

2018

Student Handbook
& Agenda

2019

*Southern
Regional
Middle
School*

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

This book belongs to

Name _____

Team _____

Grade _____ Homeroom _____

Homeroom Teacher _____

“Committed to Excellence”

**TELEPHONE
DIRECTORY**



Main Office

(609) 597-9481 Ext. 4216

(609) 597-9481 Ext. 4214

Principal

(609) 597-9481 Ext. 4215

Guidance Counselors

Mrs. Bleam

(609) 597-9481 Ext. 4226

Mrs. Skeie

(609) 597-9481 Ext. 4227

Mr. Burke

(609) 597-9481 Ext. 4228

Mrs. Benson

(609) 597-9481 Ext. 4229

School Nurse

(609) 597-9481 Ext. 4265

Child Study Team

(609) 597-9481 Ext. 4262

**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 join about 125 students on one of eight teams to share a math, English, 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, after-school extra-help with teachers, Study Island, Discovery Education, Grammarly, Google Classroom, and on-line text support 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 programs. Peer leadership, 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 a 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 in the face of limited success.

Two grade level trips further emphasize the whole child approach to learning. Seventh grade students travel to the Liberty Science Center and enjoy a dinner cruise around Manhattan. Eighth grade students experience history up close and personally as they travel to Washington, D.C. on an over-night trip.

Southern Regional Middle School students have frequently received recognition and awards for their achievement from the Ocean County Math League, the Thinking Cap Quiz Bowl, the Stafford Township Arbor Day Contest, the Manahawkin Elks Essay Contest, the All South Jersey Band, the All South Jersey Orchestra, the Johns Hopkins Talent Search, and the American Scholastic Press Association Awards. 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 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 to our students 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 parents learn as much as possible about all of the procedures in the building and 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 of our students will have a rewarding and successful year.

Once again, welcome!

Elisabeth Brahn, Ed.D.
Principal

SCHOOL CALENDAR 2018/2019

September	4	Teacher Orientation	
	5	School Opens	18
October	--	--	23
November	5-9	NJEA Convention	
	22-23	Thanksgiving	15
December	24-31	Winter Recess	15
January	1	Winter Recess	
January	21	Martin Luther King Day	21
February	18	Presidents' Weekend	19
March	--		16
April	19-26	Spring Recess	16
May	27	Memorial Day	22
June	14	Last Day for Students	10
	17	Last Day for Teachers	
Total			180

BELL SCHEDULE

Bus Bell	7:38
Warning Bell	7:44
Homeroom/	
Period 1	7:45 - 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

SCHOOL CLOSING

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

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)

Southern Regional website

www.srsd.net

Global Connect, the district's automatic dialer, will be used to contact students' homes.

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 in order to be promoted** from 7th to 8th grades and 8th to 9th grades respectively (this includes courses passed in Summer School).
2. If a student fails two courses, he/she **must pass one** of the courses 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 three courses, he/she **must pass two** of the courses in Summer School. (The school reserves the right to require the courses to be repeated.)
4. If a student fails more than three 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.)
5. 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 four days a week from 2:20 until 3:00 p.m. The schedule is posted throughout the building 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. Students can check with each activity’s advisor or coach, a guidance counselor, teacher, or administrator for information on the following activities. **Students must be present during the school day in order to participate in co-curricular activities. Any student involved in co-curricular activities who is suspended from school must apply for a reinstatement hearing.**

CLUBS AND OTHER ACTIVITIES (anticipated)

Academic Bowl Art Club Builders Club (Kiwanis) Computer Programming Club Chess Club Dance Club David’s Dream and Believe Drama FCCLA	Foreign Language Club History Buffs Club Intramurals Jazz Band Leo Club (Lyons) Literary Club Math Club National Junior Honor Society Peer Tutoring SHOP	Sign Language Club SNN MS Edition Student Council Student Store STYLE Technology Club Variety Show Yearbook Youth Canteen (dance concessions)
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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

INTERSCHOLASTIC ATHLETIC ELIGIBILITY GUIDELINES

1. Students in grades 7 & 8 must pass a minimum of the equivalent of six (6) full year courses in order to be eligible for participation in interscholastic athletics.
2. Any student involved in interscholastic athletics who is suspended from school must apply for a reinstatement hearing.

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 on a rubric by a faculty committee. 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 at SRSD.NET (click "Schools," then "Middle School" and it will be listed under the "Important Information" section).
- 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 in order to receive recognition at Academic Awards Night.

