

***Southern Regional
Middle School***

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

“Committed to Excellence”

Name _____

Grade _____

Homeroom _____

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

SCHOOL CLOSING

If school is closed or there is a delayed opening because of weather or other emergencies, information will be broadcast via the following:

Text alert from Global Connect (if option is selected in Parent Portal)

Phone call from Global Connect (the district's automatic dialer)

The Southern Regional website www.srsd.net

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 courses.
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.
4. The school reserves the right to require courses to be repeated.
5. The principal reserves the final decision in cases of extenuating circumstances.

NOTES:

1. All courses are considered “major courses” for promotion requirements.
2. Academic support is offered in Homework Habitat, which generally runs 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 in the main office.
3. Students and parents/guardians are responsible for all costs incurred for summer school remediation.

The following is the Southern Regional Middle School grading policy:

92 – 100 = A

83 – 91 = B

74 – 82 = C

70 – 73 = D

69 and below = F

CO-CURRICULAR ACTIVITIES AND INTERSCHOLASTIC SPORTS

Southern Regional Middle School offers a variety of co-curricular activities and encourages all students to become involved in one or more. Check the website or Club Corner (near the cafeteria entrance) 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 to rejoin extracurricular activities.

Southern Regional Middle School offers a variety of interscholastic sports for the fall, winter, and spring seasons. Check the website for the most current list and calendar of meetings.

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 September/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 SRMS page at srsd.net.
- In October, students who earn membership are notified, and the NJHS Induction Ceremony is completed. From November to March, NJHS members participate in several activities and fundraisers. Fundraising money goes to support NJHS scholarships, charitable causes, and school events. In order to receive recognition at Academic Awards Night, members are required to accumulate an additional 15 hours of community service by April 1.

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. Dances run from 6:30 p.m. until 8:30 p.m. with the exception of the fall outdoor dance which runs from 6:00-8:00 p.m.
3. Students must arrive no later than 30 minutes after the start time.
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, see the Greeter during homeroom.
5. Once students arrive on school property, they are to report to the dance area and remain there until the conclusion of the dance. No students will be permitted to leave before the dance ends unless approved by an administrator.
6. Supervision is not provided prior to the start of the dance or after 8:45 p.m. **If a student is not picked up by 8:45 p.m., the student 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

- 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

For any 7th or 8th grade students who do not have a sports physical for the year, the school nurse will perform height, weight, and blood pressure screenings.

Eighth grade students who do not have a sports physical will also receive vision screenings; seventh grade students who do not have a sports physical will also receive hearing and scoliosis screenings.

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 a screening should contact the school nurse. *This procedure is in compliance with state-mandated directives.*

If a problem is suspected, a parent/guardian, counselor, teacher, or student may request a hearing or vision screening at any time. If you have any questions about the screenings in place, please contact the school nurse.

IMMUNIZATIONS

When a child reaches middle school, it is often time to receive a diphtheria/tetanus booster and meningitis vaccine. Should a child receive a notice stating the need for immunizations to be updated, parents should be prompt in making plans to have this 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. If you have any questions about immunizations, please contact the school nurse.

SPECIAL CIRCUMSTANCES

If there is a special circumstance that requires the nurse's attention (such as a student on crutches who requires a buddy or a special hall pass), 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; 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 x4202.

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, x4339 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 challenges, 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. 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 Medical Center (SOMC) 1 (609) 597-6011

Community Medical Center in Toms River 1 (800) 300-0628

Local Community Resources

PerformCare (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 of 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 disciplinary consequences assigned.

Chronically absent students approaching the limits of absences for a semester or the year may be placed on an attendance contract. If a student's absences exceed 10%, the child moves from chronic absenteeism to **truancy**.

If a student is truant, (absences exceed 10% of enrolled school days):

- 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 one of the five State recognized excused absences listed above (days not counted as a day in attendance), 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 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 photo identification.

Note: The emergency contact list provides the school with an alternate contact in case of emergency, when the parent/guardian cannot be reached; 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; this counts 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.

MAKE-UP 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 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 may arise where students require a medical excuse from participation in physical education activities. Medical excuses (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. Failure to participate in physical education (beyond those days documented by the appropriate doctor's, nurse's, or parent/guardian note), will result in loss of credit for the day(s).

