Ridgewood Middle School
Vision & Mission Statements

Vision Statement

Our school will be safe, comfortable and updated technologically; it will be compatible with a modern curriculum. All learners will be received in ways that promote equality, acceptance of others and enhance home-community-school relationships. Students will achieve high levels of competency in each subject area as well as critical thinking and problem solving skills. Individuals will have a sense of respect for themselves and others and will demonstrate joy in being part of the learning community.

Mission Statement

Ridgewood Middle School will:

1. Provide a suitable transition from Elementary to Secondary Education.
2. Provide all students with opportunities to succeed academically in a structured, safe and disciplined environment.
3. Motivate students to succeed academically.
4. Develop the whole person providing for academic, social and psychomotor development and skill attainment.
5. Lay the foundation for work to be covered in the High School.
6. Teach students the importance of their response.

The Middle School will work co-operatively with the Elementary and High Schools of the district and other agencies in the pursuit of student success and development.

Goals

1. Students will create a vision for potential growth.
2. Students will implement the E+R=O mindset.
3. Students will instill an understanding and appreciation for health-related issues and wellness.
4. Students will improve academically and creatively.
5. Students will exhibit appropriate social behavior and interaction.

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E+R=O

E+R=O is a equation that can be used in every situation that our students encounter in their life. E stands for event. We will not always be in control of the events that happen to us during our life, but we are in control of our Response. How we respond to these events will determine our Outcome. The outcome is what we want to happen. We cannot achieve the outcome we desire if we do not have a response that allows it to happen. We strive to have an above the line response. That means that it is well thought out disciplined response. This model is based on the leadership work of Tim Kight and the Focus 3 mindset.

Assembly Programs

These are provided for the students and are a privilege granted only if the students accept responsibility for their own behavior. Students are expected to be courteous and attentive at all assemblies. This privilege is subject to being revoked depending on the student's behavior.

Pep Rally Assembly

Pep rally assemblies and other assemblies that are necessary at the end or beginning of the school day will result in a change of the bell schedule.

Cancellation of School

Cancellation of school takes place only during circumstances such as extreme weather, equipment failure or public crisis. The school board and administrators are aware of the hardship that can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances. Every practical means will be used to notify parents of a cancellation. If school is canceled because of weather (ice-snow), this will be announced over the phone All Call System and WTNS Radio (99.3 FM) in Coshocton, Ohio.

Parking

The Middle School has two (2) parking lots surrounding the building. The front lot is restricted for office staff, school nurse and visitors. The rear lot is for staff parking.

Student Drop-Off and Pick-Up

Students whose parents drive them to school must use the student drop-off/pick-up zone. Once entering the building, the students will proceed directly to the gym until bell dismissal for class.

Bus Loading

Students who ride the school bus as a means of transportation to and from school will load and unload directly in front of the school building. Parents and students are advised not to use this area before or after school hours. Students will enter the building using the entrance by the principal's office and proceed to the cafeteria or gym until dismissal for class.

Visitor Entrance

All visitors must use the main entrance and report directly to the main office for a school/visitor pass.

Attendance

School is a time when we prepare the young with the knowledge, skill, behaviors, and attitudes to enter society and become productive and successful citizens. School should be considered by each student as his/her first job opportunity as an emerging member of society. Performance, participation, attendance and behavior/attitudes are key elements in the assessment of each student's progress towards the time when he/she is ready to enter society as an individual player. The compulsory attendance laws of Ohio are quite clear in describing the importance of daily school attendance. Under the law, students must attend school daily.

Attendance and participation in the educational process are necessities for every student since school is the institutionalized means of imparting society's needs, concerns and goals to the young. In order to learn and benefit from instruction, students need to be present and interact with their teachers and peers since it is through wholesome interaction that critical thinking and exploration of ideas can take place.

At Ridgewood, we believe we have a responsibility to each student to provide him/her with the best opportunities to become a productive, successful, and acceptable member of the working world. To this end, School Policy has been modified to include class attendance and participation.

It is the student's responsibility to attend classes regularly. Attendance is directly related to grades. Excessive absences can result in the loss of credit, and possible retention. All absences, excused and unexcused, will be counted and charged against the limit of absences that a student is allowed to accumulate. This does not include absences due to school related activities. Students with on-going documented medical problems, extenuating circumstances, and situations involving long-term hospitalization will be given special consideration by the building principal who is the final authority in all matters of attendance. Prior arrangements with the principal's office

concerning these matters are required in order to help avoid potential problems and misunderstandings in regards to attendance.

There are two categories for absenteeism:

A. Excessive Absences
B. Truancy

Requirements for Truancy:

A. A student is absent 30 or more consecutive hours without a legitimate excuse. B. A student is absent 42 or more hours in one month without a legitimate excuse.
C. A student is absent 72 or more hours in one year without a legitimate excuse.

Requirements for Excessive Absences:

A. A student is absent 38 or more hours in one school month with or without a legitimate excuse.
B. A student is absent 65 or more hours in one school year with or without a legitimate excuse.

Excused Absences

1. Personal illness or illness in the immediate family requiring the student to stay home.
2. Death in the family or of a close friend.
3. "Act of God" such as weather or unexpected home calamity.
4. Religious holidays related to the student's faith.
5. Family going on vacation during the school term. This practice is discouraged and must be approved by the building principal at least two weeks in advance. Students must see teachers individually to get assignments to be completed during the absence.
6. Attending a wedding or graduation ceremony of family or close friend.
7. Professional medical appointment.
8. Court ordered appearances.

Absence from school for any reason other than those listed and recommended by the Ohio State Department of Education is not acceptable and will be unexcused. It is the student's responsibility to get assignments and to complete work missed due to the absence.

Written Notes for Excused Absences

In order for the absence to be excused, the student must bring in a note signed by the parent or guardian. All excuses, including doctor's, must be on file in the school office within two school days of the absence. The two days begin the day the student returns after the absence. Failure to present a note signed by the parent within two days will

result in an unexcused absence and loss of credit for any make-up work. Excuses must state the reason for the absence.

Absences for other than the above stated acceptable reasons must be worked out (with the Principal) in advance of the absence. The Principal is the final authority in all matters of attendance.

Unexcused Absences

In cases of unexcused absences, the Principal may take disciplinary action such as detention or juvenile court action. NOTE: Truancy from school is an absence without permission and is considered an unexcused absence. Truancy may involve absence from class and/or school for any portion of the day.

Attendance Procedure

1. Parent(s) or guardian(s) must notify the school by phone the day a student is to be absent unless previous notification has been given. Parents may begin to call the school at 7:00 a.m.
2. Students who have been absent will bring a written excuse to the school secretary. Students who are truant are not permitted to make up work.
3. Any student leaving the building must sign out in the office. When the student returns, he/she must sign back in at the office before going anywhere else in the school building. The student must have permission from the office before signing out. Students must remain at school once they have arrived.

Tardies

1. A student coming to school tardy must report to the office and admit himself/herself by signing the sign-in sheet.
2. NOTE: Students who are tardy to school may be considered truant, and therefore unexcused, without a legitimate excuse.
3. During inclement weather students must make proper arrangements to still be at school on time.

Student Dismissal Precautions

Permission for a student to leave while school is in session will require approval by the principal or his designee. Requests will not be approved without a parent/guardian's written permission.

Out-of-School Suspension or Expulsion

A student who has been suspended out-of-school or expelled from school or class will have the number of days of suspension charged against the limit of days of absence. Parents will be notified of the suspension or expulsion. Suspended or expelled students are not to take part in, or attend any school activity, game or other function. A student who is expelled will receive no credit. Students, who are suspended, in school or out-of-school, will have the opportunity to make-up assignments and worksheets during the time of their suspension, not afterward. Students who are suspended should take all materials necessary to complete assignments with them when they leave school. At the end of the school day after the suspension has been issued, the parent or a sibling may pick up the assignments in the office. Such work must be handed to the teacher upon return to the class or school.

Parental Request for Special Absence

Parents planning to keep their children out of school at times other than those authorized by the school calendar must make arrangements through the principal's office and complete appropriate forms. Before the requested absence, the student must acquire their assignments.

Early Dismissal from School

An early dismissal from school will be limited to emergency or professional appointments. Early dismissals will be treated as every other absence. Requests for early dismissals must be made by 8:30 a.m. in the morning. Parents should report to the middle school office whenever arriving to pick-up their son or daughter. The student must have permission from the office before signing out. Students must remain at school once they have arrived.

Emergencies

Students who become ill during the day must report to the office. A call will be made to the parents by the office personnel to make the necessary arrangements. Students are not permitted to sign themselves out of school and leave the building without permission from the office.

NOTE: The school nurse is available in the nurse's clinic on a rotating basis with other district buildings. If the nurse is not available in the clinic, students must report back to their scheduled class.

NOTE: In order for the school to be prepared for emergencies, Emergency Medical Forms must be completed online by the end of the second week of school. Failure to provide a completed Emergency Form will result in disciplinary action and the student will not be allowed to go on field trips, or participate in extra-curricular activities.

Administrator's Report to Parent/Guardian on Absenteeism

Reports may be sent for school attendance or individual class attendance concerns.