STUDENT RECOGNITION PROGRAMS

Students are recognized for a variety of accomplishments in the middle school. For specific information on these programs, please see a guidance counselor. Some recognition programs include:

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

DANCES

1. Only Southern Regional Middle School students are permitted to attend dances.
2. All dances run from 6:30 p.m. until 8:30 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 card in their possession to be admitted to any Middle School dance. If you need to purchase a replacement ID, go to the AV Office.
5. Students arriving after 7:00 p.m. will not be admitted; parents/guardians will be called to pick them up.
6. Student dress for dances will be as per the current dress code unless there is a special theme for the dance.
7. Once students arrive on school property, they are to report to the gym. They may not leave until the conclusion of the dance. No students will be permitted to leave the dance before 8:30 p.m. unless a parent/guardian is present to pick them up.
8. **No supervision will be 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.**
9. All other school rules are in effect during the dance, including the dress code.
10. **Students must be present during the school day to attend dances or other after-school activities.**

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 whenever possible.
- **Valuables should never be left unlocked.**

STUDENT ASSISTANCE INFORMATION

GUIDANCE SERVICES

Guidance services are available to every student in the school. Each child is assigned a guidance counselor according to team. 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. Students are not permitted to see a guidance counselor without a pass. 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 – call “911”
PESS: Psychiatric Emergency Screening Service - 732-886-4474 or 866-904-4474
("Emergency" Depression Screening & Recommendations)
National Helpline Network - (800) 273-TALK or (800) 273 -8255
Contact of Ocean (24hr. Telephone Hotline) - (732) 240-6100
- **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 (609) 597-6494 or 1 (732) 349-5550
St. Francis Counseling Center - 1 (609) 494-1554
Alcohol & Drug Issues: ADACO Alcoholism & Drug Abuse Council of Ocean -
(609) 597-9601 or (732) 367-5515
- **Youth Services**
Harbor House (Temporary shelter for kids) - 1 (732) 929-0660
National Runaway Hotline - 1 (800) 621-4000
DYFS: NJ Division of Family Services (Child Abuse Hotline) - (877) NJABUSE or (877) 652-2873

HEALTH SERVICES

USE OF MEDICATION

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 a vision and hearing screening. The SPOT vision screener is utilized as available from the Lyons 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 the 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.

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 five 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.

DRESS/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 (bracelets, earrings, rings, watches, necklaces, body piercings) cannot be worn during PE. New piercings should be planned for accordingly.
3. Students who fail to meet dress requirements may not participate and will lose credit for the day.

STUDENT ATTENDANCE

ATTENDANCE POLICY

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 in order for them to master course proficiencies.

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

Student Attendance and Perfect Attendance Recognition: Students are expected to attend class on a regular basis. Students may not exceed 18 absences for the year. Every absence counts towards the 18-day yearly maximum. 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. Additionally, a combination of ten (10) or more early dismissals or late arrivals, no matter the length of time, will exclude a student from Perfect Attendance recognition.

There are two kinds of absences: **Excused (allows work to be made up)** and **Unexcused (work may not be made up)**. **Both excused and unexcused absences count toward the 18-day limit.**

Absences are **excused** for the following reasons:

1. Illness (with documentation)
2. Court/legal proceedings (with documentation)
3. Religious observances
4. Family/education requests (with advance approval)
5. Other reasons as approved by the administration

UPON RETURN FROM ABSENCE

1. A note listing the date and explaining the reason for the absence should be submitted during Homeroom.
2. Submission of a parent, doctor, or legal note simply allows the student to make up missed work. (These notes do not exempt a student from the 18-day absence limit.)
3. If no written note is provided upon a student's return, the student is not entitled to make up the missed work; the absence will remain unexcused until written documentation is presented.

NOTES:

1. Students who are absent are required to provide a parental note or documentation within **48** hours to substantiate that an absence is excused. If the required documentation is not provided within **48** hours, the absence will be considered **UNEXCUSED**. All class activities and/or participation for that day will result in a zero as a grade.
2. Total absences beyond eighteen (18) days in any given year may require additional documentation when determined necessary by the administration.

