



River Bend Middle School

2023-2024 Student Handbook

This agenda book belongs to _____
Grade: _____

46240 Algonkian Parkway

Sterling, VA 20165

Main Office: (571) 434-3220

Absentee Call-In Line: (571) 434-3222

Facebook (River Bend Middle School_Official @RBM.LCPS),

Twitter (@RBMS_Official), Instagram (rbms.lcps)



www.lcps.org/rbms

School Hours

8:50 a.m. - 3:38 p.m.

8:15 a.m.

8:15 a.m. - 4:15 p.m.

Regular school hours

Doors open for students

Main office hours (Monday-Friday)

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My Schedule

A Day:

Block	Class/Subject	Teacher(s)	Room #
1			
2			
3			
4			

B Day:

Block	Class/Subject	Teacher(s)	Room #
5			
6			
7			
8			

School Contacts

Administration Contacts

Principal, Dave Shaffer
Assistant Principal, Nicholas Fisher
Assistant Principal, Juliet Kenny

David.Shaffer@lcps.org
Nicholas.Fisher@lcps.org
Juliet.Kenny@lcps.org

My dean is	
My counselor is	
My administrative assistant is	

Main Office Contacts

Administrative Assistant, Gwen Pride
Attendance/Registrar, Missy Hooper
Financial Technician, Stephanie Wanjon
Nurse/Clinical Specialist, Joy Jones
Parent Liaison, Cintia (Tatiana) Lutz

Gwendolyn.Pride@lcps.org
Missy.Hooper@lcps.org
Stephanie.Wanjon@lcps.org
Joy.Jones@lcps.org
Cintia.Lutz@lcps.org

Other School Contacts

Special Education Dean, Tara Daugherty
School Psychologist, Danayer Mann
School Social Worker, Harveen Pantleay
School Resource Officer, Deputy Devin Mickens
School Security Officer, Preston Timbers
Digital Experience Specialist, Niles Elhafdi
Instructional Facilitator of Technology, Ashley Pack
School-Based Instructional Facilitator, Deb Sheridan
Division Instructional Facilitator, Katie McGrath
Librarian, Madeline Davis
Librarian, Jennifer Ulloa
Equity Lead, Natalie Fisher
Equity Lead, Christine Wadley

Tara.Daugherty@lcps.org
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Jennifer.Ulloa@lcps.org
Natalie.Fisher@lcps.org
Christine.Wadley@lcps.org

Who can help?	Where can I find them?	What can they help me with?
Administrative Assistant	Each house office	Passes for early dismissal - Bus passes - Locker issues - Need to call home - Lost & Found - Another copy of your schedule or your locker combination
Assistant Principal	Main office	Issues with bullying - Help with classroom or school issues - Questions about your schedule - Questions about school rules
Bus Driver	Bus	Any incidents that happen on the bus - Questions about drop-off times - Lost something on the bus - Questions about regular or activity bus routes
Counselor	The first office as you enter each house: A24, B23, B24, C24	Problems with other students - Scheduling advice - Academic achievement - Issues with a particular class - Future planning - Problem-solving for personal issues - Help with organization
Dean	Each house office	Problems with other students - Questions about rules, dress code, etc. - Assistance with academics - Issues with lunch - Locker problems
Digital Experience Specialist	Tech office in the front hallway	Problems with Chromebook or charger
Equity Lead	Classroom / House Office	Help with questions, concerns, or incidents related to equitable practices within the school
Parent Liaison	Main office	Help with financial assistance for school programs - Help with glasses, food, or clothing needs
Principal	Main office	Questions, comments, or concerns about River Bend Middle School
School Resource Officer	House A, first office on left as you enter A23	Questions about legal matters - Incidents that occur outside of school
Teacher	Classrooms	Questions about academic achievement - Help with classroom or school issues - Extra help with your class - Recommendations for enrichment activities
UMHT (United Mental Health Team)	Various offices throughout the school	Members of UMHT include school counselors, school psychologist, school social worker, deans, and assistant principals - Help with any mental health needs or concerns

2023-2024 Bell Schedules

<u>Regular Bell Schedule</u>		<u>2-Hour Delay Schedule</u>	
8:15-8:40 a.m.	Doors open: 6th grade - main gym 7th grade - cafeteria 8th grade - auditorium	10:15-10:40 a.m.	Doors open: 6th grade - main gym 7th grade - cafeteria 8th grade - auditorium
8:15-8:45 a.m.	Library open; Breakfast in cafeteria	10:15-10:45 a.m.	Library open; Breakfast in cafeteria
8:40-8:50 a.m.	Warning Bell & Transition	10:40-10:50 a.m.	Warning Bell & Transition
8:50-9:10 a.m.	Advisory	No Advisory	
9:10-9:15 a.m.	Transition		
9:15-10:40 a.m. (9:55-10:00 Resource 6/7 Transition)	Block 1A/5B	10:50-11:45 a.m. (11:15-11:20 Resource 6/7 Transition)	Block 1A/5B
10:40-10:45 a.m.	Transition	11:45-11:50 a.m.	Transition
10:45-12:40 p.m.	Block 2A/6B	11:50-1:40 p.m.	Block 2A/6B
10:50-11:20 a.m.	Lunch: 6th Grade	11:55-12:25 p.m.	Lunch: 6th Grade
11:25-11:55 a.m.	Lunch: 7th Grade	12:30-1:00 p.m.	Lunch: 7th Grade
12:05-12:35 p.m.	Lunch: 8th Grade	1:05-1:35 p.m.	Lunch: 8th Grade
12:40-12:45 p.m.	Transition	1:40-1:45 p.m.	Transition
12:45-2:10 p.m. (1:25-1:30 Resource 6/7 Transition)	Block 3A/7B	1:45-2:40 p.m. (2:10-2:15 Resource 6/7 Transition)	Block 3A/7B
2:10-2:15 p.m.	Transition	2:40-2:45 p.m.	Transition
2:15-3:38 p.m. (2:55-3:00 Resource 6/7 Transition)	Block 4A/8B	2:45-3:38 p.m. (3:10-3:15 Resource 6/7 Transition)	Block 4A/8B
3:38 p.m.	Dismissal Bell	3:38 p.m.	Dismissal Bell

School Closings and Delays

Weather-related closing and delay messages are sent district-wide to families and staff members via the Blackboard Mass Notification messaging system. The ParentVUE system allows parents to opt out of receiving weather-related alerts (phone calls and emails early in the morning or late at night). Information regarding closings and delays can also be found on the LCPS website (www.lcps.org), social media, Loudoun Alert (www.loudoun.gov/alert), and other media outlets such as radio and television.

School Calendar 2023-2024

August 24	First Day of School
September 1	Student Holiday
September 4	Holiday (Labor Day)
September 25	Holiday (Yom Kippur)
October 9	Holiday (Indigenous Peoples' Day)
October 27	End of 1 st Grading Period
October 30-31	Student Holiday
November 7	Student Holiday
November 13	Holiday (Diwali)
November 22-24	Holiday (Thanksgiving)
December 21-29	Winter Break (Classes Resume 1/2/24)
January 1	Holiday (New Year's Day)
January 15	Holiday (MLK Jr. Day)
January 19	End of 2 nd Grading Period
January 22	Student Holiday
February 9	Holiday (Lunar New Year)
February 19	Holiday (Presidents' Day)
March 5	Student Holiday
March 25-29	Spring Break
April 4	End of 3 rd Grading Period
April 5	Student Holiday
April 10	Holiday (Eid al Fitr)
May 27	Holiday (Memorial Day)
June 14	Last Day of School/End of 4 th Grading Period

A Day / B Day Calendar



River Bend Middle School

Fixed A/B Day

Student Schedule

2023-2024

Aug 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
	A	B	A	B		

Sep 2023						
S	M	T	W	T	F	S
					1	2
					H	
3	4	5	6	7	8	9
	H	A	B	A	B	
10	11	12	13	14	15	16
	A	B	A	B	A	
17	18	19	20	21	22	23
	B	A	B	A	B	
24	25	26	27	28	29	30
	H	A	B	A	B	

Oct 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
	A	B	A	B	A	
8	9	10	11	12	13	14
	H	B	A	B	A	
15	16	17	18	19	20	21
	B	A	B	A	B	
22	23	24	25	26	27	28
	A	B	A	B	A	
29	30	31				
	H	H				

Nov 2023						
S	M	T	W	T	F	S
			1	2	3	4
			B	A	B	
5	6	7	8	9	10	11
	A	H	B	A	B	
12	13	14	15	16	17	18
	H	A	B	A	B	
19	20	21	22	23	24	25
	A	B	H	H	H	
26	27	28	29	30		
	A	B	A	B		

Dec 2023						
S	M	T	W	T	F	S
					1	2
					A	
3	4	5	6	7	8	9
	B	A	B	A	B	
10	11	12	13	14	15	16
	A	B	A	B	A	
17	18	19	20	21	22	23
	B	A	B	H	H	
24	25	26	27	28	29	30
	H	H	H	H	H	
31						

Jan 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	A	B	A	B	A	
7	8	9	10	11	12	13
	A	B	A	B	A	
14	15	16	17	18	19	20
	H	B	A	B	A	
21	22	23	24	25	26	27
	H	B	A	B	A	
28	29	30	31			
	B	A	B			

Feb 2024						
S	M	T	W	T	F	S
				1	2	3
				A	B	
4	5	6	7	8	9	10
	A	B	A	B	H	
11	12	13	14	15	16	17
	A	B	A	B	A	
18	19	20	21	22	23	24
	H	B	A	B	A	
25	26	27	28	29		
	B	A	B	A		

Mar 2024						
S	M	T	W	T	F	S
					1	2
					B	
3	4	5	6	7	8	9
	A	H	B	A	B	
10	11	12	13	14	15	16
	A	B	A	B	A	
17	18	19	20	21	22	23
	B	A	B	A	B	
24	25	26	27	28	29	30
	H	H	H	H	H	
31						

Apr 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	A	B	A	B	H	
7	8	9	10	11	12	13
	A	B	A	B	A	
14	15	16	17	18	19	20
	A	B	A	B	A	
21	22	23	24	25	26	27
	B	A	B	A	B	
28	29	30				
	A	B				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
			A	B	A	
5	6	7	8	9	10	11
	B	A	B	A	B	
12	13	14	15	16	17	18
	A	B	A	B	A	
19	20	21	22	23	24	25
	B	A	B	A	B	
26	27	28	29	30	31	
	H	A	B	A	B	

Jun 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
	A	B	A	B	A	
9	10	11	12	13	14	15
	B	A	B	A	B	
16	17	18	19	20	21	22
			H			
23	24	25	26	27	28	29
30						

School Attendance

FAQs: Frequently Asked Questions

1. Is school attendance required?

Yes. Virginia Law requires students to attend all scheduled classes unless excused by the principal or administrative designee.

2. What do I need to do if I am unable to attend school for the full day?

A parent or guardian must contact the school to report an absence, tardy, or early dismissal.

There are two options for reporting school attendance:

- A parent or guardian may report the absence, tardy, or early dismissal in ParentVUE.
- A parent or guardian may call the school's 24-hour absentee line at **(571) 434-3222**.

3. What are some examples of excused absences?

Personal illness, medical/dental appointment, religious holiday, court appearance, or death in the family.

4. What are some examples of unexcused absences that may involve disciplinary action?

Skipping school, skipping class, or excessive absences (10% or more) without documentation from a licensed physician. For students with five or more unexcused absences, an attendance plan is required. Additionally, the attendance officer will file a complaint with the Juvenile and Domestic Relations District Court (Code of Virginia §22.1–258).

5. Do students need to turn in a doctor's note when missing school?

No. However, students who miss 10% or more of school are required to turn in documentation from a licensed physician in order for the absence to be excused.

