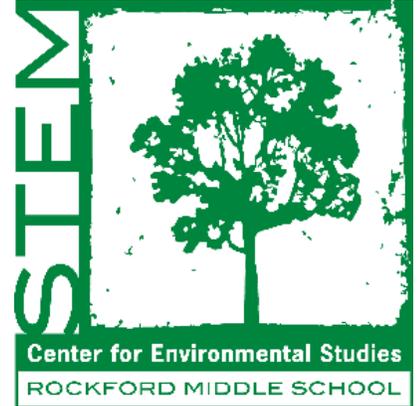


# ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES



## A NOTE FROM THE PRINCIPAL

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

Are you ready for more chit chat about behavior and grading? Yes! I feel your excitement! I have said this before, the purpose of grades is to communicate to students and parents/guardians what students know and can do in regard to a standard (e.g. convert between fractions and decimals). That's it. Honestly, most of what was done for your and my grading when we were in school wasn't overly accurate and reliable. I'm not throwing shade at my predecessors, we all do the best we can with what we know at the time. And, we didn't use grading then the way we do now. Now, we are constantly in search of precise and timely information to be used to determine what our students know and can do so that we can intervene if they don't know something, or give them something more if they do.

One of the most important parts of this process is to be clear about what the expectations are. In other words, we need to tell students what we are expecting them to learn or be able to do, and at what level. To do this, we use something called a rubric. In a perfect world, everything we ask kids to do would be on a rubric and first presented to kids, second used by teachers to assess how students are performing, and third given back to students and parents/guardians for feedback. Rubrics take a tremendous amount of training and time to write, especially across grades and subjects. Writing them across a building is a tremendous task, and this is what we have been doing with our professional development time.



## ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES

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

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

*I will be scheduling parent meetings to have you here to talk through all of these things in person later this year; my goal* in my weekly bulletins is to provide pieces to think about in advance. We have started our work creating rubrics with behavior, and we are really excited about this work. First of all, it's building-wide work that creates building-wide expectations for all of the adults. Second, it's creating clear expectations for our students in advance, in print, for their constant reference. Not only are these types of proactive measures pure gold for school culture, it keeps behavior incidents lower in general. Third, you have heard me say multiple times that our kids have forgotten many of their school skills, this is an important piece of our plan for re-teaching, practicing, and getting these skills back for our kids. We began our work with kids this week Tuesday; ask your student what they learned! Fourth, having behavior rubrics will provide us with excellent longitudinal behavioral data about our students over 4 years of an important developmental period of their lives, as they head to high school. Think about what this will tell you and us (and the RHS staff) about their readiness and what they need to be ready! Fifth, (because a big part of my job is being the educational leader of this building) this is excellent practice for my staff who must be able to write rubrics for their own academic standards. Sixth, these curricular documents are essential for the District to have on hand for both our magnet school status and our overall academic success. Once these documents exist, they can be consistently improved upon and we hold ourselves to higher and higher standards.

Speaking of higher standards, I want to include our first draft of our first behavior standard for you to view. It has already been adjusted about six times this week. I want your feedback. I want to know how you feel about what is on it and our word choices. These are your kids and we are your school, *please email me or call if you have opinions either way*. It is a 0-8 point scale. Basically, a 0 means we do not see the skill, ever. An 8 means the student should be on a poster for the Department of Education modeling the skill. Our goal is for students to be 5s and 6s. Much more to come on this! Thank you!

b  
Dr. Bobbi Anderson-Hume  
Principal, RMS-CES

Behavior Rubrics on next page



## ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES

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

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

#### Self-Control

The ability to know how to monitor and adjust your voice, body, and reaction in different times and spaces.

