

Richfield Middle School

2018-2019

7461 Oliver Ave. S. Richfield, MN 55423

www.richfield.k12.mn.us/rms

COLORS: Cardinal & White

NICKNAME: Spartans

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Daily Schedule

6 th Grade			7 th Grade			8 th Grade		
1	Hour 1	8:35-9:22	1	Hour 1	8:35-9:22	1	Hour 1	8:35-9:22
2	Hour 2	9:25-10:12	2	Hour 2	9:25-10:12	2	Hour 2	9:25-10:12
3	Hour 3	10:15-11:02	3	Hour 3	10:15-11:02	3	Hour 3	10:15-11:02
	LUNCH	11:05-11:35	4	Hour 4	11:05-11:52	4	Hour 4	11:05-11:52
4	Hour 4	11:40-12:27	5	Hour 5	11:55-12:42		LUNCH	11:55-12:25
5	Hour 5	12:30-1:17		LUNCH	12:45-1:15	5	Hour 5	12:30-1:17
	SPARTAN TIME	1:20-1:40		SPARTAN TIME	1:20-1:40		SPARTAN TIME	1:20-1:40
6	Hour 6	1:43-2:30	6	Hour 6	1:43-2:30	6	Hour 6	1:43-2:30
7	Hour 7	2:33-3:20	7	Hour 7	2:33-3:20	7	Hour 7	2:33-3:20

RMS

SPARTAN Challenge



Challenge yourself to inspire, empower and excel.

- I challenge myself to show respect & kindness in all of my interactions.
- I challenge myself to follow directions of all staff at RMS.
- I challenge myself to be prepared for class at all times.
- I challenge myself to be safe & appropriate in all my actions
- I challenge myself to do my best.

Richfield Middle School Families,

We want to welcome all of our students and their families to the 2017-2018 school year. This year, teachers and staff at RMS will focus our efforts on nurturing students' hearts and minds as we prepare them for high school and beyond. To do this, we are going to continue to offer rich and rigorous courses, some at a high school level, while also paying close attention to the unique social and emotional needs of adolescents. Middle school is an important time of transition for boys and girls and we are going to ensure that we provide our students with a caring and nurturing learning environment that is sure to inspire and empower ALL students to learn, grow, and excel.

Lion's Quest

To help meet the unique social and emotional needs of our students, this year we will implement the Lion's Quest Skills for Adolescence program in all grades. This program is designed to help middle school students, parents, and teachers cope with the physical, emotional, and social challenges of early adolescence. Lion's Quest integrates social and emotional learning, character development, drug and bullying prevention, and service-learning for positive youth development. RMS students will participate in Lion's Quest lessons during Spartan Time, which is a class aimed at supporting the whole child.

ENVoY Non-Verbal Classroom Management

In addition to implementing Lion's Quest, RMS teachers will also implement the ENVoY non-verbal classroom management system. ENVoY stands for Educational Non-Verbal Yardsticks. ENVoY helps teachers better manage their classrooms and preserve positive relationships with their students. Teachers will systematically utilize a full range of nonverbal management techniques that reinforce consistent and fair parameters while preserving their relationships with each student, regardless of unique learning styles or cultural backgrounds. Outcomes of implementation include fewer disciplinary incidents, improved student attendance, higher student grades, and higher staff morale. ENVoY has been implemented in many Richfield elementary school classrooms and will be implemented in all RMS classrooms this year.

Building Hours








This year, the school day at RMS will run from 8:35 a.m. to 3:20 p.m. Doors to the school will open at 8:00 a.m. and will remain locked until this time. Please do not bring your child to school before 8:00 a.m. as the school will not be open. When doors open at 8:00 a.m., students will be able to enter the cafeteria where we offer a nutritious breakfast at no charge to students. At the end of the day, students will have ten minutes to get to any after school activities or leave for home. So, if you are picking up your child, please plan to do so by no later than 3:30 p.m.

On behalf of the staff of Richfield Middle School, I want to again welcome all students and their families and thank you for being a part of Richfield Public Schools, where all individuals are inspired and empowered to learn, grow and excel. We are going to have a great year at Richfield Middle School!

Sincerely,

Brian Zambreno
Principal

The 7 Strategies of Highly Effective Readers

Determine Importance		<ul style="list-style-type: none"> Decide the importance of ideas and details Like a strainer or filter, you hold onto the main idea and supporting details and let the rest go Summarize: Find who, what, when, where, why, how
Visualize		<ul style="list-style-type: none"> See pictures in your mind as you read or listen Create visual or verbal images to organize thinking Creating “brain movies”
Connect		<ul style="list-style-type: none"> Make connections to: <ul style="list-style-type: none"> Your own life Things you have seen or read or learned about The world around you
Question		<ul style="list-style-type: none"> Wonder/Question about what’s being talked about Ask questions of the <ul style="list-style-type: none"> Author Self Text
Infer		<ul style="list-style-type: none"> Use your own thinking to add what’s not said <ul style="list-style-type: none"> Your thinking+Information from Text=Inference Inferring helps you to predict or draw a conclusion Inferring is based on evidence
Synthesize		<ul style="list-style-type: none"> Putting Ideas together <ul style="list-style-type: none"> Find meaning from inside and outside the text Create original insights and formulate generalizations Merge elements of text and existing schema
Self-Monitor		<ul style="list-style-type: none"> Adjust or Fix <ul style="list-style-type: none"> Thinking about your thinking Noticing when things don’t make sense Changing how you read

The Seven Strategies are **explicitly taught** and are not done in isolation, but in tandem.

E.g.: self-monitoring uses questioning and synthesizing.

TESTING SCHEDULE WINDOWS

- September 20- October 11: NWEA Testing (Grades 6-8)
- January 29 - March 23: ACCESS (ESL)
- March 5 - May 4: MCA Reading/ Math (Grades 6-8)
- March - May 11: MCA Science (Grade 8)
- May 3 - 24: NWEA Testing (Grades 6-8)

TESTING

- **MCA-** The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirement of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2018. Science is required for No Child Left Behind but not included in the AYP calculation.
- **ACCESS for ELLs-** ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. The ACCESS measures English Language Learner's social and instrumental English as well as the academic language.
- **NWEA-** Measures each student's academic level and growth in reading and math. The results provide educators with the detailed information they need to build curriculum and meet the students' needs.

ACADEMIC SUPPORT

The Richfield Middle School provides several educational programs to meet the needs of all students.

- English Language Learners (ELL)- We offer several classes meeting the needs of ELLs from newcomer through advanced. We provide instruction around the WIDA standards.
- Special Education (SPED)- The special education department exists to serve all students with special needs. Services may include adapted physical education, speech services, learning and behavior support. Questions regarding student's educational needs should be directed to their case manager.
- Gifted and Talented Program (GT)
- Targeted Services- Targeted services provides academic support during the summer and after school (ALC). ALC is a state-funded program designed to help students who are not performing at grade level in one or more academic areas. Your child qualifies for the program because he/she meets one or more of the following criteria:
 - Performs substantially below performance level for students of the same age in locally determined achievement tests
 - Is at least one year behind in satisfactorily completing coursework.
 - Speaks English as a second language or has limited English proficiency.
 - Referred by a teacher because of poor school performance, test scores, or attendance concerns.
 - Information with specific dates and times will be available at fall conferences

ENVoY Non-Verbal Classroom Management

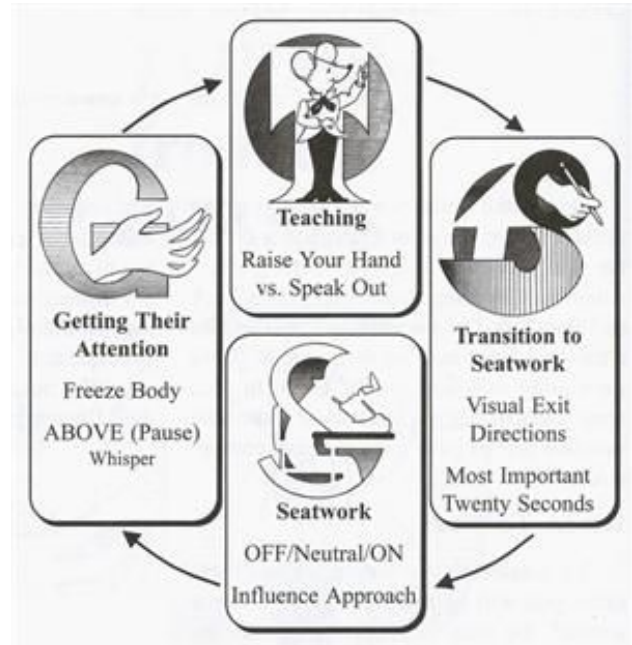
ENVoY is the science and art of non-verbal communication as it relates to teaching and learning.