6. Are family vacations excused?

Typically, yes (especially trips or activities that enhance or extend education). Extended trips where students miss more than a week of instruction is not recommended and is typically not approved.

7. If I miss several days of school in a row, can my teachers provide work?

For absences of three or less days, work is not provided. For extended absences of four or more days, the Extended Absence Form (found on the RBMS website) should be completed prior to the absence.

8. What happens if my family takes an extended trip?

By LCPS Policy, a student is dropped from enrollment after missing 15 consecutive school days.

9. How many days do I have to make up for missed work?

Whenever you are absent, a reasonable amount of time, consistent with the length of the absence, will be given to you to make up the missed work. Upon return from an absence, you are responsible for initiating immediate action to make up the work. Your teachers are responsible for providing assignments, tests, and other work that must be made up and for informing you clearly when the make-up work given is due. Failure to complete make-up work within the time allowed will result in a failing grade for those assignments, tests, or other work. Make-up work turned in within the time allowed will be graded on the same basis as other work.

Tardies and Early Dismissals

Late Arrival to School

- A student who arrives at school after the official start of the day (8:50 a.m.) must report to the main office. After leaving the main office, students are required to sign in at the house office.

Tardies to Class

- There are times when being tardy to class can be avoided (unexcused) and there are other times when being tardy to class cannot be avoided (e.g., late bus, released late by another teacher, bathroom emergency, etc.).
- Appropriate disciplinary measures will be taken against students who are repeatedly tardy.
(Ex. Warning > Call Home > Lunch Detention > Before or After School Detention > Friday School > Hallway Restriction)

Early Dismissal

- Students are never to leave the school building or grounds without official written permission. Students may be officially released to a parent or guardian during the school day for one of the reasons given for excused absences.
- A parent or guardian must sign his/her child out in the main office.
- Because our administrative assistants are involved with transportation at the end of the day, early dismissals after 3:20 p.m. will only be allowed in the case of an emergency.



Learning



Diversity



Teamwork



High
Expectations



Community

Grading and Assessment

We are committed to school and division-wide consistency within our quality assessment framework and grading practices. Based on School Board Policy 5030 and the LCPS K-12 Assessment and Grading Common Guidelines, we follow these common grading and assessment practices:

1. We weight summative assessments at 100% and align assessments to specific standards.
2. We weight formative assessments at 0% and treat practice as formative assessments.
3. We do not grade homework that is considered practice and/or application as it should be an opportunity for feedback during the learning process (formative assessment).
4. We may grade homework, up to 10%, that is part of an independent study, report, project, or unfinished long-term classroom assignment (summative assessment).
5. We provide and record at least one formal formative assessment that precedes each summative assessment.
6. We provide a minimum of four (4) summative assessments per quarter with no assessment counting for more than 25% of the quarter grade.
7. We give at least a 50% for reasonable effort on summative assessments.
8. We may give an individual grade of less than 50%. However, quarter and final grades must be between 50-100%.
9. We give students multiple efforts, which includes one retake for any major summative assessment accounting for 10% or more of the overall quarter grade.
10. We will provide reassessment opportunities within two weeks of the original assessment date and we will give clear communication on when reassessment opportunities are available.
11. We will provide students with the highest grade between the original assessment and the re-assessment/retake with a maximum grade of 80%.
12. We post assignments in the Phoenix gradebook the day they are assigned.
13. We grade and post summative assessments within six (6) instructional days of being completed.
14. We may provide extra credit up to 3% based on course content and competencies.
15. We are consistent within grade-level Collaborative Learning Teams (CLTs) and departments when it comes to major summative assessments, reassessments, and extra credit.

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A+	98-100	B+	87-89	C+	77-79	D+	67-69	F	50-59
A	93-97	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Note:

- **Grades 6, 7, & 8** – The final grade will be determined by averaging the four quarter grades.
- **High School Credit Course** – The final grade will be determined by averaging the two semester grades.

Student Behavior

In accordance with the LCPS Student Rights and Responsibilities, the School Board insists that students conduct themselves as responsible citizens while in school or on any school property. Specifically, the School Board requires that students:



- obey school rules and regulations;
- respect the authority of school personnel;
- respect the rights and property of other students and school employees;
- take care of school property provided for their use; and
- dress in an appropriate manner.

Academic Dishonesty

Per School Board Policy 5030, students are expected to perform honestly on schoolwork and tests. Any student who turns in work that is not their own as their own from whatever source, or who assists or gives their work to another student will receive a consequence aligned with the LCPS disciplinary guidelines as described in the Student Rights and Responsibilities Guide and School Board Policy 8215, In-School Disciplinary Measures. The following actions are prohibited:

- Cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
- Plagiarizing by copying the language, structure, idea and/or thoughts of another
- Falsifying statements on any assigned schoolwork, tests, or other school documents

If dishonesty is determined, students must complete an alternate summative assessment to demonstrate learning. An academic recovery plan will be created for the assessed content standards and competencies, involving any of the following parties: counselor, administrator, teacher, parent and student. Any academic recovery plan may include a parent-teacher conference, retaking the assessment, an alternative assessment, a lowering of the grade, or receiving a failing grade.

Alcohol/Drugs/Tobacco/Vapes/Electronic Cigarettes

Per School Board Policy 8240, students are strictly prohibited from the possession, use, distribution, and/or sale of alcohol, illicit and unauthorized drugs, tobacco and e-cigarettes. Staff and law enforcement will intervene when a violation is detected, take appropriate corrective disciplinary action, and provide educational support for all students. Students in violation of this LCPS School Board Policy are subject to disciplinary action which could include suspension from school and a possible recommendation of expulsion.

Authority of Teachers

The authority of teachers over students shall exist throughout the school day and during sanctioned activities held on or off school grounds. Each teacher enforces school rules and establishes rules and procedures specific to his/her classroom. They are consistent with the procedures outlined in this publication and are thoroughly discussed during the first week of school and throughout the school year.

Backpacks

Students will be allowed to carry backpacks with them throughout the day, at teacher discretion, and with the exception of restrooms, cafeteria, and physical education classes. Students are encouraged to store backpacks in their lockers during the day.

Bullying/Harassment

LCPS is committed to a school environment that is free from bullying and cyberbullying. All students have the right to attend school where their individual differences are respected and where they are free of fear of harassment and bullying. River Bend Middle School actively upholds and supports efforts to prevent harassment and bullying. Harassment in any form, including bullying or hazing, creates a climate that is not conducive to learning and is prohibited. Harassment based upon race, religion, ethnic origin, sex, or ability will not be tolerated, and appropriate disciplinary action will be taken against any student engaging in this type of behavior.

Definitions (School Board Policy 8250)

- **Bullying** is the systematic and chronic infliction of physical hurt or psychological distress on another person. The Code of Virginia § 22.1-276.01 defines bullying as “any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. ‘Bullying’ includes cyberbullying. ‘Bullying’ does not include ordinary teasing, horseplay, arguments or peer conflict.”
- **Cyberbullying** refers to bullying by a student(s) towards another through electronic communication. Cyberbullying includes such things as sending mean, vulgar, or threatening messages or images; posting sensitive private information about another person; pretending to be someone else in order to humiliate another person; and defamatory online social media websites.

The anonymous **RBM Bullying Reporting Form** can be found on the Counseling & UMHT page of the River Bend website or by scanning the QR code below.



Bus Behavior

Misbehavior on a school bus is a serious offense because it endangers the safety of all persons on the bus. Per School Board Policy 8215, students who misbehave on school buses may be denied the privilege of being transported on school buses for a short period of time. Attempts will be made by school personnel to utilize positive and restorative measures for intervention and to promote safety on the bus. Continued or serious misbehavior may be punished by a longer period of denial of transportation privileges and other disciplinary measures as appropriate. The principal or designee or the Director of Transportation may deny transportation privileges.

Cafeteria/Lunch

When traveling to and from lunch, students are expected to remain respectful of other classes that are in session. Although lunch is a social time, students are expected to remain seated during lunch and conduct themselves in an acceptable manner. While in the cafeteria, students should raise their hands in order to receive permission to leave their seats and wait to be dismissed by a staff member. Weather permitting, students will have the option to eat outside. Students should dress for the weather, bringing a coat on days it is cold outside. Whether inside or outside, students are responsible for disposing of their own trash and for the cleanliness of their seating area.

Cell Phones / Earbuds

At River Bend Middle School, cell phones must be turned completely off and put away during the school day. Although students may carry their backpack, it is recommended to keep valuable items locked in the house locker. Additionally, earbuds/headphones may not be worn or displayed during class changes or in class unless directed by the teacher. Appropriate disciplinary measures will be taken for students who violate cell phone expectations.

Chewing Gum/Candy

Gum is either permitted or prohibited at the teacher's discretion. Due to possible food allergies, LCPS guidelines state that food should not be used as rewards in the classroom.

Displays of Affection

Holding hands, hugging, kissing, etc. are not appropriate in a middle school setting.

Distribution of Non-School Related Materials

All non-teacher issued materials (e.g., flyers, newspapers, magazines, and posters) must be approved for distribution or display by the administration.

Dress Code

Per School Board Policy 8270, all students who attend LCPS are expected to dress appropriately for a K12 educational environment. A student's attire should facilitate participation in learning as well as the health and safety of students. At River Bend Middle School, we provide an atmosphere where learning can flourish and the security and dignity of each person is protected. We believe that, "the more casual the attire, the more casual the attitude toward school." Students are responsible for complying with the division dress code during school hours and school sponsored activities. Enforcement will be reasonably discreet, equitable, and gender neutral in implementation, minimizing loss of instructional time. Enforcement may include disciplinary actions that are consistent with other discipline policies and sufficiently escalatory to encourage compliance.

Recommended Student Attire	Dress Code Violations
<ul style="list-style-type: none">• Wear tops that cover the midriff, chest area, back, and underarms. Straps are recommended to be 1+ inches.• Wear pants, shorts, or skirts that cover your underwear. A 3-inch inseam is recommended.	<ul style="list-style-type: none">• Clothing that reveals undergarments and/or private areas• Clothing with profane language• Clothing with images that depict, advertise or advocate illegal, violent or lewd conduct (e.g., pornography, drugs, paraphernalia, alcohol, tobacco, marijuana, etc.)• Clothing that is degrading or offensive toward other genders, cultures, religions, etc.

Extracurricular Activities

Students are to leave the school grounds immediately after school is dismissed, unless staying for a school-sanctioned activity (for which a permission form must be turned in) or if accompanied by a school staff member/adult. House areas close promptly at 3:45 p.m. Students who are absent from school are not eligible to participate in any after school activity that day.

Fighting

Students who provoke or participate in a fight, whether verbal or physical, are subject to disciplinary action which could include suspension from school. Students are expected to seek the support of a trusted adult (e.g., parent, teacher, counselor, dean, etc.) rather than retaliate if they are provoked.

Food Deliveries

Per LCPS, students are not allowed to order food to the school (e.g. DoorDash, Uber Eats).

Hall Passes

Any student excused from a class must have a completed e-hall pass. If a student wishes to leave Resource to go to another class, he or she must have pre-arranged the visit and complete an e-hall pass for the teacher.

Hallway Behavior

Students are expected to walk on the right side and in an orderly fashion in the hall. Shoving, running, disorderly behavior, or any other unsafe or disrespectful conduct is not appropriate. Students are not permitted in other grade level house areas. As an example, 7th grade students are not allowed in the 6th grade house area (House C).

Horseplay / Rough-Housing

Grabbing, slapping, jumping on, shoving, or kicking another student often leads to accidents and/or misinterpretation of aggression. This type of behavior is inappropriate and subject to disciplinary action even if there is no intention to harm.

