All medication must be in the original container with the student's name, dosage, and frequency of the medication clearly labeled. In addition, a written order or note from the prescribing physician and a note from the parent/guardian must be submitted with the medication.

SCREENINGS

The school nurse will perform height, weight, and blood pressure screenings for all 7th and 8th grade students who have not received a sports physical for the school year. Eighth grade students will also receive vision and hearing screening. The SPOT vision screener is utilized as available from the Lions Club. If a problem is suspected, a parent/guardian, counselor, teacher, or student may request a hearing or vision screening.

In addition, the nurse will perform a scoliosis screening on all students. Scoliosis is a curvature of the spine, which can cause health complications. Ten percent of the population of the United States has some form of scoliosis. Of that ten percent, only one percent will require treatment. The nurse may send a referral home and ask that the child be seen by your family physician to determine if he/she requires any further treatment and/or follow-up. Any parent/guardian wishing for a child to be excluded from this examination should contact the school nurse. *This procedure is in compliance with state-mandated directives.*

IMMUNIZATIONS

As a reminder to parents, when a child reaches middle school, it is often time to receive a diphtheria/tetanus booster. This vaccine was last given upon entrance to kindergarten and is re-administered every ten years. Should a child receive a notice stating the need for this immunization booster, parents should be prompt in making plans to have it completed. Physician documentation is required and will be made a permanent part of each student's health record. Also, state laws require the three dose Hepatitis B vaccine for all students. All appropriate documentation should be up to date in the student's health file.

SPECIAL CIRCUMSTANCES

If there is a special circumstance that requires the nurse's attention (such as a buddy or a special hall pass for a student on crutches), please speak to the nurse or drop off your note in person prior to homeroom.

STUDENT ASSISTANCE INFORMATION

GUIDANCE SERVICES

Each child is assigned a guidance counselor. Guidance services include assistance with educational, vocational, and personal/social concerns or any question a student would like to discuss; counselors focus on the development of a growth mindset. Requests for appointments to meet with a guidance counselor are made in homeroom via an appointment slip. Parents may schedule conferences with the guidance counselor and/or teachers by calling the Guidance Office at 597-9481 Ext. 4225.

PROJECT CHILD FIND / SPECIAL SERVICES

A parent/guardian of a SRSD student who suspects that his/her child has an educational disability can call the Southern Regional Child Study Team or Ocean County Supervisor of Child Study Teams as follows: Southern Regional High School District at 609-597-9481, ext. 4339 or Ocean County Supervisor of Child Study Teams at 732-929-2079. Teachers, administrators and guidance counselors may also refer students to the Child Study Team. Referrals may be made for a number of reasons such as learning difficulties, social/emotional problems or family concerns. The Child Study Team consists of a school psychologist, a learning disabilities teacher consultant, a school social worker, and a speech therapist.

CRISIS?

At times, we ALL experience events in our lives that hurt us or cause us to do poorly in school. Often, we feel that the problem is too personal to share. If you have a crisis, there are resources to assist.

- **Suicide/Depression Services**
24 hour Emergency/Crisis Intervention
Local Police "911"
PESS: Psychiatric Emergency Screening Service 732-886-4474 or 866-904-4474
("emergency" depression screening & recommendations)
National Suicide Prevention Lifeline (800) 273-8255
Contact of Ocean (24hr. Telephone Hotline) (609) 693-5834 or (732) 240-6100
- **Substance Abuse Service**
Ocean County Health Department (800) 342-9738 or (732) 341-9700
Preferred Behavioral (732) 367-4700
NJ Connect for Recovery (855) 652-3737
- **Hospital Emergency Service**
Southern Ocean County Hospital (SOCH) 1 (609) 597-6011
Community Medical Center in Toms River 1 (800) 300-0628
- **Local Community Resources**
Performed Care (Mobile Response) (877) 652-7624 (in home counseling, review & recommendations)
Ocean Mental Health Services 1 (732) 575-1111 or 1 (877) 621-0445
St. Francis Counseling Center 1 (609) 494-1554
- **Youth Services**
Harbor House (Temporary shelter for kids) 1 (732) 929-0660
National Runaway Hotline 1 (800) RUNAWAY
DCPP: NJ Division of Family Services (Child Abuse Hotline) (877) NJABUSE or (877) 652-2873

STUDENT ATTENDANCE

PHILOSOPHY

It is the policy of this Board of Education to require that the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of this State. The educational programs offered are predicated upon the presence of pupils and require continuity of instruction and classroom participation. The regular contact of pupils with one another and their participation in a well-planned instructional activity under the tutelage of a teacher are vital for them to master course proficiencies.

STUDENT ABSENCES

New Jersey Statute Title 18A:38-25 requires that school-age children attend school regularly. The State of New Jersey limits absences for the 180-day school year to 18 days; this includes illness, vacation, and other documented absences.

New Jersey defines **chronic absenteeism** as missing ten percent or more of the school days for which the child was enrolled. Students with chronic absences may jeopardize their ability to obtain the course credits necessary to advance to the next grade level and may be excluded from participation in field trips, assemblies, and/or other special activities.

Attendance will be audited 8 times per year, and letters will be mailed home notifying parents/guardians for students whose attendance meets the definition of chronically absent (absent 10% or more of the days in session). If the attendance pattern does not improve, students who are chronically absent will be addressed by the assistant principal and detentions assigned.

Chronically absent students approaching the limits of absences for a semester or for the year may be placed on an attendance contract. If a student exceeds the 18-day limit, the child moves from chronic absenteeism to **truancy**.

If a student is truant, (exceeds 18 absences):

- The Southern Regional School District may file truancy paperwork with the Stafford Township Municipal Court.
- The student may be placed in NO CREDIT STATUS for the current school year. Students in NO CREDIT STATUS may be required to complete attendance audit extended detentions and/or summer school to be promoted. Extended medical absences or extenuating circumstances will be reviewed by the principal.

An absence for one of the five (5) State recognized excused absences listed below shall not be counted as a day in attendance:

1. Religious observance
2. College visit (11th & 12th grade only, limit 3)
3. "Take Our Children to Work Day"
4. Participation in observance of Veterans Day or district board of election membership activities
5. Closure of a busing district that prevents a student from having transportation to the receiving school

NOTE: All other absences, which are not State recognized excused absences listed above, shall be considered "Unexcused Absences" regardless of the reason or documentation.

LATES TO SCHOOL

If a student is late to school, detentions will be assigned on the fifth, tenth, fifteenth, and all subsequent lates. Students who have accumulated excessive lates or absences may be prohibited from participation in school activities, trips, etc.

LATES TO CLASS

Teachers will address students who are late to class. Repeated lateness to class may result in teacher detentions, parent/guardian contact, or a disciplinary referral.

EARLY DISMISSAL

For an early dismissal, the parent/guardian must provide photo identification to sign the student out of school. No student may be signed out of school by anyone except a parent/guardian without prior administrative approval (which requires written parental/guardian permission, verified by phone). If the parent/guardian specifically designates another adult to sign out the student, that person must provide phone identification.

Note: The emergency contact list provides the school with an alternate contact in case of emergency; an emergency contact is not otherwise permitted to pick up a student without parent/guardian confirmation.

Early dismissals and late arrivals will be recorded as “not enough hours” if the student is not present in school for at least four (4) hours. “Not enough hours” will count as an absence. **A student must be present by 10:10 or not leave prior to 11:50 to be considered present for the day and participate in an after-school activity.**

REPORTING ABSENCES

The Board shall require from the parent/guardian of each student who has been absent from school for any reason a written statement of the cause for such absence. The Board may report to the appropriate authorities infractions of the law regarding the attendance of students below the age of sixteen (16).

Parents/guardians should report absences to the Attendance Office through the Genesis Parent Portal. Submit medical or legal documentation within 48 hours of the absence.