The 7 Gems of ENVoY are:

1. Freeze Body
2. ABOVE (Pause) Whisper
3. Raise Your Hand vs. Speak Out
4. Visual Exit Directions
5. Most Important Twenty Seconds
6. OFF/Neutral/ON
7. Influence Approach

The 7 Gems are applied to the four stages of teaching with specific actions:

1. Getting Their Attention
2. Teaching
3. Transition to Seatwork
4. Seatwork



RMS POLICIES & PROCEDURES

ACADEMIC ACHIEVEMENT AWARDS

An Honor Roll will be published at the end of each trimester giving recognition to those students with outstanding scholastic achievement. Academic Achievement Awards ceremonies will be held for students who are enrolled in a full schedule of classes for the trimester and receive all "A" or all "A/B" grades. Parents are invited and encouraged to attend awards ceremonies with their student, but honor roll students should attend even if parents are unable to come.

ATTENDANCE

Minnesota State law requires that every child attend school for the entire time school is in session. The following information is based on both law and District Policy JE-R. The office monitors student attendance. Students are referred to administration if their absences or tardies are either unexcused or excessive.

NOTIFICATION PROCEDURES FOR STUDENT ABSENCES

If the student is going to miss school or come in late, a parent/guardian needs to call the 24 hour attendance line (612-798-6400) as soon as possible for each day of absence. Leave a complete message including the name of the person calling, the relationship to the student, the student's name, grade, date of the absence, the reason for the absence, and a daytime phone number. An acceptable alternative to notify the school of an absence is to send a signed note containing the same information to the front desk with the student.

If your student has to leave school during the day, a parent/guardian must notify the school of the absence as soon as possible. An acceptable alternative to calling the school is to send a signed note that your child can bring to the front desk immediately after arriving at school for the day. Parents will need to check the student out with a valid ID at the front desk before leaving. School-sponsored absences need to be verified at the time of the absence and are considered excused. Make-up work is required. Examples are field trip, suspension, and participation in school-supported services.

CLASSIFICATION OF ABSENCES

EXCUSED ABSENCES	UNEXCUSED ABSENCES/ TARDINESS
<ul style="list-style-type: none"> An absence from school for a legitimate reason that is verified by a parent/guardian within 24 hours. Parents should call 612-798-6400 to report an absence. Students are allowed to make up missed work without penalty. Parents are expected to schedule family vacations during the school breaks which are printed in the school district calendar and the student planner. If families wish to schedule a vacation during student contact days, prior approval is required from administration for absences to be excused. Students will be expected to collect homework in advance and complete as much as possible during the absence. Administration reserves the right to determine whether any absence will be excused, depending on circumstances. 	<ul style="list-style-type: none"> An absence from school for part of or all of the day that is not legitimate or that is not verified by a parent/guardian. Both oversleeping and missing the bus are considered unexcused absences. Students should not exceed four (4) unexcused tardies per trimester. If a student receives a 4th tardy, the student will receive a tardy notification and an automated call will be sent to the parent/ guardian. If the student receives seven (7) unexcused tardies, the student will be assigned an after-school detention and an automated call will be sent to the parent/guardian. The student will have one week to complete the after-school detention. If the student fails to complete the after-school detention, the student will be assigned 3 lunch detentions. Every additional 4 tardies, students will receive an additional detention.

Students who accumulate **seven (7)** unexcused tardies on 7 different classes will receive 1 unexcused absence.

Students who accumulate seven (7) unexcused absences will be referred to the county and proceed through the Hennepin County Truancy Process.

MINNESOTA STATE ATTENDANCE LAWS:

Minnesota Statute 120A.22, subd.5(a) and subd.1: Children between 7-17 must attend school every day and be on time unless they have a lawful reason for being absent. Lawful reasons include:

- Religious holidays
- Illness: a parent or guardian must verify the student's illness. School personnel may require the family to provide medical verification or to see the school nurse. Medical appointments that cannot be scheduled outside school hours may also be lawfully excused.
- Family emergency: examples are house fires, critical injury to parent/ guardian, or the funeral of a close family member

Educational Neglect: Minnesota Statutes 260C.163, subd. 11 and 260C.007, subd.6: A child is "educationally neglected" if absent from school due to failure of the parent to comply with compulsory education laws and the child is in need of protective services.

- Minnesota Statutes 260C.425 and 260C.335: A parent who contributes to a child's unexcused absence from school may be charged with a gross misdemeanor that is punishable by up to one year in jail and/or a \$1000 fine, and/or a civil action.
- Truancy:** Minnesota Statute 260.c.007, subd. 19. If a child is 12 or older, failure to attend school is presumed to be truancy. A child who misses 7 days of school or 7 class periods on 7 different days without lawful excuses can be petitioned as a habitual truant.
- Minnesota Statutes 260C.193 and 260C.201 provides truancy consequences for juveniles

DRESS & GROOMING

The staff assumes that students will use good judgment in wearing appropriate clothing for the school day. The clothing and personal hygiene of students become the concern of the school personnel when they cause disruption of the educational program, distract students from learning or are offensive and/or inappropriate to others. An offense always results in the clothing being changed, jacket/hat etc. being removed, bag placed in locker or items being confiscated before the student is allowed to return to class/halls. Additional consequences can include wearing alternate clothing provided by school, student conference, parent contact, removal from class, detention, dismissal or suspension. In some cases violation of this rule could be considered harassment. Clothing that is suggestive or provides inadequate coverage may not be worn.

In all cases, the school administration reserves the right to determine what is appropriate for school.

- Skirts must be at least fingertip length; this means that when arms are straight down at your sides, the hem of the skirt is at the length of your fingertips.
- Shorts must cover the student's rear when standing or sitting.
- Outer clothing must conceal all undergarments, including bra straps and shorts. Tops must cover bra straps. Shorts underpants are considered undergarments and should not show. Extremely baggy pants or any pants which ride low on or below the hips and may expose undergarments/shorts are not allowed. Rope belts will be provided as needed.
- Cleavage should never show at school. Tube tops, scoop-neck tops or v-necked tops that are scooped low to reveal cleavage are not allowed.
- You may not wear clothes that show your waist or midriff. This is the area between the top of your pants and the bottom of your shirt. Nothing should be exposed between your shirt and pants.
- Hats and bandanas may not be worn in the building during school hours. Hair accessories such as hair scarves and hijabs are permitted.
- Shoes should be worn at all times.

BAGS: Bags are not allowed in classrooms. Students are allowed to carry backpacks, purses or string bags to and from school, but they must be put away in lockers during the school day. **Students are allowed to carry clothes for PE to and from the locker room in a bag, but the bag must not contain any additional items not required for PE class.**

OUTERWEAR: All outerwear, including hats, caps, winter scarves, hoods, bandanas, coats or jackets (this may include jackets that are part of an outfit) is only allowed when arriving to or departing from school.

ELECTRONIC DEVICE

Students may carry cell phones, tablets, and/or music players to and from school, but need to follow the “bell to bell” rule once inside the building. The “bell to bell” rule means ALL electronic devices should not be seen nor heard after the first morning bell through the final release bell at the end of the day, unless prior permission is given by an RMS staff member. The use of devices must be used for academic purposes only during the school day and at the discretion of the classroom teacher. Students are not allowed to use devices during non-class times such as passing time, lunch and recess. Electronic device zones are posted throughout the school and in each of the classrooms. Each zone is described below:

- **Red Zone:** Personal electronic devices are NOT allowed and should NOT be seen or heard. Red zone spaces include bathrooms, locker rooms, cafeteria during lunch and hallways from 8:25-3:20.
- **Yellow Zone:** Personal electronic devices are regulated/approved by the classroom teacher. Students may only use personal electronic devices with permission from a staff member. Students will be professional in the use of their devices and understand that the use of technology is intended to help them interact with the curriculum.
- **Green Zone:** Personal electronic devices ARE allowed on school grounds before 8:25 and after 3:20. Students are permitted to use personal electronic devices in the cafeteria ONLY during breakfast.

In the case of a teacher absence, the default setting will be RED unless otherwise stated in the teacher sub plans.

Students may have headphones or earbuds throughout the day but they should not be heard or in the ears outside of class. Laser pointers are deemed a distraction and are not allowed at RMS. After the first incident, the student may pick up the item from the office at the end of the day. For repeat incidents, parents will have to come to school to pick up the item after the student serves a detention after school. Penalties will increase for continued infractions. All items taken in classrooms will be sent immediately to the office. Students who bring these items to school do so at their own risk. The school assumes no liability for stolen, confiscated or missing items.

There is a phone available in the front entry for student use. Students are allowed to use classroom phones with teacher permission. Emergency messages from home will be delivered to students immediately.

FEES- UNMET OBLIGATIONS

Students are responsible for all books, materials and equipment that are issued to them. Families will be fined for the replacement cost of lost items. A prorated fine will be assessed for damaged materials/equipment. All fines must be addressed before students can attend school dances/parties or year-end field trips & activities. Any unmet fines will be rolled over to the next school year.

SCHOOL SUPPLIES: Students are expected to have the materials needed in the classroom. Lists are provided before school starts, and some supplies are available from the student services office for students who cannot purchase their own. All RMS students carry a 3-inch, 3-ring binder to each class which is organized around classwork and homework. The student planner is to be carried in the binder so students have it at all times. If the planner is lost, a new planner must be purchased for \$3 from the main office.