Lockers

Gym and house area lockers are provided as a convenience to the student, but they remain the exclusive property of the school. They are provided for the express purpose of storing books, clothes, lunches, and other materials during the school day. Defacing the locker (inside or outside) by writing, scratching, or the pasting of stickers/pictures may result in a loss of locker privileges. Lockers should be closed and secured at all times. The principal, or a designee, may enter any student locker when reasonable suspicion exists that illegal contraband is hidden inside. Locker problems should be reported to the dean or physical education teacher. Locker combinations are not to be shared with friends.

Profane or Obscene Language

In accordance with School Board Policy and the Code of Virginia (§ 22.1-279.6. C.), profane or obscene language is strictly prohibited.

Prohibited Items to Bring to School

Please reference School Board Policies

- Alcohol
- Drugs - real, fake, imitation, look-alike, drug-related paraphernalia, etc.
- E-cigarettes/Tobacco/Vapes
- Explosive Devices (e.g., firecrackers, fireworks, etc.)
- Glass Bottles (e.g., cologne, perfume, glass water bottles, etc.)
- Laser Pointers
- Lighters
- Medicine (Must be brought to the school clinic by a parent or guardian)
- Pepper Spray
- Pets
- Weapons - real, fake, imitation, look-alike (e.g., toy gun, paintball gun, BB/pellet gun, knife, slingshots, nun-chuck, etc.)

Racial Slurs and Hate Speech

Every individual is valued in Loudoun County Public Schools and at River Bend Middle School. When racial slurs or hate speech are overheard or reported, we follow the LCPS Protocol for Responding to Racial Slurs and Hate Speech in Schools, in accordance with the Student Code of Conduct. River Bend Middle School rejects and condemns the use of hate speech and racial slurs of any kind; they do not reflect our values at River Bend. We stress the importance of respect toward one another, positive communication and healthy relationships within our school community. We hope that efforts to cultivate a clear understanding that racial slurs and hate speech are unacceptable will make our school a better place for all students and staff members to learn, work, and feel safe and valued. We take matters that involve our students' safety, both physical and emotional, seriously and will continue to enhance our efforts in cultivating a culture of kindness, inclusivity, and affirmation for every member of our student body and staff. If you have any questions or hear of any kind of racial slur or hate speech, please contact our school's equity lead and/or your grade level dean as soon as possible.

Restorative Practices (RP)

Restorative Practices are based on four key principles: Respect, Responsibility, Repair, and Re- Integration. Referrals for Restorative Practices offer a continuum of services to promote a safe and inclusive environment for our students. Restorative circles are led by trained facilitators to create a culture of belonging and help build community and connections. Restorative conferencing can provide an opportunity and process for students and families to resolve conflict and repair harm that has occurred.

Restorative Questions (For Those Who Have Harmed Others)

- What happened?
- What were you thinking about at the time?
- Who has been affected by your actions? In what ways?
- What do you think you need to do to make things right?

Restorative Questions (For Those Who Have Been Harmed)

- What happened?
- How has this affected you?
- What do you think needs to happen to make things right?

Restrooms

Students should try to use the restroom during the change of classes. If students need to go to the restroom during a class period, they must have a completed e-hall pass. Students are expected to return to class promptly. It is important that students help maintain clean restrooms and properly dispose of personal items and trash.

Selling Items

Not including items related to a school fundraiser, students are not allowed to sell items at school. This includes food, drink, or other personal items. With approval from the principal, a student may sell items outside of school hours such as Girl Scout Cookies.

Title IX

Sex/gender-based discrimination and harassment are strictly prohibited by Title IX and LCPS Policy. Sexual harassment includes fondling (unwanted touching of the butt, breast, or crotch), sexual comments, and any unwelcomed conduct of a sexual nature. If these actions or verbal comments occur, our school immediately involves parents/guardians, law enforcement, and reports the incident to the Title IX Office. During a Title IX investigation, supportive measures are provided to the student(s) involved. Following an investigation, students in violation of this LCPS School Board Policy will be subject to disciplinary action which could include no contact orders, suspension from school, or a recommendation to be removed from River Bend Middle School. Formal Title IX complaints alleging sexual harassment and requesting an investigation can be filed anytime online at TitleIXCoordinator@lcps.org or through www.lcps.org/TitleIX.

Vandalism

Any student who is found defacing or destroying school and/or other's property will be subject to disciplinary action and liable for damages. Vandalism and destruction of property will be immediately reported to school administration as well as law enforcement. School Boards are authorized to seek reimbursement from a pupil or the pupil's parent/guardian for any "actual loss, breakage, or destruction of or failure to return property, owned by or under the control of the school board, caused or committed by such pupil in pursuit of their studies (§ 22.1-280.4)."



Weapons

Per School Board Policy 8235, possession or use of a weapon, loaded or unloaded, operable or inoperable, by a student while under the control or supervision of the school's staff, at a school sponsored activity, or on school property is prohibited. Any student who violates LCPS School Board Policy 8235 will be suspended and may be subject to expulsion from Loudoun County Public Schools.

Weapons: Safe Harbor Provision

As defined by the Code of Virginia and School Board Policy 8235, the accidental or inadvertent possession of a weapon by a student, either brought onto or found on school property or at a school sponsored activity shall not constitute a violation of this policy, provided the student immediately reports the same to a teacher or administrator upon discovery thereof by such student and before it is discovered or seen by school staff or by another student.

Technology Expectations

Purpose – Technology will be used to aid in further advancing 21st Century skills such as collaboration, creativity, critical thinking, and communication. River Bend uses technology as an enrichment in support of our goal to teach the skills, knowledge, and behaviors that students will need as responsible citizens in a global and connected community. At River Bend Middle School, students will use school-provided devices to access curriculum through a variety of applications specific to each content. Many teachers will also use tools such as Schoology or StudentVUE to post activities, assignments, and announcements. Because students are issued an LCPS Chromebook, students do not need to bring a personal device to school. River Bend allows cell phones to be used before school and after school. Cell phones should **never** be used in restrooms or locker rooms. Students must adhere to the county's Responsible Use Policy (RUP) and must sign off on the Student/Parent Technology Usage Form.

Cyber Safety & Security – All students at River Bend Middle School will be trained in digital citizenship through Common Sense Media. Students are expected to follow all school rules while using personal devices. Students who abuse our technology expectations and/or the RUP are subject to disciplinary action. Student devices are monitored for inappropriate content by an outside vendor.

Guidelines – Violations of the RUP may result in the following:

- 1st - 3rd offense – teachers will notify parents if a student is using technology in a manner other than as directed (social media, texting, gaming, etc.)
- 4th offense – dean will assign lunch detention
- 5th offense – after school detention
- 6th offense – Friday school
- 7th + offense – the student will be subject to losing technology privileges during the school day as outlined in the RUP

Expectations of Technology Use – Students are not permitted to use their Chromebook or cell phone for the following:

- To “bully” or post derogatory statements about students or staff via text message or social media applications.
- To access social media to “chat” or post pictures/videos.
- To contact parents or guardians (and vice versa). Parents and students are not to call or text each other during the school day. Students are to use the house phone for emergencies. Parents should call the main phone number: (571) 434-3220.

Lost, Stolen, or Damaged Devices – Each user is responsible for his/her Chromebook and should use it responsibly and appropriately. Loudoun County Public Schools is not responsible for stolen, lost, or damaged personal devices including cell phones. It is recommended that users install tracking software on their personal devices and consider purchasing insurance.

Involvement of Law Enforcement – In accordance with §22.1-279.3:1 of the Code of Virginia and LCPS School Board Policy §8–38 of LCPS, the School Resource Officer (SRO) will be notified and involved with any threats against students or school personnel while on a school bus, on school property, or at a school-sponsored activity. In the event that threats or cyber bullying occur outside of school, we recommend that parents immediately contact law enforcement.

Dispositions (Consequences)

Student behavior that negatively affects the physical and/or emotional safety of fellow students or their academic performance will not be permitted. Although it is expected that students will make mistakes, consequences will be issued with the goal of changing behavior. Student behavior will involve due process, parental/guardian notification, and documentation in the student's record. Additionally, corrective behavior for students with disabilities may also involve the development or revision of a Functional Behavior Assessment (FBA) and/or Behavioral Intervention Plan (BIP) development. A variety of consequences may be provided including, but not limited to, the following:

Lunch Detention	The student will eat quietly in an assigned and monitored room (or teacher classroom). Failure to report for assigned detention or failure to follow detention guidelines may result in further disciplinary action.
After School Detention	A student may be detained beyond regular school hours to work on homework, review bus safety, or attend behavior clinics. Parents/guardians will be notified in advance with the reason for detention and of their responsibility to provide transportation. Detention is scheduled from 3:45-4:30 p.m. Failure to report on time for assigned detention or failure to follow detention guidelines may result in further disciplinary action.
Friday School	A student may be detained beyond regular school hours as a means of discipline. The principal or his designee will make those assignments. Parents/guardians will be notified in advance with the reason for Friday School and of their responsibility to provide necessary transportation. Friday School meets from 3:45-5:00 p.m. Failure to report for assigned detention or to follow Friday School guidelines may result in further disciplinary action.
Hallway Restriction	A student may be assigned to remain in the house office or classroom during class changes and then be escorted to his/her next block class, or he or she may be required to remain in the classroom during the period until class change is completed. Failure to comply with hallway restriction guidelines may result in further disciplinary action.
Temporary Removal from Class	A student may be temporarily removed from a specific class. The student will be given work to complete by his/her teacher.
In-School Restriction (ISR)	In-School Restriction is one of the most serious sanctions available to school authorities. It is the temporary assignment of a student to a special room within the school for disciplinary purposes and is predicated on the notion of peer separation. Students are expected to complete regular assignments provided by their teachers as well as enrichment activities. A teacher assistant supervises the program and reports directly to the administration. Failure to comply with ISR guidelines may result in an extension of days in ISR or suspension from school.
Suspension	Suspension from school is recognized to be a serious form of punishment that may have grave consequences for the student. School administrators must maintain a school environment that protects the rights and safety of all students and school personnel. A student may be suspended by the principal or his designee for behavior which interferes with the education of others, prevents the orderly operation of the school, threatens any individual's well-being, or knowingly violates a rule for which the penalty is suspension. Prior to a student returning to school from a suspension, a parent/guardian meeting will be required with members of the administration team.

Health and Safety

Bicycles – For students who choose to ride a bicycle, there are a few guidelines to observe. Protective equipment such as a helmet must be worn, and each student is responsible for his/her own security. Racks are conveniently located on the side of the building, but locks are not provided. Additionally, in order to avoid contact with automobiles, bicycles must remain on the path at all times. Failure to abide by these safety regulations may result in the denial of bicycle privileges.

Change of Address or Telephone Numbers – It is critical that the main office be notified if a student's address or phone number changes during the school year. Parents may make changes directly in ParentVUE.

Clinic and School Nurse – The school has a registered nurse on duty each day from 8:15 a.m. - 3:45 p.m. She is available for administering first aid and prescribed medication. If a student becomes ill, he/she should request permission from the classroom teacher to see the nurse. If it appears that a student is unable to return to class, parents will be notified that a parent needs to pick up the student to go home.

Dismissal Procedures – All students will be dismissed at 3:38 p.m.

- **Bus Riders** exit out the front of the school
- **Parent Car/Activity Van Pick-up Riders** exit out the side door by the cafeteria
- **Walkers** exit out the side doors of their grade-level houses
- **YAS Students** go directly to Tech Ed 3

Emergency Closing of School – Weather-related closing and delay messages are sent district-wide to families and staff members via the Blackboard Mass Notification messaging system. The ParentVUE system allows parents to opt out of receiving weather-related alerts (phone calls and emails early in the morning or late at night). Information regarding closings and delays can also be found on the LCPS website (www.lcps.org), social media, Loudoun Alert (www.loudoun.gov/alert), and other media outlets such as radio and television.