EXTENDED ILLNESS

Students absent from school due to illness should obtain the work missed by contacting their teachers directly via e-mail and checking Google Classroom. In the case of an extended absence, the guidance counselor should also be notified.

MAKEUP WORK

It is the responsibility of the student to communicate with each teacher and schedule time to make up the work following an absence. If the work is not made up, the grade will be recorded as a zero (0). Generally, students have an equal number of days to make up work as they were absent from class, unless other arrangements are made with the teacher.

HOME INSTRUCTION

Home instruction may be provided for a student whose illness will prevent them from attending school for more than ten consecutive days. The parent must obtain a letter from a doctor diagnosing the student's illness and indicating the anticipated length of absence and the ability to undertake home instruction. Home instruction letters must be submitted to the guidance counselor for processing and approval. Home instruction does not begin until the eleventh (11) consecutive absence from school. Details about home instruction requirements will be provided by the guidance counselor.

VACATION

If a student will be absent due to vacation, the parent/guardian must submit a letter stating the dates when the student will be absent from school, and the student must pick up a Vacation Request Form from the Attendance Officer. **The student is responsible for communicating with each teacher to obtain all classwork and homework. Upon returning to school, the student should meet with each teacher to ascertain if all work has been completed.** ***A student must be present in school in order to participate in an after-school activity.* **NOTE: All vacation days are counted as unexcused absences for attendance policy purposes. A student may not exceed 18 days absent, including vacation days.**

PHYSICAL EDUCATION

MEDICAL EXCUSES

1. Occasions will arise where students require a medical excuse from participation in physical education activities. Medical excuses (for three days or more) must be documented by a doctor's note presented to the school nurse.
2. A procedure is in place that will allow the student to care for his/her medical problem while still meeting the mandated physical education requirement. For long term medical (doctor) notes of three days or more or when otherwise deemed necessary by the nurse, the student will be removed from the gym to complete physical education-related written work in a classroom. The written work completed during this time will be part of the student's final grade for the marking period.
3. In addition to the documented medical excuse, each marking period students are allowed one parent/guardian note and one nurse's note to excuse them from P.E. participation for one day.
4. If a student fails to participate in physical education (beyond those days documented by the appropriate doctor's, nurse's, or parent/guardian note), points will be deducted from the student's grade.

ATTIRE/JEWELRY

1. Students must be dressed appropriately (t-shirts, gym shorts, sweatshirts and sweatpants and sneakers) in order to participate in physical education. Attire must meet the school dress code.
2. Jewelry such as bracelets, rings, watches, or necklaces cannot be worn during PE.
3. Students who fail to meet dress requirements may not participate and will lose credit for the day.

PASSES

Students must have a hall pass in their possession at all times when in the hallways while classes are in session. The hall pass (with 20 slots) is issued monthly and kept in the possession of the student. When the student is given permission to leave class, he/she fills out the pass and has it signed by the teacher. Students are not permitted to leave class without this pass. It is important that they keep it with them at all times. This pass is not transferable to other students, and there are disciplinary consequences for its misuse.

- Maintain the monthly pass; passes will not be replaced!
- Do not use another student's pass; do not lend your pass to another student; this constitutes misuse.

COMPUTER USE

Each student is issued a school Chromebook. Responsibilities for care and use are outlined in the Acceptable Use Policy and the Parent Portal. Students are to treat the computers with care and use them only for educational purposes. Any misuse of the computers may lead to disciplinary action or revocation of computer privileges.

Damage to or loss of the Chromebook and/or charger will incur a fine or replacement cost and are the responsibility of the student and parent/guardian. Stickers or other decorations are not to be affixed.

All incoming students are required to review and sign the Acceptable Use Policy Form. These guidelines remain in effect for the student's entire school career at Southern Regional.

The Securly monitoring system is utilized during school hours. Securly also provides options for parents/guardians to receive monitoring notices outside of school hours; signup information is provided annually, or you may request it from your child's guidance counselor at any time.

SRSD ACCEPTABLE USE POLICY

The Southern Regional School District provides computer equipment, computer services, and Internet access to its students and staff for educational purposes only. Misuse of equipment, services, or Internet access are grounds for disciplinary action. The full AUP is available at SRSD.net.

CELL PHONE USE

Student use of phones during the school day is on an emergency or teacher-directed basis only.

- Students may use the Main Office phone during the school day; cell phones are not to be used without specific permission from a staff member. Planning afterschool activities should be done at home, not during school.
- **Student cell phones, ear buds/earphones, smart watches, etc. may not be used during the school day except for academic purposes as directed and approved the by the classroom teacher; unapproved use is subject to disciplinary actions. If a student cell phone or other device is seen or heard during the school day outside of these parameters, it may be confiscated and held in the main office until the end of the day. If the phone or device is confiscated a second time, the parent/guardian will be contacted.**
- **Using a cell phone or other technology to take/send/post (or publish in any way) inappropriate or unauthorized photos, videos or texts during or from school or a school function, or on the bus is grounds for disciplinary action.**

LOCKERS

- **Lockers are the property of the school district and are subject to examination at any time.**
- **Lockers must be kept clean and in order at all times.**
- Treat lockers with care and promptly report locker problems to the Main Office.
- Each student is assigned a hall locker for the storage of educational materials and garments and a gym locker to be used during physical education classes. Do not leave shoes, clothing, electronics or other valuables unlocked.
- **Locker combinations are private; combinations should not be shared with anyone.**
- Students should make sure hall and gym lockers are kept locked at all times.

N.J.S.A. 18A:36-19.2 provides that lockers or other storage facilities may be searched on reasonable grounds and periodically inspected, provided that students are informed, in writing, at the beginning of the school year that such inspections may occur, so as not to create an expectation of privacy.

WATER BOTTLES/SNACKS and PURCHASING LUNCH or BREAKFAST

- Students must enter their ID number to make purchase in the cafeteria.
- Students may prepay for lunch; the prepay form can be found at srsd.net .
- Forget your lunch? Lunch may be charged, but the charge must be paid within three school days. **Email reminders are sent periodically to parents/guardians whose students have unpaid cafeteria charges.**
- **Students must report directly to the cafeteria in order to participate in breakfast. To minimize the time out of homeroom, specific times are announced for arrival and departure deadlines.**
- **Only water is permitted outside the cafeteria.** Snacks/food or other drinks may not be consumed outside the cafeteria without specific permission from the classroom teacher.

HALLWAY COURTESY

- Stay to the right and walk at all times.
- Move to your destination efficiently and be on time.
- Avoid horseplay as it can be a safety hazard. Do not participate in pushing, tripping, or other horseplay, even with friends; it is not permitted and will result in disciplinary action.
- Do not stand in groups blocking doors or intersections or impeding the flow of traffic.
- Have a hall pass if out of class.

LAVATORY and BOTTLE-FILLING STATION USE

- Use an appropriate pass when out of class for any reason.
- **Understand that teachers will discourage students from leaving class unless it is an emergency.**

DRESS CODE GUIDELINES

It is the responsibility of the student, with parental assistance, to come to school properly dressed. Every student should be clean and fully dressed. Attire should not be injurious to health and welfare or disruptive to the educational process. The dress guidelines as enumerated below are in effect at all school functions including plays, concerts, dances, trips, and co-curricular programs. The administration reserves the right to change the dress code standards at any time based on the ever-changing fashion climate.