Attendance for Extra-Curricular Participation

Students must be present for at least half day in order to participate in athletics and extra-curricular activities. The half day should be the second half of the school day. Extenuating circumstances warrant advance approval of the principal or athletic director.

Student Recognition for Attendance

Students may receive certificates of recognition at the end of the year assembly for meeting the following attendance standards:

Perfect Attendance	Zero (0) hours missed
Outstanding Attendance	6.17 hours or less

Grading Policy

All teachers in the Middle School will use the following scale to determine grades:

A	=	90 - 100	=	4.00
B	=	80 - 89	=	3.00
C	=	70 - 79	=	2.00
D	=	60 - 69	=	1.00
F	=	Below 60	=	0.00

A. Nine Weeks Grades: Students will accumulate points or grades earned in each activity (test, quizzes, homework, reports, etc.) during each nine week grading period. At the end of each grading period, the student's accumulated grades or points will be averaged to a letter grade.

Grading Periods

The middle school will determine and distribute grades for students on four 9-week periods. These four will be the only grades used to determine the final course grade for a full-year course as determined by the guidelines established in the above section.

End of 1st Grading Period	October 22, 2021
End of 2nd Grading Period	December 17, 2021
End of 3rd Grading Period	March 11, 2022
End of 4th Grading Period	May 24, 2022

Incomplete Grades

Grades will be considered incomplete if a student has missed tests, quizzes, assignments or if assignments are incomplete or unsatisfactory. If a student fails to complete the make-up work within one week following the grading term (unless extended for extenuating circumstances), the grade of "I" is to be changed to an "F" by the subject teacher.

Make-Up Work

Students with excused absences will complete all classroom assignments and tests missed during the excused absence. Students with unexcused absences or out-of-school suspensions will complete all classroom assignments for the period of the absences, but may not make-up quizzes, tests or exams.

For each consecutive day of an excused absence, one class day will be permitted for the completion of make-up work. The first day a student returns is counted as the first day of the make-up period. Assignments or tests not completed according to the guidelines will result in no credit. It is the student's responsibility to request classroom assignments and/or tests.

On the day a student returns to school after an excused, single-day absence, he/she will be required to take any scheduled quiz, test, or exam which was administered on the day of the absence. In addition, any reports/papers assigned are due on the date assigned.

Parents are encouraged to contact the Middle School and request assignments if students are absent two or more days. If requested before 8 a.m., work assignments will be collected and available in the middle school office by 3 p.m. If requested after 8 a.m., work assignments will not be available until the following afternoon.

When assignments are picked up, students with excused absences should be prepared, when returning to school, to make up any tests or quizzes on the assignments sheet. If

a student is unable to complete the attached assignments, he/she should meet with the teacher before 7:45 a.m. on the day of returning to school. At this meeting, the teacher will decide what adjustments, if any, should be made.

Students are encouraged to make up work outside of the normal classroom setting. Missing class time to do make-up work only puts the student further behind. Students most often make up work during homeroom, study halls, and lunch, before and after school.

In order to keep up with the course, students with an unexcused absence or suspension are encouraged to complete the missed assignments. However, students with unexcused absences or out-of-school suspensions may not receive credit for quizzes, tests, or exams.

Cheating

Any student involved in cheating (knowingly giving or receiving) will receive an automatic "zero" on the work involved and the parents will be notified. Plagiarism on school assignments is considered the same as cheating. Cheating may also result in disciplinary action against the student, including possible suspension.

Honor Roll

An honor roll is published after each nine-weeks grading period. This list is published in the local newspapers. The guidance office will release this honor roll to the media no later than one week after the grade reports are sent home.
A student must be enrolled full time and receive at least five subject grades. All subjects are considered when determining the grade point average. Only one "C" will be acceptable, but no other grades below a "B" will be considered.

Principal's Roll	students who earn a 3.75 –4.0 GPA
Honor Roll	students who earn a 3.33 to less than 3.74 GPA
Merit Roll	students who earn a 3.0 to less than 3.32 GPA

Athletic Competition

Interscholastic athletics is promoted in Football, Volleyball, Cross Country, Golf, Basketball, Wrestling and Track. The intention is to teach and develop physical skills, mental discipline, sportsmanship and the striving spirit necessary for successful living. All students are encouraged to participate regardless of their skill level or experience.

Athletic Eligibility

The following guidelines will be used to provide a uniform method of determining eligibility of athletic participants:

1. A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible, a student in grade 7 or 8 must be currently enrolled and must have been enrolled in the school the immediately preceding grading period and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

2. The eligibility or ineligibility of a student is effective on the day following the issuance of grade reports for the preceding grading period.

3. If you are fifteen years of age by August 1, you are ineligible to participate in athletics in grades seven or eight. However, you are eligible to participate in athletics in grades 9 - 12. Consult the athletic director for details.

4. Participation in more than one sport in a season is permitted as long as there is an agreement between coaches and they determine a priority sport.

5. Athletes wishing to transfer to Ridgewood Schools under open enrollment shall be investigated for violations of the Athletic Code of Conduct in their district of residence. If the athlete is under sanction for violation of the Athletic Code of Conduct in the district of residence or the district last attended, the Ridgewood Schools shall honor that sanction according to the Code of Conduct of the resident or the district last attended.

Code of Conduct

Preface~

This code meets the intent of H.B. 421, which requires each Board of Education to adopt a set of rules and regulations designed to maintain order and discipline necessary for effective learning. The Board of Education's primary concern is that students who wish to learn can do so in an environment conducive to learning. Every available disciplinary and prescriptive means may be employed to prevent anyone from destroying or damaging such environment. The sole objective of this code is to ensure fair and equitable handling of disciplinary problems. This code is intended to standardize procedures to guarantee equally the rights of every student in the Ridgewood Local School system. It reflects expressed concerns on the part of the community, and provides a schedule of annual review by the school community and the Board of Education in order to ensure a document, which will continuously meet the needs of the educational climate. The Ridgewood Local Board of Education, therefore, adopts the following Code of Student Conduct.

Rationale ~

Effective discipline is an important and necessary prerequisite for effective learning. The intent of rules and regulations is to create a positive educational environment that holds students accountable for their behavior and teaches them to live with the consequences of their decisions. The administration of the school shall, in consultation with the faculty, parents and students, establish rules and regulations that will produce the best possible educational atmosphere and teach students that they are held responsible for their behavior. The educational objectives of these rules are the development of mature and responsible citizens and maximum possible academic achievement for all students. It is the responsibility of the administration to see that rules are enforced fairly, firmly, consistently, and impartially by all parties concerned: teachers, counselors, and fellow administrators.

Violations of the Code may result in disciplinary action that may include, but not limited to, the following:

Removal from class
Assignment of community or school service hours
Detention
Saturday School
Suspension (out-of-school)
Suspension (as an in-school assignment to the Alternative
School for 1, 3, 5 or 10 days)
Expulsion

Rule 1 - Disruption of School
A student shall not – by the use of violence, force, coercion, or threat – cause material disruption or obstruction to the normal school day. Students are not permitted to possess electronic devices unless registered with the school, or if the principal, for specific educational purposes, approves them. Such devices include, but are not limited to, the following: pagers and beepers, cellular phones, laser pointers, CD players and radios with headphones, individual CDs, etc.

Rule 2 - Damage of School Property
A student shall not attempt or cause damage to school property.

Rule 3 - Damage to Private Property
A student shall not attempt to cause damage to private property on school premises during the school day or during school activities, functions, or events off school grounds.

Rule 4 - Assault and/or Battery (Mental and/or Physical) Harassment
A student shall not act or behave in a manner that could cause physical injury to any other person. No student shall knowingly cause another person to believe that he/she

(the offender) will cause serious (physical or mental) harm to the person or property of such another person.

Rule 5 – Dangerous Weapons and Instruments
The definition of a firearm shall include any weapon (including a starter gun) which will, is designed to, or may be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device (as defined in 18 U.S.C.A. Section 921). Such destructive devices include any explosive, incendiary or poisonous gas, bomb, grenade, or rocket having a propellant charge of more than four ounces; any missile having an explosive or incendiary charge of more than one-quarter ounce; and any mine or device similar to any of the devices described above.

Students are prohibited from bringing a firearm or look-alike firearm onto school property, in a school vehicle, or to any school-sponsored activity. If a student brings a firearm or look-alike firearm onto school property, in a school vehicle, or to any school-sponsored activity, the Superintendent shall expel this student from school for a period of one calendar year and notify the appropriate criminal justice or juvenile-delinquency authorities. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce the one-year expulsion on a case-by-case basis. Matters that might lead to a reduction of the expulsion period include an incident involving a disabled student and the incident is a manifestation of the disability; the age of the student and its relevance to the punishment; the prior disciplinary history of the student; and/or the intent of the perpetrator. Students are also prohibited from bringing a knife to or possessing a knife (which was initially brought onto school property by another person) while on school property, in a school vehicle, or at any school-sponsored activity. The definition of a knife includes, but is not limited to a cutting instrument consisting of a blade fastened to a handle. If a student brings to or possesses a knife while on school property, in a school vehicle, or at any school-sponsored activity, the Superintendent may expel the student from school, subject to the same conditions stated above.