Emergency Evacuation Drills – The proper procedures to be followed in the event the building must be evacuated are thoroughly discussed by teachers during the first week of school and throughout the school year. Emergency evacuation fire drills are held each month during the school year. Additional drills are conducted throughout the school year which include lockdown drills, tornado drills, etc. Evacuation drills for school buses are held twice a year. Bus drivers review the procedures to be followed in the event of an emergency. In the event of an emergency necessitating the evacuation of River Bend Middle School for an extended period of time, school buses may be brought to the site for shelter. Students will be assembled at a designated spot and released to parents.

Medication – When possible, medication should be administered to students at home. However, students may require medication during the school day, at school-sponsored activities, on a school bus, or while on school property. Per the Regulations of School Board Policy 8430, if students must take medication while at school, parents should supply the medication, the written instructions from the attending physician, and the Medication Authorization Form stating dosage, type of medication, and how it is to be administered (form available on the LCPS Student Health Services website). The nurse will administer the medication according to the directions of the physician. All medication must be delivered to the school health office by the parent/guardian. Students may not transport medication to and from school. All medication must be kept in the clinic including over-the-counter medications.

Parking and Parent Loading/Unloading of Students – Adjacent to the school building is a lane painted with yellow ravens to be used by parents loading and unloading students. Please follow the ravens painted on the pavement. To ensure student safety, you may not drop students off in the parking lot. The driveway in front of the building is reserved for school buses and must remain free of automobile traffic. A few parking spaces located near the front of the building are designed for short-time visitors such as parents picking up students for early dismissal and the handicapped. All other visitors should use the main parking lot.








Student Telephone Calls – Students are not called from class to answer a telephone call unless an emergency exists. The main office phones are for official business only. Students wishing to make a phone call must obtain permission from their house administrative assistant and use a phone in the house office rather than a personal device or cell phone.

Transportation – The privilege of transportation to and from school is extended to most students of River Bend Middle School. While on the school bus, students are under the direct supervision of the bus driver. During the first week of school, proper procedures to be followed when riding on the bus are reviewed. Essentially, students are expected to remain seated, keep head and hands inside the bus, and conduct themselves in a manner that does not disturb the driver or endanger the safety of others. Inappropriate behavior may result in the loss of transportation privileges.

Students are not permitted to ride a different bus without permission from the office. Permission will only be granted following a written request from the parent or guardian. A bus pass will be issued by the house administrative assistant.

Visitors – All visitors should have an appointment when practical and must state their purpose for visiting the school and present a valid government issued photo ID. All visitors must report to the main office to sign in and receive a Visitor's Pass to wear. All persons except registered and enrolled students and employees of River Bend Middle School are classified as visitors. Students may not bring friends from other schools to attend classes.

A Typical Raven Day











	School Doors Open	8:15 a.m. - Doors open for students 6th Grade - Gymnasium (8:30-8:40) 7th Grade - Cafeteria (8:30-8:40) 8th Grade - Auditorium (8:30-8:40)
	Arrival to School	8:40 a.m. - Students dismissed to lockers. You should get materials and go to the first block of the day.
	Class Blocks	Be an active participant in your classes so you will maximize both your learning and enjoyment.
	Lunch	Use good manners, follow rules, and ask other students to join you. Remember to walk to and from the cafeteria silently to respect others.
	Class Blocks	Finish strong! Before you leave your last class, spend a few minutes organizing and planning for your evening.
	Dismissal	3:38 p.m. - School rules still apply. Show respect to the bus driver, your fellow students, and yourself. Remain seated on the bus.
	Home	Have a consistent place and time to review notes, complete assignments, and study for upcoming assessments.

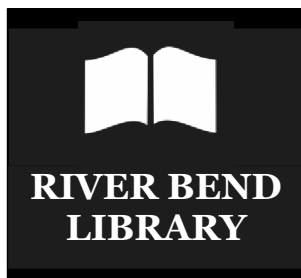
Helpful Hints

What to do if...

You discover that you inadvertently brought an illegal item to school...	Do not show anyone and see a member of the administrative team immediately to avoid serious disciplinary action. (Safe Harbor)
You need to leave the classroom during class...	Wait for a natural break in instruction and ask your teacher. Complete an e-hall pass to note your destination and return directly back to class.
You arrive late to school...	Sign in at the main office and obtain a pass to class. Sign in again at the house office.
You become ill during school hours...	Complete an e-hall pass and report to the clinic. Have a seat in the waiting room of the clinic until the nurse provides further guidance.
You want to ride a friend's bus home after school...	Obtain a bus pass by presenting a note from your parent to the house administrative assistant before school begins. Pick up your pass after lunch. Students are not permitted to ride another bus without a school bus pass.
You are unable to participate in PE...	Present a medical note to the nurse and your PE teacher before school starts.
You have difficulty with friends or peers...	See your counselor, dean, or teacher.
You have a strong disagreement with a teacher during class...	Do not argue. Comply with your teacher's directives and plan to speak with the teacher privately after class is over.
You want to make Honor Roll...	Make sure you review notes, Schoology, StudentVUE, and study guides after each class rather than just studying the night before an assessment.
A teacher causes you to be late to the next class...	Ask the teacher for a pass and present it to the teacher of your next class.
You are absent from school or miss a homework assignment...	See your teachers the next day, visit their websites, and check Schoology and StudentVUE for information. Remember, students must take the initiative to make up the missed work.
You want to know your current grade...	Login to StudentVUE for access to all your teachers' gradebooks.
You observe suspicious activity...	Report your observation to an adult. If you see something, say something.
A book or other personal possession is lost...	Before or after school, check with each of your teachers, the cafeteria, the library, the gym/locker room, the house offices, and any classroom you may have been in during the day.

Online Resources for Personalized Learning

		 <hr/> 
Schoolology	ClassLink	StudentVUE
<p>Digital learning platform for all your class resources and assignments</p> <p>Username: StudentID@lcps.org</p> 	<p>A single sign-on platform where you can access any LCPS programs you might need</p> <p>Username: Student ID# Password: LEAD password</p> 	<p>Check your grades, attendance, class schedules, course history, and more!</p> <p>Username: Student ID#</p> 
		
Reading & Writing	Reading & Writing	Edia
<p>NoRedInk is an online web-based and adaptive language learning platform that personalizes lessons based on student interests.</p>	<p>Newsela is a platform that provides differentiated, high interest texts that are organized by content areas. Each article is published at five reading levels.</p>	<p>Edia is a digital platform for mathematics that incorporates videos and step by step help for immediate feedback and explanations. Edia can be used for studying general math topics or specific assignments from teachers.</p>



Library hours are Monday through Friday from 8:15 AM to 3:45 PM.



For up to date information about the library, please visit the library website at <https://bit.ly/RBMLibrary>



To search for a RBMS library book, visit the library catalog at <https://bit.ly/RBMCatalog>



If you have any questions about the library, please contact the librarians:

Ms. Davis (Madeline.Davis@lcps.org)

Mrs. Ulloa (Jennifer.Ulloa@lcps.org)

The library is the heart of the school. It's the hub. -Ron Black

Raven Writing Expectations

1. Use complete sentences.

- Example: Raven writers use complete sentences.

Subject (Who/What) Predicate: Verb



2. Capitalize the first word in every sentence, all proper nouns, and the word "I."

- **Writing is what I enjoy most at River Bend Middle School.**

3. Use proper punctuation.

4. Use correct spelling for commonly used and confused words.

- **there** (place), **their** (ownership), **they're** (they are)
- **your** (ownership), **you're** (you are)
- **its** (ownership), **it's** (it is)

5. Organize your writing and indent the first line when using paragraphs.

LANGUAGE ARTS *parts of speech*

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

	<i>Singular</i>	<i>Plural</i>
1 st Person:	I stop.	We stop.
2 nd Person:	You stop.	You stop.
3 rd 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.
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→ *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.
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→ *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.
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→ *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.
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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 bird feeders.

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.
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→ *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 *punctuation*

PERIOD



Use: to end a sentence that makes a statement or that 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.

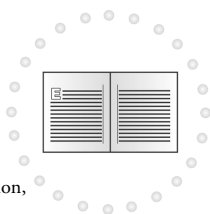
→ *Example:* “My favorite song is ‘I've Been Working on the Railroad,’ ” answered little Joey.

EXCLAMATION MARK



Use: to express strong feeling.

→ *Example:* Help! Help!



LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES

A PREFIX IS A SYLLABLE ADDED TO THE BEGINNING OF A WORD TO CHANGE ITS MEANING.

Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, company
con-	with	conference, concert, confide
dis-	do the opposite of	disappear, dislike, distrust
en-	to make	ensure, enlarge, enable
extra-	beyond	extraordinary, extrasensory
il-	not	illegal, illogical, illiterate
im-	not or within	impossible, immature, impatient
in-	not or within	insecure, incomplete, indoors, ingrown
inter-	between	international, interact, intersection
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	mistake, misguide, misunderstood
non-	not or without	nonsense, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	prehistoric, precaution, preschool
re-	back or again	return, rewrite, recycle, react
sub-	below	submarine, subzero, subtitle
super-	above, outside	supernatural, supermarket, superpower
trans-	across, over	transplant, transcontinental, transport
un-	not	unsafe, unusual, unsure



COMMON SUFFIXES

A SUFFIX IS A SYLLABLE ADDED TO THE END OF A WORD TO CHANGE ITS MEANING. IN MOST CASES, WHEN ADDING A SUFFIX THAT STARTS WITH A VOWEL, DROP THE FINAL *E* OF THE ROOT WORD. FOR EXAMPLE, NERVE BECOMES NERVOUS. ALSO, CHANGE A FINAL *Y* IN THE ROOT WORD TO AN *I* BEFORE ADDING A SUFFIX, EXCEPT *-ING*.

Suffix	Meaning	Examples
-able	able to be	payable, movable, portable
-al	of, like, or suitable for	logical, natural, comical
-an	relating to, belonging to, or living in	American, European, librarian
-ance	the condition or state of being	performance, allowance
-ant	a person or thing that does something	contestant, peasant, servant
-ative	having the nature of or relating to	imaginative, talkative, decorative
-ent	characterized by	different, reverent, independent
-ful	full of	thoughtful, beautiful
-ian	relating to, belonging to, or living in	musician, magician
-ity	quality or degree	activity, fatality, popularity
-ive	have or tend to be	active, attractive, impressive
-less	without or lacking	homeless, thoughtless
-ment	act of	payment, employment, achievement
-ness	state of	happiness, thoughtfulness
-or	person or thing that does something	actor, accelerator
-ous	characterized by	nervous, courageous, famous
-ship	quality of or having the office of	friendship, leadership, companionship
-ward	in the direction of	backward, homeward, westward

LANGUAGE ARTS *exploring Spanish*

GREETINGS

Hello | Hola
Good morning | Buenos días
Good afternoon/evening | Buenas tardes
Good night | Buenas noches
Goodbye | Adiós/Chao
See you later | Hasta luego/Nos vemos
How are you? | ¿Cómo estás?
I'm... | Estoy...
 (very) well | (muy) bien
 (very) bad | (muy) mal
How's it going? | ¿Cómo vas?/¿Qué tal?
It's okay | Está bien
Not bad | No está mal
And you? | ¿Y usted/tú?

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is... | Me llamo...
Pleased to meet you | Encantado(a)
Likewise | Igualmente
I'd like you to meet... | Me gustaría que conozcas a...
This is... | Este(a) es...

PLEASANTRIES

Please | Por favor
Thank you | Gracias
You're welcome | De nada
No problem | No hay problema
Excuse me! | ¡Disculpeme!
Sorry | Perdón

RESPONSES

Yes | Sí
No | No
I don't know | No sé
I don't remember | No me acuerdo
Of course | Por supuesto
OK | Bueno
Maybe | Quizás/De pronto
Absolutely | Claro

TITLES

Miss/Ms. | Señorita (Srta.)
Mrs./Ma'am | Señora (Sra.)
Mr./Sir | Señor (Sr.)

