

ROCKFORD MIDDLE SCHOOL CENTER FOR ENVIRONMENTAL STUDIES



Bobbi Hume

A NOTE FROM THE PRINCIPAL

Bobbi A. Anderson-Hume, Ph.D.

This week we were all about our winter field trips! Students headed off to Baker Park and surrounding areas to experience our environment in real life. Even in these cold months, the woods are full of life and lessons for our students.

*Bobbi Anderson-Hume, Ph.D.
Principal, RMS-CES*



It was National Counselor's Week this week!! Some of our 5th graders were showing Mrs. Wirth how much we LOVE her!

RMS-CES PARENT/COMMUNITY NEWS



Registration for the 2022 summer RAAA youth fastpitch softball season is now open at click [HERE](#) to register!

Registration Deadlines

- 8U Travel, 10U and 12U registration closes on Feb. 28
- 6U and 8U House registration closes on March 31
- All late registrations will incur a late fee added to their registration



SCHOOL STORE

LOCATED AT ROCKFORD HIGH SCHOOL

Please click [HERE](#) for the School Store Hours

Reminders & Opportunities:

Contact Christa Larson 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 Parents may request that their child's photograph and identifying their name not be published in district productions or websites.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.)



Friday Green Tips

Use plastic water bottles as hanging herb gardens
(Pinterest has lots of tips)

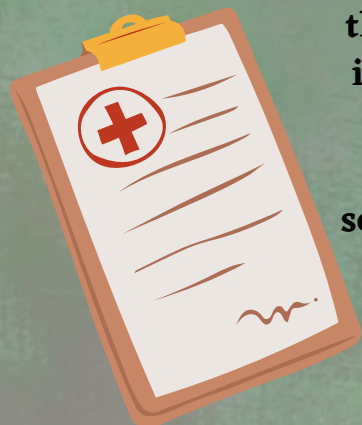


Hello Rockford families,

RAS was able to obtain more at-home, rapid COVID tests from the state for K-12 students. We will have these tests on hand for if/when your student develops COVID symptoms and you'd like to test. These tests are available for your convenience, **even if you've already gotten a test**. If your student becomes ill at school, we can send a test kit home with them at your request. If your student is at home and you'd like to come pick up a test, reach out to the building health office to set up a plan.

Thanks!

Rockford Area School Nurses



RMS-CES PARENT/COMMUNITY NEWS

Reminders & Opportunities:



THE 2022 RAAA BASEBALL SEASON IS ALMOST HERE

8-14 YEAR-OLDS = REGISTRATION IS JAN 31 - MARCH 1
5-7 YEAR-OLDS = REGISTRATION IS FEB 28 - APRIL 4

REGISTER NOW:
[HTTPS://WWW.RAAASPORTS.COM/RAAA-BASEBALL](https://www.raaasports.com/raaa-baseball)

Please contact us at raabaseball@raasports.com if you have questions.

Not an ISD 883 Sponsored Event

LOST & FOUND

Parents, do you recognize anything that might belong to your student? *All of these items will be getting packed up to donate after February 15th.*
Thank you!



COATS & SO MANY WATER BOTTLES

SO MANY SWEATSHIRTS



BOOTS & SHOES

HATS & GLOVES



RMS-CES PARENT/COMMUNITY NEWS

Reminders & Opportunities:

Food Services



Click [HERE](#) for a link to our website page regarding all things Food Service related (menus, EBT benefits for families, lunch acct info and links to applications)



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 Christa Larson at larsonchrista@rockford.k12.mn.us or (763) 477-9165.

RMS-CES PARENT/COMMUNITY NEWS

Mrs. Molly Wirth

Counselor's
Corner



“Trauma creates change you don’t choose. Healing is about creating change you do choose.”

~Michelle Rosenthal

Trauma is an event or situation that is experienced as threatening to one’s life, bodily integrity, and overwhelms one’s ability to cope with the intense negative feelings experienced at the time.

Some common examples of traumatic events include physical, emotional or sexual abuse, severe neglect, death of a parent, severe bullying, witnessing domestic violence, and experiencing a natural disaster.