FOOD SERVICE

MEAL CHARGE DEBITING PROCEDURE

Richfield Public Schools believes that healthy school meals enable all students to achieve at their highest level, and we are committed to offering a variety of nutritional offerings to meet the individual needs of our students. We strongly encourage all families to fill out either an online application or a paper application each school year to see if they qualify for educational meal benefits, and we send out a notification and instruction postcard to each household during the second week of August annually. Each household is financially responsible for all meals consumed for their students either before the approval of an application, after the denial of benefits for income over the USDA guidelines or the election to not fill out an application. We will use every possible outreach strategy to inform all families about the need to provide money for student meals; however, in the event that no response is taken by the household the following procedures will occur.

Secondary Students:

1. Students can check their balances daily or deposit money at the Netcash Machines at both the HS and MS. Parents are also encouraged to sign up for a ParentVue user ID and password to monitor all their student accounts.
2. Automated calls and emails will be generated 2 times a week to the information provided to the district by the legal guardian of the student when the student meal account has a balance of \$5.00 or less.
3. No 6-12 students will be denied a meal; however, when the student owes more than \$15.00 they will receive an **alternate meal choice** (a reimbursable full meal that will be available to all students regardless of account status) until payment is received or the legal guardian contacts the Nutrition Services Department at [\(612\) 798-6072](tel:6127986072) or [\(612\) 798-6071](tel:6127986071) to discuss the situation. Nutrition Services will work with the Outreach Team for non-English speaking households.

BREAKFAST/ LUNCH/AFTER SCHOOL SNACKS:

Breakfast is served each morning in the cafeteria until 8:30am. The cost for student breakfast is free for all students. Adult breakfast is \$1.25. Student lunch cost is \$2.75; milk alone is \$0.50. Adult lunch cost is \$3.50. Reduced cost student lunch is \$0.40. PIN numbers will be assigned and placed on student schedules. Please keep your PIN confidential. Money must be deposited in the drop box near the snack bar by 8:30 a.m. in order for it to be available that day. If paying by check, please include the student's name and PIN number in the memo area. Cash payments should be in a small envelope and include the student's name, PIN number and amount of deposit. Food service at the middle school does not allow students to run a negative balance. After school snacks are provided free of charge for any students who are participating in athletics, intramurals or staying after school with a pre-arranged staff member..

FOOD/CAFETERIA

Students may bring a lunch from home, which is to be stored in their locker until lunch time and eaten only in the cafeteria. Beyond that, food should not be outside of the cafeteria at any time. Students are not allowed to order food from school or have food delivered to the school without prior permission from administration. Students may bring a bottle of water to classes (because this is good for brain functioning!) but no other food or drinks may leave the cafeteria.

Students are expected to stay seated while in the cafeteria, except to bus their trays, throw away trash, and clean up. Students are released by table for recess or classes. Parents are welcome to join your student for lunch; just contact the office to let us know you are coming. Do not bring cakes, cupcakes, or other treats to lunch because there is not enough for everyone and it can be disruptive.

Richfield public schools believes that healthy school meals enable all students to achieve at their highest level. Please see the Richfield Board Wellness policy 112 for specific information regarding how we meet the nutritional needs of our students and staff.

GRADES

RMS expects students to document assignment reminders and tasks in their planner and complete assignments on time. All teachers are asked to update grades on a weekly basis online. Late assignments may be updated online up to 2 weeks after the assignment has been submitted to the teacher. Students who have excused absences are able to make up assignments at full credit but must work out necessary time with the teacher. Final grades are reported approximately two weeks after the end of the trimester. Specific details around grading are outlined in the teacher's syllabus.

HEALTH CENTER

The health office is staffed by a full time nurse. The function of the school health service is to assist students with managing health concerns and illnesses and injuries that occur during the school day. Students requesting health-related attention should inform their classroom teacher and receive a pass prior to going to the nurse. If students are ill or injured and feel they need to go home, students should see the nurse about a plan to either stay in school or go home or to a health care provider. Medications taken at school are administered from the Health Service office by the nurse unless otherwise indicated by the licensed prescriber. For prescription and over-the-counter medications, consent must be authorized by a licensed prescriber and parent/guardian annually. Medication Consent forms and Health Care Procedure Consent forms are located on the RPS website under Parents>Parent Resources>Health Services.

ID CARDS/ PASSES

ID CARD

Each student will be issued an ID card and is expected to have it with them at all times. This is used to board the school bus, to check out books from the media center, to enter events like dances and school parties, and for various other purposes over the course of the school year. The first ID card is issued free at the beginning of the year. A lost ID card must be replaced for \$2 in the main office.

PASSES

Students need to use the drinking fountain and the restroom before school, during passing times, and after school whenever possible. Students do have passes in their planner to use; however, the use of passes is a privilege, and teachers have the discretion to decide whether a student can leave the room with a pass or not. Students are never to become disruptive in class because they are denied a pass. Students who abuse hallway passes or are found in the halls without a pass during class time will lose their pass privileges and may be assigned a detention or an adult escort to leave the classroom. Students who run out of passes may meet with an administrator before/after school or during their lunch period to receive a new pass sheet. Students should not miss instructional time to come to the office to request a new pass sheet.

LOCKERS

Each student is assigned a hall locker for which he/she is responsible. All items not allowed in class (bags, electronics, etc) should be stored in lockers during the school day. Students will be issued a lock from school or may bring their own from home. Students will keep combinations on file with the teacher and office, and should otherwise keep their locker combinations to themselves to avoid loss of belongings. Students are discouraged from sharing lockers or let friends use the locker. The school is not responsible for lost or stolen property, but students should complete a theft report and turn it into the main office immediately. All locker decorations must be removable. Students may not write on lockers or otherwise damage them in any way. Lockers may be checked at any time by staff, and the school has the right to search any locker at any time for the safety and protection of all students. Illegal items and items belonging to the school or to others will be confiscated. Students are responsible for everything in their locker, whether they put it there themselves or not.

MANDATORY REPORTING LAW

CHILD ABUSE REPORTING: Recognizing the relationship that exists between successful school experience and good physical, mental and emotional health of children, it is the policy of ISD 280 to protect children by requiring the reporting of suspected physical abuse, conditions of neglect occurring in the home, community or school. Minnesota Statute Section 262.556, Subdivision 3: "A professional or his/her delegate who is engaged in the practice of education, who has knowledge or reasonable cause to believe a child is being neglected or physically or sexually abused, shall report immediately the information to the local welfare agency, police department or the county sheriff."

MEDIA CENTER

The media center is open during the school day and also from 3:20pm – 4:30pm after school Mon-Thurs. Students must be signed up with the media staff to stay after-school. Students may borrow most books for three weeks. Videos, reference books, and magazines are due the next day. Overdue notices are given to students through their teachers. Families will be responsible for the replacement cost of any materials not returned.

SPARTAN TIME

NEW THIS YEAR: Spartan time is scheduled every day after 5th hour. Grades 6-8 will have a common Spartan time from 1:20-1:40 pm. Spartan time will be available for students to watch weekly announcements, manage StudentVUE accounts, and maintain team related activities and study skills.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is recited every Monday before the weekly announcements. Any student who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so, but must quietly respect all those who participate. Staff and students must be respectful of each person's right to make this choice.

STUDENT LEADERSHIP

STARS- A peer mediation program for 8th grade students. Students are trained to help peers resolve conflicts to reach effective solutions. STARS also help facilitate student tours and help provide a welcoming school environment for all.

STUDENT COUNCIL- RMS has student council representatives for each team along with a building-wide executive council. Students interested in joining student council will be selected towards the beginning of year. Council members are asked to attend monthly meetings, manage the school store, and plan school events.

MENTORS- 8th grade students are trained to provide mentorship to incoming 6th grade students. 8th grade students may apply for the positions to provide mentorship and support to 6th grade students during Spartan Time.

STUDENT ACTIVITIES

Students participating in after-school activities are welcome to stay after school with a supervising adult. Activity transportation is available for students with limited bus stops Monday-Thursday. Students must have a pass from the supervising adult to ride the activity bus. Students are not allowed to stay in the building after hours unsupervised.

DANCES- The middle school offers dances in the fall and spring. Students must purchase a ticket in advance and show their ID in order to attend dances. Only RMS students may attend dances here. Students from other schools may not attend. All school rules apply at all dances, including dress code. School staff and parent volunteers chaperone each dance.

INTRAMURALS- Throughout the year, intramurals are available for all students to participate in after-school. See Ms. Johnson (8th grade math teacher) for more information.

ATHLETICS- Athletics are offered seasonally and grade specific. 6th grade students are encouraged to participate in cross-country running, tennis, golf, track & field, wrestling, and soccer. 7th and 8th grade students are encouraged to participate in the previous list along with football, soccer, swimming & diving

TECHNOLOGY

Innovate • Connect • Grow

CHANGE OF ADDRESS/CONTACT INFORMATION

Please notify student services as soon as possible regarding changes in phone numbers and/or addresses. Please ensure that all family members, relatives, and others with whom you will want us to either share information or release your student are included in your contact information. We cannot release your student from school or discuss your student with anyone who is not listed as an emergency contact. Parents/guardians are encouraged to register on Parent Vue as a way to access their student's grades, attendance, lunch balance, etc. Please contact Lisa Baird at 612-798-6084.