Any firearms, knives or other weapons brought to the school for instructional purposes shall be brought by a responsible adult and deposited with the principal, who will provide security for the weapon before and after the presentation and return said weapon(s) to the adult(s) responsible. An explosive-type weapon or firearm shall be totally disabled. If the demonstration is essential to the instruction of pupils, prior approval of the principal shall be obtained.

Rule 6 – Tobacco, Narcotics, Alcoholic Beverages, Drugs, or Controlled Substances A student shall not possess, use, transmit, conceal, or be under the influence of tobacco, narcotics, alcoholic beverages, or drugs. Narcotics and drugs are defined as any narcotic, drug, medicine, pill, chemical preparation, plant, seed, or derivative thereof, of a hallucinogen, barbiturate, or amphetamine nature. The use of the same is strictly prohibited, except when the possession of the same has actually been prescribed by a licensed physician. The school can require evidence that the drug has been prescribed for the student. The use of drugs, alcohol, and tobacco constitutes a serious social and

health problem. Violations of this rule will result in suspension. Students found guilty of possession, use, or exchange of an illegal drug or alcohol are automatically suspended for five days and offenses are reported to their parents. A conference with the parents will be held during the regular school hours on a day school is in session. Any student found in possession of tobacco will have his/her name submitted to the Sheriff's Department for the possible filing of juvenile charges.

Rule 7 - Insubordination
A student shall not fail to comply with the directions of the teachers, student teachers, substitute teachers, aides, Principal, or other authorized school personnel during any period of time when the student is properly under the authority of school of school personnel. Repeated violations of any minor rule, directive or discipline procedure shall also constitute insubordination.

Rule 8 - Profanity and/or Obscene Language
A student shall not use profanity or obscene language, either written or verbal, in communication with any student, faculty member, or other authorized personnel during or after regular school hours. This includes the use of obscene gestures, signs, pictures, publications, and inappropriate writing on notebooks, textbooks, etc., that may refer to drugs, tobacco, violence, death, alcohol, sex, hate, cults, or gangs.

Rule 9 - Truancy and Tardiness
Truancy is declared when a student is absent from school or any portion thereof without school authorization and parental consent. Excuses from school must meet the State and Ridgewood Board of Education conditions outlined in the attendance section of this handbook. In cases of prolonged absence, a doctor's certification may be required to verify the absence in question. Repeated violations of tardiness shall be considered a violation of Rule 7.

Rule 10 - Theft
A student shall not cause or attempt to take into possession the public property or equipment of the school district or the personal property of another student, teacher, visitor, employee of the school district, or any other person.

Rule 11 - Repeated Violations of Directions, Policies, Rules, Etc.
A student shall not repeatedly fail to comply with directions of teachers, student teachers, substitute teachers, guidance counselors, aides, administration, or other authorized school personnel during any period of time when the student is under the authority of the school personnel.

Rule 12 - Conduct Outside of School Hours
Conduct outside of school hours that directly relates to and/or affects the good order and welfare of the school may result in disciplinary action.

Application of the Code
Jurisdictions: The code and its provisions shall be applicable both during regularly scheduled school hours as well as at other times and places, including but not limited

to school sponsored events, field trips, athletic and music functions, and similar activities, where appropriate public school administrators have jurisdiction over students. Extra-curricular activities shall be subject to the same code of conduct as the general school program.

Detention Procedures
Detentions at the Middle School are generally one of three types: before school, after school, or during the lunch period. For lunch detentions, students should report to detention first, and then the teacher will make arrangements for the student to eat lunch during the detention. The teacher will complete the detention slip; the teacher and student will sign the form, and the student should be given at least two days notice in order to make transportation arrangements. Students that arrive more than 5 minutes late to an assigned detention will not be permitted to serve the detention, and the student will be assigned two detentions.

Suspension Progressions
The following is meant to be a guideline for recurring discipline problems. Severity of the offense will be considered in all instances.

1st Suspension - 1 – 3 days

2nd Suspension - 5 days

3rd Suspension - 10 days

4th Suspension - 10 days with recommendation for expulsion

GENERAL RULES

Student Appearance (Dress Code):

A student attending Ridgewood Middle School will dress in an appropriate manner. Students generally conduct themselves in a manner similar to the way that they dress and groom. Positive and appropriate dress leads to the development of self-respect and personal pride. Proper student dress can greatly impact and enhance positive student behavior, eliminate sloppiness, and develop greater motivation and learning. A student's clothing should be neat and clean. Any type of dress or grooming which is disruptive to school will not be permitted. A student will not be permitted to wear clothing considered to be revealing. Specifically, a student's back and midriff must be covered. Specific types of clothing not to be worn include pajama pants, halter-tops, fishnet jerseys, hats, tank tops, clothing intended for outside wear (coats, jackets), or sagging pants. All student tops must have sleeves and cover the midriff. All pants or shorts should be worn at the appropriate height to stay over the waistline (top of the hipbones) and the length does not permit the pants to touch the floor (belts are to be

used). If appropriate, shirts should be tucked into pants, shorts, or skirts. Pants with holes are permitted if holes are located less than 3 inches above the knee. First offense for holes in pants is parent notification and pants must be changed or covered. Any offense for holes in pants after that may result in suspension from school. All form fitting pants must have adequate coverage by a top. The decision of the Principal is final in these matters.

Jewelry or clothing bearing patches, drawings, or sayings (stated or implied) that refer to drugs, tobacco, violence, death, alcohol, sex, hate, cults, or gangs will not be permitted to be worn. Obscenities (stated or implied) will not be permitted. Wallet chains, chains, or jewelry that is perceived by the administration to be a potential weapon will not be permitted. The decision of the Principal is final in these matters.

Students will not be permitted to wear hats within the school building at any time, unless authorized by the Principal for special occasions. Headgear for medical and religious reasons may be permitted with authorization from the Principal.

No body piercings are permitted except for the ears. Ears are the only body part that rings or studs are permitted. The interpretation and judgment regarding piercings rest solely with school officials and is final.

Students are permitted to wear shorts all year long. All dresses, shorts, and skirts must be no shorter than 4 inches above the knee. Spandex shorts, frayed shorts, or frayed pants of any type are not acceptable.

Students will not be permitted to conduct personal grooming habits during class.

Students will not be permitted to wear shirts or any other clothing that uses profanity and/or obscene language. This includes obscene gestures, pictures, and inappropriate writing that may refer to drugs, tobacco, violence, death, sex, alcohol, hate, cults, or gangs. The interpretation and judgment relative to the student dress and grooming code rest solely with school officials and is final. If a dress code violation causes a student to miss class while proper clothes are being obtained, the student will be considered unexcused from that class.

Student Cosmetics (Make-Up)

Any student in grades 4 and 5 are not permitted to wear make-up of any kind. This includes foundation, blush, eyeliner, eye shadow, mascara, and lipstick

Book Bags

All book bags will be kept in student lockers during the school day unless extenuating circumstances require special consideration by the Principal.

Bus Regulations

1. Students shall arrive at the bus stop before the bus is scheduled to arrive.
2. Students must wait in a location clear of traffic and away from the bus stop.
3. Behavior at the bus stop must not threaten life, limb, or property of any individual.
4. Students must go directly to an assigned seat and stay seated.
5. Students must remain seated, keeping aisles and exits clear.
6. Students must observe classroom conduct and obey the driver promptly and respectfully. While a reasonable amount of talking is permissible, yelling must be avoided.
7. Profane language, scuffing, or rowdiness will not be tolerated.
8. Students must refrain from eating, drinking, or chewing gum on the bus.
9. Students must not have alcohol, drugs, or tobacco in their possession on the bus.
10. Students must not throw or pass objects that can be carried on their laps.
11. Students may carry on the bus only objects that can be carried on their laps.
12. Students who damage the school bus must pay for all repairs.
13. Students must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise.
14. Students must not put head or arms out of the bus windows.
15. Students are not to leave school property once they have arrived by bus.

Bus problems referred to the school administration by the bus drivers may result in any of the available disciplinary consequences including a denial of bus privileges.

GENERAL INFORMATION

Combined Notice

The Ridgewood Local School District does not discriminate on the basis of race, color, natural origin, sex, disability, or age in its programs and activities. The following people have been designated to handle inquiries regarding the non-discrimination policies:

Joanna Seek, Psychologist
301 South Oak Street, West Lafayette, Ohio 43845
740-545-5312, Joanna.seek@ridgewood.k12.oh.us

Todd Stoffer, Ridgewood High School Principal
602 Johnson Street, West Lafayette, Ohio 43845
740-545-6345, todd.stoffer@ridgewood.k12.oh.us

For further information on the notice of non-discrimination, visit:

http://www.ed.gov/about/offices/list/ocr/docs/nondisc.html

Hazing

Hazing is the playing of abusive and humiliating tricks on a person by way of initiation. Hazing of any type is inconsistent with the educational process and is prohibited at all

times in the Ridgewood Local School District. No employee of the Ridgewood School District shall encourage, condone, tolerate, or recklessly permit hazing of any person. No student including but not limited to leaders of student organizations shall plan, encourage, or engage in the hazing of any person. If any student, teacher, or other personnel of the school district discover any knowledge of hazing, the information should be passed along to the proper administrator so that reasonable attempts to stop the hazing will be made. Any administrator, faculty member, student, or employee of the school who violates this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in accordance with Ohio law.