The “Flight, Fight, or Freeze” response- When exposed to a traumatic event, our bodies naturally react physically, resulting in changes in hormones, blood flow, muscles, heart, bladder, gastrointestinal tract, eyes and skin. This natural physical reaction is known as the “flight, fight, or freeze” response and increases our chance of survival by priming the body to fight off an aggressor, to run away, or freeze and block out negative thoughts and feelings.

How to support a child who has experienced trauma- As a parent, caregiver, educator, or other supportive adult, you have the ability to positively support and impact a child who has experienced trauma. Healing can only occur once a child is no longer in danger. Providing a physically and emotionally safe environment is therefore vital for healing and recovery. Providing a child with structure and predictability is important and expectations for a child should be age appropriate, while consequences should be non-physical. It may also be helpful to develop a safety plan with a child who has experienced trauma so that they can feel empowered and knowledgeable about what to do if they are feeling frustrated or scared. Deciding who safe adults are and ways to contact them when needed may be helpful. Safety plans can be written with the child or illustrated through drawings to fit the child’s developmental level. Teaching children about emotions and enhancing their emotional vocabulary is also helpful. With increased knowledge of emotions, children will gain more insight into their feelings and learn healthy ways to express and cope with negative feelings. (Helping children learn grounding and deep breathing techniques or other ways of relaxing and modeling and practicing these skills with them can be helpful). Trauma has several different effects on children; hyperarousal, distraction and lack of focus, increased anxiety, avoidance, nightmares and flashbacks, and their self-image.

Repeated or prolonged trauma- Trauma that is repeated over an extended period of time or occurs more than once, is often referred to as “complex trauma.” Repeated or prolonged exposure places an individual at increased risk for trauma symptoms and can negatively impact overall well-being and development. Trauma perpetrated by a parent or caregiver can impact child attachment and trust in others and life in general. The world may seem scary and unpredictable and offer little respite or joy.



Crisis Text Line: 741741

In a life-threatening emergency call 911

School-Based Mental Health Services



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

RMS-CES CLASS NEWS

FFA with Mrs. Gregory

This week a team of FFA students traveled to Foley to compete in a regional competition for Fish & Wildlife. Prior to the event students prepared for species identification, written exam questions, and special issues in Fish & Wildlife diseases. Species included in this Career Development Event (CDE) included fish, mammals, insects, birds, reptiles, and amphibians.



Top row L to R. Presley Allen, Mary Poppler & Robbie Johnson
Bottom row L to R. Britta Johnson & Kaia Seevers



RMS-CES CLASS NEWS

SNOW WEEK HIGHLIGHTS

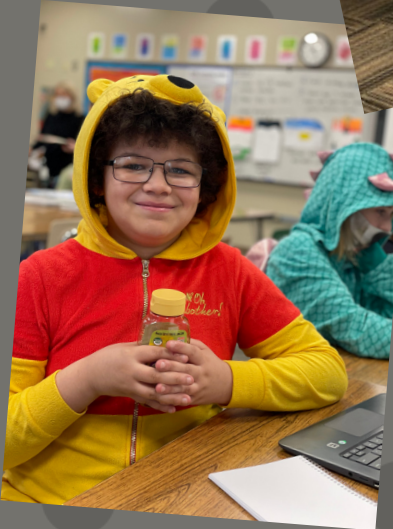


Monday was
Tourist Day!
This is will
as a "tourist
riding an
ostrich"

Tuesday-HAT DAY



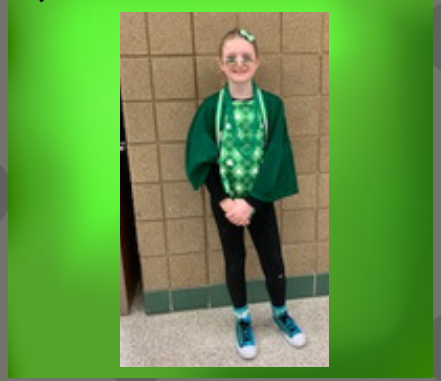
Wednesday was
Pajama Day!
Deron & Kyla
showed off thier
fun PJ's