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?
And | Y
Also | También
A lot | Mucho
The | El, La, Los, Las

PHRASES

Do you speak English? | ¿Habla Inglés?
How do you say...? | ¿Cómo se dice...?
I need help | Necesito ayuda
I am lost | Estoy perdido(a)

NUMBERS

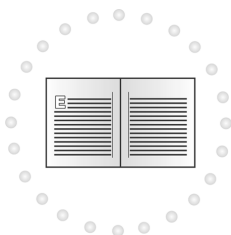
1 uno	6 seis
2 dos	7 siete
3 tres	8 ocho
4 cuatro	9 nueve
5 cinco	10 diez

DAYS OF THE WEEK

Monday | lunes
Tuesday | martes
Wednesday | miércoles
Thursday | jueves
Friday | viernes
Saturday | sábado
Sunday | domingo

MONTHS

January | enero
February | febrero
March | marzo
April | abril
May | mayo
June | junio
July | julio
August | agosto
September | septiembre
October | octubre
November | noviembre
December | diciembre



LANGUAGE ARTS *exploring French*

GREETINGS

Hello/Good morning/Good afternoon | Bonjour

Good evening | Bonsoir

Hi/Bye | Salut **Bye** | Ciao

Goodbye | Au revoir

How are you doing? | Comment allez-vous?

(Informal: Comment vas-tu?)

I'm... | Je vais...

(very) well | (très) bien

(very) poorly | (très) mal

So-so. | Comme-ci, comme-ça.

How's it going? | Ça va?

It's okay. | Ça va.

It's going well. | Ça va bien.

It's going poorly. | Ça va mal.

Not bad. | Pas mal.

And you? | Et vous? (Informal: Et tu?)

INTRODUCTIONS

What's your name? | Comment vous appelez-vous?

(Informal: Comment t'appelles-tu?)

My name is... | Je m'appelle...

Pleased to meet you. | Enchanté(e).

I'd like you to meet... | Je vous présente...

(Informal: Je te présente...)

This is... | Voici...

PLEASANTRIES

Please | S'il vous plaît (Informal: S'il te plaît)

Thank you | Merci

You're welcome. | Je vous en prie.

(Informal: Je t'en prie.)

No problem. | De rien.

Excuse me. | Excusez-moi. (Informal: Excuse-moi.)

RESPONSES

Yes | Oui

No | Non

I don't know. | Je ne sais pas.

Of course. | Bien sûr.

OK | D'accord.

Maybe | Peut-être

TITLES

Miss | Mademoiselle

Mrs./Ma'am | Madame

Mr./Sir | Monsieur

BASICS

Who | Qui

Where | Où

When | Quand

Why | Pourquoi

What | Quoi

How | Comment

And | Et

Also | Aussi

A lot | Beaucoup

PHRASES

Do you speak English? | Parlez-vous anglais?

How do you say...? | Comment dit-on...?

I need help. | J'ai besoin d'aide.

Help! | Au secours!

I am lost. | Je suis perdu.

NUMBERS

1 | un 6 | six

2 | deux 7 | sept

3 | trois 8 | huit

4 | quatre 9 | neuf

5 | cinq 10 | dix

DAYS OF THE WEEK

Monday | lundi

Tuesday | mardi

Wednesday | mercredi

Thursday | jeudi

Friday | vendredi

Saturday | samedi

Sunday | dimanche

MONTHS

January | janvier

February | février

March | mars

April | avril

May | mai

June | juin

July | juillet

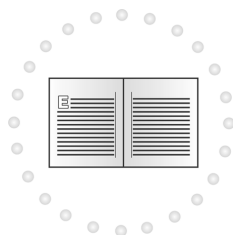
August | août

September | septembre

October | octobre

November | novembre

December | décembre



LANGUAGE ARTS *exploring German*

GREETINGS

Hello/Good morning/Good afternoon | Tag/Guten

Morgen/Guten Tag

Good evening | Abend/Guten Abend

Hi | Hi/Hallo/

Goodbye | Tschüss.

How are you doing? | Wie geht es Ihnen?

(Informal: Wie geht's dir?)

I'm... | Mir geht's...

(very) well | (sehr) gut

(very) bad | (sehr) schlecht

I'm ok. | Es geht.

How's it going? | Wie geht's?

It's okay. | Es geht.

It's going well. | Es geht gut.

It's going poorly. | Es nicht so gut.

Not bad. | Nicht schlecht.

And you? | Und du?

INTRODUCTIONS

What's your name? | Wie heißen Sie?

(Informal: Wie heißt du?)

My name is... | Ich heiße...

Pleased to meet you. | Freut mich.

I'd like you to meet... | Ich möchte Ihnen...

This is... | Das ist...

PLEASANTRIES

Please | Bitte

Thank you | Danke

You're welcome. | Bitte.

No problem. | Kein Problem.

Excuse me. | Entschuldigen Sie.

RESPONSES

Yes | Ja

No | Nein

I don't know. | Ich weiß es nicht.

Of course. | Natürlich.

OK | Zustimmung

Maybe | Vielleicht

TITLES

Miss | Fräulein

Mrs./Ma'am | Frau/ gnädige Frau

Mr./Sir | Herr/ mein Herr

BASICS

Who | Wer

Where | Wo

When | Wann

Why | Warum

What | Was

How | Wie

And | Und

Also | Auch

A lot | Viel

PHRASES

Do you speak English? | Sprechen Sie Englisch?

How do you say...? | Wie sagen Sie...?

I need help. | Ich brauche Hilfe.

I am lost. | Ich bin verloren.

NUMBERS

1 | eins

6 | sechs

2 | zwei

7 | sieben

3 | drei

8 | acht

4 | vier

9 | neun

5 | fünf

10 | zehn

DAYS OF THE WEEK

Monday | Montag

Tuesday | Dienstag

Wednesday | Mittwoch

Thursday | Donnerstag

Friday | Freitag

Saturday | Samstag

Sunday | Sonntag

MONTHS

January | Januar

February | Februar

March | März

April | April

May | Mai

June | Juni

July | Juli

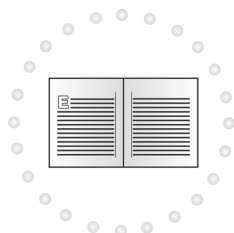
August | August

September | September

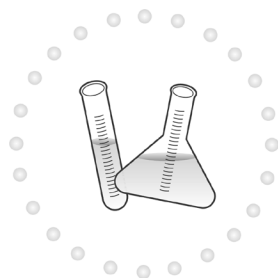
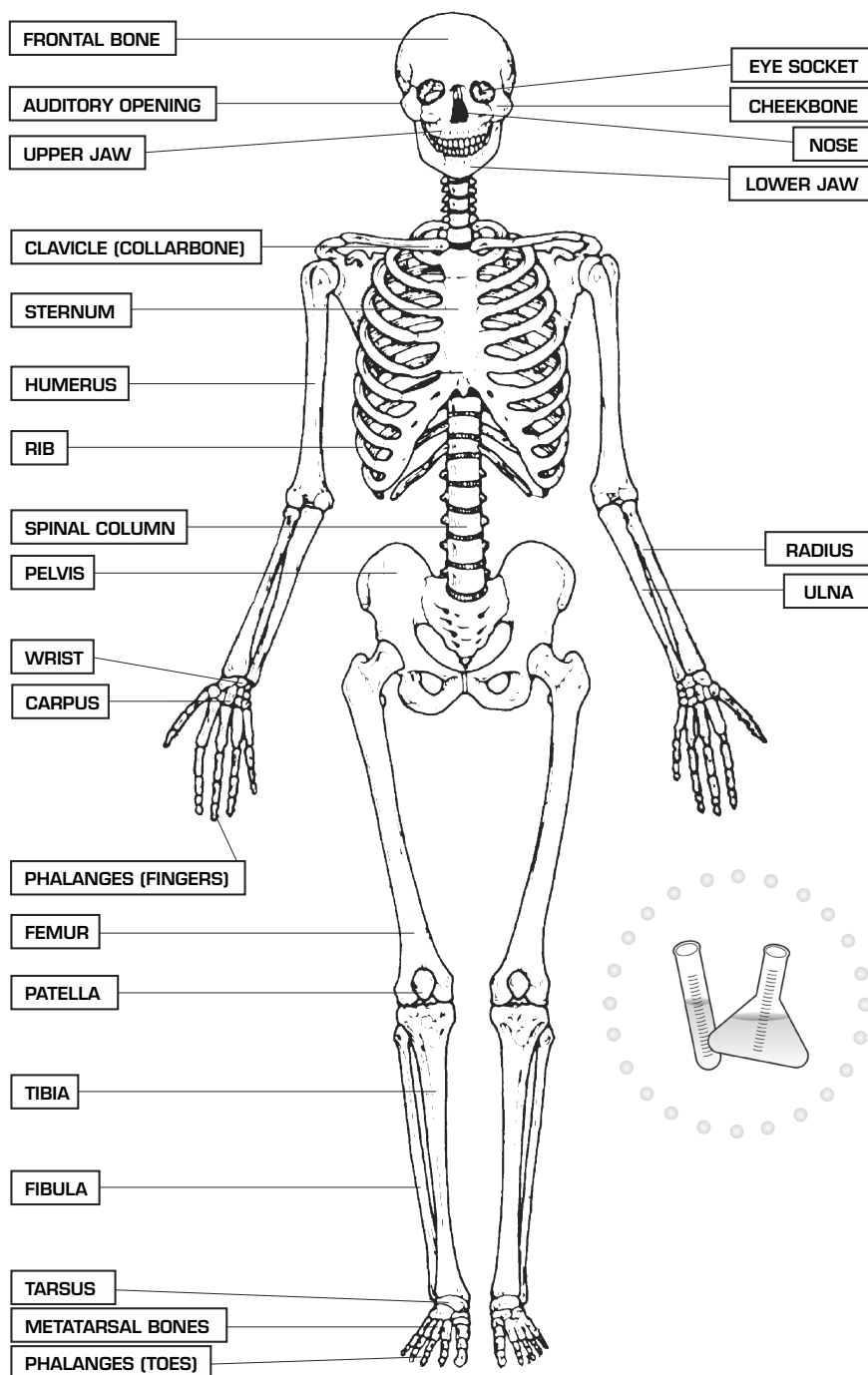
October | Oktober

November | November

December | Dezember



SCIENCE *the human skeleton*



SCIENCE *weights & measures & formulas*

WEIGHTS AND MEASURES

ENGLISH

Area

1 square foot (ft ²)	----- 144 square inches (in ²)
1 square yard (yd ²)	----- 9 square feet
1 acre	----- 43,560 square feet
1 square mile (mi ²)	----- 640 acres

Capacity

1 cup (c)	----- 8 fluid ounces (fl oz)
1 pint (pt)	----- 2 cups
1 quart (qt)	----- 2 pints
1 quart	----- 4 cups
1 gallon (gal)	----- 4 quarts

Length

1 foot (ft)	----- 12 inches (in)
1 yard (yd)	----- 36 inches
1 yard	----- 3 feet
1 mile (mi)	----- 5,280 feet
1 mile	----- 1,760 yards

Time

1 minute (min)	----- 60 seconds (s)
1 hour (h)	----- 60 minutes
1 day (d)	----- 24 hours
1 week (wk)	----- 7 days
1 year (yr)	----- 12 months (mo)
1 year	----- 52 weeks
1 year	----- 365 days
1 century (c)	----- 100 years

Weight

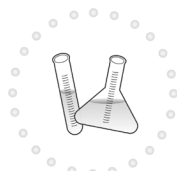
1 pound (lb)	----- 16 ounces (oz)
1 short ton (T)	----- 2,000 pounds

