

ROCKFORD MIDDLE SCHOOL

CENTER FOR ENVIRONMENTAL STUDIES



Bobbi Anderson-Hume

A NOTE FROM THE PRINCIPAL

Bobbi A. Anderson-Hume, Ph.D.

Rockford Middle School - Center for Environmental Studies would like to welcome Ellie Engstrom, our new School Counselor! Ms. Engstrom will be working with fifth and seventh grade students. Molly Wirth will continue to work with students in the sixth and 8th grades this year.

Welcome Ms. Engstrom!

We are happy to bring another layer of support to our middle schoolers!

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

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

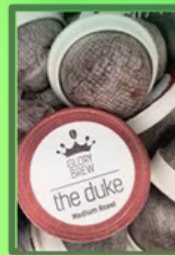
Reminders & Opportunities:

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 Parents may request that their child's photograph and identifying their name not be published in district productions or websites.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

GREEN TIPS



Friday Green Tips

Stop using plastic coffee pods instead use the eco friendly alternative use reusable coffee pods or coffee system.

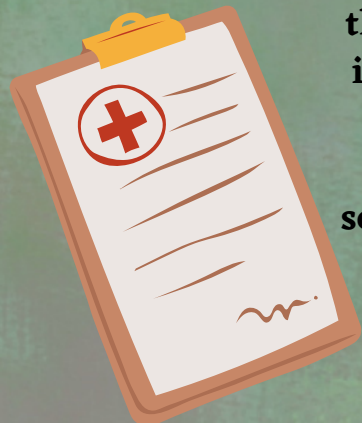


Hello Rockford families,

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@raaasports.com if you have questions.

Not an ISD 883 Sponsored Event

2022 Spring Sports Registration at RAS
is now open to students in grades 7-12! The spring season includes opportunities to participate in Baseball, Golf, Lacrosse (co-op with Delano High School), Softball, Boys Tennis, Track & Field and Trap Shooting.

Register today!

<https://www.rockford.k12.mn.us/activities/registration>

SAVE THE DATE:

Spring Sports Meeting

Monday, March 7, 2022 @ 6:00pm

RHS Auditorium

Families of students in grades 7-12
are invited to attend!

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.


The logo for Infinite Campus, featuring the words "Infinite Campus" in a light green font with a stylized infinity symbol to the right.A red arrow pointing upwards towards the Infinite Campus logo.

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.

A large red arrow pointing downwards towards the text.

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.

**NYSTROM
& ASSOCIATES**

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

DIGITAL SKILLS with Mrs. Russell

8th grade Digital Skills students recently completed a digital drawing unit. In one activity, students used Google Draw to replicate a photo. Students used shapes, color, and transparency to recreate the shadows and highlights included in their original photo.

Featured here are the works of Elizabeth M, Julia J, Kalyn H, Laura I, Max T, Olivia K, and Peter T. Amazing work, 8th graders!

Kalyn Hatcher



Elizabeth Millen



Julia Jensen



RMS-CES CLASS NEWS

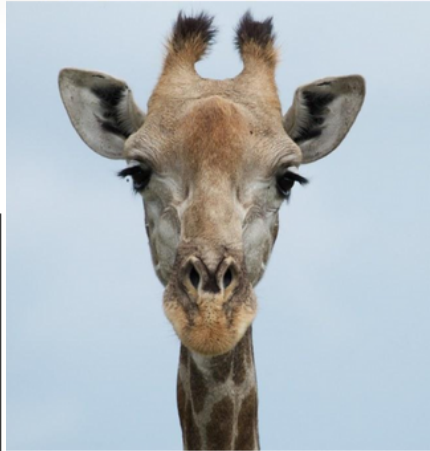
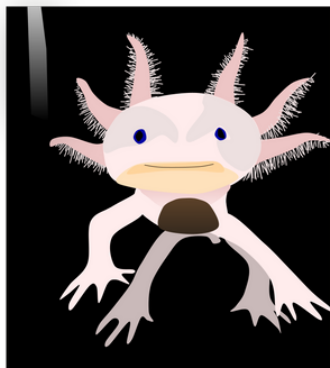
DIGITAL SKILLS with Mrs. Russell