- Shorts and skirts should fall below the tips of the fingers when arms are at sides.
- When sitting, bending, or raising a hand, the shirt should still overlap the waistband in the front and back. Mid-drifts should not show when standing, bending over or raising arms.
- Jackets, coats, and hats are not to be worn in the building; they are to be kept in lockers.
- Hats, hoods, and sunglasses are not to be worn in the building.
- Appropriate footwear is required at all times.
- The wearing of a wallet chain, belt chain, or any similar chain is not permitted.
- Pajamas and slippers are not to be worn to school.
- Some examples of clothing that is not to be worn to school are halter tops, tube tops, strapless tops, bare midriff tops, spaghetti strap tops, tank tops, and mesh/see through or revealing items of clothing. Exposed undergarments and inappropriately short or tight clothing is unacceptable school attire.
- Any clothing which, by slogan or illustration, is offensive or promotes weapons or the use of drugs, tobacco, or alcohol is not permitted.
- There are special activities in school, such as physical education, band, science, skills for life, labs, shops, etc., where special dress is required.

If a student does not dress in accordance with the above policy, the student will be given an opportunity to comply. A student who is out of dress code may not be allowed to participate in co-curricular or class activities.

AFTER SCHOOL EVENTS AND PROCEDURES

Students are not permitted to stay after school to attend events as spectators or walk to the high school; chaperones are not provided. Students who wish to attend after school events as spectators must go home and return to school with their parent/guardian or other adult chaperone. Attendance is a privilege and appropriate behavior is expected.

After school, students must be on their correct bus or in the middle school with a teacher or coach. Any deviation must be requested via a parent/guardian note and confirmed as approved with a pass from the Main Office. Students may not stay for an athletic event, ride a different bus, ride with a friend, or walk from school (to the high school, WaWa, a friend's house, etc.) without advance administrative approval. Failure to follow this procedure will result in disciplinary action.

BUS RULES

A majority of the students at Southern Regional are dependent upon bus transportation to get to and from school. This means that for everyone's safety and comfort, a few reasonable and necessary regulations must be stated and enforced. Students must comply with the following:

1. Be on time at the designated bus stop. (It is suggested students arrive seven minutes early.)
2. Wait for the bus to come to a complete stop and for the door to open before attempting to board.
3. Sit in the assigned seat. Remain seated while the bus is in motion.
4. Do not participate in horseplay.
5. Keep hands and head inside the bus at all times. Do not throw anything inside the bus or out of the window. Do not spit at any time.
6. Be courteous to other pupils and the driver. Use appropriate language and a quiet voice.
7. Use seatbelts where provided.
8. Remember that all school rules are in effect while on the bus. Follow all driver instructions.
9. Ride the assigned bus, including the activity bus, unless a written note has been received and verified by the Main Office. Changes are for emergency use only, not for social use.
10. Acknowledge the driver as the person of authority on the bus. Students who are uncooperative will be reported by the driver to administration for disciplinary action.
11. If referred to administration, a student is subject to disciplinary action, including seat change, administrative, extended, or all day detention and/or out-of school suspension, restitution for damages, or suspension from the bus. **In the case of a bus suspension, parents or guardians are responsible for providing transportation to and from school.** (NJ Statute 18A:25-2)
12. Bus passes to ride a bus other than the regularly assigned bus are NOT issued on half days.

ACTIVITY BUS RULES AND PROCEDURES

1. Activity busses are a privilege available for students staying for extra-help, make-up work, detention, or any school-sponsored activity; all regular bus rules are in effect.
2. A "late bus pass" is needed to board an activity bus. Students must have a pass from their teacher, advisor, or coach in order to ride an activity bus. Groups that meet daily, such as athletics, will receive a special pass. Faculty supervisors for all other meetings will issue a bus pass at the end of the activity period.
3. **Students who leave school property (or are on school property without supervision) and then attempt to board an activity bus or any bus at the high school are subject to disciplinary action.**
4. Students must ride their assigned late bus home. Students who ride a different bus, go the high school or other location, or walk home without permission from the Main Office are subject to disciplinary action.

STUDENT EXPECTATIONS

In order to achieve success everyone must be working toward the same goal. To help maintain focus on our goal of academic achievement and personal growth for all, students should follow these guidelines:

GENERAL ACADEMICS

- Utilize the agenda book. Bring Chromebook fully charged daily.
- Complete all assignments promptly and to the best of your ability.
- Budget and utilize a study time at home.
- Be proud of your achievements and share what you learn with others.
- Organize yourself; come prepared for class with Chromebook, homework, pens/pencils, books, notebooks, etc.
- Utilize your teacher's Extra Help days, Homework Habitat, or Math Homework Habitat if having difficulty in a subject area.

CONDUCT

The 3 Rs - Respect yourself - Respect others - and Respect your school - sum up the conduct expectations for students at Southern Regional Middle School. All of the specific rules in the disciplinary guide below flow from these three values.

Philosophy: Students at the middle school level are expected to develop a measure of self-discipline and control which reflects their increasing maturity and sense of responsibility. Southern Regional's discipline code is designed to create an educational atmosphere conducive to teaching and learning; provide a strong accounting procedure of student attendance; maintain a safe, pleasant environment; and deter and process discipline cases. Bullying or threats of violence towards others will be immediately addressed. **Actions taken may include disciplinary measures, mediation, notification of law enforcement, removal from school pending a mental health assessment and/or any other interventions and safety precautions deemed necessary for the safety of students and staff.**

HARASSMENT, INTIMIDATION, BULLYING STATEMENT (HIB)

The Board of Education recognizes that a student's right to freedom from discrimination includes the opportunity to learn in an environment untainted by harassment, intimidation, or bullying. Harassment, intimidation, or bullying (HIB) means any gesture, any written, verbal, or physical act, or any electronic communication whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated whether by any actual or perceived characteristic, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, mental, physical, or sensory disability, or any other distinguishing characteristic.

A child who feels they have been harassed, intimidated, or bullied **should not remain silent.** The incident should be reported to the principal or their designee who will inform the school's Anti-Bullying Coordinator who will begin an investigation into the action. The confidentiality and privacy of the individuals reporting or accusing harassment, intimidation, or bullying will be respected to the extent reasonably possible. Concerns may be reported to an assistant principal (X4215), the Building HIB Specialist, Mr. Jack Burke (x4202) or the District HIB Specialist, Mr. Bob Schoka (x4262).

DISCIPLINARY GUIDE

Offenses that will merit the principal or assistant principal to assign the student administrative detention, lunch detention, pre/homeroom detention, extended detention, community service, all-day detention, out-of-school suspension, other disciplinary consequences, and/or appropriate legal action shall include, but not be limited to, the following:

1. Cutting class or detention (absent or excessively late without teacher or administrative authorization)
2. Leaving the school building or being in the parking area without permission during the school day
3. Loitering/unauthorized occupancy (on school grounds without supervision)
4. Use of profanity or obscene language (written or oral) or inappropriate gestures
5. Insubordination to staff/defiance of authority
6. Leaving school grounds and/or returning to school grounds without administrative approval
7. Vandalism (payment of labor, repair and replacement will be charged to offender or parent/guardian)
8. Fighting or assault; inciting, or promoting violent behavior
9. Unsportsmanlike conduct or other inappropriate behavior at any school function
10. Forgery, cheating, or alteration of school passes, papers, permission slips, records, etc.
11. Theft (restitution will be required)
12. Extortion or intimidation of others/verbal or physical harassment of others
13. Overt/public displays of affection
14. Truancy
15. Possession/use/sale of any form of alcohol/drugs/tobacco (including e-cigarettes/vapes/juuls/etc. and/or lighters) on school grounds, on a bus, on a school trip, or at an off-site school function (These items will be confiscated.) **Possession, sale, or use of one of these substances or related paraphernalia will result in suspension and substance screenings may be required.** Police will be notified.
NOTE: Any sale or intent to distribute drugs/alcohol/any other substance that may, in any way, be capable of altering behavior will be cause for a hearing before the Board of Education for expulsion. See “Use of Drugs, Alcohol or Tobacco” on page 17.
16. Possession and/or use of prescription/non-prescription drugs (See #15 above.)
17. Verbal abuse, name calling, slurs, making threats, instigating, etc.
18. Physical abuse directed to staff members of Southern Regional High School District - **NOTE:** Such action will be cause for criminal charges and for a hearing before the Board of Education for expulsion from school.
19. Possession, custody, or use of a weapon, explosives, fireworks, or any item that is illegal, unlawful, and/or considered to be dangerous (police will be notified, and it may be cause for a hearing before the Board of Education for expulsion from school)
20. Pulling fire alarm (police will be notified)
21. Misuse of any electronic devices, such as cell phones, cameras, etc. These items will be confiscated. Improperly obtained video, pictures, etc. will be deleted. Misuse of a cell phone, camera or other device to tape, photograph, or record others and posting, forwarding, or sharing improperly obtained audio or video material from school, school functions, buses, etc. is subject to disciplinary action. Parents should contact the assistant principal to arrange for the return of confiscated items.
22. All forms of bullying
23. Racial, religious, ethnic, or sexual harassment (disciplinary action may include reports to the police, Prosecutor’s Office and/or Affirmative Action Officer)
24. Threatening statements, texts, posts, etc. (police may be notified, and psychiatric clearance to return to school may be required)
25. Failure to follow school procedures or comply with staff directions
26. Any other inappropriate or unsafe behavior