FORMULAS

Perimeter of a rectangle	----- $P = 2(l+w)$
Perimeter of a square	----- $P = 4s$
Perimeter of a regular polygon	----- $P = ns$ (n = number of sides)
Area of a rectangle	----- $A = lw$
Area of a square	----- $A = s^2$
Area of a parallelogram	----- $A = bh$
Area of a triangle	----- $A = \frac{1}{2}bh$
Area of a trapezoid	----- $A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle	----- $A = \pi r^2$
Circumference of a circle	----- $C = \pi d$, or $2\pi r$
Volume of a rectangular prism	----- $V = lwh$
Volume of any prism	----- $V = Bh$
Volume of a cylinder	----- $V = \pi r^2 h$
Volume of a pyramid	----- $V = \frac{1}{3}Bh$
Volume of a cone	----- $V = \frac{1}{3}\pi r^2 h$
Surface area of a cylinder	----- $SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem	----- $a^2 + b^2 = c^2$ (sides of a right triangle)

Simple interest----- $I = prt$

Distance----- $d = rt$



METRIC

Area

1 sq centimeter (cm ²)	----- 100 sq millimeters (mm ²)
1 sq meter (m ²)	----- 10,000 sq centimeters
1 hectare (ha)	----- 10,000 square meters
1 sq kilometer (km ²)	----- 1,000,000 sq meters

Capacity

1 milliliter (ml)	----- .001 liter (L)
1 centiliter (cl)	----- .01 liter
1 deciliter (dl)	----- .1 liter
1 dekaliter (dal)	----- 10 liters
1 hectoliter (hl)	----- 100 liters
1 kiloliter (kl)	----- 1,000 liters

Length

1 millimeter (mm)	----- .001 meter (m)
1 centimeter (cm)	----- .01 meter
1 decimeter (dm)	----- .1 meter
1 dekameter (dam)	----- 10 meters
1 hectometer (hm)	----- 100 meters
1 kilometer (km)	----- 1,000 meters

Mass/Weight

1 milligram (mg)	----- .001 gram (g)
1 centigram (cg)	----- .01 gram
1 decigram (dg)	----- .1 gram
1 dekagram (dag)	----- 10 grams
1 hectogram (hg)	----- 100 grams
1 kilogram (kg)	----- 1,000 grams
1 metric ton (t)	----- 1,000 kilograms

FORMULA KEY

A	= area
b	= base, length of any side of a plane figure
B	= area of base
d	= diameter
h	= height, perpendicular distance from the furthest point of the figure to the extended base
l	= length
P	= perimeter
r	= radius
s	= side
sa	= surface area
V	= volume
w	= width

I = interest, p = principal, r = rate, t = time

d = distance, r = rate, t = time

MATHEMATICS *fractions & percentages & multiplication table*

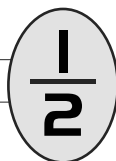
FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.091	=	9.1%
1/12	=	0.083	=	8.3%

WORKING WITH FRACTIONS

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

The bottom number of a fraction is called the **denominator**.



To multiply:

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

To divide, multiply the first fraction with the reciprocal of the other:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

To add or subtract, first find the common denominator:

$$\frac{1}{3} + \frac{2}{5} = \left(\frac{1 \times 5}{3 \times 5} \right) + \left(\frac{2 \times 3}{5 \times 3} \right) = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

MULTIPLICATION TABLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

- {1} $a(b+c) = ab+ac$
- {2} $(a+b)^2 = a^2+2ab+b^2$
- {3} $(a-b)^2 = a^2-2ab+b^2$
- {4} $(a+b)(a+c) = a^2+ac+ab+bc$
- {5} $(a+b)(c+d) = ac+ad+bc+bd$
- {6} $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
- {7} $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
- {8} $a^2-b^2 = (a+b)(a-b)$
- {9} $a^3+b^3 = (a+b)(a^2-ab+b^2)$
- {10} $a^3b-ab^3 = ab(a+1)(a-1)$
- {11} $a^2-2ab+b^2 = (a-b)^2$
- {12} $a^3-b^3 = (a-b)(a^2+ab+b^2)$

Laws of Exponents

- {1} $a^r a^s = a^{r+s}$
- {2} $a^r / a^s = a^{r-s}$
- {3} $a^r a^s / a^p = a^{r+s-p}$
- {4} $(a^r)^s = a^{rs}$
- {5} $(ab)^r = a^r b^r$
- {6} $(a/b)^r = a^r / b^r (b \neq 0)$
- {7} $a^0 = 1 (a \neq 0)$
- {8} $a^{-r} = 1/a^r (a \neq 0)$

if r and s are positive integers

Logarithms

- {1} $\text{Log}(xy) = \text{Log } x + \text{Log } y$
- {2} $\text{Log } x^r = r \text{Log } x$
- {3} $\text{Log } x = n \iff x = 10^n$ (Common log)
- {4} $\text{Log}_a x = n \iff x = a^n$ (Log to the base a)
- {5} $\text{Ln } x = n \iff x = e^n$ (Natural log)
- {6} $\text{Log}(x/y) = \text{Log } x - \text{Log } y$

$$e = 2.71828183$$

Quadratic Formula

When given a formula in the form of a quadratic equation \rightarrow

$$ax^2 + bx + c = 0$$

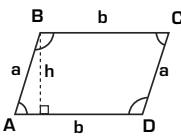
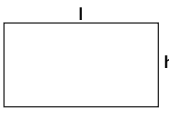
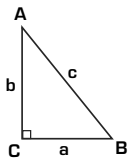
The solution can be derived using the quadratic formula \rightarrow

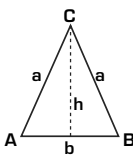
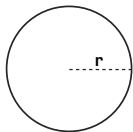
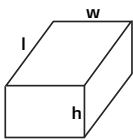
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

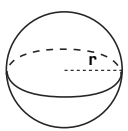
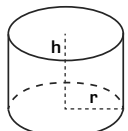
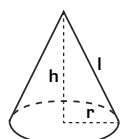
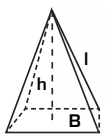
MATHEMATICAL SYMBOLS

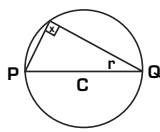
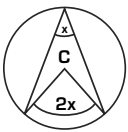
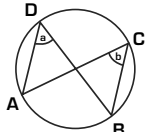
+	plus	>	greater than	○	circle
−	minus	<	less than	⌒	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
×	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▭	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	::	as (proportion)	∠	angle
≈	nearly equal to	π	pi (−3.14159)	⊥	right angle
\sqrt{x}	square root of x	∴	therefore	⊥	perpendicular
$\sqrt[n]{x}$	--- root of x	∵	because		parallel
%	percentage	x	absolute value of x	°	degrees
Σ	sum of	...	and so on	'	minutes

MATHEMATICS *area & volume*

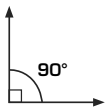
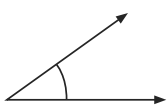
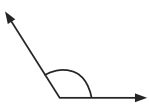

<p>PARALLELOGRAM</p>  <p>Area of ABCD = bh</p>	<p>RECTANGLE</p>  <p>Perimeter = $2(l + h)$ Area = $l \times h$</p>	<p>RIGHT TRIANGLE</p>  <p>Area = $ab/2$ $c^2 = a^2 + b^2$ (Pythagorean Theorem)</p>
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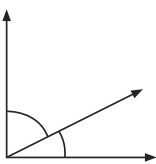
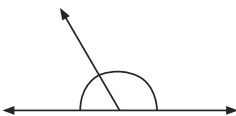
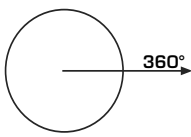
<p>ISOSCELES TRIANGLE</p>  <p>Area = $bh/2$</p>	<p>CIRCLE</p>  <p>Circumference of a circle = $2\pi r$ Area of a circle = πr^2</p>	<p>RECTANGULAR PRISM</p>  <p>Surface area of a prism = $2(wl + lh + wh)$ Volume of a prism = $l \times w \times h$</p>
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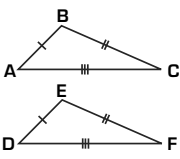
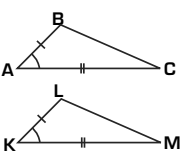
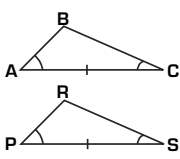
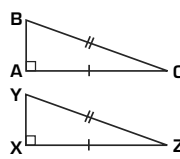
<p>SPHERE</p>  <p>Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $4\pi r^3/3$</p>	<p>CYLINDER</p>  <p>Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$</p>	<p>CONE</p>  <p>Surface area of a cone = $\pi rl + \pi r^2$ (l = slant height) Volume of a cone = $\pi r^2 h/3$</p>	<p>PYRAMID</p>  <p>Surface area of a pyramid = $B + \text{Lateral Area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $Bh/3$ (B = area of base)</p>
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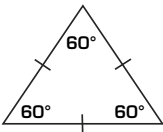
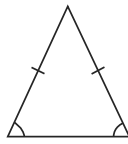
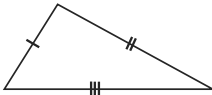
<p>CIRCLE THEOREMS</p>  <p>$\angle x = 90^\circ$ (PQ is the diameter)</p>	 <p>C is the center of the circle</p>	 <p>$\angle a = \angle b$ (Both angles intercept arc AB)</p>
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MATHEMATICS *geometric angles & congruence cases*

GEOMETRIC ANGLES			
 <p>A right angle is exactly 90°</p>	 <p>An acute angle is less than 90°</p>	 <p>An obtuse angle is greater than 90°</p>	 <p>A straight angle is exactly 180°</p>

 <p>Complementary angles add up to 90°</p>	 <p>Supplementary angles add up to 180°</p>	 <p>One complete angle of rotation = 360°</p>
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GEOMETRIC CONGRUENCE CASES			
S.S.S. POSTULATE	S.A.S. POSTULATE	A.S.A. POSTULATE	H.S. POSTULATE (RIGHT Δ 'S ONLY)
 <p>Side-Side-Side $\triangle ABC \cong \triangle DEF$</p>	 <p>Side-Angle-Side $\triangle ABC \cong \triangle KLM$</p>	 <p>Angle-Side-Angle $\triangle ABC \cong \triangle PRS$</p>	 <p>Hypotenuse-side $\triangle ABC \cong \triangle XYZ$</p>

EQUILATERAL TRIANGLE	ISOSCELES TRIANGLE	SCALENE TRIANGLE
 <p>3 Sides of Equal Length 3 Angles of 60° Each</p>	 <p>2 Sides of Equal Length 2 Base Angles are Equal</p>	 <p>3 Unequal Sides 3 Unequal Angles</p>