##### Not observed

0

- Behavior demonstrates understanding of community spaces
- Keeps hands/feet/property to self
- Knows when and when not to speak out
- Shows care for others
- Personal electronics away/No games on Chromebooks
- Not reacting to others



##### Rarely demonstrates self-control

1-2

- Behavior demonstrates understanding of community spaces
- Keeps hands/feet/property to self
- Knows when and when not to speak out
- Shows care for others
- Personal electronics away/No games on Chromebooks
- Not reacting to others



##### Occasionally demonstrates self-control

3-4

- Behavior demonstrates understanding of community spaces
- Keeps hands/feet/property to self
- Knows when and when not to speak out
- Shows care for others
- Personal electronics away/No games on Chromebooks
- Not reacting to others



##### Usually demonstrates self-control

5-6

- Behavior demonstrates understanding of community spaces
- Keeps hands/feet/property to self
- Knows when and when not to speak out
- Shows care for others
- Personal electronics away/No games on Chromebooks
- Not reacting to others



##### Consistently demonstrates self-control

7-8

- Behavior demonstrates understanding of community spaces
- Keeps hands/feet/property to self
- Knows when and when not to speak out
- Shows care for others
- Personal electronics away/No games on Chromebooks
- Not reacting to others



# RMS-CES PARENT/COMMUNITY NEWS

## Reminders & Opportunities:

### PARENTS & STUDENTS



Please **LABEL** your student's chromebook charger (put name on piece of masking tape and apply to block of charger)

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

# RMS-CES PARENT/COMMUNITY NEWS

## Reminders & Opportunities:



ORDER THE 2021-2022 RMS-CES YEAR BOOK [HERE!](#)

OR USE THE QR CODE BELOW

**LAST DAY TO ORDER IS JANUARY 28TH!**



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

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

Mrs. Molly Wirth

Counselor's  
Corner

## Self Care

### DEVELOPING A SELF-CARE PLAN

Self-care is any activity that we do deliberately to take care of our mental, emotional, and physical health. Knowing what self-care is not is also important. It is not something we force ourselves to do, or something we do not enjoy doing. Self-care should be something that refuels us rather than takes from us. It is not a selfish act either; it is not about only considering our needs, but about knowing what we need to do to take care of ourselves so we can perform better at work and take better care of others.

**Assess your current level of self-care:** You can start this by looking at your typical week and taking note of how many, if any, times you have taken some time for yourself. Pay attention to the types of activities you take part in. Make sure to give yourself credit for smaller actions as well, such as taking time to get your favorite coffee or watching a favorite TV show. It is also important to notice if there is an absence of self-care in your routines. Without self care, you are at higher risk for burnout. Developing a baseline for your self-care activities will help you to be aware of the importance of introducing these activities into your busy schedule.

**Find out what you like to do:** Once you have determined a baseline for your self-care activities, the next step may be to do some self-exploration. You will need to identify your personal interests and activities that are most enjoyable for you. Consider activities for your physical, mental, spiritual health, and relationships. You may also want to use your self-care time to try new things.

**Integrate your self-care plan into your daily life:** It is beneficial to develop a realistic self-care plan that you can commit to on a consistent basis. You should aim for incorporating a self-care activity at least once a week. For some, it may be helpful to actually schedule your self-care activities on your calendar each week. For others, using self-care activities as rewards or incentives may work better. You should start incorporating these activities slowly and build up to a schedule that best fits your lifestyle by making small changes. Making small changes and setting easily attainable goals will help you to create a more realistic path to implementing your self-care plan. It is important not to create more stress for yourself with your self-care goals.

**Monitor your progress & adjust if necessary:** After a few weeks, it will be important to monitor the success of your self-care plan. You should look at whether you are able to fulfill responsibilities without feeling burnt out and whether your plan has been successful in helping you achieve more balance in your life. If you feel you are losing motivation to follow through with your self-care plan, try new approaches or activities. Consider any obstacles that have come up and what is working well.

Adjust your self-care as needed and re-assess again in a few weeks.

*"The more anger towards the past you carry in your heart, the less capable you are of loving in the present". -Barbra De Angelis*

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



**NYSTROM  
& ASSOCIATES**

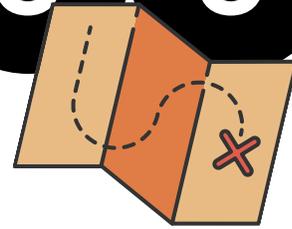
**School-Based Mental  
Health Services**

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

# RMS-CES CLASS NEWS

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## SOCIAL STUDIES



The 5th graders have been working extremely hard on creating their Explorer Books in Social Studies! They learned about 14 different explorers that played an important roll during the Age of Exploration, and recorded their findings in their books. They also illustrated each page, and included information about the author.