3. **All absences (excused and unexcused) count towards the limits for each course.** If a student exceeds the 18-day limit, he/she may be required to attend summer school to meet the attendance requirement. Extended medical absences or extenuating circumstances will be reviewed by the principal.
4. **A student must be present in school at least four (4) hours in order to participate in an after-school activity; absences may exclude a student from field trips or other out-of-class events.**
5. **If a student is approaching the limits of absences for a semester or for the year, he/she may be placed on an attendance contract.**
6. **Absences past 9 days (prior to second semester) or any time after 18 days may result in a report of truancy to the court system and/or an attendance contract for credit redemption.**

LIMITS ON ABSENCES

Full Year Course - 18 absences

Semester Course - 9 absences

Marking Period Course - 5 absences

MAKE-UP WORK

IT IS THE STUDENT'S RESPONSIBILITY TO GET WORK MISSED DUE TO ABSENCE FROM CLASS FOR ANY REASON. Failure to make up work will result in a failing grade for the days missed. It is the student's responsibility to obtain class notes. Students will be given an equivalent number of days to make up work missed (ex. 2 days absent = 2 days to make up work), unless other arrangements are approved with the teacher or administration.

VACATIONS

Vacations during the school year are strongly discouraged. When parents or guardians decide that a student must join them on vacation, the school should be notified in advance by a letter stating the dates when the student will be absent from school. The student should present this letter to the Attendance Officer at least seven (7) days prior to the start of vacation and complete and return the Vacation Request Form. Failure to do this could result in the absences being recorded as unexcused. (See Attendance Policy) Documented vacation days are excused. However, they are included in the student's attendance total.

The student is responsible for obtaining all class work and homework. Upon returning to school, the student should meet with his/her teachers to ascertain if all work has been completed. ***A student must be present in school in order to participate in an afterschool activity.* **NOTE: All vacation days are counted as days absent for attendance policy purposes. A student may not exceed 18 days absent.**

CLASS CUTTING

Students who are absent from class without authorization shall be referred to the administration for disciplinary action. Additionally, the attendance policy regarding credit status will be applied. All students cutting class must receive a "0" as a grade for that day, unless notified to the contrary by the administration. Repeated class cutting may lead to immediate administrative review.

LOSS OF CREDIT

When a student is approaching the limit of **total absences** for a quarter, semester, or full year course, the student and parent/guardian will be notified and a conference held (see Limits on Absences). The principal or designee will prepare a written plan for the pupil for the remainder of the school year. The plan will be signed by the student and parent/guardian. If the student continues to have poor attendance, the school's Attendance Officer will proceed with legal action. Students who do not meet the attendance requirements will have to attend Summer School in order to be promoted.

LATENESS POLICY

Lateness to school is subject to the attendance policy. For every five lates (excused or unexcused), the student will be referred to the office for disciplinary action. Work can be made up only for excused lates. For example:

1. Illness (with doctor's note)
2. Court/Legal (with documentation)
3. Religious observance
4. Personal (with administrative approval)

Additionally, when class time is missed, the attendance policy regarding “no credit” will be applied. If a student is late to homeroom more than five (5) times, detention will be assigned. Students who have accumulated excessive lates or absences, students who are in danger of failing, or students who have discipline issues may be prohibited from participation in school activities that require their absence from school or class. Students with excessive lates may lose the ability to attend school dances, trips, etc.

EARLY DISMISSALS

1. Where possible, dental and medical appointments should be made for hours when school is not in session.
2. The parent/guardian must come into the Greeter or Main Office and sign out the student at the requested time; a legal photo ID is required at this time. All requests for early dismissal **will be verified** with a parent/guardian.
 - **NO STUDENT IS PERMITTED TO LEAVE SCHOOL WITH ANYONE EXCEPT A PARENT/GUARDIAN WITHOUT PRIOR ADMINISTRATIVE APPROVAL (written parental/guardian permission, verified by phone).**
 - **THE CLASS ABSENCES WILL COUNT UNDER THE ATTENDANCE POLICY.**

The superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate is below 90% for the district or below 85% in any one school, the superintendent shall develop and implement an attendance improvement plan. The attendance rate shall be calculated by dividing total pupil days present for all pupils by the total possible pupil days for all pupils and multiplying the result by one hundred.

N.J.S.A. 18A:36 et seq.; 18A:38-25 et seq.; N.J.S.A. 34.2-21.1 et seq.; N.J.A.C. 6:20-1.1 et seq.

A school day shall consist of not less than four hours of actual school work.

NJ Administrative Code – Title 6:3-9:3.

CELL PHONE USE

Student use of phones during the school day is on an emergency basis only.