DIGITAL LEARNING

Each sixth grade student will be receiving a Chromebook at the start of the 2017-18 school year during Fall Essentials. This technology will support the learning of standards through aligned curriculum. The digital learning model will expand skill development in creativity, critical thinking, communication and collaboration.

#En-Rich
Engage Learning
Enrich Learning
Enhance Learning

GOOGLE APPS NETWORK AND STUDENT EMAIL ACCESS

All RMS students will have access to their own network space and email address on Google Apps, which can be accessed at school or home. To access this network, go to: student.rpsmn.org and login in the upper left hand corner with your username and password. To access email, click on **Email**.

- Your user name is 10 characters long with NO SPACES, and is made up of the first 3 letters of your first name, the first 3 letters of your last name, the 2 digit number of your birth month (if you were born in February, enter 02) and the 2 digit number of your birth year (if you were born in 1997, enter 97.) Example: Johnny Richfield, Birthdate: March, 1999, = JOHRIC0399
- Your password is your 6 digit student ID number.
- Your email address will be: username@rpsmn.org

STUDENTVUE

Students can access grades and attendance through SchoolVUE by logging into the student portal by using their district username and password.

DIRECTORY INFORMATION/ PHOTO OPT-OUT

Directory information may include the student's name, address, telephone listing, gender, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most previous school attended, and pictures for school-approved publications, newspapers and videos. ISD 280 does occasionally publish items for the public that include student directory information. Parents may request that their child's directory information or photo not be published by submitting a written request to the student services office.

ACCEPTABLE USE POLICY

All student access to and use of computers and other forms of electronic communications falls under the conditions set forth under the Acceptable Use Policy and the Richfield Public Schools Guidelines for Student Behavior.

Use of the Internet for educational purposes will assist in preparing students for success in life and work in the 21st century.

Access to the Internet is available in the Richfield Public School District to all students and staff, according to the middle school guidelines, which follow, as well as the School Board's District-wide Electronic Communications Policy.

It is possible that students may find material on the Internet that would be considered objectionable. The RPS Acceptable Use Policy restricts access to material that is inappropriate in the school environment. Although student use of the Internet will be supervised by staff, we cannot guarantee that students will not gain access to inappropriate material.

The use of the Internet within our school system is a privilege, not a right. Students will be taught skills for appropriate general use of the Internet. RPS declares unethical and unacceptable behavior just cause for taking disciplinary action and/or initiating appropriate legal action for any activity through which an individual violates the guidelines stated here, any legal guidelines not stated here, as well as violating the stated intent of utilizing Internet access for educational purposes. RPS administration, faculty, and staff have the responsibility and authority to determine what types of uses and sites are inappropriate, and what consequences are warranted for violation of this policy.

Internet Use: Access to the internet at school will be for specific educational purposes only, such as researching a specific topic for a classroom project. While on the internet, students should stay focused on the topic they are researching. Students are expressly prohibited from using the ISD 280 Internet, email and/or computer resources to:

- Access, upload, download, or distribute any material that violates ISD 280's violence/harassment or respectful behavior policies, or is for personal use
- Copy work for plagiarism
- Transmit obscene, abusive or sexually explicit language
- Violate any local, state, or federal statute, including gang activity
- Vandalize, damage or disable the property of another person or organization
- Access another person's materials, information or files without the permission of that person
- Violate copyright laws, or otherwise use another's intellectual property without their prior approval or proper citation, including the downloading or exchanging of private software or copying software to or from any school computer; or
- Use for unauthorized commercial purposes and/or financial gain of the user.

Consequences may include but are not limited to: loss of Internet/computer privileges; loss of credit/failing grade involving internet/computer assignments; and/or referral to administration for additional discipline

TRANSPORTATION

- **BUSES:** Buses are provided for students who live 2 miles or more from school. Families of students between 1-2 miles may elect Pay-to-Ride service and can contact the transportation office at 612-798-6066. Students must show an ID card in order to board the bus. Students may not take a different bus without prior parent approval – bring a note to the office in advance to get a pass when you need to take a different bus. Remember that buses are a privilege and poor behavior may cause a student to be suspended from the bus.
- **ACTIVITY BUS:** Activity bus service is available Monday through Thursday for students with a bus pass who are involved in supervised after school activities. Students will need their ID and a pass written by the teacher supervising their after-school activity to board a bus.
- **BICYCLES/ SKATES/ SKATEBOARDS/ ROLLERBLADES:** Students may bring these to school as long as they are not used inside the building, or used inappropriately outside. Skateboarding and biking are not allowed anywhere on school grounds. Bicycles should be locked in the racks outside the building. Skateboards and skates should be stored in lockers. The school is not responsible for any personal belongings you have in the buildings or on the grounds.

VISITORS

Parents are always welcome to visit students, in class or at lunch, and should make arrangements by calling the office and speaking to an administrator in advance. All visitors are required to check in and check out at the front desk so they can be issued a visitor badge. Students are NOT allowed to bring student visitors (under age 19) to school.

BEHAVIOR EXPECTATIONS & DISCIPLINE GUIDELINES

PHILOSOPHY

It is the position of the Richfield School District that its mission of providing an exemplary educational program to the students of the District cannot be achieved without appropriate student conduct and behavior. The School Board of District 280 believes that all students have the right to a learning environment that is conducive to the learning process and is safe for the students and staff members.

Common Sense: There are some behaviors or issues which are not detailed in this handbook, but which will be dealt with as deemed appropriate by school staff members.

TENNESSEN NOTICE: The school may interview students as part of an investigation of a report. The information may be used to determine the need for discipline. The information may be shared with those that have a need to know including an outside agency. A person is not legally required to answer the questions; however, school personnel may draw an inference from that decision.

CONSEQUENCES

- After-school detention- Students who are assigned after-school detention should arrive to the ISS room no later than 3:30pm. Any student arriving late will be turned away and assigned detention on another day. Students are released at 4:15pm from detention.
- Contracts- an agreement between student/ parents and the school
- Lunch detention- Students who are assigned lunch detention should sign in to the ISS room prior to purchasing school lunch.
- Mediation- facilitated by STARS or adult staff.
- Parent communication via phone or conference
- Recommendation of expulsion and/or exclusion
- Referral to school or outside services
- Removal from class (ISS)
- Restitution-paying for damaged or stolen item
- Review of schedule, program and/or setting
- OSS (dismissal)- An out-of-school suspension is served outside the school. Students are not allowed on the school premise.
- Searches- School officials are authorized to search a student and any school district property used by the student (desk, locker, etc) when they have reason to believe an illegal act or violation of school rules has been committed, or is about to be committed.
- Suspension from bus, activities, field trips, etc.
- Work detail

REASONABLE FORCE

Pursuant to Minn. Stat. 609.06, reasonable force may be used upon or toward a student by school staff to restrain or correct a student as necessary for the protection of the student, other persons, or property.

CLASSIFICATION OF BEHAVIOR EXPECTATIONS

VIOLATION:	DESCRIPTOR:	POSSIBLE MINIMUM CONSEQUENCES:
ACADEMIC DISHONESTY/ CHEATING	To mislead an instructor in some way so as to receive a grade for work which the student did not originate, or work performed with unauthorized aid and assistance. The production or altering of a document or object which the student represents as his/her own which, in fact, is the product of another. Descriptor includes: copying, photographing, allowing your own work to be copied, revealing test content, altering scores or records, citing issues. Plagiarizing is the act of using another person's ideas or expression in writing or speaking without acknowledging the source, copying work from a book, computer source or another individual.	Teacher/ student conference, parent notification, failing grade and required retake, detention and/ or suspension.
ALCOHOL/ DRUGS	Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities. Possessing or using any narcotic, controlled/mood altering substance or paraphernalia on school grounds or at school activities, regardless of amount or where consumption took place (Required student prescription medication must be left with and administered by the school nurse). <u>Possession with intent to distribute or sell</u> - selling or distributing, or intending to sell or distribute, alcohol or any narcotic, or controlled substance, or look-alike substance where sale or distribution is prohibited by law.	Administrator/ student conference, parent notification, suspension, police notification, and possible recommendation for expulsion.

