

Roscommon Area Public Schools
ROSCOMMON
MIDDLE SCHOOL
Student/Parent Handbook
2023-24



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RAPS VISION: *Inspire, Develop, Educate, Achieve*

An Equal Opportunity Program / Employer

Auxiliary aids, services, and alternative formats will be made available upon request to individuals with disabilities.

Michigan Relay Center 1-844-578-6563 (Voice and TTY)

The Roscommon Area Public School District gives notice that it does not discriminate based on race, color, national origin, ethnicity, religion, sex (including pregnancy, gender identity, and sexual orientation), height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class in the education programs and activities operated by the District, including employment. Inquiries regarding discrimination or Title IX complaints should be addressed to Catherine Erickson, Superintendent, ericksonc@rapsk12.net, Roscommon Area Public Schools, 299 W. Sunset, Roscommon, MI 48653.

989-275-6600.

RAPS MISSION: To educate and inspire all students to achieve academic and social growth that leads to personal development for a successful future.

Roscommon Area Public Schools
ROSCOMMON MIDDLE SCHOOL
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ROSCOMMON MIDDLE SCHOOL

Section 1: General Information

1.1 *Handbook Usage*

Welcome to Roscommon Middle School!

The intent of this handbook is to provide you with information about our middle school programs, procedures, and policies. Your familiarity with the information in this handbook will help us work together to provide a positive and productive learning environment for your child.

We look forward to working with you throughout the school year. Helping your child achieve academic and social growth is our number one priority. Your support is essential in helping your child achieve full success in school. Some helpful tips for supporting your school aged child are:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Teach your child how to solve problems. Praise your child when s/he follows through.
- Help your child understand the value of accepting individual differences.
- Keep lines of communication open with your child-even when it is tough. Encourage your child always to let you know where and with whom s/he will be. Get to know your child's friends.
- Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTO meetings.
- Share your ideas with your child's school about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.

It is the responsibility of each student and parents/guardians to read the Student Handbook and become familiar with the policies and regulations of Roscommon Middle School. The rules and regulations in this guidebook are not all inclusive, and situations may arise that are not specifically covered in the handbook. The faculty and administration will make reasonable judgment in such situations. Students are expected to conduct themselves in a responsible, respectful, safe, and mature manner at all times.

The policies in the Student Handbook apply before, during, and after school:

- ☐ When a student is at school (at school means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises)
- ☐ When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or district staff
- ☐ When a student is using school telecommunications networks, accounts, or other district services

1.2 Hours of Operation

7:15 a.m. — Office Opens

7:30 a.m. — Building doors open to students

7:50 a.m. — School Begins

2:50 p.m. — Student Dismissal

3:15 p.m. — Office Closes

1.3 Arrival/Dismissal

ARRIVAL

1. Buses will drop students off in front of the building and enter through the main entrance ways. Students who wish to have a hot breakfast will proceed to the cafeteria prior to checking in their Truesuccess block.
2. Parents/Guardians will drop students off in the lower parking lot. Upon entering the building, students dropped off between 7:30-7:50 will remain in the cafeteria and enjoy a hot breakfast. After 7:50, upon entering the building, all students will proceed to their homeroom classes.

DISMISSAL

Walkers/pick-ups will then be dismissed following the same procedures, exiting the building at the wing exit doors to meet rides in the lower parking lot.

Students either waiting to be picked up or walking must wait until the buses clear before leaving for home.

Once students are dismissed, they are not allowed to re-enter and roam around inside the middle school.

1.4 School Communication Systems

LISTSERVS (Email)

We encourage parents and guardians to sign up for our Listserv, which will give you current school news, announcements and other important information.

To subscribe, go to our district website www.rapsk12.net, click on Schools, select Roscommon Middle School, scroll down and you will see Sign Up For RMS News! You may sign up for more than one school.

SKYWARD

Skyward is an electronic communication system utilized by the Roscommon Area Public School District. Parents can access their child's account 24 hours a day, seven (7) days a week. Skyward keeps track of grades, assignments, test and quiz scores, attendance, tardies, as well as, other valuable information. If you currently cannot access Skyward at home, please call the middle school office and we will get you set up.

1.5 Non-Discrimination Policy

The Roscommon Area Public School District gives notice that it does not discriminate based on race, color, national origin, ethnicity, religion, sex (including pregnancy, gender identity, and sexual orientation), height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class in the education programs and activities operated by the District, including employment. Inquiries regarding discrimination or Title IX complaints should be addressed to Catherine Erickson, Superintendent, ericksonc@rapsk12.net, Roscommon Area Public Schools, 299 W. Sunset, Roscommon, MI 48653. 989-275-6600.

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Section 2: Discipline

2.1 General Information

Our primary goal at Roscommon Middle School is to educate— not to discipline. Students are expected to conduct themselves in an appropriate manner at all times. Student behavior must demonstrate respect for others, respect for property, and respect for learning.