DISCIPLINARY GUIDE NOTES:

1. If a student is assigned ADD or OSS, he/she may not participate in or attend after school events or be on school grounds without permission from an administrator.
2. A student who is suspended 1-2 times will have a readmit conference with the assistant principal. A student suspended for a third time must have the readmit conference with the principal and his/her parent. A student suspended for a fourth time will be required to have a readmit conference with the Superintendent.
3. For certain special events (Competition Day, grade-wide and team trips, Activity Day Picnic, etc.) there is an announced window of time during which a student will lose the privilege of attending the event if he/she is suspended or has multiple or other specified disciplinary issues.
4. **Cell phones, ear buds/ear phones, smart watches, etc., are not to be used during the school day except for an academic purpose as directed and approved by the classroom teacher. These items should not be seen or heard between 7:35 a.m. and 2:12 p.m. Misuse/unapproved use of an electronic device to tape, photograph, record, send or post messages, watch inappropriate/unapproved material, etc. is subject to disciplinary action. Cell phones, ear buds, or other devices that are out during the school day may also be confiscated until the end of the school day or for parent/guardian pickup.**
5. After school, students must be on their correct bus or in the middle school with a teacher or coach. Any deviation must be requested via a parent/guardian note and confirmed as approved with a pass from the Main Office. Students may not stay for an athletic event, ride a different bus, ride with a friend, or walk from school (to the high school, WaWa, a friend's house, etc.) without advance administrative approval. Failure to follow this procedure will result in disciplinary action. (See After School Events and Procedures.)

TEACHER, ADMINISTRATIVE, EXTENDED, and PARTIAL or ALL DAY DETENTIONS

- Arrive on time to an assigned detention.
- Spend detention in study, doing homework, reading, or some other gainful purpose.
- Bring all academic materials with you.
- Maintain appropriate classroom conduct. Use of cell phones, ear buds, etc. is not permitted.

STUDENT GRIEVANCE PROCEDURE

Recognizing that all students are entitled to “due process” and that mitigating factors may be involved, any student has the prerogative of requesting an appeal of assignment of suspension, expulsion, or other penalties applied under these guidelines:

1. Any student who desires to have his/her case or behavior re-evaluated may, within five (5) school days of notification of the consequence, request that the building principal review his/her case.
2. Pursuant to any unfavorable decision by the building principal, the student may request, in writing, within five (5) school days, a hearing before the Superintendent of Schools (or his/her designee).
3. Pursuant to any unfavorable decision of the Superintendent of Schools, the student may request, in writing, within five (5) school days, a hearing before the Southern Regional Board of Education.
4. For suspension greater than ten 10 days - Pursuant to an unfavorable decision by the Southern Regional Board of Education, the student may appeal this decision to the New Jersey Commissioner of Education within the next ten (10) days.

CONTROLLED DANGEROUS SUBSTANCES

1. Dangerous substances are not permitted in school; there are serious penalties for use, possession, or distribution of alcohol, tobacco, and other drugs or any related paraphernalia.
2. Any student in need of help regarding substance use may request assistance from a school counselor or administrator.

USE OF DRUGS, ALCOHOL, OR TOBACCO/E-CIGARETTES

It is the goal of SRMS to create a caring atmosphere and quality learning environment for each student. Since the misuse of drugs, alcohol, and tobacco/e-cigarettes by any one student may create an impediment to learning, as well as endanger the safety and well-being of other students and faculty, the Southern Regional School District works in cooperation with local police and the Ocean County Prosecutor's Office to control drug activity at the school. This cooperation includes but is not limited to random searches using trained dogs.

The school system has a responsibility to provide channels for help and assistance to students whose health may be in jeopardy. In addition to the disciplinary measures previously stated for the use/possession/sale of drugs/alcohol and tobacco/e-cigarettes, students are subject to urine testing. In order to help provide a safe and drug-free environment for Southern students, the Board of Education has established procedures for urine testing. The following procedures are in place:

1. Any student **suspected** of being under the influence of drugs and/or alcohol or suffering from the effects of previous use of drugs or alcohol **will** be referred to the principal and seen by the nurse.
2. The principal and/or her designee may require a student to submit to a witnessed urine test by a medical provider. (No testing will be random. There must be a basis for suspicion.) Students will be released to parents for completion of testing either through a district contracted provider or the parent/guardian's physician (at their expense). Samples will be analyzed and written results will be provided within a timely fashion.
3. Students with positive results may also have continued testing and/or further disciplinary actions depending upon the student's individual circumstances; a school counselor will also follow up with the student.

It should also be known that any student dealing or using drugs in a Drug-Free School Zone is subject to **\$500.00 fine, 100 hours of community service, and revocation of driving privileges. Minors under the age of 17 who are convicted will have licenses withheld for six (6) months beyond their 17th birthday.**

DEALING

In cases of suspected drug/alcohol dealing, an investigation shall be conducted by the principal (in conjunction with the local police if deemed appropriate by the principal) with the objective in mind of permanent removal of any student dealing drugs or alcohol, such removal to be in accordance with all current statutes and codes.

The Board of Education and Administration will take the necessary steps to ensure that Southern Regional remains free of harmful substances. This may include, for reasonable cause, the search of students, their belongings, and/or their lockers by school officials and/or the use of police dogs to determine presence of drugs and/or specific tests or examinations which might reveal the presence of drugs/alcohol.

ZERO TOLERANCE FOR GUNS ACT (Chapters 127 & 128 of the Public Laws of 1995)

These two statutes support specific goals of the Safe Schools Initiative. Pupils who possess firearms or who commit assaults with a weapon other than a firearm must be immediately removed from the regular education program and provided with an alternative program, pending a district Board of Education hearing.

STUDENT RECORDS

Pupil records are available to parents/guardians, adult pupils, and certain other persons in accordance with the procedures of this district and laws of this state. Student records are maintained in the following locations:

1. Guidance Office – cumulative record of academic progress
2. Main Office – daily attendance, personal data, and disciplinary record
3. Health Services Office – health history and physical examinations
4. Child Study Team Office – IEP and testing records, if applicable

COMPLIANCES

This institution complies with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Inquiries regarding compliance may be directed to the building principal.

**NOTE: The handbook is subject to change. Updates are posted at srsd.net.*

Revised Aug. 3, 2023

SRMS Writing Guidelines



The 11-Sentence Paragraph

The 11 sentence paragraph is the building block of the formal essay. This model expects you to support a topic with three main points.

Each main point must be sufficiently developed with a cluster of information that follows the point, proof, support format.