- Students may use the phone in the Main Office during the school day; cell phones are not to be used without specific permission from a staff member. Planning after school activities should be done at home, not during school.
- **Student cell phones, i-pods, internet and/or camera capable 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 called. If a phone or device is confiscated a third time, the parent/guardian will be called and other disciplinary consequences assigned.**
- **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.**

COMPUTER USE

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. 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.

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 discipline 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.

LAVATORY USE

- Use an appropriate pass when using a lavatory.
- **Understand that teachers will discourage students leaving class unless it is an emergency.**

HALLWAY COURTESY

- Stay to the right and walk at all times.
- Move to your destination efficiently and be on time.
- Avoid horseplay that 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 IN FRONT OF DOORS OR INTERSECTIONS.**
- Have a hall pass if out of class.
- Backpacks are only permitted at the beginning and end of the school day.

WATER BOTTLES and SNACKS; PURCHASING LUNCH

- Students must use their ID number to purchase lunch.
- Students may also prepay for lunch; the prepay form is on the SRHS district website (srsd.net).
- Forget your lunch? Lunch may be charged, but the charge must be paid before a second charge is allowed.
- **Only water in a clear container is permitted outside the cafeteria.** Snacks/food may not be consumed outside the cafeteria without specific permission from the classroom teacher.

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.** Carefully close lockers; do not kick lockers.
- Promptly report locker problems to the Main Office.
- Each student is assigned a hall locker for the storage of books 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.

FOURTH MARKING PERIOD QUARTERLY TESTS

The last four days of school are scheduled "4TH MP Quarterly" test days. However, these dates are **subject to change**. No vacations, sports camps or family reunions, etc. should be planned until after the winter snow season and for at least three school days after the anticipated last day of school. It is extremely difficult to schedule make-up tests prior to school ending. Remember: Snow days or other emergency school closings must be made up, potentially changing the dates of fourth marking period quarterly tests.

DRESS GUIDELINES

Student dress guidelines are established and enforced cooperatively by the students, faculty, and administration of this school. 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.
- Waistbands must not be folded down. Student shirts and pants must overlap. Mid-drifts should not show when bending over or raising arms.
- Book bags are not to be worn/carried during the school day; they are to be left in lockers. Only small string bags are permitted in the hallways. Books cannot be carried in large pocketbooks.
- Jackets and coats are not to be worn in the building; they are to be kept in lockers.
- Hats/bandannas are not to be worn during the school day. The wearing of a wallet chain, belt chain, or any similar chain is not permitted. Students are not permitted to wear dog collars, choker chains, or jewelry containing spikes.
- Footwear is required at all times. Clothing that is inappropriate for the school environment is not acceptable. Sunglasses are not to be worn in the building.
- Pajamas are not to be worn to school.
- Some examples of items that are not to be worn to school are hats, bandannas, halter tops, tube tops, strapless tops, bare midriff tops, spaghetti strap tops, tank tops, and mesh/see through or revealing items of clothing. Exposed undershirts, sleeveless “muscle shirts”, and inappropriately short or tight skirts, pants, or short shorts are unacceptable school attire. Tights, leggings, etc., must be worn with a skirt, long shirt, etc.
- Any clothing which, by slogan or illustration, is offensive or promotes weapons or the use of drugs or alcohol is not permitted.
- There are special activities in school, such as gym, band, science, home economics, labs, shops, etc., where special dress is required.

If a student does not dress in accordance with the above policy, he/she will be given an opportunity to conform. A student dressed inappropriately will not be allowed to participate in co-curricular or class activities.

AFTER SCHOOL EVENTS

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. 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.**

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 his/her assigned seat. Remain seated while the bus is in motion.
4. 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.
5. Do not eat or drink on the bus.

6. Do not participate in horseplay.
7. Be courteous to other pupils and the driver. Use appropriate language and a quiet voice.
8. Use seatbelts where provided.
9. Remember that all school rules are in effect while on the bus. Follow all driver instructions.
10. Ride his/her 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.
11. Acknowledge the driver as the person of authority on the bus. Students who are uncooperative or unmanageable will be reported by the driver to administration for disciplinary action.
12. 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 that a bus suspension is warranted, parents or guardians are responsible for providing transportation to and from school. (NJ Statute 18A:25-2)
13. **Bus passes to ride a bus other than your regularly assigned bus are NOT issued on half days.**

After school, students may not 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.