ATTIRE/JEWELRY

1. Students do not have to change for P.E. if their school clothing is appropriate for physical education (t-shirts/sweatshirts, gym shorts/athletic pants, and sneakers). However, gym lockers are provided, and students have the opportunity to change for P.E. Attire must meet the school dress code.
2. Jewelry such as bracelets, rings, watches, or necklaces cannot be worn during P.E.
3. Students who fail to meet dress requirements may not participate and will lose credit for the day.

CELL PHONES AND OTHER TECHNOLOGY DEVICES

- Students may use the Main Office phone during the school day; during school hours, cell phones may only be used with specific permission from a staff member.
- Devices designed/used to disrupt the performance of other technology such as projectors, phones, etc. are prohibited.
- **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 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 third 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, texts, or posts during or from school or a school function, or on the bus, or from a school device is grounds for disciplinary action.**

PASSES

Students must have a hall pass in their possession at all times when in the hallways while classes are in session. The student 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, the pass must be 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!
- A pass may only be used by the student to whom it was issued. “Loaning” a pass or using another student’s pass 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 is 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 Acceptable Use Policy (AUP) is available at SRSD.net.

WATER BOTTLES/SNACKS and PURCHASING LUNCH or BREAKFAST

- Students must enter their ID number to make purchases in the cafeteria.
- Students may prepay for lunch; the prepay form can be found at srsd.net .
- 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. Parents/Guardians may limit charging or snack purchases by notifying the assistant principal.**
- 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.
- 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.

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.**

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 for use during physical education class. **Do not leave shoes, clothing, electronics or other valuables unlocked.**
- **Locker combinations are private; combinations should not be shared with anyone.** Students should keep lockers 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.

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 or impede the flow of traffic.
- Have a hall pass if out of class.

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.

- Hats, hoods, coats, sunglasses, bandanas, etc. are not to be worn inside.
- Shorts and skirts should fall below the fingertips when arms are at sides.
- Midriffs may not be exposed. When standing, sitting, bending, or raising arms, the shirt should still overlap the waistband in the front and back.
- Appropriate footwear is required at all times.
- Pajamas and slippers are not to be worn to school.
- Some examples of clothing not appropriate for 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, promotes weapons/violence or the use of drugs, tobacco, or alcohol, or makes sexual references/innuendo is not permitted.
- The wearing of a wallet chain, belt chain, or any similar chain 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:

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 your assigned bus, including the assigned activity bus, unless a written note has been received and verified by the Main Office. Alternate bus passes 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 other 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 from school without administrative approval 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.
- Implement a study/organizational 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/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 a 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. Chronic absenteeism/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.
NOTES: 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 as appropriate. 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/E-Cigarettes” on page 17.
16. Possession and/or use and/or distribution 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.
NOTES: 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. Possession/use of devices designed to disrupt other technology
23. All forms of bullying
24. Racial, religious, ethnic, or sexual harassment (disciplinary action may include reports to the police, Prosecutor’s Office, and/or Affirmative Action Officer)
25. Threatening statements, texts, posts, etc. (police may be notified, and psychiatric clearance to return to school may be required)
26. Failure to follow school procedures or comply with staff directions
27. Any other inappropriate or unsafe behavior

DISCIPLINARY GUIDE NOTES:

1. If a student is assigned ED, ADD or OSS, he/she may not participate in or attend extra-curricular activities or after school events; students assigned OSS may not 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/headphones, 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 7:36 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.)**

DETENTION GUIDELINES

- 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.
- If a student has all day or extended detention, the student is not permitted to participate in extracurricular activities that day.

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 prevent drug activity at school. This cooperation may include, 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 (chain of custody) 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 appropriate) with the objective in mind of permanent removal of any student dealing drugs or alcohol; such

removal will 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 and disciplinary records
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 May 16, 2024

SRMS WRITING GUIDELINES

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 previous point
- ✓ 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?”

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, speeches, manuscripts, autobiographies, recordings, 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/different

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

Nine Comma Rules

1. Between independent clauses joined by a coordinating conjunction:

Each independent clause could stand alone as a complete sentence:

[I pushed the button], [but] [nothing happened.]
 ↓ ↓ ↓ ↓
 ind. clause comma coord. conj. independent clause

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][,] [smiling] face
 ↓ ↓ ↓
 coord. comma coord.
 adj. adj.