CIVICS *Bill of Rights*

AMENDMENT

I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT

II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT

III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT

IV

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT

V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT

VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT

VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT

VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT

IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT

X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



CIVICS *United States presidents*

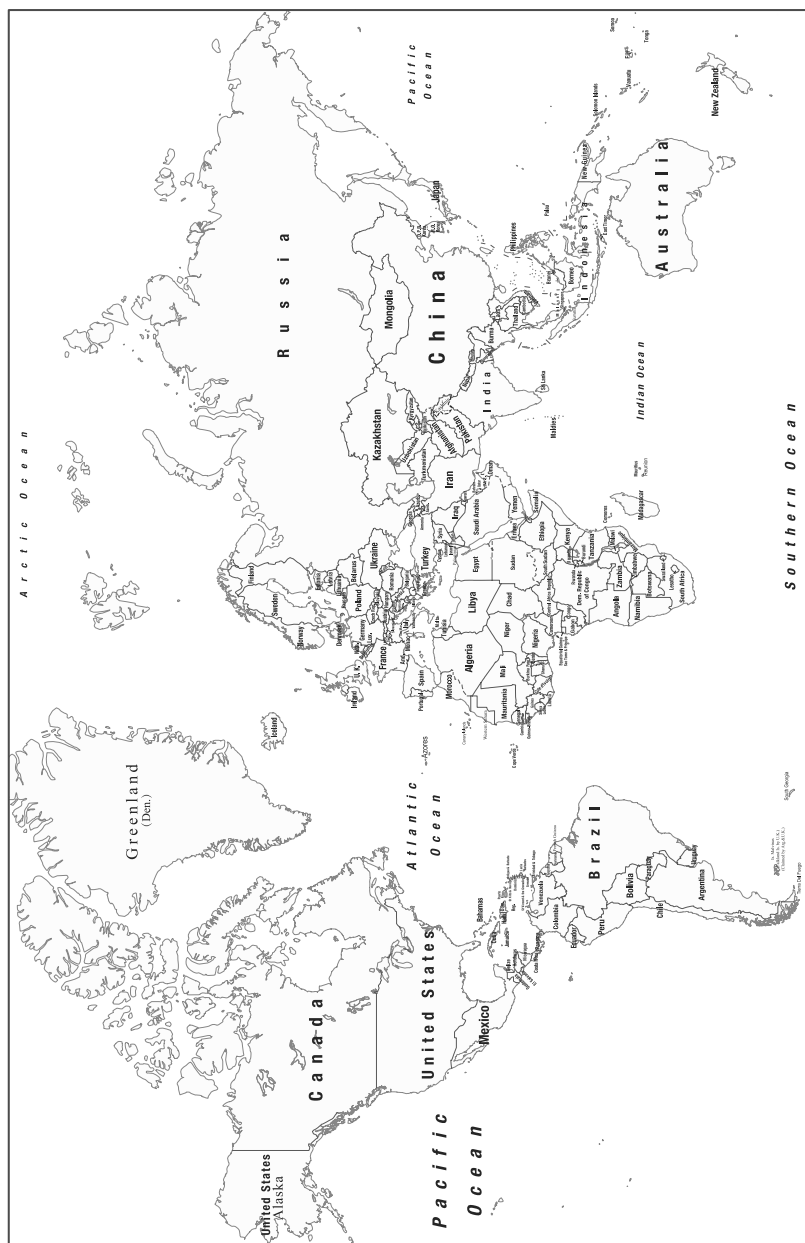
No.	President	Party	Native State	Dates of term(s)	Vice President
{1}	<i>George Washington</i>	Unaffiliated.	Virginia [†]	April 30, 1789-March 3, 1797	John Adams
{2}	<i>John Adams</i>	Fed.	Massachusetts [‡]	March 4, 1797-March 3, 1801	Thomas Jefferson
{3}	<i>Thomas Jefferson</i>	Dem.-Rep.	Virginia [†]	March 4, 1801-March 3, 1805	Aaron Burr
{4}	<i>Thomas Jefferson</i>	Dem.-Rep.	Virginia [†]	March 4, 1805-March 3, 1809	George Clinton
	<i>James Madison</i>			March 4, 1809-March 3, 1813	George Clinton*
{5}	<i>James Madison</i>	Dem.-Rep.	Virginia [†]	March 4, 1813-March 3, 1817	Elbridge Gerry*
	<i>James Monroe</i>			March 4, 1817-March 3, 1825	Daniel D. Tomkins
{6}	<i>John Quincy Adams</i>	Dem.-Rep.	Massachusetts [‡]	March 4, 1825-March 3, 1829	John C. Calhoun
{7}	<i>Andrew Jackson</i>	Dem.	Carolina [†]	March 4, 1829-March 3, 1833	John C. Calhoun*
	<i>Andrew Jackson</i>			March 4, 1833-March 3, 1837	Martin Van Buren
{8}	<i>Martin Van Buren</i>	Dem.	New York	March 4, 1837-March 3, 1841	Richard M. Johnson
{9}	<i>William Henry Harrison*</i>	Whig	Virginia [†]	March 4, 1841-April 4, 1841	John Tyler
{10}	<i>John Tyler</i>	Whig	Virginia	April 6, 1841-March 3, 1845	George M. Dallas
{11}	<i>James K. Polk</i>	Dem.	North Carolina	March 4, 1845-March 3, 1849	
{12}	<i>Zachary Taylor*</i>	Whig	Virginia	March 4, 1849-July 9, 1850	Millard Fillmore
{13}	<i>Millard Fillmore</i>	Whig	New York	July 10, 1850-March 3, 1853	William R. King*
{14}	<i>Franklin Pierce</i>	Dem.	New Hampshire	March 4, 1853-March 3, 1857	
{15}	<i>James Buchanan</i>	Dem.	Pennsylvania	March 4, 1857-March 3, 1861	John C. Breckinridge
{16}	<i>Abraham Lincoln</i>	Rep.	Kentucky	March 4, 1861-March 3, 1865	Hannibal Hamlin
	<i>Abraham Lincoln*</i>			March 4, 1865-April 15, 1865	Andrew Johnson
{17}	<i>Andrew Johnson</i>	Dem.	North Carolina	April 15, 1865-March 3, 1869	Schuyler Colfax
{18}	<i>Ulysses S. Grant</i>	Rep.	Ohio	March 4, 1869-March 3, 1873	
	<i>Ulysses S. Grant</i>			March 4, 1873-March 3, 1877	Henry Wilson*
{19}	<i>Rutherford B. Hayes</i>	Rep.	Ohio	March 4, 1877-March 3, 1881	William A. Wheeler
{20}	<i>James A. Garfield*</i>	Rep.	Ohio	March 4, 1881-Sept. 19, 1881	Chester A. Arthur
{21}	<i>Chester A. Arthur</i>	Rep.	Vermont	Sept. 19, 1881-March 3, 1885	
{22}	<i>Grover Cleveland</i>	Dem.	New Jersey	March 4, 1885-March 3, 1889	Thomas A. Hendricks*
{23}	<i>Benjamin Harrison</i>	Rep.	Ohio	March 4, 1889-March 3, 1893	
{24}	<i>Grover Cleveland</i>	Dem.	New Jersey	March 4, 1893-March 3, 1897	Adlai E. Stevenson
{25}	<i>William McKinley</i>	Rep.	Ohio	March 4, 1897-March 3, 1901	Garret A. Hobart*
	<i>William McKinley*</i>			March 4, 1901-Sept. 14, 1901	Theodore Roosevelt
{26}	<i>Theodore Roosevelt</i>	Rep.	New York	Sept. 14, 1901-March 3, 1905	Charles W. Fairbanks
{27}	<i>Theodore Roosevelt</i>	Rep.	Ohio	March 4, 1905-March 3, 1909	
	<i>William H. Taft</i>			March 4, 1909-March 3, 1913	James S. Sherman*
{28}	<i>Woodrow Wilson</i>	Dem.	Virginia	March 4, 1913-March 3, 1917	Thomas R. Marshall
{29}	<i>Woodrow Wilson</i>	Rep.	Ohio	March 4, 1917-March 3, 1921	Calvin Coolidge
	<i>Warren G. Harding*</i>			March 4, 1921-August 2, 1923	
{30}	<i>Calvin Coolidge</i>	Rep.	Vermont	August 3, 1923-March 3, 1925	Charles G. Dawes
	<i>Calvin Coolidge</i>			March 4, 1925-March 3, 1929	
{31}	<i>Herbert C. Hoover</i>	Rep.	Iowa	March 4, 1929-March 3, 1933	John N. Garner
{32}	<i>Franklin D. Roosevelt</i>	Dem.	New York	March 4, 1933-Jan. 20, 1937	
	<i>Franklin D. Roosevelt</i>			Jan. 20, 1937-Jan. 20, 1941	Henry A. Wallace
{33}	<i>Franklin D. Roosevelt</i>	Dem.	Missouri	Jan. 20, 1941-Jan. 20, 1945	
	<i>Franklin D. Roosevelt*</i>			Jan. 20, 1945-April 12, 1945	Harry S. Truman
{34}	<i>Harry S. Truman</i>	Rep.	Texas	April 12, 1945-Jan. 20, 1949	Alben W. Barkley
	<i>Harry S. Truman</i>			Jan. 20, 1949-Jan. 20, 1953	
{35}	<i>Dwight D. Eisenhower</i>	Dem.	Massachusetts	Jan. 20, 1953-Jan. 20, 1957	Richard M. Nixon
	<i>Dwight D. Eisenhower</i>			Jan. 20, 1957-Jan. 20, 1961	
{36}	<i>John F. Kennedy*</i>	Dem.	Texas	Jan. 20, 1961-Nov. 22, 1963	Lyndon B. Johnson
	<i>Lyndon B. Johnson</i>			Nov. 22, 1963-Jan. 20, 1965	
{37}	<i>Richard B. Johnson</i>	Rep.	California	Jan. 20, 1965-Jan. 20, 1969	Hubert H. Humphrey
	<i>Richard M. Nixon</i>			Jan. 20, 1969-Jan. 20, 1973	
{38}	<i>Richard M. Nixon*</i>	Rep.	Nebraska	Jan. 20, 1973-Aug. 9, 1974	Spiro T. Agnew*
	<i>Gerald R. Ford</i>			Aug. 9, 1974-Jan. 20, 1977	
{39}	<i>James E. Carter, Jr.</i>	Dem.	Georgia	Jan. 20, 1977-Jan. 20, 1981	Nelson Rockefeller
{40}	<i>Ronald Reagan</i>	Rep.	Illinois	Jan. 20, 1981-Jan. 20, 1985	
	<i>Ronald Reagan</i>			Jan. 20, 1985-Jan. 20, 1989	Walter Mondale
{41}	<i>George H. W. Bush</i>	Rep.	Massachusetts	Jan. 20, 1989-Jan. 20, 1993	George H. W. Bush
{42}	<i>William J. Clinton</i>	Dem.	Arkansas	Jan. 20, 1993-Jan. 20, 1997	Dan Quayle
	<i>William J. Clinton</i>			Jan. 20, 1997-Jan. 20, 2001	
{43}	<i>George W. Bush</i>	Rep.	Connecticut	Jan. 20, 2001-Jan. 20, 2005	Richard B. Cheney
	<i>George W. Bush</i>			Jan. 20, 2005-Jan. 20, 2009	
{44}	<i>Barack H. Obama</i>	Dem.	Hawaii	Jan. 20, 2009-Jan. 20, 2013	Joseph R. Biden, Jr.
	<i>Barack H. Obama</i>			Jan. 20, 2013-Jan. 20, 2017	
{45}	<i>Donald Trump</i>	Rep.	New York	Jan. 20, 2017-Jan. 20, 2021	Mike Pence
{46}	<i>Joseph R. Biden, Jr.</i>	Dem.	Delaware	Jan. 20, 2021-	

(*did not finish term, †born as subjects of Great Britain before United States was established)

ORDER OF PRESIDENTIAL SUCCESSION

- | | | | |
|---|-------------------------------|---|-------------------------------------|
| {1} The Vice President | {6} Secretary of Defense | {12} Secretary of Health and Human Services | {16} Secretary of Education |
| {2} Speaker of the House | {7} Attorney General | {13} Secretary of Housing and Urban Development | {17} Secretary of Veterans Affairs |
| {3} President pro tempore of the Senate | {8} Secretary of the Interior | {14} Secretary of Transportation | {18} Secretary of Homeland Security |
| {4} Secretary of State | {9} Secretary of Agriculture | {15} Secretary of Energy | |
| {5} Secretary of the Treasury | {10} Secretary of Commerce | | |
| | {11} Secretary of Labor | | |

GEOGRAPHY *world map*



FACT AND FICTION:

Substances and your body

Home is where the heart is.

Your body is your home. A home you can't move out of, trade, or replace. Unlike a home made of lumber and nails, what you do in your home can't be repaired. It stays with you forever. The consumption of alcohol, tobacco, and/or drugs makes our homes grow old faster. Things can begin to break, look worn, and fall into disrepair surprisingly quickly. Since substances can make a person feel good for a little while, they can make a user forget the damage they are doing.