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" and **current** school ID are needed to board an activity bus. Students must have a pass from the teacher, advisor, or coach with whom he or she stayed in order to ride an activity bus. Groups that meet daily, such as athletics will receive a special laminated 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 are subject to disciplinary action.**
4. Students must ride their assigned late bus home. Students who ride a different bus or walk home without written permission from the Main Office are subject to disciplinary action.

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.

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

- Complete all assignments promptly and to the best of your ability. Utilize the agenda book.
- Budget and utilize a study time at home.

- Be proud of your achievements and share what you learn with others.
- Come prepared for class with homework, pens, pencils, notebooks, and texts every day.
- Ask a teacher for extra help or utilize 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 conducted by an outside agency, and/or any other interventions and safety precautions deemed necessary for the safety of students and staff.**

DISCIPLINARY GUIDE

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

1. Smoking in school or on school property; Possession of any form of tobacco, e-cigarettes/vapes/juuls/etc. and/or lighters on school grounds. These items will be confiscated. Possession/use of electronic smoking devices will result in suspension and a mandatory substance screening.
2. Cutting class (out of class without teacher or administrative permission).
3. Cutting teacher, administrative, or extended detention.
4. Leaving the school building or being in the parking area without permission during the school day.
5. Failure to report to the Attendance Office when tardy to school.
6. Loitering – staying after school without supervision.
7. Overt/public displays of affection.
8. Use of profanity or obscene language/gestures (written or oral).
9. Insubordination to staff/defiance of authority.
10. Vandalism. (Payment of labor, repair and replacement will be charged to offender or parent/guardian.)
11. Fighting, assault, inciting or promoting violent behavior.
12. Unsportsmanlike conduct or other inappropriate behavior at any school function.
13. Forgery, cheating, or alteration of school papers, records, or passes, etc.
14. All forms of bullying.
15. Theft.
16. Extortion or intimidation of others/verbal or physical harassment of others.
17. Possession/use/sale of alcohol and/or drugs on school property, on school sanctioned trips, or at school functions. Police will be notified. See “Use of Drugs or Alcohol” on the following page. **NOTE:** Any sale or intent to distribute drugs/alcohol/any substance that may, in any way, be capable of altering behavior will be cause for a hearing before the Board of Education for expulsion from school.
18. Possession and/or use of prescription/non-prescription drugs.
19. Possession of any unsealed drink container (other than a clear bottle of water) outside of the cafeteria.
20. Verbal abuse or inappropriate action.
21. Physical abuse directed to staff members of Southern Regional High School District. **NOTE:** Such action will be cause for a hearing before the Board of Education for expulsion from school.
22. Unauthorized occupancy.
23. Truancy.

24. Possession, custody, or use of a weapon, explosives, fireworks, or any item that is illegal, unlawful, and/or considered to be dangerous.
25. Pulling fire alarm (police will be notified).
26. The wearing of hats, bandanas, sunglasses or unacceptable apparel during school or at school functions.
27. Leaving school grounds and/or returning to school grounds without administrative approval.
28. Possession of an electronic paging device or any other similarly designed device. Device will be confiscated and turned over to police.
29. Misuse of any electronic devices, such as iPods, 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.
30. Name calling, slurs, making threats, starting and spreading rumors.
31. Racial, religious, ethnic, or sexual harassment. Disciplinary action may include reports to the police and/or Affirmative Action Officer.
32. Threatening statements, texts, posts, etc. (In certain situations, psychiatric clearance to return to school will be required.)
33. Other inappropriate behavior.

NOTES:

1. 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 and will also be banned from co-curricular activities for the remainder of the year.
2. For certain special events (DC or other grade-wide trips, Activity Day Picnic, team trips, 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.
3. **Cell phones, iPods, ear buds, etc., are not to be used during the school day except for an academic purpose as directed and approved by the classroom teacher. Otherwise, students may not have them in their possession during school time; these items should not be seen or heard between 7:35 a.m. and 2:12 p.m. Misuse/unapproved use of a cell phone, iPod, smart watch or other device to tape, photograph, record, send, post, etc. is subject to disciplinary action.**

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

- Arrive on time to an assigned detention.
- Spend detention in study, doing homework, reading, or some other gainful purpose.
- Bring the necessary books and materials with you.
- Maintain appropriate classroom conduct.

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.

DANGEROUS SUBSTANCES

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

USE OF DRUGS OR ALCOHOL

It is the goal of SRMS to create a caring atmosphere and quality learning environment for each student. Since the misuse of drugs and alcohol 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, 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. (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 will enter a contract with administrators and parents which will include continued testing and/or disciplinary actions depending upon the student's individual circumstances, and follow-up with a counselor.