Within our middle school, we are committed to making our students aware of classroom, building, playground, and bus expectations from the beginning of school and throughout the year. Parent support is essential in helping the school reinforce expectations for positive learning and appropriate behavior. Please review the information in this handbook and Section 10: Behavior Rubric with your student.

2.2 Restorative Justice

Research has shown Restorative Justice improves the school environment, enhances the learning and development of young people, and promotes safety, inclusion, respect, and positive relationships (Ashley & Burke, 2009, p. 18). Research also shows that schools who implement RJ programs see a lowered reliance on detention and suspension; a decline in disciplinary problems, truancy, and dropout rates; and an improvement in school climate and student attitudes (Graves & Mirsky, 2007). Roscommon Area

Public Schools will consider and use Restorative Justice Practices when possible, there are times when the developmental appropriateness and severity of an incident will result in some deviation from the rubric.

These Restorative Justice policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences which may include:

Restorative: Provide opportunities for the student to restore relationships between themselves and stakeholder(s) they have affected due to the behavior incident (apology, student contracts, community service, restitution, etc.).

Reflective: Provide opportunities for students to reflect about the decisions they made that led to the discipline (reflection sheets, role-playing, interviews, etc.).

Instructional: Provide teaching opportunities for students that target the function of the behavior and helps them learn the skills needed to not engage in such behaviors again (behavior lessons, social skills, teaching opportunities, behavior exams, etc.). (Hannigan & Hannigan, 2017).

2.3 Student Responsibility Center (SRC)

At Roscommon Middle School, creating the best possible learning environment is one of our top priorities. A well-behaved and respectful student body is essential for the education of all students. The Student Responsibility Center (SRC) will work with students to apply the True Success behavior skills from our character development curriculum. SRC promotes students analyzing their own behavior and working with a behavior interventionist to identify appropriate strategies that will allow them to be successful in the classroom and repair relationships with their peers. SRC is a process that assists staff members in working with students to build good habits in order to reduce the interruption of learning in the classroom and provide students with time to reflect and utilize restorative justice strategies to resolve conflict.

2.4 Policies on Student Behavior

The Roscommon Area Public Schools Board of Education has adopted specific policies dealing with certain student behaviors. Each school must follow the consequences specified within those policies. Please contact the school office if you have questions regarding specific policies. The next few sections of this handbook will highlight some of these policies that affect all students within our district. For our District Bus Conduct policy, please see Transportation in section 7.

2.5 Aggression Policy

Aggression is when anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body, feelings, friendships, reputation or possessions. Injury or discomfort is based on how it is received regardless of the intent.

ASSAULT (Physical) - STUDENT-TO-STUDENT

Public Act 102 of 1999 (HB 4240) adds Sections 1308, 1310 & 1310A

The mandatory expulsion provision applies to a physical assault by a student upon another student, which occurs on school property, at any school sponsored activity, or on any school related vehicle. If a student commits a physical assault against another student and the assault is reported to the board or administration, the school board shall expel the student for up to 180 school days.

This statute defines "Physical Assault" as intentionally causing or attempting to cause physical harm to another through force or violence.

ASSAULT (Physical) - STUDENT-TO-ADULT

Public Act 104 of 1999 (SB 206) Section 1311A

The mandatory expulsion of 180 school days applies to a physical assault by a student upon an adult, (any school employee, volunteer or contractor) which occurs on school property, at any school sponsored activity or on any school related vehicle. Student may seek reinstatement by the school board after the 180 day period.

ASSAULT (Verbal) - STUDENT-TO-ADULT

Public Act 104 Section 1311A

The mandatory expulsion provision applies to a verbal assault by a student against a school employee, volunteer or contractor. If a student commits a verbal assault against an adult, and it is reported to the board or administration, the school board shall expel the student for up to 180 school days.

"Verbal Assault" is defined as any statement or act, oral or written, which can reasonably be expected to induce in another person(s) an apprehension of danger of bodily injury or harm.

During periods of suspension or expulsion from school, students are not allowed on school property or cannot attend any school district sponsored events.

2.6 Bullying Policy

ROSCOMMON AREA PUBLIC SCHOOLS

ANTI-BULLYING POLICY

It is the policy of the District (#5517) to provide a safe educational environment for all students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter, motivation or intent.

A. Prohibited Conduct

1. **Bullying.** Bullying of a student at school is strictly prohibited. For the purposes of this policy, "bullying" shall be defined as:

Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- a. Substantially interfering with educational opportunities, benefits, or programs of one or more students;
 - b. Adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
 - c. Having an actual and substantial detrimental effect on a student's physical or mental health; or
 - d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
2. **Retaliation/False Accusation.** Retaliation or false accusation against a target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying is strictly prohibited.

