

# ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES



*Bobbi A. Anderson-Hume*



JOIN US IN HELPING  
OTHERS

Here's how to give:

1. Go to [riverworksonline.org](https://riverworksonline.org)
2. Click on the DONATE tab in the upper right hand corner
3. Click on the DONATE ONLINE tab
4. Click on the FUND drop down menu
5. Select ROCKFORD SCHOOL THANKSGIVING FUND DRIVE

## A NOTE FROM THE PRINCIPAL

*Bobbi A. Anderson-Hume, Ph.D.*

**EDUCATIONAL ENDURANCE.** I like this phrase. When I was a new mom of a 4th grader who didn't "do" school, a really smart teacher told me my son lacked educational endurance. He struggled to stay at his desk, had difficulty listening for any length of time, or focusing on practicing new skills. I have always been a fan of the term, and I believe it's appropriate to dust off for what I have been talking about in my weekly bulletins lately.

First, remember that the stage your kiddo is currently in developmentally, is second only to becoming a toddler. You remember: eating, speaking, walking; all of that growth is barely more substantial than the stage your middle schooler is in right now. They are dedicating so much energy to growing, they actually forget how to do tasks they had once mastered. This explains the sudden inability to put a dish in the dishwasher or hang up a wet towel. We also have to take into consideration the amount of information that is constantly coming at them. We don't have any experience that's comparable to what it's like to be a kid now. All this to say, they are **IMPRESSIONABLE**. What they do now sticks. The language they use, the habits they develop, the interests they pursue, etc. This is why we are so concerned at this level about being on time, doing our best work, being accountable, and being kind to each other. This is what we want to stick!

## ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES

### A NOTE FROM THE PRINCIPAL...CONTINUED

*Bobbi A. Anderson-Hume, Ph.D.*

It should make sense to all of us that what is sticking currently is short concentrated online classes and then the teacher disappears and the student gets to determine what to do, how to do it and when to begin. We called it Distance Learning. Think about how being back in the classroom proper is different from that experience. Having to focus on instruction for longer, needing to stay in a seat, not talking whenever the feeling strikes and needing to monitor word choice, following adult directions in the moment, following a food and bathroom schedule, all of it, it's educational endurance. As I said a couple weeks ago, we are so fortunate our students get to get up and move and go outside and use their hands to learn; I can't imagine a traditional school approach for kids right now.

After break we are going to be reviewing some of these skills with our students and build their endurance and school skills back up. We will make sure our expectations are crystal clear and we will focus on routines, because routine is very important and comforting for adolescents. *My highest priority is our 8th grade group.* There is both increased freedom and responsibility in high school and it's our job to assure our kids are ready for it. Our expectations are consistent, we won't be asking students to do anything we haven't asked currently, it will be about reviewing, explaining, practicing, and then holding kids accountable. **As always, visit, call, or email with any questions, concerns, or ideas. Thank you!**

b

Dr. Bobbi Anderson-Hume  
Principal, Rockford Middle School

# RMS-CES PARENT/COMMUNITY NEWS

## Reminders & Opportunities:



Hello Rockford Families!

Every year we partner with Riverworks Food Shelf to help support our community before the holiday season. Last year we raised over \$800 thanks to all of the generous donations! As we plan our upcoming celebrations, we at Rockford Area Schools, are asking that you take the time to think of others who are less fortunate. Please make a donation that works for your family to help relieve the stress of others during this time. If you are able to donate, we are asking all families and staff to donate money on-line directly to Riverworks. With the financial support, they will be able to purchase the food to fill their shelves. Please follow the directions below to donate. Any dollar amount helps! **Thank you for supporting our community and partnering with Rockford Area Schools.**

**Happy Holidays!**

### Here's how to give:

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3. Click on the DONATE ONLINE tab
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5. Select ROCKFORD SCHOOL THANKSGIVING FUND DRIVE

Contact Annie Mickelburg in our District Office

### Publicity Photographs

Throughout the year, photographs and videos are taken in classrooms and at school activities. Some of these may be published in local newspapers, on the local cable station or in Rockford Area Schools' publications and websites. Parents may request that their child's photograph and identifying their name not be published in district productions or websites. The request must be made in writing and sent to the **Rockford Area Schools District Office, at 6051 Ash Street, Rockford, MN 55373.** (This does not apply to pictures of school events taken by the news media.)