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 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.**

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.

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. Attendance Office – record of daily attendance, personal data
3. Health Services Office – health history and physical examinations
4. Assistant Principal's Office – disciplinary record
5. Child Study Team Office – 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.

OYSTER CREEK EMERGENCY PROCEDURE

Dear Parents,

As you may be aware, a portion of this county may be affected in the event of a problem at the Oyster Creek Nuclear Generating Station. While it is highly unlikely that a plant condition could warrant protective actions, it is wise that our residents be trained and prepared for the remote possibility.

The state, county, and your municipality have combined resources to prepare a detailed plan for an emergency. This message is a part of a public education program to acquaint you with details which affect your school children.

In the event of an emergency, the first action may be IN-PLACE PROTECTION/SHELTERING. At this level, students will remain indoors to reduce or eliminate exposure. If the plant condition continues, long before the public is in danger, an evacuation will be ordered. Specific plans have been developed for transportation routes, drivers, and other resources necessary to remove school children to safe locations.

Your child registered in the Southern Regional School District will be transferred, with adult supervision, to the Richard Stockton State College in Pomona, Atlantic County, where they will be registered and cared for until your arrival to pick them up and reunite with family. If you wish to give any other adult authorization to pick up your child, please notify school officials and follow the required procedures.

If you need additional information, my staff and I will be pleased to help you.

Dr. Elisabeth Brahn
Southern Regional Middle School
609-597-9481 Ext. 4215

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...

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.

Indent each paragraph.
No blank lines or extra space between paragraphs.

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

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>

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 comes tag 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.”

Writing Skills Reference List

Narrative	Analysis
<ul style="list-style-type: none"> • T = Title • B = BEGINNINGS • E = ENDINGS • ROS = REGULAR OLD SENTENCE • CPP = Compound Predicates • CP = Compound Sentences • HOT WORDS = "GLUE" • CPCX = Compound-Complex Sentences • SD = SENSORY DETAILS • L = Listing Sentence (3) • FL = Figurative Language Expression • RQ = Rhetorical Question • ***DQNP = Dialogue • TOW = Transitions • 5As = Changing time in paragraphs • F/O = Fact/Opinion • O/O = Opinion/Opinion • AFF = Affixes • SUFF = Suffixes • ADD = Addressing sentence • MI = Main Idea / Theme 	<ul style="list-style-type: none"> • T = Title • B = BEGINNINGS • EFS = ENDINGS (Final Sentence) • EFP = ENDINGS (Final Paragraphs) • ROS = REGULAR OLD SENTENCE • CSS = Compound Subjects • CPP = Compound Predicates • CP = Compound Sentences • HOT WORDS - "GLUE" • CPLX = Complex Sentences • CPCX = Compound-Complex Sentences • L = Listing Sentence (3) • VVV = Vivid, vivacious verbs • NNN = No normal nouns - describing word in front of every noun. • FL = Figurative Language Expression • RQ = Rhetorical Question • APP = Apostrophes • TOW = Transitions • F/O = Fact/Opinion • AFF = Affixes • SUFF = Suffixes

	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 <i>ex. In the middle of the Arctic Winter</i> * Compound Sentence 	<ul style="list-style-type: none"> * Rhetorical Question * General Topic Statement <i>(ex. Authors use theme in order to...)</i> * 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)	<i>Two complete thoughts connected by comma and a FANBOYS 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	<i>A sentence with an independent clause and at least one dependent clause (AAAWWUBBIS) Because Lisa was bright, she became a manager quickly.</i>	
Compound-Complex Sentences (CPCX)	<i>A sentence with more than one independent clause and at least one dependent clause. 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) The leaf fluttered, swirled, and landed softly on the ground. (verb list) He ran suddenly, swiftly, and seriously. (adverb list)</i>	
Fact/Opinion (F/O)	<i>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</i>	
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, super-interested	
Suffixes (SUFF)	***These are humorous, non-traditional uses of suffixes -less ex. idea-less; boyfriend-less -like ex. teacher-like; spring-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 Glossary	Only Idioms in Textual Analysis On target First-hand experience Eye-opening
Endings (E)	MAP Sentence * Maybe, * Apparently, * Perhaps,	Transitions * All in all, * Overall, * As a result, * As shown above, * In essence, * By and large,...