ASSAULT/ VERBAL ASSAULT/ THREATS	<p>Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.</p> <p>Aggravated: Use of weapon or any other object which inflicts significant bodily harm.</p> <p><u>Verbal</u>: Use of language that is discriminatory, abusive, obscene, threatening, intimidating, or degrading towards any student, staff, or person at a school-sponsored activity or representing the school.</p> <p>A student who threatens harm or death to another with or without material physical contact while in possession of a weapon shall be dealt with under the section of this regulation dealing with "weapons".</p>	Administrator/ student conference, parent notification, suspension, police notification, and possible recommendation for expulsion.
BOMB THREAT	The communication to another indicating that an explosive of some kind is present in the school building, school grounds, or another location used for school activities, regardless of whether the explosive is, in fact, present.	Administrator/ student conference, parent notification, suspension, police notification, and possible recommendation for expulsion.
BULLYING	<p>All students are encouraged to complete a bully/ harassment form if they see bullying or if they feel they are being bullied.</p> <p>Bullying is defined as any written or verbal expression, physical act or gesture, or pattern thereof, which is intended to hurt, threaten, upset, distress, or frighten. The definition of bullying contains the following criteria: 1. An actual or perceived imbalance of power between the offender and target. 2. The behavior is repeated or forms a pattern. 3. Interferes with a student's' educational opportunities, performance, or ability to participate in school functions or activities or receive the school benefits, services or privileges. Bullying includes, but is not limited to: teasing, damaging property, causing fear of harm to a person or their property, creating a hostile environment, or any conduct against a person that is a reasonable person under the circumstances knows or should know would have the effect of harming a student. Conduct online or via phone also applies, including Facebook, texting, voicemail, email, etc. Students are encouraged to complete a bullying/ harassment form if they have been bullied/ see someone else get bullied. Retaliation against a victim, reporter, or witness or false accusations are prohibited</p>	Administrator/ student conference, Parent notified of both parties (aggressor and victim), detention, removal from class, dismissal, suspension and/or expulsion; and/or penalties recommended by the Minnesota State High School League.
BUS MISCONDUCT	Riding the bus is a privilege, not a right. Students are expected to follow all bus rules and all school rules while waiting for, riding and leaving the bus. This means that school rules apply to bus stops as well as on the bus. Students who damage school buses will be responsible to pay for those damages and may also have their bus riding privilege taken away.	Staff/ student conference & report to administrator, possible bus suspension
DISRUPTION	<p><u>Disruption</u></p> <p>Acts that disrupt or threaten to disrupt the educational process in the classroom, hallways, or at school functions, including, but not limited to, disobedience, disrespectful behavior, inappropriate language, horseplay, discrimination, or defiance of authority or any conduct tending to cause disruption or arouse alarm, anger or resentment in others.</p>	Administration/ student conference, parent notification, removal from class, detention, possible suspension.

DISORDERLY CONDUCT	<u>Disorderly Conduct</u> Engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to cause disruption or arouse alarm, anger or resentment in others.	Administration/ student conference, parent notification, removal from class, detention, possible suspension.
DRESS & GROOMING	The staff assumes that students will use good judgment in wearing appropriate clothing for the school day. The clothing and personal hygiene of students become the concern of the school personnel when they cause disruption of the educational program, distract students from learning or are offensive and/or inappropriate to others.	Administration/ student conference, parent notification, require change of clothing, bag placed in locker or items being confiscated before the student is allowed to return to class. In some cases violation of this rule could be considered under additional violations if the student continues to wear inappropriate items or the item is offensive.
FIGHTING	Physical conflict in which both parties have contributed to the situation. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was citing in self-defense; including hitting, slapping, pulling hair, biting, kicking, scratching or any other acts in which a student inflicts or attempts to inflict bodily harm on another person. Students who instigate a fight, encourage or challenge others to fight, promote fighting, take pictures or video of a fight, or intentionally watch a fight are also violating this policy.	Administrator/ Student conference, referred to police, suspension, and possible recommendation for expulsion.
GAMBLING	The playing of a game of chance for stakes.	Staff/ student conference, parent notification, detention
GANG ACTIVITY	Any activity that promotes or assists a gang including creating graffiti, emblems, symbols, hand-signs, jewelry and/or clothing are not allowed. Gang activity is defined by the following criteria: (1) the student belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant participates in a separate violation listed in the handbook to further an implicit or explicit goal of the gang/ group.	Administration/ student conference, parent notification, removal from class, detention, suspension, referral to outside agencies, and confiscation of signifier.
HARASSMENT	Harassment is participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, gender, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or any physical or mental attributes. Harassment includes words, spoken or written, and/or any actions that negatively impact an individual or groups as defined above. Sexual: Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other unwelcome verbal or physical conduct or communication of a sexual nature. * also see board policy 103 and 103.1, Racial, Religious and Sexual Harassment and Violence	Administration/ student conference, parent notification of both parties, assignments designed to increase awareness and sensitivity to the issue of harassment; police referral, detention, removal from class, suspension, and/or expulsion

HAZING	Committing an act against a student or coercing a student into an act that is demeaning, humiliating or creates a substantial risk or harm to a person in order for the student to be initiated into or affiliated with a student organization or grade level. Apparent permission, cooperation, or consent by a person being hazed does not lessen the actions taken by the district. This policy applies to year-round behavior that occurs at or outside of school activities or grounds.	Administration/ student conference, parent notification, suspension from student activities, out-of-school suspension; transfer to another educational setting, exclusion or expulsion; police referral.
INAPPROPRIATE LANGUAGE	A. Use of profane and obscene language. B. Use of language that includes, but is not limited to, obscenity, profanity, swearing or cursing which could be directed at an individual or degrades another person	Staff/student conference, possible other consequences with repeated offenses
INSUBORDINATION	Defiant behavior or failure to accept and carry out responsible instructions given by one in authority. (Examples include: Exiting secured entrances, refusing to move to a new location or respond to an appropriate question.)	Staff/ student conference, notification of parents, removal from class, detention, suspension
LYING/ RECORD & IDENTIFICATION FALSIFICATION	<u>Lying:</u> Deliberately telling untruthful, deceitful or false statements. <u>Record & Identification falsification:</u> 1. Falsifying signatures or dates. 2. Refusal to give proper identification or giving false identification when requested to do so by a staff member.	Staff/ student conference, notification of parents, detention, suspension. Lying may increase discipline consequences for other violations
PHYSICAL AGGRESSION	Any physical behavior that may or may not intentionally injure another person. This includes horseplay, pushing and/or hitting another person. There is no such thing as “just playing” – a punch is a punch.	Staff/student conference, notification of parents, removal from class/area, detention, suspension.
PORNOGRAPHY	Accessing, viewing or showing sexually inappropriate materials	Staff/student conference, notification of parents, removal from class/area, detention, suspension, loss of electronic use including devices and Internet
PUBLIC DISPLAYS OF AFFECTION/ KISSING	Students at Richfield Middle School are 11-14 years old, and we expect our students to act accordingly. Students should not be kissing or engaging in any other romantic physical touch at school. Because students can feel intimidated into allowing behavior that is really unwanted, hugs are also discouraged. Students do not need to touch or put hands on each other at school.	Notification of parents, additional consequences may be assigned.
PYROTECHNICS	Having in possession fire starting materials or fireworks	Staff/student conference, notification of parents, confiscation of items, detention, removal from class, suspension
SELF-INFLICTED INJURY	Any conduct of a student which results in an intentional self-inflicted injury.	Administration/student/ parent conference, referral to additional resources, implementation of individual safety plan

SEXUAL MISCONDUCT OR INDECENT EXPOSURE	Engaging in sexual contact with another person, including intentional touching of clothing covering a person's intimate parts or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments. Intentionally exposing private parts to another.	Administration/parent/ student conference, removal from class, detention, suspension
TERRORISTIC THREATS	When a person threatens to commit any crime of violence against another person with the intent to terrorize.	Administration/parent/ student conference, notification of police, suspension, and possible recommendation for expulsion
THEFT	The unauthorized taking or keeping of the property of another. Robbery: The obtaining of property from another where his/her consent was induced by a use of force, or a threat of force. Theft includes taking someone else's property, breaking into lockers, falsely using someone else's lunch PIN, and using intimidation to get someone else's property. It also includes keeping found items that you know do not belong to you. Students are encouraged to complete a theft form if they have had items taken.	Administration/student conference, parent notification, repayment for items taken or damaged; removal from class; suspension;
TOBACCO	Students may not smoke or use any illegal drugs or tobacco products on school grounds or school district property, including buses and bus stops. Possession or use of Tobacco including e-cigs.	Administrator/ student conference, parent notified, suspension, confiscation and referral to police.
TRUANCY	In the building or on the school grounds but not in attendance at assigned classes.	Administrator/ student conference, parent notified, submission to henepin county.
VANDALISM	We expect all students to treat our school building with respect. Willful defacing or the destruction of any student/ staff property or school property – which includes any writing on walls, lockers, desks or other surfaces, inside or outside the building. Sharpie and other permanent markers are not allowed at school without the permission of staff.	Staff/ student conference, parent notification and restitution with possible legal action
WEAPONS	Possession of a sharp object, knife, gun, projectile or look-alike designed or used in a harmful manner. Students who are aware of a weapon must report it immediately or will be considered a participant. A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon <u>immediately</u> to any staff member or to the principal's office shall not be considered in possession of a weapon. <u>Fake, replica, toy and look-alike weapons are just as threatening.</u> Specific examples of weapons include but are not limited to: guns, whether loaded or unloaded- including pellet guns and non-functioning guns; knives of any size; metal knuckles, throwing stars; stun guns; explosives; poisons. Any object that has been modified to serve as a weapon, or is used for that purpose, can be considered a weapon, including but not limited to rings, locks, and pencils.	Consequences for weapons will include: confiscation; notification of police; parent conference; initial five-day suspension; and recommendation for expulsion. Fake Weapons consequences will include: confiscation; notification of police; parent conference; suspension;

RICHFIELD MIDDLE SCHOOL STANDARD PROCEDURES FOR CRISIS SITUATIONS

There are times when students share information with staff that is of a sensitive nature. This may include issues related to abuse, suicide or other types of self-harm, the desire to run away, and concerns about sexual health/pregnancy. We have certain policies and procedures in place for dealing with such situations. Please note that each situation is unique and that the policies are guidelines for how we proceed.