Bullying

The Ridgewood Middle School has adopted and been trained in the Positive Behavioral Intervention Supports. We take bullying and cyberbullying very serious and work to deter it from happening not only at school but in the entire community. Below are the definitions of bullying and cyberbullying, the ABC"s of bullying and the adopted school rules of bullying. If you have any questions regarding our bullying program, please contact Mrs. Dulgar or Mr. Raach.

Definition of Bullying

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Definition of Cyberbullying

Cyberbullying is bullying by using communication technologies such as cell phone, internet or other electronic devices to embarrass, threaten, intimidate or to cause harm to another person.

The ABC"s of Bullying

A-Aggressive
B-Imbalance of Power
C-Continuous behavior

Rules of Bullying

1. I will not bully others.
2. I will help students who are bullied.
3. I will include students who are left out.
4. If I know that somebody is being bullied, I will tell an adult at school and an adult at home.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or

B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits

toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or guidance counselor, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The building principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the building principal or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable

action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically or in the handbooks.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the

prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

Locker Responsibility

Lockers are loaned to students by the Ridgewood Board of Education. They are not the student's individual or personal property. Students are responsible for the proper upkeep and cleanliness of their lockers. School officials reserve the right to inspect lockers at any time as per the Ridgewood Board of Education Policy Manual.

It is suggested that 4th thru 7th grade students obtain locks for their lockers. A student bringing a lock from home and placing it on a school locker is required to report the combination or turn a duplicate key to their homeroom teacher so that in an emergency, the faculty or office can obtain entry into the locker. Laser locks are not permitted to be used on the lockers.

Cafeteria

The Middle School maintains a closed-campus policy, and the cafeteria is to be used by the faculty and students. The cafeteria also provides space for students who carry their lunches. Students are not allowed to save places in line or ditch in line. NOTE: The cafeteria area is the only area acceptable for eating lunch, unless approved by the principal or designee. It is the responsibility of the parents to provide for lunch for their children while at school. However, it is important to make sure children receive the nutrition they need to stay focused during the school day. This procedure shall apply in the event that a child neither has a lunch nor the funds to purchase a lunch.

A middle school and high school student (Grades 4 - 12) may charge five (5) meals in succession. After charging five (5) meals an alternative meal will be substituted for the regular meal until charges are paid. An alternative meal consists of cheese or peanut butter sandwich, fruit and milk. A phone call will be made every Tuesday and Thursday once s/he reaches a negative five (5) dollar balance.

Change of Address/Phone Contact

If you have a change of address or phone contact within the Ridgewood School District, you should report it immediately to the school office and change it on the online OneView emergency medical forms. If you are moving to another district, you should report to the office to sign a withdrawal form immediately so that a copy of your records will be sent to the new school district.

Computer Usage

The Federal Government mandates that each school have a signed computer user agreement with each student. Any student/parent who refuses to sign the computer user agreement will not be permitted to: 1) Receive a school email account and 2) Use the school's internet service.

The use of personal technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, privileges will benefit the learning environment.
Students and parents/guardians participating in BYOT must adhere to all Board policies and the *Ridgewood Local School District Computer Network and Internet Acceptable Use Policy.*

Additional BYOT Guidelines:

- Students must complete and submit a „Request to Bring My Own Technology" form on-line at www.ridgewood.k12.oh.us.
- Students take full responsibility for personal digital devices at all times. The school is not responsible for the security of the device.
- The school district cannot provide technical assistance or repair on personally-owned devices. Students are directed to the device manufacturer for technical assistance.
- The device must be in silent mode while on school campuses unless otherwise directed by the teacher.
- The device may not be used to cheat on assignments or tests or for noninstructional purposes during instructional time.
- The device may not be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours unless otherwise directed by a teacher as part of a classroom assignment.
- The device may only be used to access files or internet sites which are relevant to the classroom curriculum. Non-instructional games are permitted at staff discretion.
- Students must comply with a teacher's request to turn off the device.

Students acknowledge and agree that:

- The school's network filters will be applied to the student network access to the internet and shall not be circumvented with cell access or filter override.
- The school district may collect and examine any device at any time for the purpose of enforcing the terms of this agreement, investigating student discipline issues, or for any other school-related purpose.
- Personal technology must be charged prior to bringing it to school, and the device must run off its own battery while at school.
- Students remain subject to all other school behavior rules.

Fire Drills/Tornado Drills/Safe-School Drills

Fire or tornado drills, as well as safe-school drills, are held monthly throughout the school year to prepare for emergency situations. Teachers will cover the guidelines with students for each of these events during the first week of school. Students are expected to follow the posted directions in each building location and proceed quietly to the appropriate exit in single file lines. Students not participating appropriately in these drills will be subject to disciplinary action.

Food and Beverages

Food and beverages are permitted in the cafeteria only, unless prior arrangements have been made with the Principal. Open beverage containers are not to be brought into the school building. Pop and acceptable beverages are permitted during the lunch period only. No pop is to be purchased during the lunch periods.

No food is to be ordered or delivered by/for students during the lunch period. Food may be brought at the beginning of the day when arriving to school. The Principal may authorize pizza, etc., for special events and class parties.

Hall Passes

If (for any reason) a student finds it necessary to leave the room he/she should have their Agenda Planner signed by the teacher in charge. Since this Agenda is the hall pass, all students must keep their Agendas with them at all times in order to have a hall pass. This pass should be kept and shown to any teacher he/she may meet on the way. Students are not permitted in the academic hallways before the first bell or during the lunch period after arriving to the cafeteria. Hall pass usage will be monitored and limited. Student business and restroom breaks should occur between classes, during lunch, and during study halls.

Insurance

At the start of the school year, students may purchase accident insurance. This insurance covers accidents occurring while they are coming to school, at school, or on the way home from school. Insurance claim forms can be secured from the school secretary; fill out the forms and return them to the office. The Ridgewood Local School Board will not be responsible for any students not covered by school insurance.

Lockers and Search & Seizure

Student lockers are the property of the school and are subject to inspection by school personnel. Students are not permitted to change lockers after the assignments are made without permission from the office. Trips to lockers during class time are

permitted only with the permission from the assigned teacher. Students should never leave money or valuable items in or on top of their lockers.

A general search of lockers may be held at anytime. In cooperation with local authorities and following state and local laws, dogs may be used to search lockers for drugs.

A search in the absence of student notification may be made where a suspected item, or items, pose a clear and present danger to health and safety. Items that can be used to disrupt or interfere with the educational process may be removed from student possession.

Students shall not use lockers or property in such a way as to interfere with school discipline or the normal operation of school.

If a school official believes that an individual has on his person or property a weapon or substance dangerous to persons or property, then the official has the right to search and seize.

If there is suspicion that the person is concealing evidence of a crime, ordinarily the case shall be turned over to police authorities.

Medication

The medication policy of the Ridgewood School District is as follows:

1. Written permission must be on file in the school office that includes both the signature of the physician and the signature of the parent/guardian. This includes prescription as well as over-the-counter medication. If you do not have a school permission form available when you are at the doctor's office, we can accept the order on a prescription pad.
2. All medication must be in the original container and have an affixed label including the child's name, name of medication, dosage, route of administration, and time of administration. This means we cannot give medication sent to school in baggies or Tupperware containers. All medication will be kept in and dispensed from the office.
3. For students who take medication on a long-term basis for chronic health problems, a new request form must be submitted every year. A new form is also necessary any time there is a change in the medication order.
4. It is advised that the medication and medication forms be brought to the school by the parent/guardian.
5. It is preferred that medication schedules be organized so that medication can be given at home if possible.

Privileges

Athletics and other extra-curricular activities, field trips, dances, etc., are examples of activities and events that are student privileges. These events are not student rights and can thus be denied.

Signs

Signs must have prior administrative approval before the sign is posted, and may be posted only in designated areas set by the school administration.

Release of Directory Information

If you do not want the school to disclose directory information from your child's education records, please notify the school principal, in writing, by September 11th of each school year. Directory information: a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received.

Romances

There is a time and place for everything, and school is not the place for obvious expressions of affection. Hand holding, kissing, hugging, or caressing is not acceptable.

Telephone

Only calls of an emergency nature can be made in the office during school hours.

Cell Phone Policy

Unless being used as an approved BYOT device, Cell Phones must be kept in the off position and be kept out of sight during the entire school day. Any device which is found to be on, make a noise or vibrate or otherwise call attention to themselves will be deemed to be creating a disruption.
Any device found to be in violation of these rules will be confiscated and turned into the principal where it will be searched and logged.

First Offense - Student may retrieve the item from the principal at the end of school day.
Second Offense - Student's parent or guardian will need to pick up the phone. Third Offense - Student may face suspension or alternative school.

<u>Cell Phones are never permitted during anytime in restrooms and locker rooms.</u> If a student violates this rule, their cell phone will be confiscated and search for inappropriate material. The student may face suspension and legal consequences. The parent will have to meet with the principal to retrieve the phone after the appropriate legal measures were taken.