# RMS-CES CLASS NEWS

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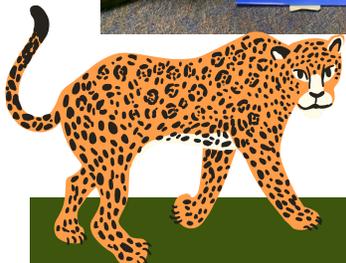
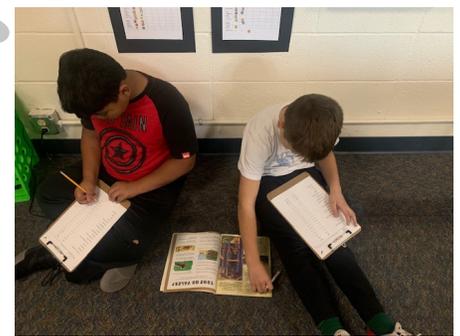
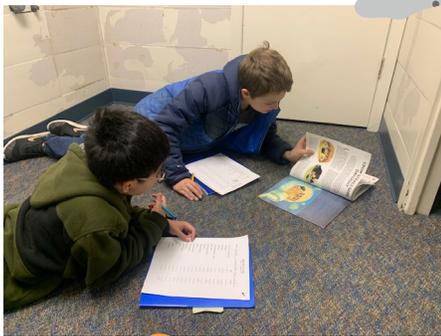
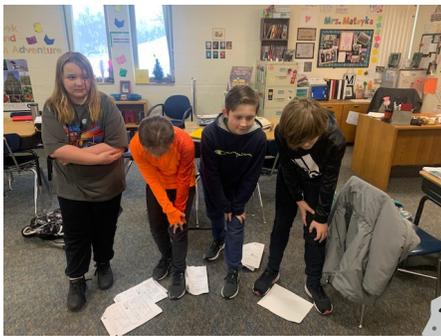
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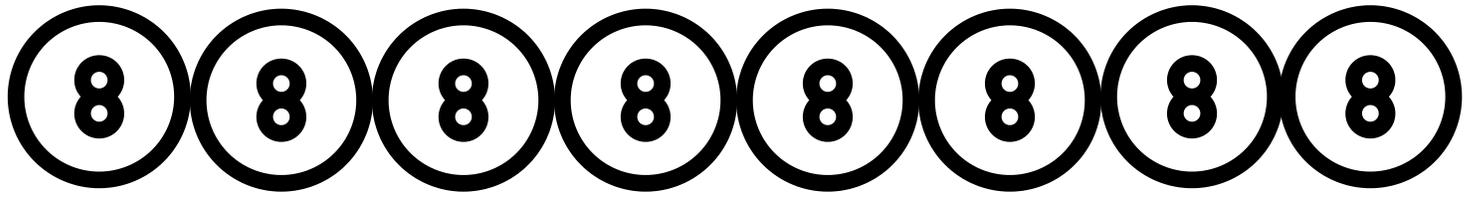
## READING

Fifth grade Language Arts students have been very busy in class. Before wrapping up the text feature unit, students completed a "Find It...Check It!" activity. Students paired up and chose a nonfiction book. Then they were given text features to search and find in the book. When finding the text feature, students checked it off and provided page evidence of their findings. Second hour students have been very busy with their vocabulary words. They have recently played "Vocabulary Freeze Frame." In this activity, students are in groups and given a vocabulary word to create a frozen picture depicting the word's definition. One student sits out of the group and then after entering the classroom, finds himself/herself among these frozen "frames" around the room, all showcasing one vocabulary word. The one student must identify the vocabulary word that all groups are displaying. Another activity this same group did in order to review for the upcoming vocabulary test, was to play "Pictionary/Charades." Students chose to draw on the Active Board for other classmates to figure out the necessary vocabulary words. Recently, most students have begun their Big Cat unit and will be learning and reading about the 7 largest big cats in the wild.





# RMS-CES CLASS NEWS



## LANGUAGE ARTS

Before Christmas Break and in preparing to study Catherine Applegate's **Home of the Brave**, a novel written in Free Verse, 8th graders studied *Free Verse poetry*. With an emphasis on word choice, line formation, and figurative language, poets drafted, edited, and revised an original poem. So many writers created beautiful poems full of imagery by showing vs. telling within their work.