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 comma:

her [open][,] [smiling] face
coord. adj. comma coord. 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

*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.)

Yes[,] [Mr. Greene][,] I can hear you.
comma name in direct address comma

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:

[Well][,] I guess so.
trans word comma

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

“ ”	quotation marks used to show what someone said	PUNCTUATION
’	apostrophe used to show possession or to represent missing letters in contractions	
()	parentheses used to set off less important details such as an afterthought or a personal comment	
:	colon used to introduce a list; used in time and in Bible verses	
;	semi-colon used to join two related sentences or used to separate items in a series that have commas	
/	slash used to indicate line breaks when quoting poetry	
—	hyphen used to divide a word or in compound words	
,	comma used to indicate a pause, to set off a phrase, or to separate items in a series	

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 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	B=Because
A=Although	B=Before
A=As	I=If
W=When	S=Since
W=While	

Common Transitional Words and Phrases

Time Order	Contrast	Comparison	Cause/Effect
earlier	a clear difference	after all	accordingly
former	distinct difference	along the same lines	as a consequence
formerly	a striking difference	also	as a result
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	comparatively	following that
previously	another distinction	compared to	for this purpose
prior to	balanced against	consistent with	for this reason
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 similar fashion	otherwise
presently	different from	in comparison	so
right away	even though	in contrast	subsequently
simultaneously	for	in the same manner	the end result
until now	however	in the same way	the outcome
henceforth	in contrast	like	the ramifications of
hereafter	in opposition to	likewise	since
in the future	nevertheless	meanwhile	
after a long time	on the contrary	nevertheless	
afterward	on the other hand	similarly	
later on	opposing	to the same extent	
not long after	otherwise	too	
right after	regardless		
soon after	whereas		
thereafter	while		

↑ This list is great
for science
lab reports!!! ↑

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 Information	Example	Emphasis
<i>at first</i>	<i>after</i>	<i>a case in point</i>	<i>above all</i>
<i>at the beginning</i>	<i>afterward</i>	<i>after all</i>	<i>actually</i>
<i>at the onset</i>	<i>again</i>	<i>another way</i>	<i>after all</i>
<i>earlier</i>	<i>also</i>	<i>as an example</i>	<i>as a matter of fact</i>
<i>first</i>	<i>and</i>	<i>for example</i>	<i>certainly</i>
<i>from this point</i>	<i>and then</i>	<i>for instance</i>	<i>decidedly</i>
<i>in the first place</i>	<i>besides</i>	<i>for one thing</i>	<i>definitely</i>
<i>initially</i>	<i>equally important</i>	<i>in another case</i>	<i>equally important</i>
<i>to begin with</i>	<i>furthermore</i>	<i>in fact</i>	<i>especially</i>
<i>after that</i>	<i>in addition</i>	<i>in one example</i>	<i>furthermore</i>
<i>immediately after</i>	<i>in fact</i>	<i>in order to clarify</i>	<i>increasingly</i>
<i>in turn</i>	<i>indeed</i>	<i>in other words</i>	<i>clearly</i>
<i>later on</i>	<i>moreover</i>	<i>in particular</i>	<i>most of all</i>
<i>next</i>	<i>next</i>	<i>in the following</i>	<i>of major concern</i>
<i>the following week</i>	<i>previously</i>	<i>in the same manner</i>	<i>of great concern</i>
<i>the next day</i>	<i>simultaneously</i>	<i>in this case</i>	<i>primarily</i>
<i>the next time</i>	<i>therefore</i>	<i>in this situation</i>	<i>significantly</i>
<i>lastly</i>	<i>thus</i>	<i>on this occasion</i>	<i>the main issue</i>
<i>at last</i>		<i>specifically</i>	<i>the main problem</i>
<i>at the end</i>		<i>such as</i>	<i>the main reason</i>
<i>in the end</i>		<i>to be exact</i>	<i>there is no question that</i>
<i>finally</i>		<i>to clarify</i>	<i>to be sure</i>
<i>to conclude</i>		<i>to demonstrate</i>	<i>without a doubt</i>
<i>in conclusion</i>		<i>to illustrate</i>	<i>without question</i>
		<i>to exemplify</i>	
		<i>to explain</i>	
		<i>to show</i>	

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>

Sentence Diagramming Guide

Subject and Predicate

Kelly sang.



Interrogative Sentences

Is it raining?