Sentence 1: Topic Sentence or Thesis – introduces the main idea that will be discussed in the paragraph

Sentence 2: "Point" – First point to support your topic (Point #1)

Sentence 3: "Proof" – Quotation containing evidence from the text to support Point #1

Sentence 4: "Support" – Explain how the evidence or proof supports your thesis

Sentence 5: "Point" – Second point to support your topic (Point #2)

Sentence 6: "Proof" – Quotation containing evidence from the text to support Point #2

Sentence 7: "Support" – Explain how the evidence or proof supports your thesis

Sentence 8: "Point" – First point to support your topic (Point #3)

Sentence 9: "Proof" – Quotation containing evidence from the text to support Point #3

Sentence 10: "Support" – Explain how the evidence or proof supports your thesis

Sentence 11: Concluding Sentence: Explain what we can conclude, infer, or learn from the evidence

Point Transitions

First...also...lastly

To begin...to continue...
to conclude

In the beginning...later...finally

In the first place...

furthermore...to sum up

Proof Transitions

The author writes,

The author states,

According to the text,

The text stated that

From the text, the reader can tell...

Based upon the text, we can tell...

For example,

For instance,

In paragraph _____, it states...

On page _____, it says...

Support Sentences

This example...

Supports

Argues

Proves

illustrates

Demonstrates

Extends/Expands Upon

Emphasizes

Conclusion Sentence Stems:

From the evidence, we can conclude/infer...

The evidence clearly supports the idea...

Writing Outlines

Expository, Informational, Analysis, Argument

Opening

- ✓ Hook- grab your reader with a statistic, question, figurative language or fun fact
- ✓ Declare what you are going to prove, present, or argue. Explain your issue; provide background information
- ✓ State your first main point or reason; state your thesis- your side of the issue.
- ✓ List the three main points or reasons.

Point #1

- ✓ Present evidence from the work to defend your first point
- ✓ Explain your evidence; show how it proves your first point

Points- #2-3...

- ✓ **Transition** from Point #1
- ✓ Repeat steps of Point #1

Conclusion

- ✓ Concluding Transition
- ✓ Restate thesis
- ✓ Restate three reasons in a different manner
- ✓ Summarize how your three points proved it
- ✓ Leave reader with something to think about, ex. lesson learned, call to action, positive result

Argument

Use the format above, extending the argument to include the counter-claims.

Compare and Contrast

Use the format above with these variations:

Thesis Statement:

Both Text #1 and Text #2 present (this topic or theme), but they do so in different ways.

Contrast: Transition, Use evidence to show how Text #1 deals with the topic.

Contrast: Transition, Use evidence to show how Text #2 deals with the topic differently.

Compare: Transition; Discuss what Text #1 and Text #2 have in common.

Conclusion: Transition; Discuss what both texts help us realize.

Narrative (Alternate Ending)

- ✓ **Opening Paragraph-** Topic Sentence- This is the “what” and must be clearly stated. Tell the reader what you are going to say and the direction you are planning to go.
- ✓ **Supporting Detail:** Show what happened first; include who and where; focus on what the reader should see
- ✓ **Expand** on first event
- ✓ **Supporting Detail:** Show what happened next; include how and when; focus on what the reader should hear
- ✓ **Expand** on next event
- ✓ **Continue** with supporting details and expansion
- ✓ **Detail** your actual **climax**
- ✓ **Expand** on the climax
- ✓ **Denouement and Resolution-** explain what happens after the climax
- ✓ **Expand** on denouement and resolution
- ✓ **Reflect** on the event of the conflict
- ✓ **Provide** insight or information regarding what the character gained.
- ✓ **Detail** the resolution and answer “what next?”

MLA Heading for Typed Papers (All Assignments)

The diagram illustrates the correct MLA heading format for a typed paper. It shows a sample heading with callout boxes providing additional instructions:

- Use 12pt Times New Roman, double-spaced. 1-inch margins all around.** (Callout box at the top)
- Mark Smith**
Ms. Stefanski
Language Arts 7
11 April 2018
- How College Writing Differs from High School:**
Essays that Welcome Uncertainty and Seek out Debates Lead to True Growth
- In high school, teachers who asked me to write personal essays or expository**
papers typically rewarded what Smith describes as "the emotions and knowledge

Callout boxes provide the following instructions:

- Indent each paragraph.**
- No blank lines or extra space between paragraphs.**
- A meaningful title. "Essay 3" is a pointless title. State your topic. Some instructors will also want you to state your position and/or engage the reader. (Check with your instructor.)**
- Everything double-spaced.**
- Don't use any boldface, larger letters, or blank lines before or after the title.**

Punctuation

- “” **Quotation marks-** shows what someone said
- ‘ **Apostrophe-** shows possession or represents missing letters in contractions
- , **Comma-** indicates a pause, sets off a phrase, separates items in a series
- () **Parentheses-** sets off important details such as an afterthought or comment
- : **Colon-** introduces a list; used in Bible verses
- ; **Semi-colon-** joins two related sentences or separates items in a series with commas
- / **Slash-** indicates line breaks when quoting poetry
- **Hyphen-** divides a word or used in compound words

Incorporating or “Framing” Your Textual Evidence (Analysis)

Step One: Quote or Paraphrase

Direct Quote: Copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

Paraphrase: Means to put something written or spoken by someone else into your own words. You don't change the meaning of what the other person wrote or said—just the wording. A paraphrase is not surrounded by quotation marks.

Step Two: Make It Clear Where Your Evidence Comes From

Cite Your Source: Identify who wrote or said what you are quoting or paraphrasing. Include a page number.

Step Three: Explain Why Your Text Evidence is Relevant

Explanation: Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Sample 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to the author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as the one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

In-Text Citation Cheat Sheet (Analysis)

Quote from a book with page numbers where you mention the author in the lead to the quote (provide page number in parentheses)	<i>Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feeling” (263).</i>
Quote from a book with page numbers where you do not name the author in the lead to the quote (provide the author and page number in parentheses)	<i>Romantic poetry was marked by a “spontaneous overflow of powerful feeling” (Wordsworth 262).</i>
Paraphrase from a book where you mention the author (provide the page number in parentheses)	<i>Wordsworth extensively explored the role of emotion in the creative process (263).</i>
From an excerpt without page numbers (provide the author and paragraph number in parentheses)	<i>Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (paragraph 5)</i>
From an excerpt without page numbers where you mention the paragraph number and author in your text (no parentheses)	<i>In paragraph 5, Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings.”</i>

SIGNPOSTS (Non-fiction)

When reading non-fiction, keep asking yourself:

What Surprised me?

What does the author think I already know?

What changed, challenged, or confirmed what I already know?



The Signposts

Contrasts and Contradictions

When the writer presents something you know or think or presents a sharp contrast between groups or people, **STOP** and ask, “What does this make me wonder about?”

Absolute or Extreme Language

When the author makes a statement that sounds unreasonable or allows for no interpretation, **STOP** and ask, “Why does the author use this language?”

Numbers and Stats

When the author uses specific numbers or statistical information, **STOP** and ask, “Why did the author use these numbers?”

Quoted Words

When the author chooses to quote someone, **STOP** and ask, “Why was this person quoted, and what did the quote add?”

Word Gaps

When the author uses a word or phrase I don’t know, **STOP** and ask, “Would I know the word from another place? Do I see cues that might help me figure it out?”

NOTICE and NOTE (Fiction)

When reading fiction, Notice and Note:

Contrasts & Contradictions

When a character does something that contrasts with what you would expect or contradicts his earlier acts or statements, **STOP** and ask, “Why is the character doing that?”

Aha Moment

When a character realizes, understands, or finally figures out something, **STOP** and ask yourself, “How might this change things?”

Tough Questions

When a character asks him/herself a very difficult question, **STOP** and ask yourself, “What does this question make me wonder about?”