Abuse/Neglect:

Minnesota law mandates all school personnel to report any allegation(s) of child abuse/neglect to Hennepin County Child Protection Services (612-348-3552) and/or the police. These reports are investigated by trained social workers through Hennepin County or the police. School personnel are not responsible for determining the validity of the allegation(s) but are obligated to report the information. These trained professionals will investigate the allegation(s) and determine what actions may need to take place. Mandated reporters are to remain anonymous and either Hennepin County and/or the police are responsible for contacting the parents/ guardian regarding the allegation(s).

Self-harm/suicidal ideation:

When a student reports any type of self-harm, it is our policy to call a parent/guardian to share this information and offer resources in an effort to help support the student's overall well-being. When we feel that the risk of self-injury is greatly elevated (for example: a student shares that he/she has attempted suicide or has developed a specific plan), we may contact either the Hennepin County Adolescent Crisis Center (612-348-2233), the police or another mental health agency and will encourage parents/guardians to be involved in the assessment process. If it is determined that the student may be in imminent danger, the student may be brought to a local hospital or other agency for a more in depth assessment or medical care. If we are unable to reach a parent/guardian, the police or an ambulance may transport the student to a hospital for a 72 hour hold. At that point, the police or hospital would continue trying to contact a parent/guardian. If you ever feel that your son/daughter needs immediate attention, you may go to any emergency room and they will assess the situation.

Run-Away:

Another situation that may arise is when a student is talking about running away from home. One option that is available to youth is The Bridge (612-377-8800). The Bridge, located in South Minneapolis, is a safe, short-term place for youth to go, an alternative to being out on the streets. The Bridge's services are free of charge and they are open 24 hours a day. The Bridge has counselors and social workers on-site who work with youth and families in providing support. Students who go to The Bridge do so voluntarily and may be transported by the police. If a student requests transportation directly from school, school staff may contact the Richfield police for assistance. Once at The Bridge, the student will complete an intake and a Bridge staff member will contact parents/guardians to inform them that their son/daughter is at the Bridge. The Bridge staff work with the student and family on developing a support plan.

Minnesota Minor's Consent Law:

This law allows teens to seek care for certain medical and mental health services to prevent pregnancy and sexually transmitted infections or to diagnose and treat problems with drugs and alcohol without parental consent. Clinic and health care providers may apply the minor consent law differently. If a doctor or practitioner feels the minor might be in danger or be harmed, they may contact a parent/guardian without the minor's permission. School personnel encourage and try to assist students to involve their parents/guardians in their health care while also abiding by this law.

Review of confidentiality:

Any information a student shares with his/her counselor will remain confidential between the student and counselor except in cases where the student indicates the potential to harm him/herself or another individual. As mentioned above, counselors are also mandated by law to report any allegation of child abuse/neglect. In an effort to be proactive, counselors may meet with students to help mediate conflicts. This, too, is subject to confidentiality and is generally not reported home. If the situation continues or is unable to be successfully mediated, the students involved may be referred to administration or the police liaison. Any RMS staff may encounter the situations previously described and strive to protect the privacy and confidentiality of the student(s) involved.

We understand that the above situations can be stressful for all involved. Richfield Middle School's primary concern is for our students' safety. We want to support both students and families in whatever way possible. Please feel free to call if you have any questions or would like additional resources.

Dear Parent or Guardian:

Richfield Public Schools provides transportation to students outside a 2 mile radius from Richfield Middle School. The routes and times are attached so you can find the most convenient bus stop.



Activity Bus

Richfield Middle School also provides an activity bus which departs from RMS at 4:20 Monday through Thursday beginning Monday, September 11, 2017. This will allow your student transportation if they have a need to stay after school for any reason. These drops are not the same as our regular routes so please check the attached Middle School Activity Run schedule to determine your student's stop. All students riding the activity bus must receive an 'activity bus pass' from a staff member so we can ensure that the students have a legitimate reason to stay after school.

Please join us in a cooperative effort to teach and promote school bus safety. We have attached our policies and safety procedures on the next two pages, please spend some time with your student going through this information at home. We want everyone to have a safe and enjoyable experience. School bus safety is everyone's concern and responsibility.

Student Certification Requirements

RMS student training includes classroom instruction and practical training on a school bus. Upon completing the training, a student shall be able to demonstrate specific knowledge and skills, including:

- Transportation by a school bus is a privilege, not a right
- Understanding of the District's policies for student conduct and school bus safety
- Appropriate conduct while on the bus
- The danger zones surrounding the school bus
- Procedures for safely boarding and leaving a school bus
- Procedures for safe vehicle lane crossing
- School bus evacuation and other emergency procedures

**School Bus
Safety**



School ID's

You must have a student ID to ride a Richfield school bus. Drivers will ask for your ID before he/she gets to know you. If you have lost your ID, replacements are purchased at the student services office for \$2.00. If you have forgotten your ID, a temporary pass can be given at the office. For the after school 4:20 pm bus, students will also need a pass signed by the staff member responsible for the activity. Students who do not have a pass or ID will not be allowed to ride a bus and have to find alternative transportation.

Bus Discipline Procedure

RMS conduct expectations and consequences, along with bus safety requirements, are expected and enforced at the bus stop and while riding the bus. The courses of disciplinary actions are as follows:

- Bus drivers may remind you to follow the bus safety rules. This is your warning.
- If the behavior continues, your driver will fill out a bus misconduct report. You will then meet with your school administrator and your parents/guardians will be informed of the report. Your consequences may include after school or lunch detention, an assigned seat and/or a temporary loss of bus privileges.
- If you receive a second bus misconduct you will again meet with a school administrator and your parents/guardians will be contacted. Your consequences may include a lunch or after school detention, in or out of school suspension and/or temporarily losing the privilege to ride the bus.
- If you receive a third bus misconduct report your consequences may include a lunch or after school detention, in or out of school suspension and permanently losing the privilege to ride the bus.

Riding a Bus Other Than Your Own

Any student who wants to ride a different bus or get off at a different stop from his/her usual one must bring a note from a parent in advance. The note must contain the following information to help ensure student safety:

- The date
- Student's full name
- Exact destination (bus stop)
- Parent's signature
- Parent's daytime phone number



The school secretary will write a bus pass which the student must give to the bus driver. Without the bus pass, the student will not be allowed to get on a different bus or get off the bus at a different stop. Bus drivers work hard to keep track of which students belong on each bus in an effort to transport students safely.

Questions, Comments or Concerns

If you have transportation questions, please contact the bus garage (Tena Jonshoy at 612-798-6066).

If you have specific RMS questions, please contact Dean of Students Cherise Ayers via email (cherise.ayers@rpsmn.org) or phone (612-798-6457).

6th Grade Core Courses

Students have the following courses as part of their daily schedule for the entire school year.

The activities/topics covered in these courses include:

Language Arts: Students will read a variety of genres with accuracy, fluency, and increasing comprehension; expand vocabulary through reading, listening and speaking; develop and strengthen writing skills and application of conventions in formal writing; locate and cite information in reference materials; and strengthen ability to communicate effectively.

Math 6: Students in Math 6 will work towards mastering the 6th grade math standards as outlined by the Minnesota Department of Education. The majority of sixth graders will take this course. The sixth grade state standards will be covered including: Algebra, Geometry and Measurement, Probability and Data, Numbers and Operations. The sixth grade teachers will offer flexible ability grouping and enrichment opportunities to meet students' needs. Teachers will use a variety of technology, hands on manipulatives and resources.

Pre-Algebra: This course is designed to offer more challenging coursework for students who are either proficient or exceeding at grade level standards. Students in Accelerated Pre-Algebra will work towards mastering the 6th and 7th grade math standards as outlined by the Minnesota Department of Education. This course will move at a faster pace than Math 6. Students in this class will take either Algebra or Foundations of Algebra in 7th grade.