(“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:

[Mrs. Santaria][,] [our history teacher][,] is planning a trip.
 ↓ ↓ ↓ ↓
 noun comma appositive comma

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

Trenton, New Jersey
 ↓ ↓ ↓
 city comma state

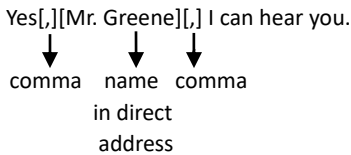
5. Before a direct quotation:

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

[Bill] asked[,][“When do we start?”]
 ↓ ↓ ↓
 speaker comma direct quote

6. To set off a name in direct address:

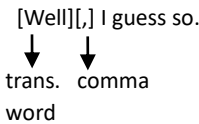
Use a comma to set off a person's name when he or she is being spoken to:
(A name used this way is called a noun of address.)



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.

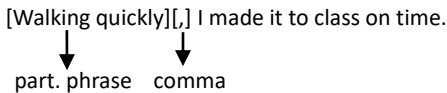
7. After a transitional word or phrase:

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



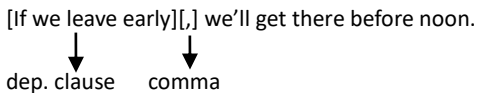
8. After an introductory participial phrase:

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



9. After an introductory dependent clause:

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



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 | consequently |
| 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 | thereafter |
| 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 | while | |
| in the future | nevertheless | likewise | |
| 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 | Adding Info | Example | Emphasis |
|--------------------|-------------------|---------------------|---------------------|
| at first | after | a case in point | above all |
| at the beginning | afterward | after all | actually |
| at the onset | again | another way | after all |
| earlier | also | as an example | as a matter of fact |
| first | and | for example | certainly |
| from this point | and then | for instance | decidedly |
| in the first place | besides | for one thing | definitely |
| initially | equally important | in another case | to begin with |
| in addition | in fact | especially | without a doubt |
| after that | furthermore | in one example | without question |
| furthermore | thus | in the same manner | to be sure |
| immediately after | in addition | in order to clarify | increasingly |
| in turn | indeed | in other words | clearly |
| later on | moreover | in particular | most of all |
| previously | in this case | in the following | of major concern |
| finally | to show | to exemplify | of great concern |
| the next day | therefore | to clarify | to be exact |
| simultaneously | on this occasion | the main issue | primarily |
| the following week | | in this situation | significantly |
| lastly | | to explain | the main problem |
| at the end | | such as | the main reason |
| in conclusion | | to illustrate | to conclude |
| finally | | to show | |
| the next time | | specifically | |

Coordinating Conjunctions (FANBOYS) – Connect Clauses

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

Subordinating Conjunctions (AAAWWUBBIS)

“Comma Causers” – they start introductory phrases and set off 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 |

Prepositions

| | | | |
|-----------|----------|------------|------------------|
| aboard | below | into | (we can't forget |
| about | beneath | like | the last few, |
| above | beside | near | even though we |
| across | besides | of | 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 | |

Helping Verbs

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

| 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> |

MLA Heading for Typed Papers (All Assignments)

Use 12pt Times New Roman, double-spaced.
1-inch margins all around.

Mark Smith
Ms. Stefanski
Language Arts 7
11 April 2018

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.

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

Indent each paragraph.

No blank lines or extra space between paragraphs.

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

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*.**

"The meeting is on Friday?" asked Mrs. Wilson, obviously disturbed by the news.

"Yes, it is," replied her assistant.

"I just don't understand why the schedule was changed," Mrs. Wilson complained. "They should have asked me whether that change was okay."

6-Trait Writing Rubric

| | 4 | 3 | 2 | 1 |
|---|---|--|---|---|
| <p style="text-align: center;">IDEAS</p> <p>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 style="text-align: center;">ORGANIZATION</p> <p>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 the reader. | <ul style="list-style-type: none"> •Introduction clearly states the thesis but is only somewhat inviting to the 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 the 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 style="text-align: center;">VOICE</p> <p>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 and 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 style="text-align: center;">WORD CHOICE</p> <p>The use of rich, colorful, precise language that moves and enlightens the reader.</p> | <ul style="list-style-type: none"> •Powerful words and 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 reader’s 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 style="text-align: center;">SENTENCE FLUENCY</p> <p>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 must fill in missing words in order to understand writing. |
| <p style="text-align: center;">CONVENTIONS</p> <p>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, 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. |

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.**

Personal 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