### A few selections are below

#### Football, by Jet Gish

Getting ready in the locker room,  
stepping onto the field...  
crowd yelling and cheering  
echoing through the stadium.  
Players strapping on their helmets and  
tying the cleats.  
lights happily shine on the field like the sun.  
Warming up, getting ready for  
our big game.  
Going over the plays we've practiced  
just for this moment.  
Breaking the huddle,  
lining up for the big play.  
Now it is  
showtime!

#### Summer's Death by Olivy Yonak

*I step outside.  
A surprise awaits earth. Trees  
covered  
In a blanket of snow.  
Once green, brown and blue,  
Now wears a sparkly coat.  
Yesterday,  
The sun sang a song of growth.  
Today, it's muffled by the shrieking wind.  
Behind the trees,  
Summer's memory lingers.*

#### Seasons by Hailey Henrich

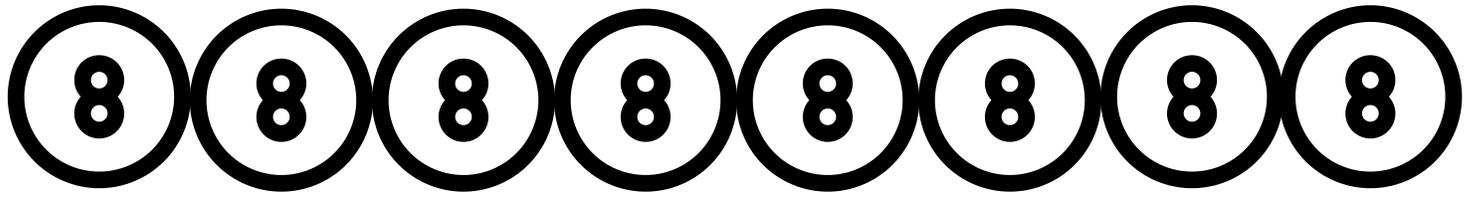
Winter's breath breezing  
over the land.  
It snows like it  
cries in spring.  
Spring comes over  
to warm it  
up a bit.  
Storms happen  
as much as people shop.  
Summer comes rolling  
over, ready  
to heat the  
Place up.  
It's as hot  
as the center  
of the earth.  
A perfect time  
for a popsicle.  
Then fall washes  
over summer.  
The heat cools,  
the leaves fall,  
and the allergies come.  
Winter finally  
wakes up.  
Everything starts freezing over.  
Sadness returns.  
This continuous cycle,  
never truly ending.

Lemonade by Wil Bemah  
Lemonade...  
Screams summer.  
Yellow color bright.  
Sour make you do a sour face – sweet!  
Makes you smile.  
Quenching ice to cool you down.  
Ball bouncing on the blacktop.  
Kids running to the stand.

#### Tea Party by Ainsley Gill

I look around to see  
happiness  
shining through everyone's  
eyes like rays of golden sun.  
Absorbing the feeling,  
spreading like a wildfire in  
the room.  
Tea without sugar?  
Scrunching my face,  
bitterness fills my mouth,  
leaving a lingering dryness.  
I barely swallow.  
"Pass the sugar please."  
My eyes wander to the  
kitchen.  
Mom boils more tea.  
Bubbles rise quickly to take a  
breath.  
Spoonfuls of sugar crystals  
fall in the  
white, polka-dotted tea cup.  
Ladybug cup reaches my  
mouth.  
Gone with  
one  
gulp.

# RMS-CES CLASS NEWS



## LANGUAGE ARTS...continued

This week, we began reading the novel and throughout our study of the book, we will analyze the use of Figurative Language, Symbolism, and Theme. The main character of the book, Kek, is a boy who leaves a refugee camp in Sudan and resettles in Minnesota – in December! In Part I, students interpreted Kek’s “Poetic Phrases” for both the literal and figurative meanings and are discovering the challenges of learning a new culture and a language. As the plot continues to develop in Part II, we will learn how Kek views this winter world and maintains hope that his mama is alive.