*Digital artwork will be displayed at the
STEM showcase on April 28th at RMS-CES.*

Max Thornton

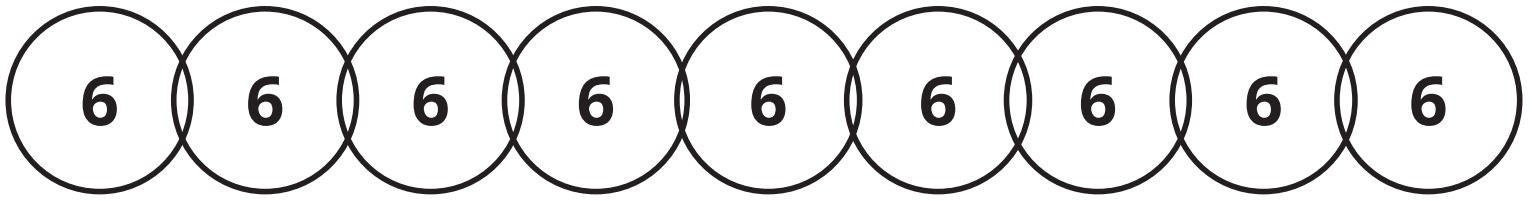


Olivia Kissner



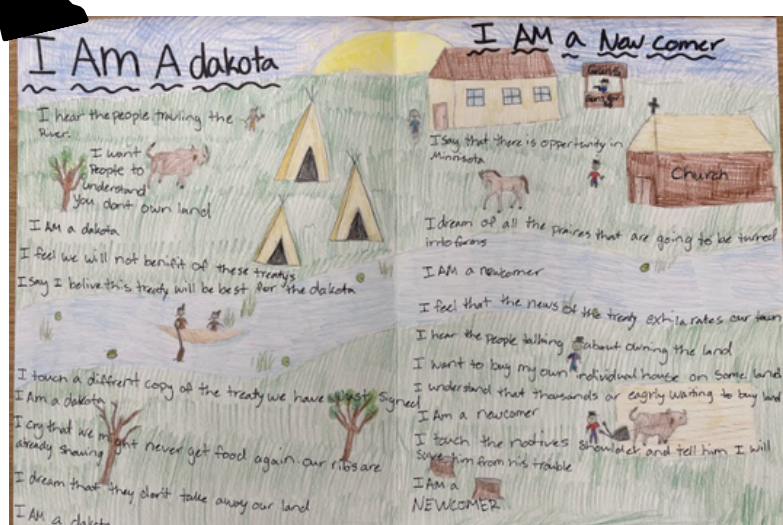
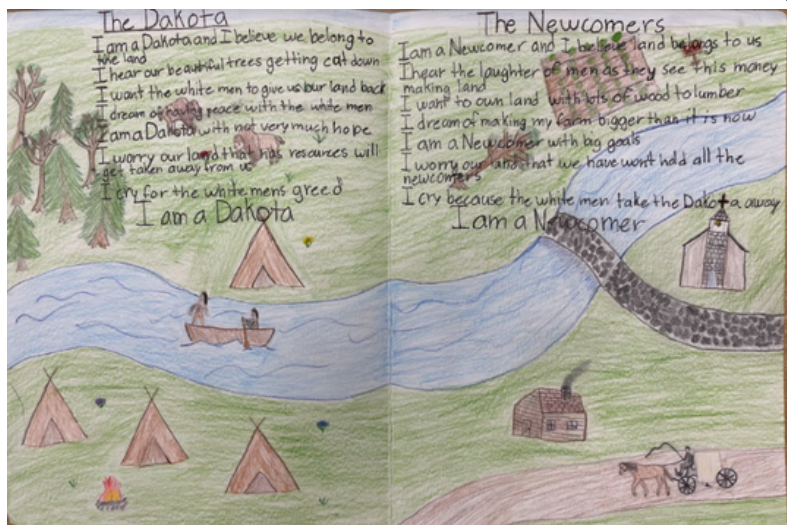
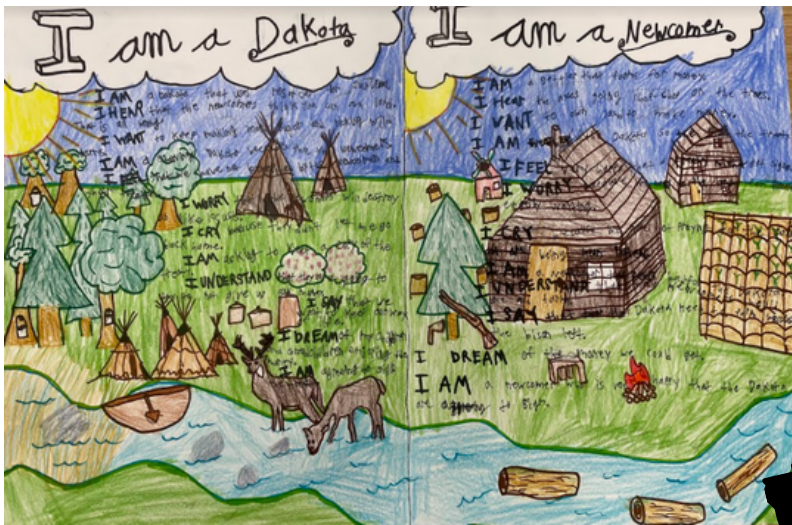
Peter Thomas