## OPPORTUNITIES

### Special Education Paraprofessional:

RAS has open paraprofessional positions for the 2021-22 school year! We are looking for positive, student centered individuals to join us in supporting RAS students. If you know of anyone interested, you can find the job posting [HERE](#) Individuals would work 4-8 hours/day at our hourly rate, with possible bus route assignment. Feel free to reach out to Emily Seitzer via email, text or phone call for more information. Email: [eseitzer@mawseco.k12.mn.us](mailto:eseitzer@mawseco.k12.mn.us) Office Phone: 763-477-5837 Ext 1030



### **The buzz of the Spelling Bee is back!**

Next week students at RMS-CES will have an opportunity to demonstrate their spelling skills in the classrooms to qualify for the District Spelling Bee. **Additional details can be found [HERE](#)**



# RMS-CES PARENT/COMMUNITY NEWS

## Reminders & Opportunities:

# ANNUAL STUDENT/REGISTRATION UPDATE

This year, Rockford Area Schools has implemented an Annual Update which can be found in the Parent Portal in Infinite Campus.

Keeping this information up-to-date will help families stay connected and be informed on upcoming plans and other important announcements.

Infinite  
Campus

Click here

This online update will replace the emergency medical form you have received in the past. Most of the information will auto-populate from data already entered in Infinite Campus. Required fields are marked with a **red asterisk(\*)** and information highlighted in yellow needs to be updated. There are also fields required by the Minnesota Department of Education such as technology access and ethnicity.

Once you are logged in to your  
Parent Portal:

- Click More
- Followed by Online Registration, and a new window will open.
- Follow the prompts by clicking the Annual Update button to begin.

We are asking all families to complete this year's update **AS SOON AS POSSIBLE.**

Going forward, the Annual Update will take place yearly in August.

If you have any questions, please contact Annie Mickelburg at [mickelburga@rockford.k12.mn.us](mailto:mickelburga@rockford.k12.mn.us) or (763) 477-9165.

# RMS-CES PARENT/COMMUNITY NEWS

## Reminders & Opportunities:



ORDER THE 2021-2022 RMS-CES YEAR BOOK [HERE!](#)  
OR USE THE QR CODE BELOW



Lake Sarah Dental will be hosting our annual [Give Kids a Smile Event](#)  
on Friday, February 4th, 2022 from 9 am -1 pm.

We will be providing cleanings, x-rays, exams, fluoride, sealants, fillings and extractions of baby teeth at no cost to children age 1-18 years of age. These services will be provided free of charge and are for families with no insurance or inability to pay for dental care. Our appointment slots will open in December and are scheduled first come first serve.

We will not be able to take walk-ins appointments.

Please feel free to send this information to your families as you feel it is best served. We do need parents to fill out paperwork if they can not be present for the day of treatment, but the child must be accompanied by an adult.

Sincerely,

Lake Sarah Dental  
7500 State Highway 55, Suite 200  
Greenfield, MN 55373  
[www.lakesarahdental.com](http://www.lakesarahdental.com)  
763-575-8038



# RMS-CES PARENT/COMMUNITY NEWS



## Reminders & Opportunities:

A message from the nurse  
regarding COVID notification:



As we get back into the swing of things and spend more time together, there are going to be cases of COVID, especially with the Delta variant making its way through. In order to not inundate you with emails, we will not be sending a general notification letter to an entire grade level after every positive case of COVID. We will be alerting you if your child is a close contact of a positive case of COVID. Please be vigilant in monitoring your child for symptoms and keep them home if any present.