Textbooks

Students are assigned textbooks and are expected to pay for lost books or any damages to the books. It is recommended that all books be covered – with book covers. All books, novels, agendas, and other items – whether purchased by the student or the Board of Education are to be treated as school property until the end of the school year. All books are to be well cared for by the student. There should be no defacing or destruction of any school related materials, and the cover and pages should not be torn out of any books. Students do not own property purchased by the Board of Education or through fees until the instructional work has been concluded and the teacher has distributed books to the student.

Lost and Found

All clothing found on school property, regardless of its value, is placed in lost and found. Money, jewelry, or any other article of value is turned into the office. Students may claim lost items after proper identification.

Sexual Harassment

Students who engage in sexual harassment on school premises, on school buses, or at school sponsored activities will be subject to appropriate disciplinary measures, including suspension or expulsion. Sexual harassment is an activity or sexual nature that is unwanted or unwelcome, including but not limited to unwanted touching, verbal or written comments, name calling and propositions.

Ridgewood Middle School Honor Society

"Membership in Ridgewood Middle School Honor Society is an honor bestowed upon a select group of students by the faculty council on behalf of the school faculty." The faculty council, comprised of staff members, must abide by the local bylaws and shall make membership decisions by majority vote. Membership is open to the sixth and seventh graders. Induction is during the first semester.

A. SCHOLARSHIP – A student must meet the academic requirement of an accumulative grade point average of 3.5 (no rounding) or higher from sixth grade through the third grading period of the current school year. The four core subjects of Language Arts, Math, Science, and Social Studies will be used for this 3.5 GPA.
B. SERVICE – A student shall have varied and sustained participation in extracurricular activities, outside organizations, special awards and honors.) Varied and sustained means recent years that show consistency in activities.
C. LEADERSHIP AND CHARACTER – Consideration is given to ratings by faculty members and leaders of organizations outside the school setting in order for the faculty council to make fair and just selection decisions. Some examples of leadership and character qualities are as follows:

Leadership

a. Demonstrates leadership in classroom and organization work

b. Demonstrates leadership in promoting school activities
c. Successfully holds position of responsibility
d. Exemplifies positive qualities and attitudes

Character

a. Meets pledges and responsibilities to the school promptly
b. Demonstrates high standards of honesty and reliability
c. Cooperates with school regulations
d. Demonstrates concern for others

Dismissal procedures shall be explained to members upon induction and are available to anyone upon request.

Homework Rights/Responsibilities in the Ridgewood Middle School

Teacher: The teacher should explain the homework completely. The teacher should realize that all other teachers are assigning homework too. Homework should be relevant. The assigning of homework should be given in order to accomplish one of many different educational goals: (1) to act as an introductory element to lay a foundation for upcoming learning in the classroom, (2) to be used to reinforce classroom work, (3) to be used when producing major long-term classroom projects. Student achievement improves when homework is either graded or commented on; therefore the student's homework should be graded, commented on, or reviewed in class. The teacher will attempt to contact a parent after the student has missed his/her third homework assignment by phone or letter. Teachers should put their weekly and long term homework assignments on Progress Book. Website - www.omeresa.net

Student: The student should know if he/she has homework assigned for any and all of his subjects by writing it in his agenda. Students should complete homework assigned in order to foster self-discipline, create independence, and promote a sense of responsibility. Students should complete the homework to the best of their ability. Students need to be aware of the fact that to do one's best on homework assignments will help them learn and understand information being taught in the classroom and will better prepare them for success in the classroom. Students should take completed homework to school when it is completed. Students should arrive at the classroom with their homework. Assignments may be on our school website homework link.

Parent(s)/Guardian: Parents should reinforce the concept that completed homework is important and will lead to future successes in the classroom. Parents should view their child's homework when at all possible in order to note the level of effort put into the assignments being done by their child. Parents should make an effort to be home at some point when homework is being done at home. Parents should make a place that is conducive to study. Parents should set aside a given time or amount of time each day to be used by their child to get homework completed. Parents may certainly help their child with their homework but should "NEVER DO" the homework for their child. Parents should feel comfortable in contacting their student's teacher regarding

concerns with homework. All parents/guardians will have access to on-line progress and assignments using Progress Book. Website - www.omeresa.net

Rights of Homeless Parents and Children

Your child has the right to:

1. Go to school, no matter where you live or how long you have lived there.
2. Stay in the school that he or she was attending before becoming homeless or the school he or she last attended, if that is your choice and it is feasible.
3. Enroll in school immediately, even if you do not have all paperwork, such as your child's school or medical records.
4. Access the same special programs and services that are provided to other children including special education, migrant education, and vocational education.
5. Receive the same public education that is provided to other children, including preschool.

   If your child is assigned to a school not of your choosing, the school district must explain its decision in writing. You have the right to appeal the district's decision regarding the school to which your child has been assigned. Your child has the right to go to the school of your choice while the dispute is being resolved.

How can you help your child?

1. Make sure your child attends school every day.
2. Read to your child. Even a few minutes a day makes a difference.
3. Make education a family priority.
4. Help your child develop good study habits.
5. Meet with your child's teachers and other school personnel.

Information and resources can be accessed at www.ed.gov or (800)872-5327.

Passwords

Chromebook
User Name:_____
Password:_____

Progress Book
User Name:_____
Password:_____

Accelerated Reader
User Name:_____
Password:_____

Go Math
User Name:_____
Password:_____

Study Island
User Name:_____
Password:_____

Brain Pop
User Name:_____
Password:_____

Spelling City
User Name:_____
Password:_____

LANGUAGE ARTS *parts of speech*

NOUN	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.

Common nouns are general and do not refer to a specific person, location, or object.
→*Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.
→*Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.

Nominative Case Pronouns replace the subject of a sentence or clause.
→*Examples: She* took the bus to visit Aunt Jane.
We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.
→*Examples:* Please give *me* the papers.
Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.
→*Examples:* The cougar escaped from *its* cage.
Their car slid off the icy road.

VERB	A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MOOD.

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.
→*Examples:* One dog barks. Two dogs bark.

Person indicates whether the subject of the verb is 1st, 2nd, or 3rd person and whether the subject is singular or plural. Verbs usually have a different form only in *third person singular* of the *present tense*.

→*Examples:*	*Singular*	*Plural*
1st Person:	I stop.	We stop.
2nd Person:	You stop.	You stop.
3rd Person:	He/She/It stops.	They stop.

Voice indicates whether the subject is the doer or the receiver of the action verb.
→*Examples:* Cathy wrote the letter. (active voice)
The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.
→*Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)
You *will enjoy* the school play. (future)

ADVERB	A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.

→*Examples:* The ball rolled *slowly* around the rim.
Soccer scores are reported *daily* in the newspaper.

ADJECTIVE	A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.

→*Examples:* red, large, three, gigantic, miniature
Adjectives have three forms: **positive, comparative,** and **superlative.**
The **positive** form describes a noun or pronoun without comparing it to anything else.
→*Example:* My apple pie is *good.*

The **comparative** form compares two things.
→*Example:* Aunt Betty's apple pie is *better* than mine.

The **superlative** form compares three or more things.
→*Example:* Mom's apple pie is the *best* of all!

PREPOSITION	A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.

→*Examples:* The man walked *into* the gym.
The horse leaped *over* the fence.
Their team won the meet *in spite of* several players being injured.

CONJUNCTION	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and, but, or, nor, for, yet, so.*
Coordinating conjunctions used in pairs are called **correlative conjunctions.** Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or.*
→*Examples: Both* raccoons *and* squirrels frequently invade our birdfeeders.
Neither Mary Ann *nor* Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until, unless, since, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas.*
→*Examples: Until* you decide to study, your grades won't improve.
If I hadn't already made plans, I would have enjoyed going to the mall with you.

INTERJECTION	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.

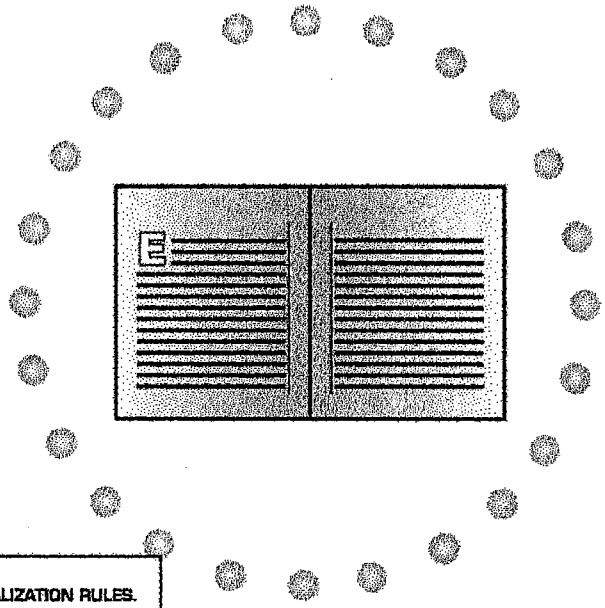
→*Examples: Hooray!* We finally scored a touchdown.
Oh, no! I forgot the picnic basket.
Yes! Her gymnastic routine was perfect.
Ah, we finally get to stop and rest.