RMS-CES CLASS NEWS



Social Studies with Mrs. Wilts

SOCIAL STUDIES: Sixth graders learned what happened at the negotiations and signing of the Treaty of Traverse des Sioux and Mendota. In these treaties the Dakota ceded most of their remaining lands in Minnesota to the United States government in exchange for more than \$3 million and a reservation. After learning about the treaty negotiations, students explored different perspectives on the treaties. They read what the Dakota representatives said according to translators and also examined what newcomers like U.S. government officials, businessmen, and farmers had to say. After studying the different perspectives on the Dakota and the newcomers, students created "I Am" poems comparing the two perspectives



A horizontal chain of nine overlapping circles, each containing the number 6. The circles are arranged in a single row, overlapping slightly with their neighbors. Each circle is white with a black outline and contains a bold black number 6 in the center.

I am a Dakota

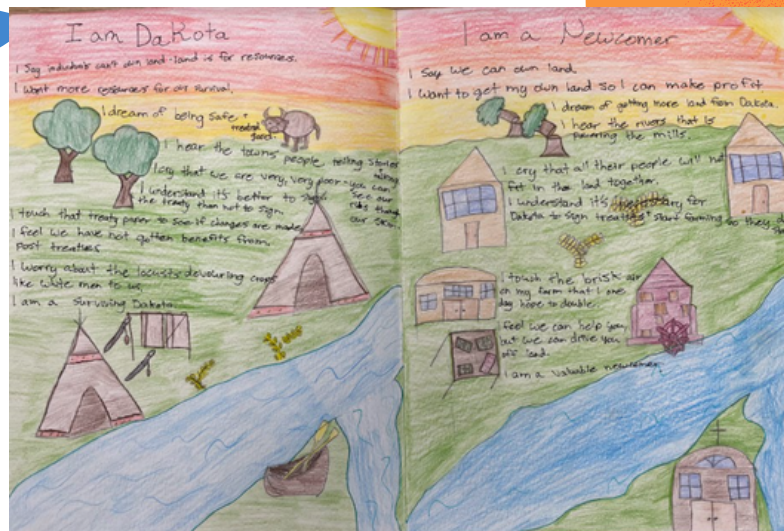
I am a Newspaper

I am a Dakota who believe that land cannot be divided and sold

I am a Newspaper and I believe that land cannot be divided and sold

I am a Dakota who believe that land cannot be divided and sold

I am a Newspaper and I believe that land cannot be divided and sold

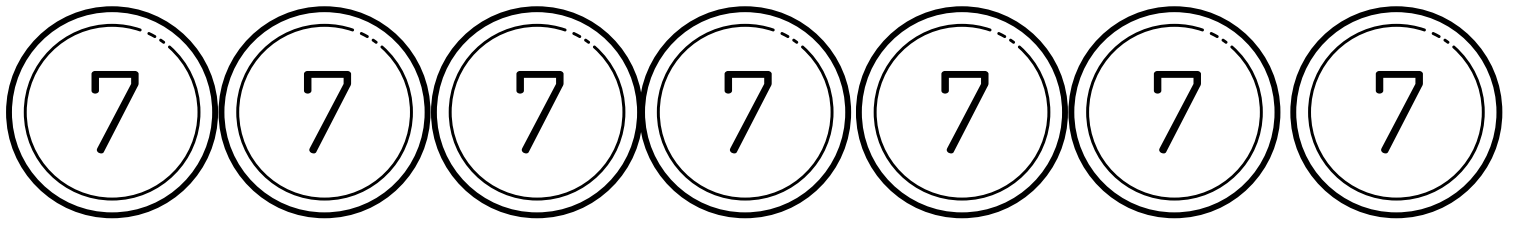


SOLDIER'S HEART