Alcohol

A legal intoxicant that is unarguably the most dangerous drug on the planet. Each year, more people are injured or die from Alcohol-related accidents or illnesses than any other drug.

Drinking...

...makes skin brittle and dry, causing cracking, blemishes, and bloating of the skin; especially in the face and stomach regions.

...harms every organ in the body. Alcohol damages the entire digestive system. It can cause scarring of the liver and eventually lead to liver disease. Alcohol can cause your brain chemistry to change, causing memory loss and sudden mood swings.

...is packed with empty calories. Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn More At:
www.alcohol-facts.net

Tobacco

A leafy plant which contains nicotine, an addictive stimulant. Out of 20 often-used drugs, nicotine ranked third most addictive, just behind Heroin and Cocaine.

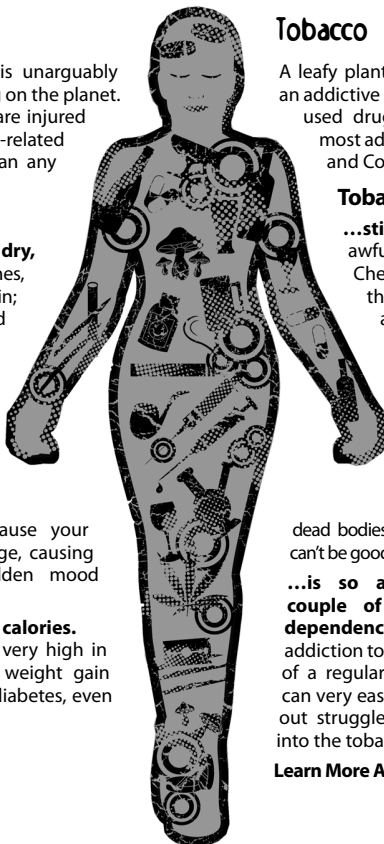
Tobacco...

...stinks. Smoking smells awful and pollutes the air. Chewing tobacco can stain the teeth, cause bad breath and gum recession.

...has tons of harmful chemicals. If you smoke, you are coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.

...is so addictive that even a couple of cigarettes can cause dependence. Studies have shown this addiction to be just as powerful as that of a regular smoker! "Just this once," can very easily become a long, drawn-out struggle with nicotine. Don't fall into the tobacco trap!

Learn More At: www.acde.org/



"Addiction" Defined:

...to be "addicted" is to be chemically dependent. When addicted, a person will compulsively seek out a substance despite knowing and experiencing its harmful effects upon themselves and those around them.

Be careful and treat your body with respect!

HEALTHY LIVING *dietary guidelines*

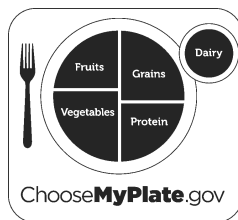
DIETARY GUIDELINES

RECOMMENDATIONS FOR DAILY FOOD CHOICES

A balanced diet of nutrient-rich foods is a key component of overall health. Follow the food group recommendations to help you eat better every day. Each of these food groups provides some, but not all, of the nutrients you need.

A healthy diet is one that emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products; includes lean meats, poultry, fish, beans, eggs, and nuts; and is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Daily recommendations vary depending on age, weight, calorie intake, and exercise patterns. The United States Department of Agriculture (USDA) has developed a website, ChooseMyPlate.gov, to help you figure out the foods and portions that are right for you.



GRAINS

Make half your grains whole

Eat grains, especially whole-grains, like brown rice, oatmeal, or popcorn.

Other grain choices include bread, crackers, cereal, or pasta.

VEGETABLES

Vary your veggies

Eat more dark green veggies like broccoli or spinach.

Eat more orange vegetables like carrots and sweet potatoes.

Eat more dry beans and peas like pinto beans, kidney beans, and lentils.

Limit starchy vegetables.

FRUITS

Focus on fruits

Eat a variety of fruit.

Choose fresh, frozen, canned, or dried fruit.

Go easy on fruit juices.

DAIRY

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products.

If you don't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.

PROTEIN

Go lean with protein

Choose low-fat or lean meats and poultry.

Bake it, broil it, or grill it.

Vary your protein routine – choose more fish, beans, peas, nuts, and seeds.

Your food and physical activity choices each day affect your health — how you feel today, tomorrow, and in the future.

To find the foods and portions that are right for you, go to ChooseMyPlate.gov.

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Teenagers should be physically active for 60 minutes every day, on most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

HEALTHY LIVING *emergency action steps*

EMERGENCY ACTION STEPS

Adult Life-Saving Steps → IN THE PANIC OF AN EMERGENCY, YOU MAY BE FRIGHTENED OR CONFUSED ABOUT WHAT TO DO. STAY CALM, YOU CAN HELP. THE THREE "EMERGENCY ACTION STEPS" WILL HELP YOU ORGANIZE YOUR RESPONSE TO THE SITUATION.

1

CHECK

- Check the scene for safety.
- Check the victim for consciousness, breathing, pulse, and bleeding.

2

CALL

- Dial 9-1-1 or your local emergency number.
- Be prepared to give the dispatcher the exact address or location of the emergency.

3

CARE

- Care for the victim.

Always care for life-threatening conditions first. If there are none:

- Watch for changes in the victim's breathing or consciousness.
- Help the victim rest comfortably.
- Keep the victim from getting chilled or overheated.
- Reassure the victim.

If victim is unable to speak, cough, or breathe –
Give abdominal thrusts (if person is conscious)



Place fist just above the navel and give quick, upward thrusts until object obstructing their breathing is removed.

If victim is not breathing –
Give rescue breathing



Tilt head back and lift chin.



Pinch nose shut. Give one slow breath about every 5 seconds.

If air won't go in – Give abdominal thrusts



Give up to 5 abdominal thrusts.



Look for and clear any objects from mouth.



Tilt head back and reattempt breaths. Repeat steps until breaths go in.

If not breathing and no pulse – Give CPR



Find hand position on center of breastbone.



*Compress chest 30 times.
Give 2 slow breaths.
Repeat sets of compressions and breaths until ambulance arrives.*

wellness

STRESS

Signs of Stress

- Feeling irritable
- Always rushing
- Forgetting things
- Grinding your teeth at night
- Feeling like you're being picked on
- Getting a sore neck or shoulder
- Losing stuff
- Feeling sad or anxious

Chill Out

- ✓ Take deep breaths
- ✓ Step away from the situation
- ✓ Go for a walk
- ✓ Take a break
- ✓ Get good rest
- ✓ Eat healthy foods
- ✓ Get some exercise
- ✓ Find someone to listen
- ✓ Give yourself positive messages
- ✓ Set priorities

What Causes Your Stress?

What's stressful for some is nothing to others and vice versa. What sets you on edge?

How Will You De-stress?

When you're as taut as a rubber band, what's going to help you relax?

"The greatest weapon against stress is our ability to choose one thought over another."

— William James

INTERNET SAFETY RULES

Middle School ■ High School

1 I WILL THINK BEFORE I POST.

- I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as
- » cell & home phone numbers
 - » home address
 - » sexual messages
 - » inappropriate pictures and videos



2 I WILL RESPECT OTHER PEOPLE ONLINE.

- I will not
- » post anything rude, offensive, or threatening
 - » send or forward images and information that might embarrass, hurt, or harass someone
 - » take anyone's personal information and use it to damage his or her reputation



3 I WILL BE CAREFUL WHEN MEETING ONLINE FRIENDS IN PERSON.

- I agree to
- » ask my parent or guardian's permission
 - » have a parent or guardian accompany me
 - » meet in a public place



4 I WILL PROTECT MYSELF ONLINE.

- If someone makes me feel uncomfortable or if someone is rude or offensive, I will
- » not respond
 - » save the evidence
 - » tell my parent, guardian, or another trusted adult
 - » report to the website, cell phone company, cybertipline.com, or the police



SIGNED _____

SIGNED _____



HEALTHY LIVING *social media safety for teens*



NetSmartz.org/TipSheets

A program of the



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THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.

- ☐ **CHECK YOUR COMMENTS AND IMAGES.**
Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?
- ☐ **TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.**
Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete – or if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.
- ☐ **REVIEW YOUR ACCOUNT SETTINGS.**
Go through each option slowly. Always ask yourself – what is on my profile and who can see it?
- ☐ **KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.**
These are the people who can see, share, and comment on what you post so you want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.
- ☐ **KEEP AN EYE ON 3RD PARTY APPS.**
Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add one.
- ☐ **DON'T FORGET MOBILE.**
When you use mobile devices like smartphones and tablets to post something or check in, you could also be sharing your location. Check your settings to make sure you're only sharing what you want to.
- ☐ **REPORT.**
You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to www.CyberTipline.com.

NetSmartz Workshop

For more resources visit NSTEENS.ORG

CHARACTER *defining character*

C H A R A C T E R
What's **CHARACTER** all about? 










"Character is power." ~ BOOKER T. WASHINGTON

*"What lies behind us and what lies before
us are small matters compared to
what lies within us."* ~ RALPH WALDO EMERSON

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your character – or be known *as* a character, to paraphrase a high school principal's advice to his graduating class.

Your character determines whether your friends, classmates, and family members see you as a leader, respect you as a role model, and ultimately, feel their interactions with you help them become better people.

But what values and personal attributes comprise character? To name just a few, character is defined by:

- C**  **CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."
- H**  **HONESTY** Be honest with yourself and with others in every interaction. Honesty and integrity are the core values that make respect, courage, and trustworthiness possible.
- A**  **ACTIONS** Your actions – not your intentions or words – are what define your character. Often, these become acts of courage, such as taking a stand against injustice, prejudice, cruelty, and other inhumane behaviors.
- R**  **RESPONSIBILITY** Your sense of responsibility is what compels you to do the right thing, follow through on your promises, and be accountable for your actions. Personal rights are only possible if they're accompanied by responsibility.
- A**  **ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.
- C**  **CITIZENSHIP** People of strong moral character don't sit on the sidelines. Contribute your "fair share" – participate fully as a concerned student, volunteer, and voter.
- T**  **TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.
- E**  **EMPATHY** When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.
- R**  **RESPECT** Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.

Banish Bullies

Look around you. How many times a day do you witness someone

being a bully? Bullies are those bad apples who intentionally and repetitively abuse other people who are less powerful than they are.

The bad news is this: Bullies have a toxic effect on themselves and everyone around them, whether you happen to be the direct victim of their nastiness or not.

Even innocent bystanders are negatively affected. And, if you stand silently by, you're showing your approval, even if you don't approve.

There is no surefire way to banish bullies, but there are some things you can do. For starters:

Don't be a bully. If you feel angry and out of control, stop, breathe deeply, and relax. Don't take it out on someone else.

Work with student leaders and school officials to create safe, anonymous ways to report threats, drug use, weapons possession, etc. Remember, there's a fundamental difference between being a snitch and courageously taking a stand against aggressive and potentially dangerous behaviors.

Let 'em know.

Bullies pick on people they think are different. Let your friends and fellow students know you won't stand by while someone is teased or taunted for being a different size, sex, race, or religion.

Stick with the group.

Whenever possible, avoid being alone.

Walk away. If you see a bully or someone who looks suspicious, take another route.

Exude confidence. You're less likely to be targeted by attackers if you appear poised and unafraid.

Follow your hunches. If a situation feels creepy, get out of it.

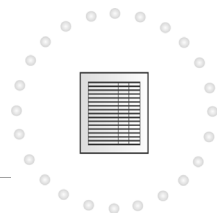
Keep your eyes open. When you're out in public, stay aware of the people around you. Also, key in on what they are doing and why that makes you feel uncomfortable.

Be in the know. The better you size up a person and a situation, the safer you'll be.

Be
SMART
Stay
SAFE

To reduce your chances of physical harm:

NOTES



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