Words of the Wiser

When a character (probably older and wiser) takes the main character aside and offers serious advice, **STOP** and ask, “What’s the life lesson and how might it affect the character?”

Again and Again

When you notice a word, phrase, or situation mentioned over and over, **STOP** and ask yourself, “Why does this keep happening again and again?”

Memory Moment

When the author interrupts the action to tell you about a memory, **STOP** and ask yourself, “Why might this memory be important?”

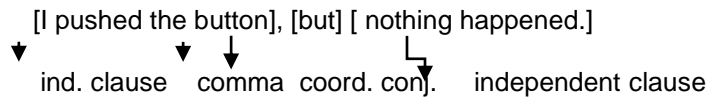


	Narrative	Analysis
Title (T)	Alliterative Title (<i>italicize</i>)	Alliterative Title (<i>italicize</i>)
Rhetorical Question (RQ)	A question to which you do not expect an answer <i>Would you risk your life in order to seek your fortune?</i>	
Beginnings (B)	<ul style="list-style-type: none"> * Onomatopoeia * Set the Time ex. In the middle of the Arctic Winter * Compound Sentence 	<ul style="list-style-type: none"> * Rhetorical Question * General Topic Statement (ex. Authors use theme in order to...) * Restate Titles and Authors * Thesis
Regular Old Sentence (ROS)	Simple Sentence <i>The teacher was proud of her class for doing the right thing.</i>	
Compound Subjects (CSS)	<i>Mike and Sue... My thoughts and beliefs...</i>	<i>My thoughts and beliefs... The time period and setting...</i>
Compound Predicates (CPP)	<i>...dance and sing.</i>	<i>...analyze and examine... ...strengthen and reinforce...</i>
Compound Sentences (CS)	Two complete thoughts connected by comma and a FANBOYS (for, and, nor, but, or, yet, so) <i>You can put wings on a horse, but you can't make it an eagle.</i>	
"HOT" Words	; however, ; otherwise, ; therefore, ; furthermore, <i>I don't mind health class; however, I am happy to be back in the gym.</i>	
Complex Sentence	A sentence with an independent clause and at least one dependent clause (AAWWUBBIS) <i>Because Lisa was bright, she became a manager quickly.</i>	
Compound-Complex Sentences (CPCX)	A sentence with more than one independent clause and at least one dependent clause. <i>We won the game, but my uniform was muddy because it rained the entire time.</i>	
Listing Sentence (LS)	<i>She brought the pencil, paper, and dictionary. (noun list)</i> <i>The leaf fluttered, swirled, and landed softly on the ground. (verb list)</i> <i>He ran suddenly, swiftly, and seriously. (adverb list)</i>	
Fact/Opinion (F/O)	Columbus knew that the journey would be daunting; he thought that the fabulous wealth to be gained was worth the risk. Fact Words: know, prove, demonstrate, guarantee Opinion Words: think, feel, believe, dream	
Affixes (AFF)	*** These are humorous, non-traditional uses of affixes Re- ex: re-decide; re-makeover Pro-ex: pro-literacy, pro-homework Anti- ex: anti-fast food, anti-chores Mini-ex: mini-meltdown, mini-favor Semi- ex: semi-convinced, semi-excited Super-ex: super-eager;	
Suffixes (SUFF)	*** These are humorous, non-traditional uses of suffixes -less ex. idea-less; boyfriend-less like-ex. spring-like, teacher-like -ness ex. annoying-ness; hot-ness -ish ex. small-ish; slow-ish	
Sensory Details (SD)	Smell: the floral tones of her perfume; the stomach-churning smell of sour milk Taste: the sharp, bitter taste of tears; the rich, chocolatey milkshake Feel (physical or emotional): the crawling of my skin; the heaviness of her heart Sound: the crack of the bat as it makes contact; the rush of the wind in the leaves Sight: the mud-caked cleats; the vibrant glow of the polished floors	
Figurative Language (FL)	See Following Pages	Only Idioms in Textual Analysis On target First-hand experience Eye-opening
Endings (E)	MAP Sentence * Maybe, * Apparently, * Perhaps,	Transitions See Following Pages

Nine Comma Rules

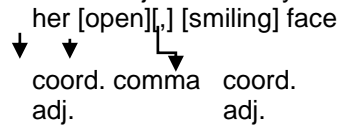
1. Between independent clauses joined by a coordinating conjunction.

Each independent clause could stand alone as a complete sentence:



2. To separate coordinate adjectives:

Put a comma between adjectives – if you could use the word “and” between them instead of a comma:

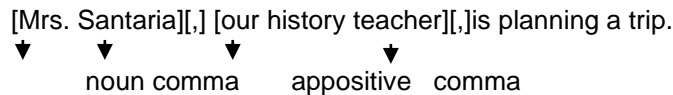


(“Her open and smiling face” sounds natural.)

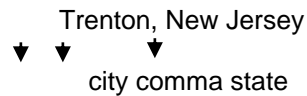
*If the word would not sound natural between the adjectives, don't put in a comma:
Ex. A cute little baby
("A cute and little baby" doesn't sound natural.)*

3. To set off an appositive.

An appositive is a noun phrase that stands next to another noun and gives additional information about it:

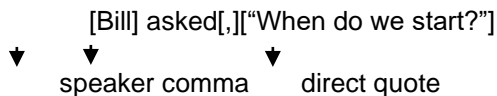


4. Between the name of a city and a state:



5. Before a direct quotation:

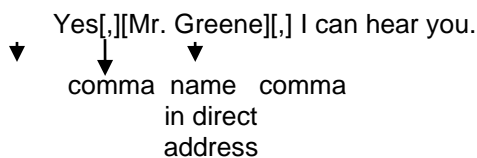
The comma goes after the words that identify the speaker of the quote:



*Don't use a comma if the quote precedes the speaker and ends in a question mark or exclamation point.
"Don't touch the stove!" shouted her mom.*

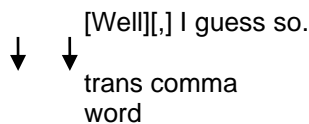
6. To set off a name in direct address:

Use a comma to set off a person's name when he or she is being spoken to:
(A name used this way is called a noun of address.)



7. After a transitional word or phrase:

Use a comma after an introductory word that doesn't have a strong connection to the rest of the sentence:



8. After an introductory participial phrase:

A participial phrase is a phrase built around a verb form known as a participle. There are two kinds of participles, present and past.

[Walking quickly][,] I made it to class on time.
↓ ↓
part. phrase comma

9. After an introductory dependent clause:

A dependent clause is usually introduced by words like if, because, although, after, before, when:

[If we leave early][,] we'll get there before noon.
↓ ↓
dep. clause comma

Signature

Your signature will be needed at various points of your life to sign official documents. Use the scripts below to create and practice your signature.