*Being the Story of the Enthusiasm and
Doubtlessness of the Boy Charles Gilderard
in the First Minnesota Volunteers*

BY THREE-TIME NEWBERRY HONOR WINNER
GARY PAULSEN

RMS-CES CLASS NEWS



SOCIAL STUDIES with Mrs. Kaufman

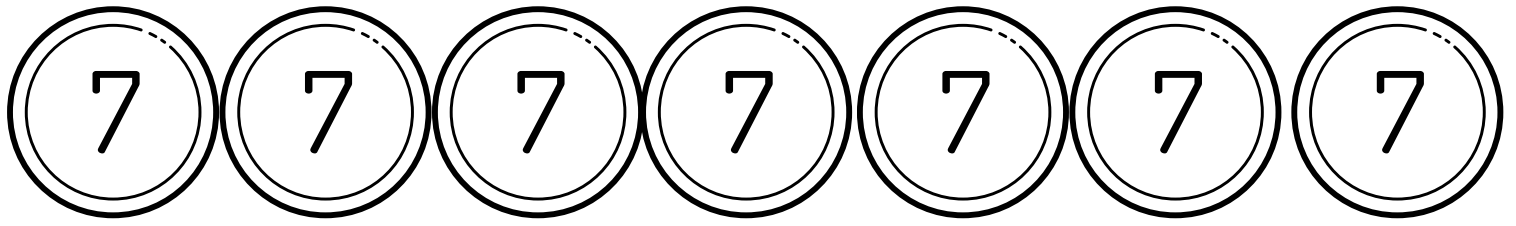
This week in Social Studies 7th graders learned about the brave suffragists who fought for the right to vote. As we reflected on how social change happens, students thought critically about a public issue they are passionate about and created a poster for change representing the issue. At the end of the week historians analyzed photographs taken by Lewis Hines exposing child labor of the early 20th century. We then compared and contrasted child labor then and now, and examined the ethical or nonethical business practices of popular companies. Students learned ways they can use their buying power to promote change.



Mandate urinals with dividers.

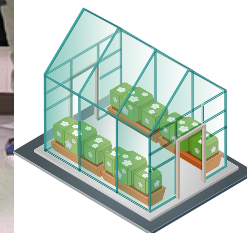
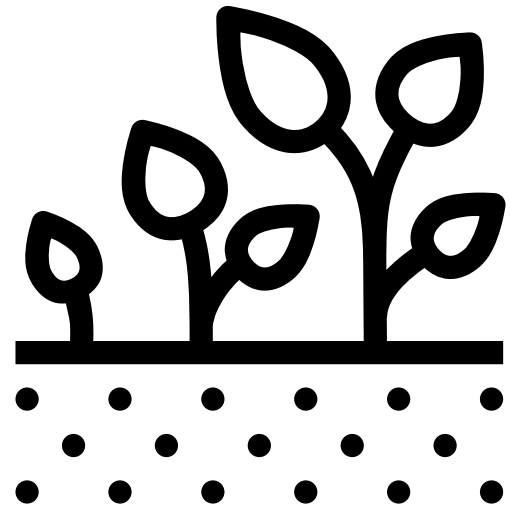


RMS-CES CLASS NEWS



AGRI-SCIENCE with Mrs. Gregory

Spring is right around the corner and 7th graders in Agri-Science are preparing! Last week students planted geranium seeds in six pack trays. Over the next ten weeks or so we will care for them under grow lights in our classroom. Then we will transplant them to larger pots before moving them to a new home in the RMS-CES greenhouse when temps warm up!