Accelerated Pre-Algebra: Students in Accelerated Math 6 will work towards mastering the 7th grade math standards as outlined by the Minnesota Department of Education, and use the math 6 standards as an introduction. *Measurement & Geometry:* understand the use of scale factor and how it relates to side length and the change in area and volume, convert among different units of measurement to solve problems involving rates and apply proportionality when working with circumference, radius and diameter of a circle, area of a sector of a circle and when making scale drawings, develop, use and justify formulas for three-dimensional shapes, *Number & Operations:* use division to express any fraction as a decimal, solve equations in the form of $ax=b$, where a & b are fractions and continue to develop understanding of multiplication and division to determine if a use ratio and proportionality to solve percent problems, including percent discount, interest, taxes, tips and percent increase and decrease and apply properties of arithmetic and consider negative numbers in everyday contexts, *Data Analysis:* use proportions to make estimates relating to a sample population and apply percentages to make and interpret histograms and circle graphs, *Probability:* understand theoretical probability and use theoretical probability and proportions to make predictions. Students will be using Impact Mathematics Course 2 by Glencoe McGraw-Hill publishers as a resource, in addition to web based and standards based curriculum materials as other resources.

Science: Students will use the Interactive Science series by Pearson; students will receive multiple softcover textbooks during the year, and they will be able to highlight and take notes in these as necessary. In addition, supplementary online resources and links (as well as e-versions of all student textbooks) are available to students and their families once a free account and password are set up. At the beginning of the year, sixth grade students will establish a framework for all three years of middle school science at RMS by reviewing the scientific method, science process skills, lab safety protocols, and data collection & analysis using metric units. Further sixth grade units of study include elements of engineering and design, outdoor winter safety & survival, waves, sound & light, basic chemistry, and workforce & energy.

Social Studies: In this course students will explore the history of Minnesota. Using multiple perspectives students will learn about and investigate who and how Minnesota got to be the way it is today. Students will be expected to take notes from class, write vocabulary, participate in class discussions and conduct research. Students will use technology to complete projects and class work related to the given units. They will also learn map making skills by creating hand drawn maps along with many other exciting activities throughout the year.

7th Grade Core Courses

Students have the following courses as part of their daily schedule for the entire school year.

The activities/topics covered in these courses include:

Language Arts: Students will read a variety of genres with accuracy, fluency, and increasing comprehension; expand vocabulary through reading, listening and speaking; develop and strengthen writing skills and application of conventions in formal writing; locate and cite information in reference materials; and strengthen ability to communicate effectively.

Pre-Algebra: Students in Math 7 will work towards mastering the 7th grade math standards as outlined by the Minnesota Department of Education. *Measurement & Geometry:* understand the use of scale factor and how it relates to side length and the

change in area and volume, convert among different units of measurement to solve problems involving rates and apply proportionality when working with circumference, radius and diameter of a circle, area of a sector of a circle and when making scale drawings, develop, use and justify formulas for three-dimensional shapes, *Number & Operations*: use division to express any fraction as a decimal, solve equations in the form of $ax=b$, where a & b are fractions and continue to develop understanding of multiplication and division to determine if a use ratio and proportionality to solve percent problems, including percent discount, interest, taxes, tips and percent increase and decrease and apply properties of arithmetic and consider negative numbers in everyday contexts, *Data Analysis*: use proportions to make estimates relating to a sample population and apply percentages to make and interpret histograms and circle graphs, *Probability*: understand theoretical probability and use theoretical probability and proportions to make predictions. Students will be using Impact Mathematics Course 2 by Glencoe McGraw-Hill publishers as a resource, in addition to web based and standards based curriculum materials as other resources.

Foundational Algebra: This course is designed to offer more challenging coursework for students who are either proficient or exceeding at grade level standards. Students in Foundational Algebra will work towards mastering the 8th grade math standards as outlined by the Minnesota Department of Education. This course is an advanced course for students who are performing above grade level standards. Students will be using the Algebra book by Glencoe McGraw-Hill publishers. Foundational Algebra focuses on MDE 8th grade strands as curriculum focal points related to: *Algebra*: encounter non-linear functions, view arithmetic sequences and patterns of linear functions, translate among verbal, tabular, graphical and algebraic representations of functions and apply ideas about linear functions to solve problems involving rates, *Geometry*: describe and analyze angles of figures, use similar triangles to find heights and distances of objects, understand that all “slope triangles” (triangles showing rise & run on a coordinate grid), a horizontal “run” line segment and a segment of the line itself are all similar and understand the relationship between these similar triangles to the constant slope of a line, *Data Analysis*: build on previous work to make scatter plots and estimate lines of best fit to make and test conjectures, *Number and Operations*: use exponents and scientific notation to describe very large and very small numbers and use square roots when they apply the Pythagorean Theorem.

Accelerated Algebra: This course is designed to offer more challenging coursework for students who are either proficient or exceeding at grade level standards. Students will be using Algebra 1 by Glencoe McGraw-Hill publishers as a resource, this course will move at a faster rate when compared to Foundational Algebra. In this course, students will analyze and apply linear functions and relations as well as more advanced functions such as quadratic and exponential functions to real-life situations. The goal of the course is to provide a solid algebraic foundation for more advanced courses in mathematics and many other fields. Students in this course will take Geometry in 8th grade. To accomplish this, students will: COMMUNICATE ideas and work TOGETHER, THINK critically and PROBLEM SOLVE, Look for PATTERNS, Gather DATA, Make and test, PREDICTIONS, Use TECHNOLOGY, Work on REAL WORLD problems.

Life Science: The Practice of Science: Students will learn about the practice of science, including an understanding of the scientific method and controlled experiments. The study of the practice of science will teach students how to evaluate experiments and show how technology, engineering, mathematics and society are all related to science. *Ecology and the Environment*: Students will understand the interactive nature of ecosystems, focusing on how various resources can impact living things including the resources of land, air and water. *Cells and Heredity*: Students will understand cell processes and the energy needs of the cell, and will understand how DNA and the science of heredity has impacted change of life over time. *Human Body Systems*: Students will understand how the various systems of the body work interactively within us. *Matter*: Students will understand that atoms are the building blocks of matter while studying chemical equations and the periodic table. Students will use the Interactive Science series by Pearson; students will receive multiple softcover textbooks during the year, and they will be able to highlight and take notes in these as necessary. In addition, supplementary online resources and links (as well as e-versions of all student textbooks) are available to students and their families once a free account and password are set up.

Social Studies: Students will begin the year covering the three branches of the US government, how they are organized, and how they interact with one another. Students will then spend the remainder of the year learning US history, from westward expansion through the end of WWII. Notable topics include slavery, the Civil War, the Labor Movement and Progressivism, and WWI.

8th Grade Core Courses

Students have the following courses as part of their daily schedule for the entire school year.

The activities/topics covered in these courses include:

Language Arts: Students will read a variety of genres with accuracy, fluency, and increasing comprehension; expand vocabulary through reading, listening and speaking; develop and strengthen writing skills and application of conventions in formal writing; locate and cite information in reference materials; and strengthen ability to communicate effectively.

Foundational Algebra: Students will be using the Algebra book by Glencoe McGraw-Hill publishers. Students in Foundational Algebra will work towards mastering the 8th grade math standards as outlined by the Minnesota Department of Education.

Algebra: encounter non-linear functions, view arithmetic sequences and patterns of linear functions, translate among verbal, tabular, graphical and algebraic representations of functions and apply ideas about linear functions to solve problems involving rates, *Geometry:* describe and analyze angles of figures, use similar triangles to find heights and distances of objects, understand that all “slope triangles” (triangles showing rise & run on a coordinate grid), a horizontal “run” line segment and a segment of the line itself are all similar and understand the relationship between these similar triangles to the constant slope of a line, *Data Analysis:* build on previous work to make scatter plots and estimate lines of best fit to make and test conjectures, *Number and Operations:* use exponents and scientific notation to describe very large and very small numbers and use square roots when they apply the Pythagorean Theorem.

Intermediate Algebra: Students will finish Algebra 1 by Glencoe McGraw-Hill publishers. Students in this course will take Geometry as 9th graders. This course is designed to offer more challenging coursework for students who are either proficient or exceeding at grade level standards. In this course, students will analyze and apply linear functions and relations as well as more advanced functions such as quadratic and exponential functions to real- life situations. The goal of the course is to provide a solid algebraic foundation for more advanced courses in mathematics and many other fields. To accomplish this, students will: COMMUNICATE ideas and work TOGETHER, THINK critically and PROBLEM SOLVE, Look for PATTERNS, Gather DATA, Make and test, PREDICTIONS, Use TECHNOLOGY, Work on REAL WORLD problems.

Geometry: Students will work with the Geometry text by Glencoe McGraw-Hill publishers. Students in this course will take Algebra II as 9th graders. This course is designed to offer more challenging coursework for students who are either proficient or exceeding at grade level standards. In this course, students will analyze and apply linear functions to geometric situations and to real- life situations. The goal of the course is to provide a solid algebraic and geometric foundation for more advanced courses in mathematics and many other fields. To accomplish this, students will: COMMUNICATE ideas and work TOGETHER, THINK critically and PROBLEM SOLVE, Look for PATTERNS, Gather DATA, Make and test, PREDICTIONS, Use TECHNOLOGY, Work on REAL WORLD problems.