Cursive Alphabet

Aa Bb Cc Dd Ee

Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu

Vv Ww Xx

Yy Zz

Helping Verbs (To the Tune of “Frere Jacques”)

be	was	do	have	can	must	will
am	were	does	has	could	shall	(and just
is	been	did	had	may	should	one other
are				might		one...
						that is)
						would

Prepositions (To the Tune of “Yankee Doodle”)

aboard	below	into	(we can't forget
about	beneath	like	the last few,
above	beside	near	even though
across	besides	of	we want to...)
after	between	off	under
against	beyond	on	until
along	but	onto	up
alongside	by	out	upon
among	despite	outside	within
around	down	over	with
as	during	past	(and)
at	except	since	without
before	for	through	
behind	from	throughout	
	in	till	
	and also	to	
	inside	toward	
		underneath	

Coordinating Conjunctions (FANBOYS) – Connect Clauses

<i>For</i>	<i>Because</i>	<i>Sam drank some water, for he was thirsty.</i>
<i>And</i>	<i>In addition to</i>	<i>I like ice cream, and I like brownies.</i>
<i>Nor</i>	<i>And not</i>	<i>Sara doesn't like apples, nor does she like pears.</i>
<i>But</i>	<i>However</i>	<i>Everyone wanted to eat pizza, but no one wanted to buy it.</i>
<i>Or</i>	<i>Either</i>	<i>We could go to a zoo, or we could go to a theme park.</i>
<i>Yet</i>	<i>But</i>	<i>The weather was cold and wet, yet we enjoyed walking very much.</i>
<i>So</i>	<i>Therefore</i>	<i>He is sick, so he is not going to school.</i>

Subordinating Conjunctions (AAAWWUBBIS)

Comma Causers Start introductory phrases (dependent clauses in a complex sentence)

A=After	U=Until
A=Although	B=Because
A=As	B=Before
W=When	I= In
W=While	S=Since

Common Transitional Words and Phrases

Time Order	Contrast	Comparison	Cause/Effect (Great for science)
earlier	a clear difference	after all	accordingly
former	a distinct difference	along the same lines	as a consequence
formerly	a striking difference	also	since
as a result	whereas	too	the ramifications of
heretofore	a strong distinction	as compared with	because
in retrospect	against	as well as	because of this
in the past	although	balanced against	caused by
not long ago	although this may be true	by comparison	consequently
of late	an opposing view	comparable	due to
preceding	and yet	comparable to	following that
previously	another distinction	comparatively	the outcome
prior to	balanced against	consistent with	for this purpose
recently	but	conversely	furthermore
at present	by contrast	correlate	hence
at the same time	contrarily	correspondingly	in conclusion
at this moment	contrary to	equal	in effect
by now	conversely	equally important	in view of
currently	counter to	equivalent	it follows that
immediately	despite	however	on account of
now	despite the fact that	in the same way	the outcome
presently	different from	in comparison	subsequently
simultaneously	for	in the same manner	the end result
until now	however	in the same way	
henceforth	in contrast	like	
in the future	nevertheless	likewise	
thereafter	while	nevertheless	
after a long time	on the contrary	similarly	
afterward	on the other hand	to the same extent	
later on	opposing		
not long after	otherwise		
right after	regardless		
soon after	whereas		
Exception	Summarize/Conclude	Concede	
despite	accordingly	admittedly	
however	as a result	although it is true	
in spite of	as stated	granted	
nevertheless	as noted	of course	
of course	as demonstrated	naturally	
once in a while	consequently	it is possible that	
sometimes	on the whole		
	therefore		
	to conclude		
	as a result		
	in summary		
	to summarize		

Sequence

at first
 at the beginning
 at the onset
 earlier
 first
 from this point
 in the first place
 initially
 in addition
 after that
 furthermore
 immediately after
 in turn
 later on
 next
 the following week
 the next day
 the next time
 lastly
 at last
 In conclusion
 finally

Adding Info

after
 afterward
 again
 also
 and
 and then
 besides
 equally important
 in fact
 furthermore
 thus
 in addition
 indeed
 moreover
 next
 previously
 simultaneously
 therefore

Example

a case in point
 after all
 another way
 as an example
 for example
 for instance
 for one thing
 in another case
 especially
 in one example
 in the same manner
 in order to clarify
 in other words
 in particular
 in the following
 to show
 in this case
 in this situation
 on this occasion
 specifically
 such as
 to be exact
 to clarify
 to illustrate
 to exemplify
 to explain
 to show

Emphasis

above all
 actually
 after all
 as a matter of fact
 certainly
 decidedly
 definitely
 to begin with
 without a doubt
 without question
 to be sure
 increasingly
 clearly
 most of all
 of major concern
 of great concern
 primarily
 significantly
 the main issue
 the main reason at the end
 the main problem
 to conclude

Vivid Verbs			Adept Adverbs		
<i>abolish</i>	<i>discover</i>	<i>overcome</i>	<i>accidentally</i>	<i>exactly</i>	<i>mortally</i>
<i>accelerate</i>	<i>eliminate</i>	<i>persuade</i>	<i>always</i>	<i>faithfully</i>	<i>mysteriously</i>
<i>achieve</i>	<i>emphasize</i>	<i>pinpoint</i>	<i>angrily</i>	<i>finally</i>	<i>nervously</i>
<i>adopt</i>	<i>ensure</i>	<i>prevent</i>	<i>anxiously</i>	<i>foolishly</i>	<i>never</i>
<i>align</i>	<i>establish</i>	<i>realize</i>	<i>awkwardly</i>	<i>fortunately</i>	<i>obediently</i>
<i>anticipate</i>	<i>explore</i>	<i>reconsider</i>	<i>badly</i>	<i>frequently</i>	<i>obnoxiously</i>
<i>assess</i>	<i>filter</i>	<i>replace</i>	<i>blindly</i>	<i>gleefully</i>	<i>occasionally</i>
<i>avoid</i>	<i>finalize</i>	<i>resist</i>	<i>boastfully</i>	<i>gracefully</i>	<i>perfectly</i>
<i>boost</i>	<i>focus</i>	<i>retain</i>	<i>boldly</i>	<i>happily</i>	<i>politely</i>
<i>burn</i>	<i>gather</i>	<i>shatter</i>	<i>bravely</i>	<i>hastily</i>	<i>powerfully</i>
<i>capture</i>	<i>generate</i>	<i>sidestep</i>	<i>brightly</i>	<i>hopefully</i>	<i>quickly</i>
<i>choose</i>	<i>grasp</i>	<i>signal</i>	<i>cheerfully</i>	<i>honestly</i>	<i>rapidly</i>
<i>clarify</i>	<i>identify</i>	<i>simplify</i>	<i>coily</i>	<i>hopelessly</i>	<i>rarely</i>
<i>comprehend</i>	<i>ignite</i>	<i>solve</i>	<i>defiantly</i>	<i>innocently</i>	<i>selfishly</i>
<i>compromise</i>	<i>illuminate</i>	<i>transfer</i>	<i>deftly</i>	<i>inquisitively</i>	<i>seriously</i>
<i>confront</i>	<i>improve</i>	<i>transform</i>	<i>deliberately</i>	<i>irritably</i>	<i>silently</i>
<i>connect</i>	<i>innovate</i>	<i>understand</i>	<i>devotedly</i>	<i>jealously</i>	<i>sometimes</i>
<i>conquer</i>	<i>inspire</i>	<i>underestimate</i>	<i>doubtfully</i>	<i>justly</i>	<i>technically</i>
<i>decide</i>	<i>leverage</i>	<i>unleash</i>	<i>dramatically</i>	<i>kindly</i>	<i>unexpectedly</i>
<i>define</i>	<i>manage</i>	<i>utilize</i>	<i>eagerly</i>	<i>lazily</i>	<i>victoriously</i>
<i>deliver</i>	<i>master</i>	<i>wander</i>	<i>elegantly</i>	<i>loosely</i>	<i>vivaciously</i>
<i>design</i>	<i>maximize</i>	<i>warn</i>	<i>enormously</i>	<i>madly</i>	<i>wearily</i>
<i>develop</i>	<i>motivate</i>	<i>yield</i>	<i>eventually</i>	<i>merrily</i>	<i>Wildly</i>

TERMS TO KNOW:

Non-fiction – informational, informative, explanatory text; gives real world information

Non-fiction forms/text types – biography, essay, speech, textbook, letter, journal, interview

Author's purpose – to inform, persuade, or entertain

Audience – For whom are you writing?

Author's point of view – What is the author's attitude or opinion on the topic?