Wright County  
MINNESOTA

### Truancy Resources

#### Wright 2 School

##### Excused vs. Unexcused Absences

###### Excused Absences:

Family emergency

Illness/Medical or mental health  
appointments

(documentation may be  
required)

Religious holidays

###### Unexcused Absences:

Babysitting

Working

Needed at home

Child is not immunized

Car trouble

Missing the bus

Oversleeping

Weather

*Habitual truant* means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven full school days. If the child is in elementary school for one or more class periods on seven school days. If the child is in middle school, junior high school, or high school, or the child is 17 years old and has not lawfully withdrawn from school.

Truancy and Educational  
Neglect Intervention  
Program

Please click [HERE](#) to view Truancy Brochure

# RMS-CES PARENT/COMMUNITY NEWS

Mrs. Molly Wirth

Counselor's  
Corner

## Anxiety

Experiencing occasional anxiety is a normal part of life. However, people with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations. Often, anxiety disorders involve repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks).

Examples of anxiety disorders include generalized anxiety disorder, social anxiety disorder (social phobia), specific phobias and separation anxiety disorder. You can have more than one anxiety disorder. Sometimes anxiety results from a medical condition that needs treatment.

### Symptoms

- Criteria for generalized anxiety disorder include:
- Persistent and excessive worry about different events or activities
- Inability to control this worry
- At least three of the following symptoms:
- Restlessness
- Fatigue
- Inability to concentrate
- Irritability
- Increased muscle soreness
- Disrupted sleeping patterns

For more information about help or what Anxiety is, please click [HERE](#)

- **Crisis Text Line: 741741**
- **In a life-threatening emergency call 911**



**NYSTROM  
& ASSOCIATES**

**School-Based Mental  
Health Services**

<https://www.nystromcounseling.com/our-services/school-based-mental-health-services/>

# RMS-CES CLASS NEWS

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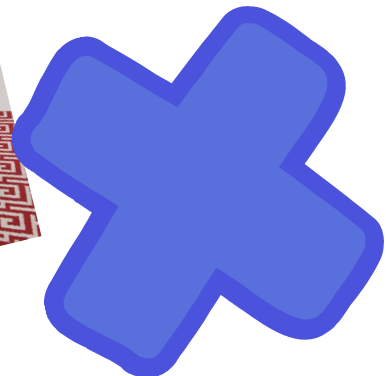
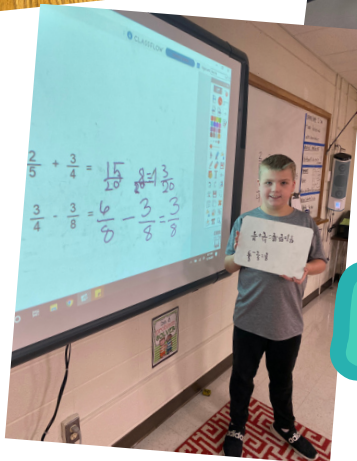
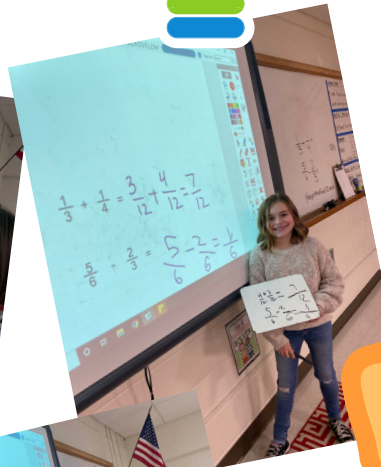
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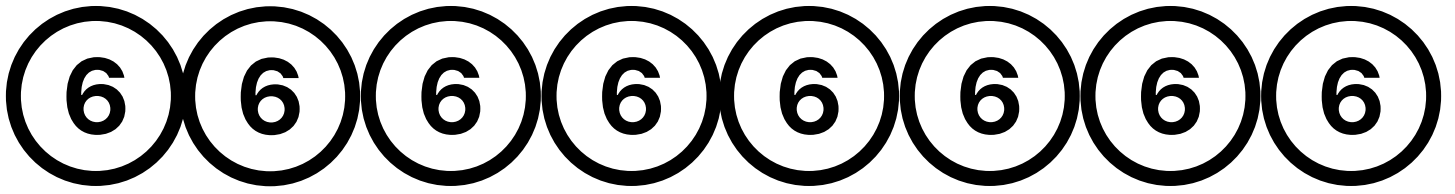
## MATH