LANGUAGE ARTS *capitalization & plurals*

CAPITALIZATION

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence → Her dress is stunning.
Races, languages, nationalities → Asian, French, African-American
Nouns/Pronouns that refer to a supreme being → God, Yahweh
Days of the week → Sunday, Monday, Tuesday
Formal epithets → Ivan the Terrible
Bodies of water → Amazon River, Lake Huron, Wea Creek
Cities, towns → Houston, Lafayette, Dearborn
Counties → Tippecanoe, Cork
Countries → U.S.A, Mexico, Canada
Continents → Africa, North America
Landforms → Mojave Desert, the Appalachians
Holidays and holy days → Veterans Day, Christmas, Yom Kippur
Months → January, February
Official documents → Emancipation Proclamation
Official titles → President Obama, Mayor Bradley
Periods and events in history → Middle Ages, Renaissance
Planets, heavenly bodies → Mars, Jupiter, Milky Way
Public areas → Yellowstone National Park
Sections of a country or continent → the Northwest, the Middle East
Special events → Battle of Lexington
Streets, roads, highways → Rodeo Drive, Route 66, Interstate 65
Trade names → Honda Accord, Kellogg's Corn Flakes



PLURALS

THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

The plurals of most nouns are formed by adding *s* to the singular.
→*Examples:* pie = pies | desk = desks | machine = machines

The plural forms of nouns ending in s, sh, x, z, and ch are made by adding *es* to the singular.
→*Examples:* bus = buses | dish = dishes | fox = foxes | buzz = buzzes | church = churches

The plurals of common nouns that end in *y* preceded by a consonant are formed by changing the *y* to *i* and adding *es*.
→*Examples:* fly = flies | copy = copies

The plurals of words that end in *y* preceded by a vowel are formed by adding only *s*.
→*Examples:* holiday = holidays | monkey = monkeys

The plurals of words ending in *o* preceded by a vowel are formed by adding *s*.
→*Examples:* studio = studios | rodeo = rodeos

The plurals of words ending in *o* preceded by a consonant are formed by adding *s* or *es*.
→*Examples:* hero = heroes | banjo = banjos | tomato = tomatoes | piano = pianos

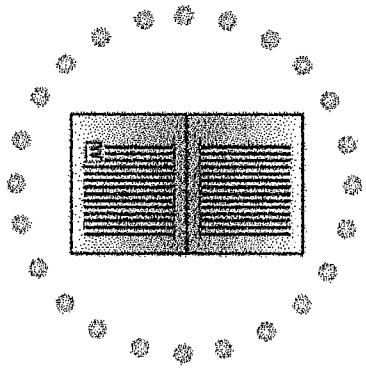
The plurals of nouns ending in *f* or *fe* are formed in one of two ways:
(1) If the *f* sound is still heard in the plural form, simply add *s*.
→*Examples:* roof = roofs | chief = chiefs
(2) If the final sound in the plural is a *ve* sound, change the *f* to *ve* and add *s*.
→*Examples:* wife = wives | knife = knives

Foreign words and some English words form the plural by taking on an irregular spelling.
→*Examples:* crisis = crises | criterion = criteria | goose = geese | ox = oxen

The plurals of symbols, letters, and figures are formed by adding an *s*.
→*Examples:* 5 = 5s

The plural of nouns that end in *ful* are formed by adding *s* at the end of the word.
→*Examples:* handful = handfuls | pailful = pailfuls | tankful = tankfuls

LANGUAGE ARTS *sentence structure & spelling rules*



SENTENCE STRUCTURE

A **complete sentence** must express a complete thought and must have a subject and a verb.
→*Example:* He lost the game.

A **sentence fragment** results from a *missing* subject, verb or complete thought.
→*Example:* Because he was lost.

THERE ARE FOUR TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, OR COMPOUND-COMPLEX

1. A **simple sentence** consists of one main clause. It expresses one main thought and has one subject and one verb. A simple sentence may contain a compound subject, a compound verb, or both.
→*Examples:* We enjoyed the concert.
Amy and Scott were married yesterday. (compound subject: Amy and Scott)
Ben is leaving work and going home. (compound verb: leaving and going)

2. A **compound sentence** contains two or more main clauses (in italics) connected by a conjunction, a semicolon, or a comma with a conjunction.
→*Examples: Collecting fossils is fun,* but *I think identifying fossils is difficult.* (conjunction)
Andy's suit looks new; it just got back from the cleaners. (semicolon)
Erin came home for Easter, and *Courtney went to Florida.* (comma/conjunction)

3. A **complex sentence** has one main clause (in italics) and one or more subordinate clauses (underlined).
→*Examples: Dad says* that good grades are the result of diligent studying. (main clause, one independent clause)
Diligent studying is difficult, because I have to work several hours before I can start studying. (main clause, two dependent clauses)

4. A **compound-complex sentence** has two or more main clauses (in italics) and one or more subordinate clauses (underlined).
→*Examples:* Because the school bus broke down, *the team rode in a van,* and *the cheerleaders rode in cars.*
Unless my eyes are deceiving me, *Kristi is on that runaway horse,* and *Dale is behind her.*

SPELLING RULES

Write *i* before *e* except after *c*, or when sounded like *a* as in *weigh* and *eight*.
→*Exceptions:* seize, weird, either, leisure, neither

When the *ie/ei* combination is not pronounced *ee*, it is usually spelled *ei*.
→*Examples:* reign, weigh, neighbor
→*Exceptions:* friend, view, mischief, fiery

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel — the same rule holds true when you double the final consonant.
→*Examples:* prefer = preferred | allot = allotted | control = controlling

If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.
→*Examples:* use = using | like = liking | state = stating | love = loving

When the suffix begins with a consonant, do not drop the *e*.
→*Examples:* use = useful | state = statement | nine = ninety
→*Exceptions:* argument, judgment, truly, ninth

When *y* is the last letter in a word and the *y* is preceded by a consonant, change th adding any suffix except those beginning with *i*.
→*Examples:* lady = ladies | try = tries | happy = happiness | ply = pliable | fly = flying

LANGUAGE ARTS *the writing process*

WRITING VARIABLES

BEFORE BEGINNING ANY ASSIGNMENT, IT WILL HELP YOU TO FOCUS AND REMAIN CONSISTENT IN STYLE IF YOU CONSIDER THE FOLLOWING VARIABLES.

Audience For whom am I writing? A letter written to your ten-year-old sister will be much different in vocabulary, subject, content, format, and sentence complexity than one written to your senator.

Topic About what subject should I write? If possible, choose a subject that interests you. Research your subject well.

Purpose Why am I writing? Have a clear purpose in mind before starting your paper. Are you writing to entertain, instruct, inform, or persuade? Keeping your purpose in mind as you write will result in a paper that is focused and consistent.

Voice What point of view or "voice" will I use? Writers sometimes write from the point of view of another person rather than from their own point of view. This can add variety and help you see your subject in a new way. Make sure your "voice" remains consistent.

Format What form will my writing take? Different forms of writing such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide on the form your writing will take, and then make sure you know the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

{1} Select a general subject area that interests you.

{2} Make a list of your thoughts and ideas about the subject.

{3} Use your list to help focus on a specific topic within the subject area.

{4} Decide what you want to say about the topic, and write an introductory statement that reflects this purpose.

{5} Make a list of details to support your statement.

{6} Arrange the list of details into an outline.

{7} Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a careful list of all of your sources for your bibliography.

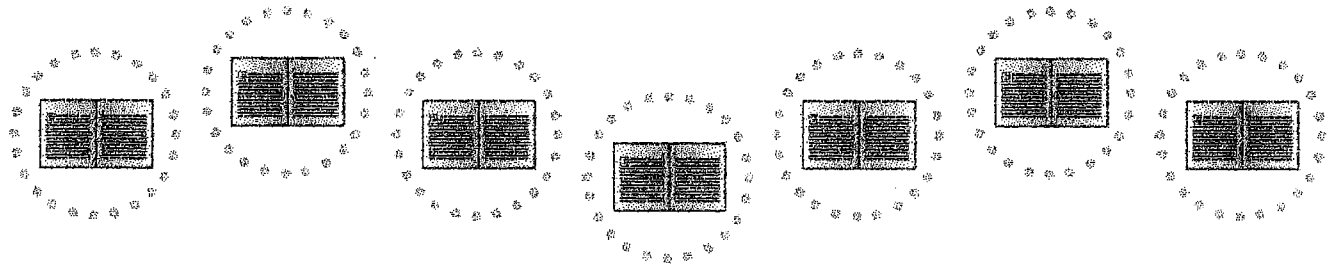
{8} Write a first draft.

{9} Revise your first draft, making sure that:

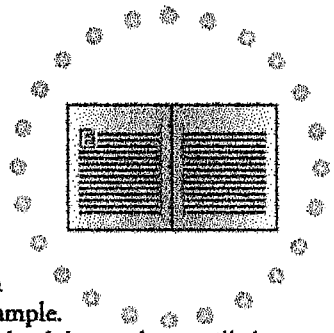
- {a} The introduction includes a clear statement of purpose.
- {b} Each paragraph begins with some link to the preceding paragraph.
- {c} Every statement is supported or illustrated.
- {d} The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
- {e} Words are used and spelled correctly.
- {f} Punctuation is correct.