Thursday
was
Favorite
Character
Day!
Lake is a
cute Minnie



Friday was School Spirit Day

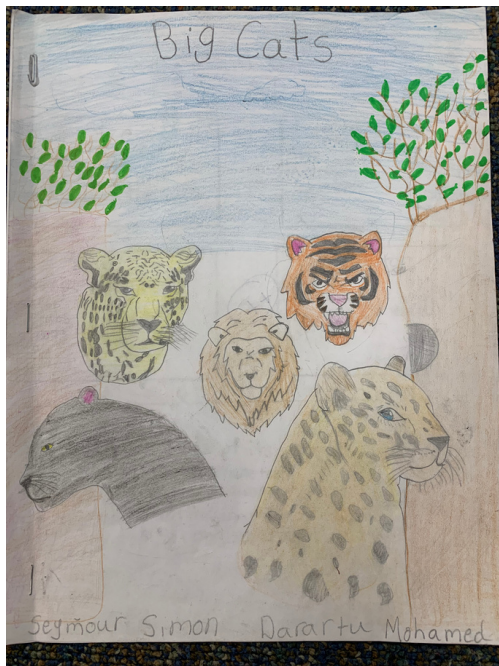


RMS-CES CLASS NEWS

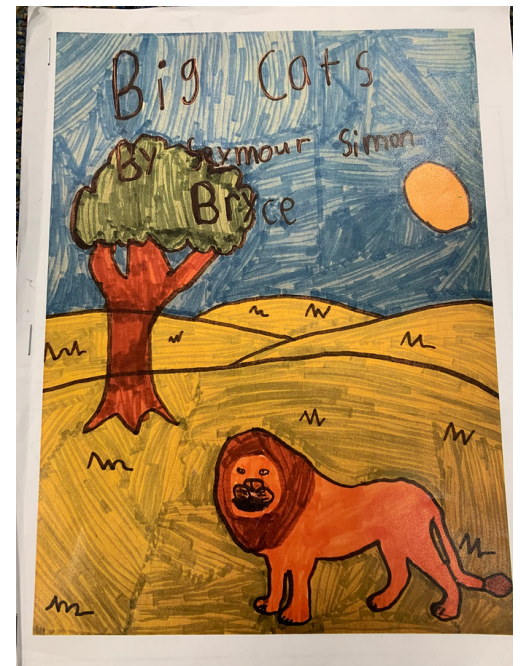
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LANGUAGE ARTS with Mrs. Mateyka

Fifth grade readers have been busy with their big cat unit. Students created a big cat book to keep the information they learned on each cat. They learned about the lion, tiger, jaguar, cheetah, leopard, snow leopard and puma. Students researched their habitats, size, prey, predator and also any fun facts. They wrote about their favorite big cat during Wednesday Write. Fifth grade readers finished the unit by watching a documentary on all seven big cats. It was a "purr-fect" way to end the unit!



Josephine



Clare

My favorite big cat is the tiger. I like the tiger because it is my 2 favorite colors. Orange and black. It is also strong and brave, just like me. The tiger is my favorite big cat because it runs around the rainforest. It is also one of the bigger big cats. They eat a lot of meat and I also like meat. They are beautiful big cats. Tigers can be calm sometimes but not all the time. It is also a great swimmer and I love to swim. They can eat half of their weight in one sitting. I could not eat nearly as much as a tiger.

Emily

The lion was my favorite. The roar can be heard from 5 miles away and that would be from the elementary school to the middle school at least for sure.

Maddox

My favorite is a leopard. It's weird how they drap people from their beds. They're cool and they can jump far.

Kylee

My favorite cat is the jaguar. I know the other cats grab on the neck to kill their prey but the jaguar bites through the skull of the animal. The jaguar can just slap it and kill it in a second. I love how the jaguar can kill an animal a lot bigger than itself. I love how it is so strong, fierce and loyal.

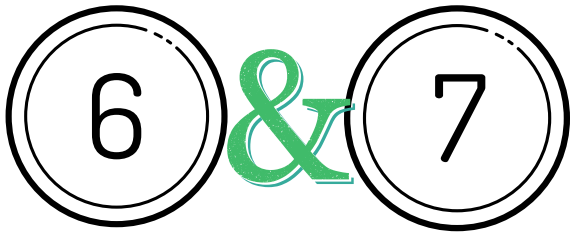
RMS-CES CLASS NEWS

SCIENCE with Mrs. Oliverius



In 5th grade science, students ventured down to the ice rink to test Newton's 3 Laws of Motion in an environment with less friction. We saw that an object in motion will stay in motion unless a force acts on it by observing a 10 pound weight glide across the ice. We experienced that more force was needed to accelerate an object with more mass in a slippery game of tug-of-war. Finally, we saw that for every action there is an equal and opposite reaction by pushing against each other and sliding backwards. It was a great day on the ice observing and feeling physics in motion!