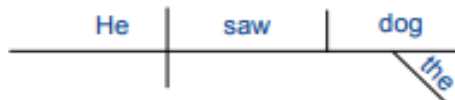
Modifiers (Adjectives, Adverbs, Articles, etc.)

The blue ball bounced high.



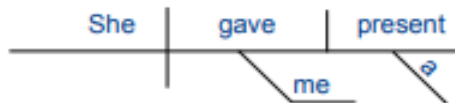
Direct Object

He saw the dog.



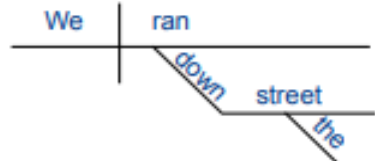
Indirect Object

She gave me a present.



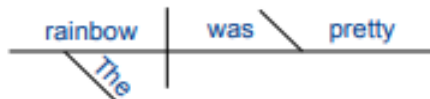
Prepositional Phrase

We ran down the street.



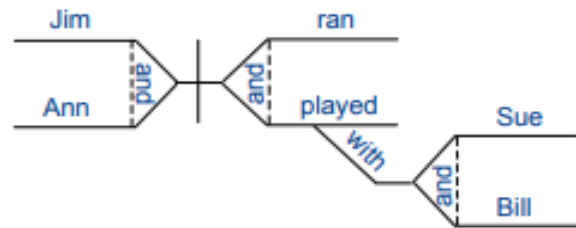
Subject Complement

The rainbow was pretty.



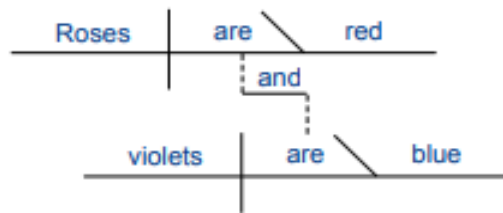
Compound Subject, Predicates, Objects, etc.

Jim and Ann ran and played with Sue and Bill.



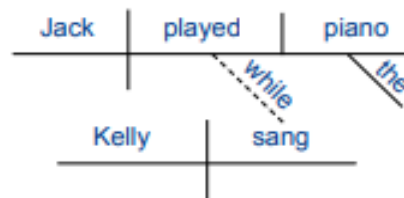
Compound Sentences

Roses are red and violets are blue.



Complex Sentences

Jack played the piano while Kelly sang.



Unrelated Words (Interjections, Direct Address, etc.)

Mom, I'm here!



Understood You

Don't laugh.



Test-Ready Glossary

Academic Vocabulary – terms used in content-specific areas, such as social studies and science

Argument – support for an author’s position using logical reasoning and evidence; no emotion

Reasoned Judgment – opinion with facts

Article, Passage, Selection – synonyms

Excerpt – part of a larger piece of literature (ex. chapter, act, scene)

Claim – the main the main point an author is trying to make in their argument

Narrative – a type of writing describing an event or series of events

Pacing – the rate at which the story moves along or unfolds (fast or slow-paced)

Relevant – clearly related to a topic and supporting central/main idea

Source – a place that provides information

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 (ex. Darth Vader!)

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 the meaning 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 (her attitude smacked me in the face)

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 – people mean the opposite of what they say; made to criticize; annoying to the person criticized

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

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

Verbal Irony – similar to sarcasm; a character says the opposite of what he means (“This is SO awesome!”)

READING/WRITING SKILLS:

Infer – deduce or conclude from evidence

Predict – to say what might happen in the future

Paraphrase – to retell someone else’s ideas in your own words

Summarize – give a brief statement of the main points

Compare – similarities

Contrast – differences

Analyze – examine methodically and in detail the structure of something (story, poem, article, text) with the purpose of explaining or interpreting it

“UP YOUR VOCABULARY” AND USE THESE WORDS...

obvious

intricate

utilized

misconception

evident

vice-versa

previously

enlightenment

perceptible

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 period

THE CHARACTERISTICS OF WORKS OF FICTION:

- The author's purpose is to entertain
- May be based upon a real event but the majority of the story is made up
- Follows the plot pyramid structure
- Typically divided by chapters, scenes, or acts
- Story is often told in chronological order but may use flashbacks to recall earlier events

ORGANIZATIONAL STRUCTURES: Refers to how writings are organized such as:

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 – Tells or explores 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

GENRE: Refers to a category of literature such as:

Fiction

Historical Fiction

Non-Fiction

Science Fiction

Drama

Myth – traditional story explaining something

Poetry

Folklore

Fable – moral or lesson