This week in math, 5th graders started by generating equivalent fractions using multiplication and division. They practiced simplifying fractions and writing them in the simplest form. They were introduced to adding and subtracting fractions with unlike denominators, and students discovered that they need common denominators to solve. The rest of the week was spent practicing and reviewing what was learned earlier in the week. 5th graders worked hard this week, and it will pay off next week when winter break begins!





# RMS-CES CLASS NEWS



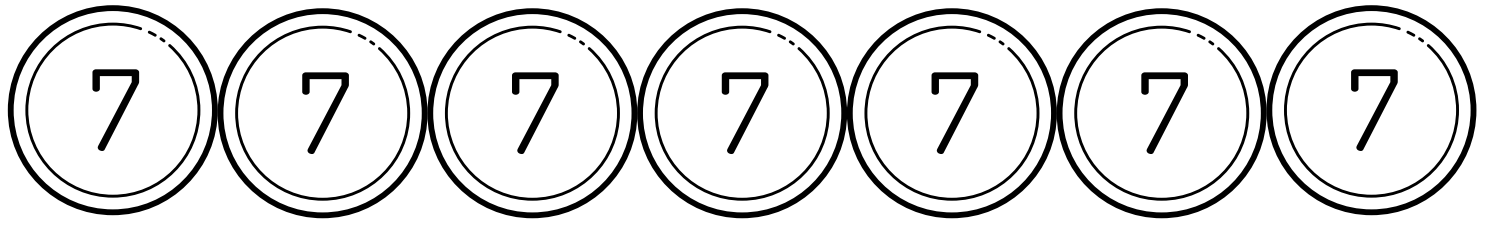
## MATH

For the past month, students have been working on two different units. The first unit was Ratios and Rates. They needed to use their reasoning skills with multiplication and division to solve ratio and rate problems. The most difficult part of this unit was to read the word problems carefully, deciding which information to apply and discard, and then choosing the correct operation and reasoning to solve each problem.

The second unit was all about Greatest Common Factors (GCF) and Least Common Multiples (LCM). Students were taught the “Upside-down Cake Method”, a much simpler way to find the GCF and LCM than the way most of their parents were taught how to solve those types of problems in school. They will be applying this concept in the near future when they will be adding and subtracting difficult fraction problems.



# RMS-CES CLASS NEWS



## LANGUAGE ARTS

Seventh grade Language Arts students held a poetry recital this past week. First, students chose a topic that was of great interest or importance to them. Then they researched a wide variety of poetry in search of a poem that "spoke" to them about their topic. Topics included sports, food, family, mental health, friendship, and many more. Along with reciting their poem with the presentation skills they have been practicing, they also needed to create a personal slideshow that correlated with the poem. The recital was a student-led event, so students were in charge of running the show. Each class had an MC, a tech person, a camera person, and a wait staff that served refreshments. It was a spectacular day!