RMS-CES CLASS NEWS



WINTER BAKER FIELD EXPERIENCES

This week kicked off the Winter Baker Field Experiences. 7th Graders enjoyed a windy day ice fishing, playing broomball, and studying winter ecology. Some lucky students were even visited by a chickadee snacking on their seed covered hat. 6th Grade students spent their day snowshoeing and exploring the properties of convection, conduction, thermal radiation, and evaporative cooling in the winter elements. It was a great start to our winter field experiences. Next week, 8th Grade heads out XC Skiing. 5th Grade will wrap things up in March learning about the process of maple syrup production.



Gotta WARM up!



Students made a snow couch



These students made tiny Snowmen to help watch over thier fishing hole

RMS-CES CLASS NEWS

6 & 7

WINTER BAKER FIELD EXPERIENCES



RMS-CES CLASS NEWS

PHYSICAL EDUCATION with Mrs. Lingo



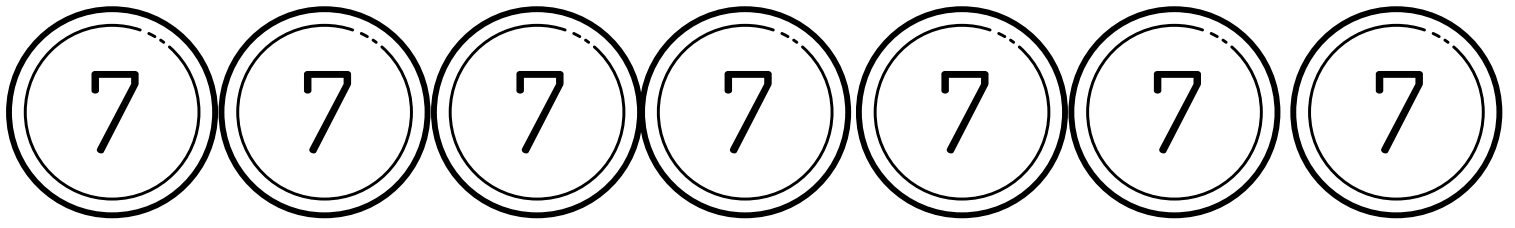
5th grade phy ed
classes enjoyed a
beautiful day at
Rockford Lions
park and ice rink



Even Pat gets
in on some of
the Phy Ed
fun!! Giving a
couple of
shooting tips
to one of our
phy ed kids



RMS-CES CLASS NEWS



LANGUAGE ARTS with Janee Udalla

This week 7th graders are finishing their third AOW. Each AOW, or article of the week, is a narrative nonfiction article about a specific subject matter. This week's article is called "The Tornado that Changed America." The deadly storm happened on March 18, 1925. Over the course of roughly three hours, it ripped through Missouri, Illinois, and Indiana, killing nearly 700 people. Students have one week to complete each AOW. Their first task is to complete a KWL chart. This chart allows students to use any background information they have on the topic and generate questions they have about the article.

Students are then ready to read the article. This can be done individually or with a partner. They use the article to reinforce nonfiction reading strategies such as identifying the central idea (determining the importance) and supporting details while using text features to help comprehend the text. Each AOW reviews the week's previous strategies and adds additional skills and strategies to help with comprehension, fluency, and enjoyment of nonfiction texts.

Next week's AOW is a fascinating read about Jen Bricker, a woman born without legs but became a world-class gymnast and aerialist.



RMS-CES CLASS NEWS

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READING with Jan Hendrickson

Determining a central theme and analyzing its development throughout a novel while also interpreting figurative language takes work! This week, LA8 students tapped into their Figurative Language Journals they have been keeping throughout Parts 3 & 4 of *Home of the Brave* to design and construct creative and colorful Symbolism Cubes. During the upcoming **“Hanging of the Cubes Ceremony”**, students will present their interpretations for each symbol on their cubes before we display them throughout our LA8 classroom. Next week, our study of the novel culminates with students creating Theme Collages (and voting on the top 3) and taking the final assessment.