{10} Read your revised paper aloud to check how it sounds.

{11} Proofread your revised paper two times: once for spelling, punctuation and word usage, and again for meaning and effectiveness.



LANGUAGE ARTS *punctuation*



PERIOD .

Use: to end a sentence that makes a statement or gives a command not used as an exclamation.
→*Example:* Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.
→*Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.
→*Example:* I used *worms, minnows, larva, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before "and" in a series.
→*Example:* He *ran, jumped, and yelled.*

Use: to separate an explanatory phrase from the rest of the sentence.
→*Example:* Escargots, *or snails,* are a delicacy that I relish.

Use: to distinguish items in an address and in a date.
→*Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1960

Use: to separate a title or an initial that follows a name.
→*Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.
→*Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.
→*Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE '

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.
→*Examples:* do not = don't | I have = I've

Use: followed by an *s* is the possessive form of singular nouns.
→*Example:* I clearly saw this young *man's* car run that stop sign.

Use: possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe. An apostrophe and *s* must be added to nouns not ending in *s*.
→*Example:* bosses = bosses', children's

COLON :

Use: after words introducing a list, quotation, question, or example.
→*Example:* Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON ;

Use: to join compound sentences that are not connected with a conjunction.
→*Example:* It's elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.
→*Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS " "

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.
→*Example:* "I don't know," she said, "if I will be able to afford the vacation."

Use: to distinguish a word that is being discussed.
→*Example:* Mr. Jones suggested I replace the word "always" with "often" in my theme.

Use: to indicate that a word is slang.
→*Example:* Julie only bought that outfit to show that she's "with it."

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.
→*Examples:* "You Are My Sunshine," "Violence in Our Society," "The Road Not Taken"

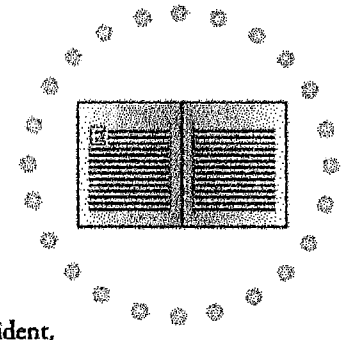
SINGLE QUOTATION MARK ' '

Use: to punctuate a quotation within a quotation.
→*Example:* "My favorite song is 'I've Been Working on the Railroad,' " answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.
→*Example:* Help! Help!

LANGUAGE ARTS *frequently confused words*



accept | to agree to something or receive something willingly
except | not including
→*Examples:* Jonathon will *accept* the job at the restaurant.
Everyone was able to attend the ceremony *except* Phyllis.

capital | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation
capitol | the building where a state legislature meets
the Capitol | the building in Washington, D.C., in which the United States Congress meets
→*Examples:* The *capital* of France is Paris.
The *capitol* of Indiana is a building in Indianapolis.
The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to
here | in this place
→*Examples:* Do you *hear* that strange sound?
The juice is right *here* in the refrigerator.

it's | the contraction for *it is* or *it has*
its | shows ownership or possession
→*Examples: It's* nearly time to leave for the football game.
The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal
lead | to go first, guide
led | the past tense of *lead*
→*Examples:* Water pipes in many older homes are made of *lead.*
This path will *lead* us to the waterfall.
Bloodhounds *led* the police to the hideout.

loose | free or not tight
lose | to misplace or suffer the loss of something
→*Examples:* Since she lost weight, many of her clothes are *loose.*
If you *lose* your money, you will not be able to get into the park.

principal | the first or most important. It also refers to the head of a school.
principle | a rule, truth, or belief
→*Examples:* Pineapple is one of the *principal* crops of Hawaii.
One *principle* of science is that all matter occupies space.

quiet | free from noise
quite | truly or almost completely
→*Examples:* Our teacher insists that all students are *quiet* during a test.
This enchilada is *quite* spicy.

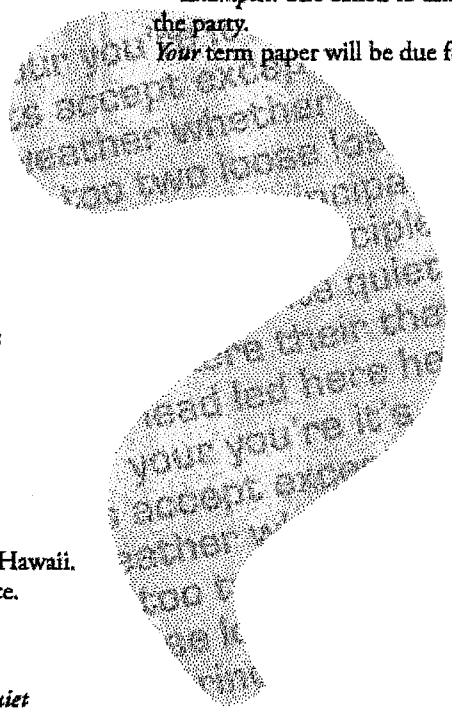
their | belonging to them
there | at that place
they're | the contraction for *they are*
→*Examples: Their* new puppy is frisky.
Please place all of the newspapers over *there.*
They're coming over tonight.

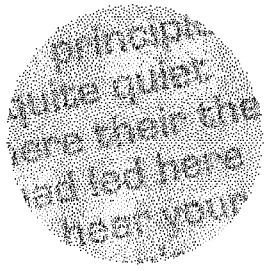
to | in the direction of
too | also or very
two | the whole number between one and three
→*Examples:* The paramedics rushed *to* the scene of the accident.
This meal is delicious, and it is low in fat, *too.*
Only *two* of the 10 runners were able to complete the race.

weather | the state of the atmosphere referring to wind, moisture, temperature, etc.
whether | a choice or alternative
→*Examples:* We are hoping for warm, sunny *weather* for our family reunion.
We cannot decide *whether* we will drive or fly to the reunion.

Who's | the contraction for *who is* or *who has*
Whose | the possessive form of *who*
→*Examples: Who's* in charge of the lighting for the stage?
Whose bicycle is out in the rain?

you're | the contraction for *you are*
your | the possessive form of *you*
→*Examples:* She called to ask if *you're* planning to attend the party.
Your term paper will be due four weeks from today.





LANGUAGE ARTS *root words & their derivatives*

acer, acid, acri | bitter, sour, sharp
→ *acerbic, acidity, acrid, acrimony*

ag, agi, ig, act | do, move, go
→ *agent, agenda, agitate, agility, navigate, ambiguous, action, react*

anni, annu, enni | year
→ *anniversary, annually, centennial*

arch | chief, first, rule
→ *archangel, architect, archaic, patriarchy*

aud | hear, listen
→ *audiology, auditorium, audition*

belli | war
→ *rebellion, belligerent, bellicose*

capit, capt | head
→ *decapitate, capital, captain*

clud, clus, claus | shut
→ *include, conclude, recluse, claustrophobia*

cord, cor, cardi | heart
→ *cordial, concord, discord, courage*

corp | body
→ *corpse, corps, corporation, corpulent*

crea | create
→ *creature, recreation, creation*

cresc, cret, creass | rise, grow
→ *crescendo, concrete, increase*

cycl, cyclo | wheel, circular
→ *bicycle, cyclic, cyclone, Cyclops*

dem | people
→ *democracy, demography, epidemic*

dict | say, speak
→ *dictation, dictionary, benediction, dictator, edict, predict, verdict*

dorm | sleep
→ *dormant, dormitory*

dura | hard, lasting
→ *durable, duration, endure*

equi | equal
→ *equinox, equilibrium, equipoise*

fall, fals | deceive
→ *fallacy, fallacious, falsify*

fid, fide, feder | faith, trust
→ *confidante, perfidy, fiduciary, fidelity, confident, infidel, federal, confederacy*

fin | end, ended, finished
→ *final, finite, finish, confine, fine, refine, define, finale, infinity*

fort, forc | strong
→ *fortress, fortify, forte, fortitude*

geo | earth
→ *geography, geocentric, geology*

grad, gress | step, go
→ *grade, gradual, graduate, progress*

here, hes | stick, cling
→ *adhere, cohere, inherent, cohesion*

hydr, hydra, hydro | water
→ *dehydrate, hydrant, hydraulic, hydrogen*

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *deject, project, eject, interject*

lau, lav, lot, lut | wash
→ *launder, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

magn | great
→ *magnify, magnificent, magnitude, magnanimous, magnum, magnate*

man | hand
→ *manual, manage, manufacture, manicure, manifest, maneuver*

mem, memor | remember
→ *memo, commemoration, memento, memoir, memorable, memory*

migra | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, let go
→ *emit, remit, submit, commit, transmit, mission, missile, commissary, emissary*

nat, nasc | to be from, spring forth
→ *innate, natal, native, renaissance*

nov | new
→ *novel, novice, innovate, renovate*

omni | all, every
→ *omnipotent, omniscient, omnivorous*

path, pathy | feeling, suffering
→ *pathos, sympathy, apathy, telepathy*

ped, pod | foot
→ *pedal, impede, pedestrian, centipede, expedition, tripod, podiatry*

pel, puls | drive, urge
→ *compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive*