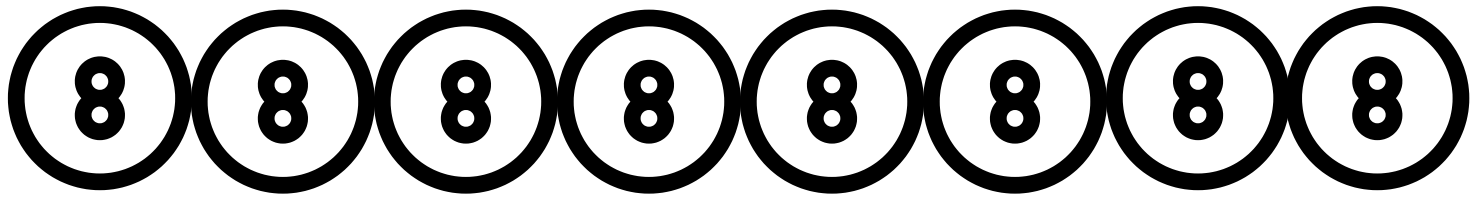
# RMS-CES CLASS NEWS



## LANGUAGE ARTS...continued

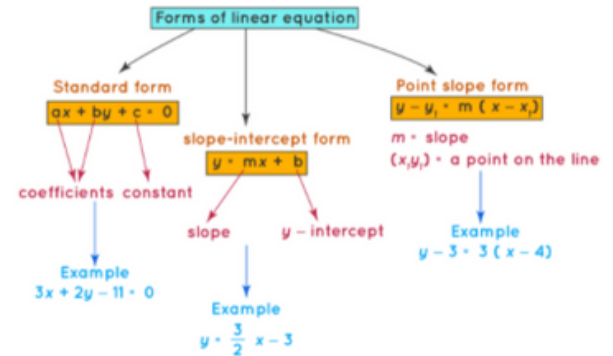
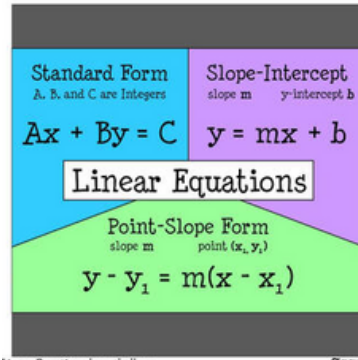


# RMS-CES CLASS NEWS



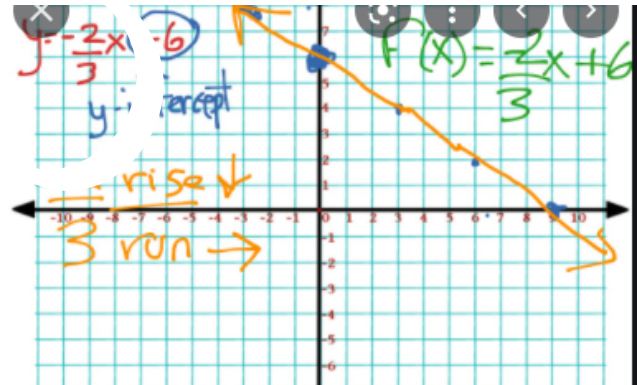
## MATH

Forms for the Equation of a Line		
Slope-Intercept	$y = mx + b$	$m$ is the slope $b$ is the y-intercept
Point-Slope	$y - y_1 = m(x - x_1)$	$m$ is the slope $(x_1, y_1)$ is a point on the line
Standard Form	$ax + by = c$	$a$ is positive
Intercept Form	$\frac{x}{a} + \frac{y}{b} = 1$	$a$ is the x-intercept $b$ is the y-intercept
Vertical	$x = a$	Vertical line with $a$ as the x-intercept
Horizontal	$y = b$	Horizontal line with $b$ as the y-intercept



Eighth grade algebra students have spent the last month studying the various ways that a linear equation can be written in. Students started off studying the Slope-Intercept form of a linear equation. I start with this form because they are introduced to this format in seventh grade, it is the most commonly used method to write a linear equation and much of their high school and beyond math refers back to form.

Students learned the meaning behind the numbers and how the numbers affect the graph.