RMS-CES CLASS NEWS



WINTER BAKER FIELD EXPERIENCES



A cool
shelter



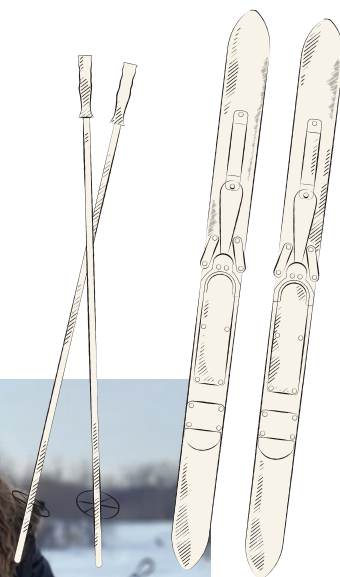
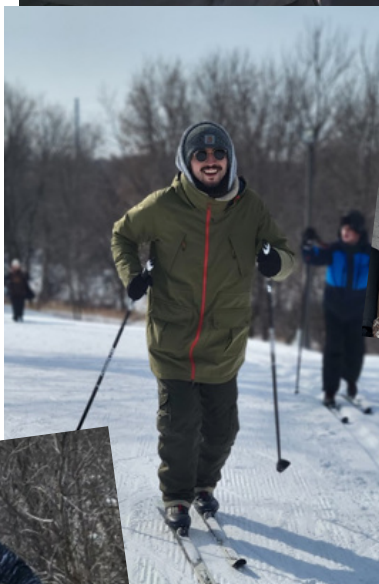
8th Graders
taking on the
snow with Cross
Country Skiing!



RMS-CES CLASS NEWS

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WINTER BAKER FIELD EXPERIENCES

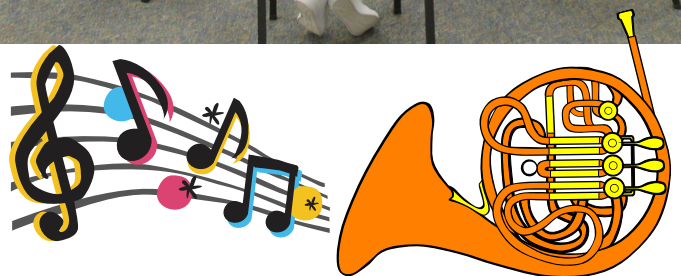


RMS-CES CLASS NEWS



BAND with Mr. Ferdig

On Thursday, Feb. 10 and Wednesday, Feb. 16 members of the high school band program participated in the Band Link program. The program is mirrored off of the high school's LINK program that prepares students in grade 8 for the next step to high school. The first session of Band Link includes members of the high school band sitting in on a rehearsal with 8th grade band. The 2nd session is a small group session where high school students share their high school experiences.



RMS-CES CLASS NEWS

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Social Studies with Mr. Hill

This week 8th grade students went on their final field trip of middle school. For four years now, students have been working with the Three River Park District's Naturalists at Baker Park Reserve to learn about, explore, and enjoy the environment and the outdoors.

On Tuesday, students spent 1/2 their day cross country skiing. Ask your student if they made it up the "the hill!" Students spent the other 1/2 of their day reviewing many of the activities they have participated in over the last few years, including campfire building, outdoor cooking, building shelters, playing games, feeding birds, etc. Ask your student if a bird landed on their head!

In Social Studies, students have been exploring and learning about the geography, history, and culture of Europe. Last week and this week students have been learning about the benefits of the European Union and why it was created, how the EU works, and reasons why some people don't agree with the EU. This will eventually lead to students performing primary source research on the pros/cons of the Brexit deal, and will get a chance to recreate the debate in the United Kingdom surrounding the country's decision to leave the European Union.