poli | city
→ *metropolis, police, politics, acropolis*

port | carry
→ *portable, transport, export, support*

punct | point, dot
→ *punctual, punctuation, puncture*

ri, ridi, risi | laughter
→ *deride, ridicule, ridiculous, risible*

salv, salu | safe, healthy
→ *salvation, salvage, salutation*

scope | see, watch, examine
→ *telescope, periscope, kaleidoscope*

scrib, script | write
→ *scribble, inscribe, describe, prescribe, subscribe, manuscript, inscription*

sent, sens | feel
→ *sentiment, consent, dissent, sense, sensation, sensitive, sensory, sensible*

sign, signi | sign, mark seal
→ *signal, signature, design, insignia*

sist, sta, stit | stand
→ *assist, persist, stamina, status, state, statue, stable, stationary, establish*

solv, solu | loosen
→ *solvent, absolve, soluble, solution*

spir | breath
→ *spirit, expire, inspire, respiration*

tact, tang, tag, tig | touch
→ *tactile, tactual, contact, intact, tangible, contagious, contiguous*

tempo | time
→ *temporary, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, contain, pertain*

terra | earth
→ *terrain, terrarium, territory*

tract, tra | draw, pull
→ *tractor, attract, tractable, abstract*

trib | pay, bestow
→ *tribute, contribute, attribute, distribute, tributary, retribution*

uni | one
→ *unicorn, unify, universal*

vac | empty
→ *vacate, vacuum, vacant, evacuate*

ven, vent | come
→ *convene, venue, venture, advent*

ver, veri | true
→ *verdict, verify, verisimilitude*

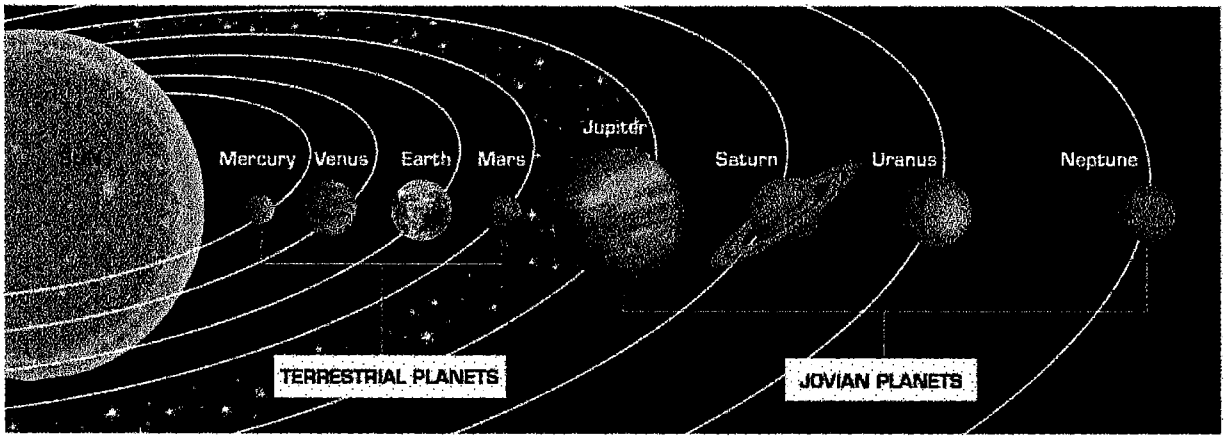
vict, vinc | conquer
→ *victor, convict, convince, invincible*

viv, vita, vivi | alive, life
→ *revive, survive, vivid, vitality*

voc | call, voice
→ *vocation, convocation, evoke, vocal*

zo | animal
→ *zoo, zoology, zoomorphic, zodiac*

SCIENCE *the solar system*



OUR SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light they called "planets," which means "wanderers." Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Besides planets, thousands of asteroids and comets fill the universe. Most asteroids orbit between Mars and Jupiter. Comets exist beyond Pluto's orbit.

There are two types of planets. Terrestrial planets, closest to the Sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars' orbit—Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning "gas giants."

THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.
diameter: almost 870,000 miles
temperature: 27 million°F
weight on the sun: 100 lbs on Earth would weigh 2,700 lbs on the sun.

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet.
diameter: 3,031 miles **temperature:** -280°F to 800°F
rotation: 59 Earth days **revolution:** 88 Earth days
mean distance from the sun: 35.98 million miles
closest distance to Earth: 57 million miles
weight on Mercury: 100 lbs on Earth would weigh 38 lbs on Mercury.

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.
diameter: 7,521 miles **temperature:** 55°F to 864°F
rotation: 243 Earth days **revolution:** 243 Earth days
mean distance from the sun: 67.23 million miles
closest distance to Earth: 26 million miles
weight on Venus: 91 lbs on Earth would weigh 88 lbs on Venus.

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface. Water covers 70 percent of the planet.
diameter: 7,926 miles **temperature:** -126°F to 136°F
rotation: 24 hours **revolution:** 365.2 days
mean distance from the sun: 92.96 million miles.

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.
diameter: 4,221 miles **temperature:** -225°F to 95°F
rotation: almost 25 Earth hours **revolution:** 687 Earth days
mean distance from the sun: 141.61 million miles
closest distance to Earth: 35 million miles
weight on Mars: 100 lbs on Earth would weigh 38 lbs on Mars.

JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope.
diameter: 88,846 miles **temperature:** -234°F average
rotation: 10 Earth hours **revolution:** 11.86 Earth years
mean distance from the sun: 483.80 million miles
closest distance to Earth: 370 million miles
weight on Jupiter: 100 lbs on Earth would weigh about 234 lbs on Jupiter.

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.
diameter: 74,500 miles **temperature:** -288°F average
rotation: almost 11 Earth hours **revolution:** 29.5 Earth years
mean distance from the sun: 890.73 million miles
closest distance to Earth: 744 million miles
weight on Saturn: 100 lbs on Earth would weigh about 107 lbs on Saturn.

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781. It is twice as far from the sun as Saturn.
diameter: 31,763 miles **temperature:** -353°F uniform
rotation: 17 Earth hours **revolution:** 84 Earth years
mean distance from the sun: 1,784.89 million miles
closest distance to Earth: 1.6 million miles
weight on Uranus: 100 lbs on Earth would weigh 89 lbs on Uranus.

NEPTUNE

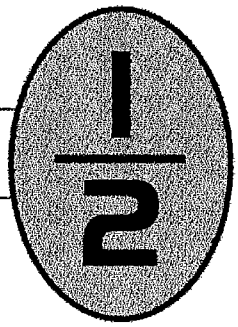
Named for the Roman god of the sea, Neptune's layer of methane gives it a blue coloring. Winds tear through its clouds at more than 1,200 mph.
diameter: 30,775 miles **temperature:** -391°F
rotation: 16 Earth hours **revolution:** 165 Earth years
mean distance from the sun: 2,793.12 million miles
closest distance to Earth: 2.68 billion miles
weight on Neptune: 100 lbs on Earth would weigh about 119 lbs on Neptune.

DWARF PLANETS

Named for the Roman god of the underworld, Pluto is the coldest, smallest, and outermost planet in our solar system. In 2006, Pluto was reclassified as a dwarf planet. Other dwarf planets are Ceres, Eris, Makemake, Haumea, and Sedna.

MATHEMATICS *fractions*

FRACTIONS	A NUMBER THAT NAMES PART OF A WHOLE, SUCH AS 1/2 OR 1/3.

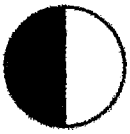


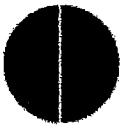
The top number of a fraction is called the **numerator.**

The bottom number of a fraction is called the **denominator.**
The denominator tells the total number of parts that a whole is divided into.

When the denominator and numerator are the same, the fraction equals 1 whole (or all of the parts).

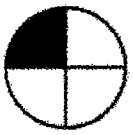
Examples:

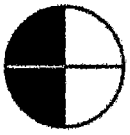

$\frac{1}{2}$ = 1 part out of 2


$\frac{2}{2}$ = 2 parts out of 2 = 1 whole

$\frac{1}{3}$ = 1 part out of 3

$\frac{2}{3}$ = 2 parts out of 3


$\frac{1}{4}$ = 1 part out of 4

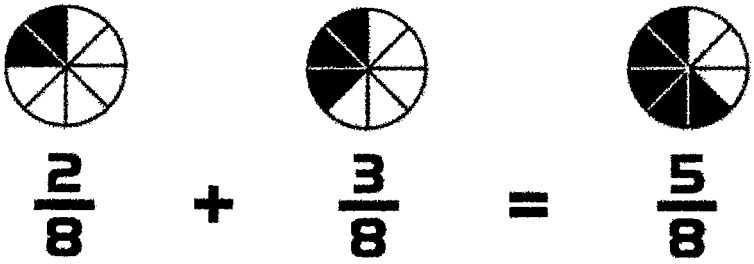

$\frac{2}{4}$ = 2 parts out of 4 = $\frac{1}{2}$

ADDING AND SUBTRACTING FRACTIONS WITH THE SAME DENOMINATOR

Fractions with the same denominator are called **like fractions.**

To add or subtract fractions, the denominators must be the same.
When adding or subtracting fractions, add or subtract only the numerator.
The denominator remains the same.

Example:


$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$