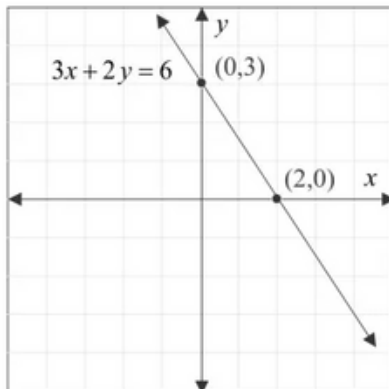


T- chart

$x$	$y$
0	3
2	0

Intercepts

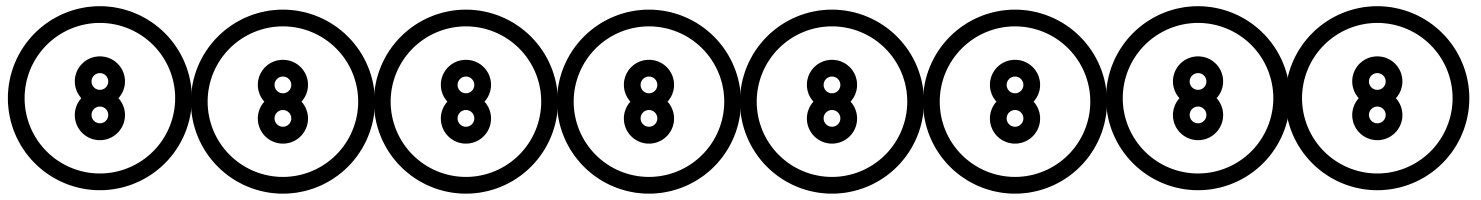
x - intercept : (2,0)  
y - intercept : (0,3)



STUDENTS THEN LEARNED ABOUT THE STANDARD FORM OF A LINEAR EQUATION. AGAIN STUDENTS LEARNED WHAT THE NUMBERS MEAN AND HOW THEY AFFECT THE GRAPHS. STUDENTS LEARNED **TWO WAYS TO GRAPH** FROM THE STANDARD FORM; BY REWRITING THE EQUATION INTO SLOPE-INTERCEPT FORM AND TO USE THE X AND Y INTERCEPTS.



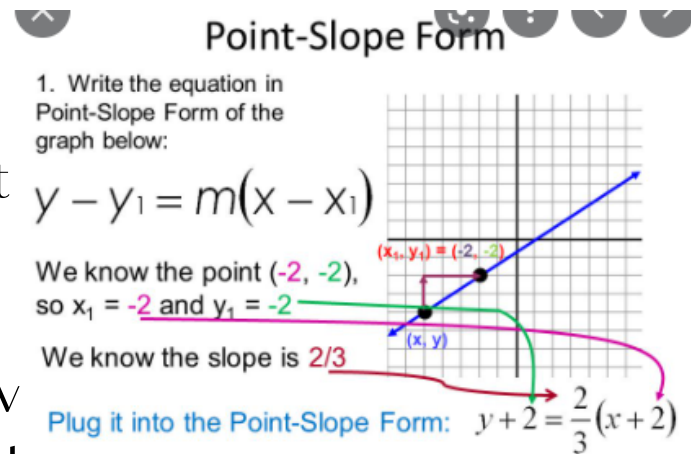
# RMS-CES CLASS NEWS



## MATH continued...

Finally students learned the Point-Slope form of a linear equation.

Students learned which numbers made up one of the many points that are on the line and which numbers were the slope and how all that affects the line. Students learned how to graph a line from the equation and how to write an equation given the line.



Students learned how to rewrite each form into the other formats. Depending on the problem or information given students learned when best to use each of the formats. I often referenced H2O when explaining why there are so many forms. Sometimes you want the H2O in a solid cold form known as ice, sometimes you want to hydrate with the liquid form of water, and sometimes you need the hot form known as steam. For each need or circumstance one form will better serve you than the others.