Central idea – synonym for main idea/central claim

Primary document/source – in history, a.k.a. the original source or evidence

Examples: Artifacts, documents, diaries, manuscripts, autobiographies, recordings, speeches, or some other source of information that was created during a specific time

ORGANIZATIONAL STRUCTURES (how writings are organized):

Sequential – Chronological or time order; traces the development of an event

Cause and Effect – Shows the relationship between an event and the resulting effects

Explanation – Explores/tells why things happen or how something came to be

Problem/Solution – What was wrong? How is it solved or how can it be solved?

Compare/Contrast – Examines how things are alike and different

FIGURATIVE LANGUAGE:

Alliteration – the repetition of initial consonant sounds (ex. Marvelous Martha)

Allusion – a reference to another work of literature, movie, tv show, the Bible)

Flashback – present time stops and we go back; reveals information

Foreshadow – hints or clues as to what will happen next

Hyperbole – exaggeration (ex. I have a TON of homework!)

Idiom – a common phrase where the meaning differs from that of the individual words

Metaphor – compares two unlike things without using “like” or “as”

Simile – compares two unlike things using “like” or “as”

Onomatopoeia – sound words (POW!)

Personification – assigning human qualities to non-living things, ex. the wind howled

Repetition – the intentional repeating of words, lines, or phrases for a particular effect

Rhyme – similar ending words

Rhythm – the beat of a poem

Sensory details – 5 senses (sight, smell, sound, touch, taste)

Soliloquy – a speech where a character reveals his thoughts, feelings to the audience

Sarcasm – means the opposite of what is said; criticizes; annoying to person criticized

Symbolism – one thing/object stands for or represents something else

Tone – the attitude of the writer toward his subject/content

Verbal Irony – a character says the opposite of what he means (“This is SO awesome!”= ugly)

Analyze – examine methodically and in detail the structure of a text to explain or interpret it

Assonance – Repetition of vowel sounds in a piece of text

Consonance – Repetition of consonant sounds in a piece of text

Understatement – the presentation of something being less important than it actually is

6-TRAIT WRITING RUBRIC

	4	3	2	1
<p>IDEAS The “heart” of the message. The message within the piece of writing - the main theme - with details that enrich and develop that theme.</p>	<ul style="list-style-type: none"> • Writer has one clear, well-focused topic. • Main idea stands out and is supported by significant, detailed information that goes beyond the obvious. 	<ul style="list-style-type: none"> • Writer understands topic and narrows it. • Main idea is clear, but the supporting information is general. 	<ul style="list-style-type: none"> • Writer may have chosen a topic too big. Main idea is somewhat clear, but there is a need for more supporting information. 	<ul style="list-style-type: none"> • Writer has no identifiable topic. • Main idea is not clear. There is a seemingly random collection of information.
<p>ORGANIZATION The “skeleton” or internal structure - the logical pattern of ideas. Ideas are put together through logical paragraph structure.</p>	<ul style="list-style-type: none"> • The introduction is inviting, states the thesis. • Conclusion restates the thesis and includes a satisfying take-away statement. • Details are placed in logical order and effectively keeps the interest of reader 	<ul style="list-style-type: none"> • Introduction clearly states the thesis but is only somewhat inviting to reader. • Conclusion restates thesis and take-away statement is attempted. • Details are logical but not fully effective. 	<ul style="list-style-type: none"> • Introduction states the thesis but is not particularly inviting to reader. • Conclusion restates thesis weakly and take-away statement is ineffective. • Some details are not in logical order and distracts reader. 	<ul style="list-style-type: none"> • There is no clear introduction or thesis. • Conclusion neglected to restate the thesis and take-away statement. • Many details are not in logical order, and there is no organization.
<p>VOICE The unique perspective and personality of the writer that comes through in his/her writing. The author’s tone that is seen through his/her word choice.</p>	<ul style="list-style-type: none"> • The writing evokes a lasting personal tone. The writer crafts the writing with an awareness for the audience and connects strongly with the reader. 	<ul style="list-style-type: none"> • The writing evokes a personal tone. • The writer makes the writing interesting and occasionally engages the reader using a voice that matches audience. 	<ul style="list-style-type: none"> • The writing is safe. • The writer is not always involved or excited about the topic yet tries to connect with the audience. 	<ul style="list-style-type: none"> • The writing is flat, lifeless, and uninteresting. The writer may not have understood the topic and fails to connect with the audience.
<p>WORD CHOICE The use of rich, colorful, precise language that moves and enlightens the reader.</p>	<ul style="list-style-type: none"> • Powerful words or phrases used are natural and not overdone. • Strong verbs, sensory words, precise nouns and modifiers are used to create vivid pictures in reader’s mind. 	<ul style="list-style-type: none"> • Words chosen are clear; writing makes sense and words fit nicely. • Some strong verbs, adjectives, and adverbs are used but may not be enough to create a picture in readers’ mind. 	<ul style="list-style-type: none"> • Words used get the message across but may be unclear at times; word choice variety is attempted but may distract from message • Words are not specific or colorful; they do not create a picture in the reader’s mind. 	<ul style="list-style-type: none"> • Words are used incorrectly or are hard to understand and may be used over and over. • Vague words or phrases do not create pictures in the reader’s mind.
<p>SENTENCE FLUENCY The rhythm and flow of the language, the sound of word patterns, the pleasantness in the way the writing sounds when read.</p>	<ul style="list-style-type: none"> • Writing has an easy flow and rhythm that invites expressive oral reading with stylistic elements to enhance fluency. • Varied sentence beginnings, lengths, and structure, adding variety and energy. 	<ul style="list-style-type: none"> • Writing sounds natural and is easy to read aloud; sentence fragments, if used, work. • Includes variety in sentence beginnings, lengths, and patterns. 	<ul style="list-style-type: none"> • Writing is choppy, rambling and may have run-ons, fragments, or repetitions and is difficult to follow. • Includes some variety but sentence patterns are the same and sound monotonous. 	<ul style="list-style-type: none"> • Writing is confusing and difficult, if not impossible to read aloud because of short, choppy, or rambling sentences. • Reader has to fill in missing words in order to understand writing.
<p>CONVENTIONS The mechanical correctness of the writing: spelling, grammar, usage, paragraphing, capitalization, and punctuation.</p>	<ul style="list-style-type: none"> • Capitalization, punctuation, spelling, grammar, and paragraphing are used effectively to enhance the writing. 	<ul style="list-style-type: none"> • Mistakes in capitalization, punctuation, spelling, grammar, and/or paragraphing but do not make the paper difficult to read. 	<ul style="list-style-type: none"> • Frequent and significant errors in capitalization, punctuation, spelling, grammar, and paragraphing make the writing difficult to read. 	<ul style="list-style-type: none"> • Some parts of the writing contain so many errors in capitalization, punctuation, spelling, grammar, and paragraphing that it is impossible to understand.

The Rules of Written Dialogue (Narrative)

- 1. A character's direct speech is always enclosed *in quotation marks*.**

"The meeting will be held on Friday."

- 2. When the dialogue tag comes BEFORE the dialogue:**

Mrs. Wilson said, "The meeting will be held on Friday."

- 3. When the dialogue tag comes AFTER the dialogue:**

"When will the meeting be held?" asked Mrs. Wilson.

- 4. When the dialogue tag INTERRUPTS the dialogue:**

"The meeting," continued Mrs. Wilson, "is scheduled for Friday."

- 5. If a character delivers a speech in *multiple, uninterrupted sentences*, only a single set of quotation marks is required.**

"The meeting is on Friday? I thought you said it was on Thursday! This is going to be a problem," fumed Mrs. Wilson.

- 6. Begin a new paragraph every time there is a *change of speaker*.**

PREAMBLE TO THE CONSTITUTION

(Signed September 17, 1787; ratified June 21, 1788)



**We the People, of the United States,
in order to form a more perfect union,
establish justice,
insure domestic tranquility,
provide for the common defense,
promote the general welfare,
and secure the blessings of liberty to ourselves and our posterity,
do ordain and establish this Constitution for the United States of America.**