Earth Science: Students will learn about the practice of science, including an understanding of the scientific method and controlled experiments. The study of the practice of science will teach students how to evaluate experiments and show how technology, engineering, mathematics and society are all related to science. *Earth's Structure:* Students will learn about the structure of the Earth from its interior to surface. They will also learn about the formation of minerals, sedimentary, igneous and metamorphic rocks, and the process of the rock cycle. They will also learn about the constructive and destructive forces of plate tectonics. *Earth's Surface:* Students will learn about the process of weathering and erosion of rocks to form soil. This unit will include the study of Earth's geologic past. *Astronomy and Space Science:* Students will learn about the interactions of the Earth, moon, and sun. This will include the effect of gravity and the appearances of the moon phases and eclipses of the Earth and moon. This unit will have the students examine the objects within our solar system and will look at the more distant objects within our universe. *Matter:* Students will analyze matter based on its properties. *Weather:* Students will look at patterns of local and global weather. Students will use the Interactive Science series by Pearson; students will receive multiple softcover textbooks during the year, and they will be able to highlight and take notes in these as necessary. In addition, supplementary online resources and links (as well as e-versions of all student textbooks) are available to students and their families once a free account and password are set up.

Social Studies: Students will work on units including Map Skills, 5 Themes of Geography, US/Canada, Mexico, Central America, South America, Africa, Europe and the European Union, , Asia (Middle East, SW Asia, Afghanistan, and E/SE Asia), Australia and current events.

<u>Academic Courses</u>	
English as a Second Language (ESL/ALD)	ESL placement is determined primarily by assessment of a student's English language proficiency level. English Learners (ELs) developing normatively (1-5 years) and ELs with limited formal schooling are placed in ESL classes. Language development support is differentiated and content class placements are determined by need. Richfield also assesses entering ELs in grades 6-12 for long-term English learner (LTEL) status. Richfield defines a long term English learner as a student who has been enrolled in U.S. schools for more than six years, is making inadequate progress in English language development, and is struggling academically. English learners who meet LTEL criteria are placed in Academic Language Development (ALD) classes. ALD supplements, not supplants, grade-level, content area classes. ESL and ALD classes work on all areas of language development which include listening, speaking, reading, and writing. ESL teachers collaborate with mainstream teachers regularly to promote academic language and content.
Gifted and Talented (G/T)	This year-long class is for students who qualify for gifted and talented services. Students will participate in a challenging class environment where they will have an opportunity to engage in open-ended, complex projects and problem solving. Students can anticipate learning opportunities for which there are no easy solutions, that require creative thinking, and that will challenge them beyond what they may have become accustomed to in their previous school experiences. The focus of the topics studied will be divided between the Humanities and STEM. Persistence, collaboration, and perseverance in the face of difficulties are supported and encouraged.
Spanish Immersion Program	Students in the Spanish Immersion program will take a Spanish Language Arts class in place of one of their exploratory class time slots and will be taught Social Studies in Spanish.
Special Education	If you think your child has a disability and is in need of special education services, please contact your child's teachers. Those who may be eligible for services include children with: autism spectrum disorders, developmental cognitive disabilities, emotional/behavioral disorders, hearing impairments, other health disabilities, physical impairments, specific learning disabilities, speech/language impairments, traumatic brain injuries, visual impairments, or multiple impairments.
Tier	Students are placed in Math and/or Reading Tier classes who scored below the proficient level for their grade on the Minnesota Comprehensive Assessment (MCA) score from the previous year. Tier classes are an extension of, and in addition to, the regular grade level math and language arts classes.

<u>Exploratory Courses</u>			
	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Art	Students will learn about the elements and principles of art, construct a clay pot, observe a potter's wheel demonstration, study and produce a perspective drawing, draw a still life, construct a color wheel, and paint a landscape using tempera paint.	Students will draw a pastel self-portrait contrasting realist and abstract styles, make a clay pot using the slab technique, view a demonstration of the potter's wheel and sample the process, draw from the still life using charcoal, study single frame animation and complete a 16 frame animation using a Zoetrope machine and produce a color wheel. In addition, students will produce one or more of the	Students will study portraiture and produce a large scale charcoal picture using the techniques of artist Chuck Close to enlarge the image; produce a painting utilizing the elements and principle of design; design and build with clay utilizing the techniques of coil, slab, or wheel; have an opportunity to execute a sculpture using a plaster cast technique; and study art history and respond to a sample question set to

		following: a sculpture, a mobile, and/or a painting.	determine understanding and progress.
Band	An elective second and third trimester instrumental music class through which students build skills and musicianship on their instruments and rehearse and perform as an ensemble. An American tradition for over one hundred years, woodwind, brass and percussion instruments are used in the concert band. Students must rent, purchase or borrow their own instruments to participate, and the school does have some instruments for student use. Grades are earned through lesson performance, practice at home (homework) and class participation. Students have extra opportunities if they are interested in composing music or creating presentation or posters about our composers or our music.		
Business			
Choir	An elective second and third trimester vocal music class in which students develop musicianship and world understanding through a variety of music genres. Specific detail will be given to: vocal technique and skills; score reading; vocal sight-reading and listening skills; developing a positive attitude toward performance; group cooperation; and audience skills. The rigors and discipline of being involved in a musical ensemble lead to the development of a more well-rounded and creative thinker.	An elective vocal music class which meets all year. We will develop our musicianship and world understanding through a variety of music genres. Specific detail will be given to: vocal technique and skills; score reading; vocal sight-reading and listening skills; developing a positive attitude toward performance; group cooperation; and audience skills. The rigors and discipline of being involved in a musical ensemble lead to the development of a more well-rounded and creative thinker. Grades are earned through lesson performance, class participation, and concerts.	
P.E./Health	The health curriculum, conducted in conjunction with physical education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Students will learn how to keep the body healthy, including body systems, nutrition, communicable and noncommunicable diseases, muscular system and fitness.	The health curriculum, conducted in conjunction with physical education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Students will learn adult, child, and infant CPR skills (following American Red Cross protocol) along with first aid, general safety, body image, abstinence and relationship issues.	The health curriculum, conducted in conjunction with physical education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Students will be taught decision making skills, as well as information on drugs, alcohol, tobacco, human sexuality, nutrition, eating disorders, self-esteem and mental health.
Media	As the internet becomes progressively more ingrained into our everyday culture, there are a huge range of benefits and drawbacks as students enter the online world. This course will prepare you to be a responsible and knowledgeable digital citizen as well as introduce you to a huge range of fun and educational tools that you can use to build amazing digital creations.	As the internet becomes progressively more ingrained into our everyday culture, there are a huge range of benefits and drawbacks as students enter the online world. This course will prepare you to be a responsible and knowledgeable digital citizen as well as introduce you to a huge range of fun and educational tools that you can use to build amazing digital creations.	Because of homework, research projects, and social media, students need to know how to safely navigate the many facets of the digital world. This course will prepare students for being able to find appropriate (and accurate) information using search engines and how to cite that information correctly. As they complete searches, students will learn about how websites track and analyze their

			<p>data to monitor viewing and spending habits.</p> <p>Students will also be learning about how advertising is designed to influence people's opinions about food, clothing, and political views. From there, students will use that knowledge and different digital tools to create their own products and ads to sell them.</p> <p>Time will also be spent introducing students to the basics of computer programming, including Scratch and HTML to design their own websites and video games.</p>
Music Exploratory	<p>A first trimester class for 6th graders in which students will cover general music concepts, a pre-band "Recorder Karate" unit, and a pre-choir singing experience. Basic music theory including note and rhythm reading will be covered in the exploring music unit. There will be a small fee for sixth grade music exploratory to cover the cost of a recorder and book.</p>		
Physical Education	<p>Students may have two different physical education classes over the course of the year. Students will participate in the following activities: Fitness testing, Floor Hockey, Swimming, Tennis, Softball, Flag Football, Soccer, Ultimate Frisbee, Basketball, Volleyball, Team handball, Track and Field, Floor Hockey and Low organized games. Students will also spend time in the RMS Fitness Center getting exposure to our full Nautilus Circuit, agility and plyometric equipment.</p>		
Spanish Ex	<p>Starting in the 6th grade and continuing until the 8th grade, students will be exposed to their first years of Spanish. This course is designed to prepare students to communicate the basics in Spanish and expose them to the rich mosaic of Latino culture throughout the world. In 6th grade, students will begin to build their foundation in the Spanish language by learning the fundamentals in topics such as, pronunciation, the alphabet, greetings, counting, colors, the weather and beginning conversational Spanish structures. In 7th and 8th grades, students will build upon their foundation and learn intermediate Spanish conversational structures in classes taught entirely in Spanish.</p>		
S.T.E.M. (Science, Technology, Engineering, Math)	<p>Students will be exploring concepts and engaging in activities that involve the combination of the STEM disciplines, which include: Science, Technology, Engineering, and Mathematics. Students will gain practical hands-on and computer-based experience with a number of cutting-edge technological problem-solving and design skills and implements. The class involves a number of challenging, project-based learning opportunities that develop cooperative, diligent, and keen-minded students that are prepared to take on the challenges of today's society. Topics covered include, but are not limited to, engineering of self-propelled cars, 3D printing of therapeutic toys, and presentations on the engineering of modern electronic devices.</p>		