- B. Reporting an Incident** If a student, staff member, or other individual believes there has been an incident of bullying in violation of this policy, s/he shall promptly report such incident to the appropriate principal or designee, or the Responsible School Official(s), as defined below:

A report may be made in person, via telephone, or in writing (including electronic transmissions). If an incident of bullying is reported to a staff member who is not the appropriate principal or designee, or a Responsible School Official, the staff member shall promptly report the incident to one or more of the aforementioned individuals.

- C. Investigation** All reported allegations of a policy violation or related complaint about bullying shall be promptly and thoroughly investigated by the building principal or designee. A description of each reported incident, along with all investigation materials and conclusions reached by the principal or designee shall be documented and filed separately with similar materials in the District's central administrative office.
- D. Notice to Parent/Guardian** If the principal or designee determines that an incident of bullying has occurred, s/he shall promptly provide written notification of the incident to the parent/guardian of the victim of the bullying and the parent/guardian of the perpetrator of the bullying.
- E. Annual Reports** At least annually, the building principal or designee, or the Responsible School Official shall report all verified incidents of bullying and the resulting consequences, including any disciplinary action or referrals, to the Board of Education. The annual Board report may be given in writing, in person at a regular Board meeting, or as otherwise requested by the Board of Education.

- F. **Responsible School Official** The Superintendent ("Responsible School Official") shall be responsible for ensuring the proper implementation of this policy throughout the District. The foregoing appointment shall not reduce or eliminate the duties and responsibilities of a principal or designee as described in this policy.
- G. **Posting/Publication of Policy** Notice of this policy will be: (a) annually circulated to all students and staff, (b) annually discussed with students, and (c) incorporated into the teacher, student, and parent/guardian handbooks.

The Responsible School Official shall also periodically arrange or otherwise provide educational programs for students and parents/guardians on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying. The Responsible School Official may arrange for classroom teachers to address the foregoing issues within the classroom curriculum.

H. **Definitions**

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" also includes any conduct using a *telecommunications access device* or *telecommunications service provider* that occurs off school premises if the device or provider is owned by or under the District's control.
2. "Telecommunications Access Device" means that term as defined in Section 219a of the Michigan Penal Code, 1931 PA 328, MCL 750.219a, as may be amended from time-to-time. As of January 2012, "Telecommunications Access Device" is defined to mean any of the following:
 - a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service.
 - b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.

3. "Telecommunications Service Provider" means that term as defined in Section 219a of the Michigan Penal Code, *supra*, as may be amended from time-to-time. As of January 2012, "Telecommunications Service Provider" is defined to mean any of the following:
 - a. A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service.
 - b. A person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility.
 - c. A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

2.7 Weapons-Free School Zone Policy

Michigan Public Act 328 (effective January 1, 1995) establishes "weapon-free" school zones on all school property. The weapons-free zone extends 1000 feet beyond school property. Under this act, any student who possesses a weapon in a weapons-free zone is guilty of a misdemeanor with possible penalties of up to three months imprisonment and \$2000 fine.

Be aware that State and Federal law requires mandatory suspension for any student that is found with a dangerous weapon in a school building or on any school grounds.

At RMS, any student who verbally threatens death or bodily harm to anyone will be suspended.

2.8 Substance Abuse Board Policy

According to Board of Education Policy 8530, the possession, manufacture, use, delivery, or sale of alcoholic beverages or controlled substances by students in school or at school/district sponsored events is forbidden. **This includes, but is not limited to, alcohol, tobacco (including E-cigarettes, vaping, juuling), illegal or controlled substances and look-alike substances.** Offenses accumulate from one year to the next with the consequences being applied progressively (from year to year). Offenses accumulate between groups.

1. Alcohol, Illegal or Controlled Substances and Look-Alike Substances

First Offense:

- a. Immediate removal from contact with other students
- b. Immediate parent/guardian AND police contact
- c. Immediate suspension for ten (10) school days. The suspension will be reduced to five (5) days if the student agrees to a professional screening evaluation via the student assistance referral process.* Verification of scheduled appointments (minimum of 3) is required by the building administrator within five (5) days of the

suspension. Failure to comply will result in the completion of the ten (10) day suspension. The assessment must be completed within thirty (30) calendar days from the date of the suspension. The screening agency must notify the school that the assessment is completed. The agency must also provide the building administrator and the core team with copies of the assessment and recommendations for counseling and/or treatment. Failure to complete counseling and/or treatment will result in completion of the ten (10) day suspension.

Second Offense:

- a. Immediate removal from contact with other students
- b. Immediate parent/guardian AND police contact
- c. A recommendation will be made for expulsion from school for the remainder of the school year or ninety (90) days, whichever is greater. Students who are assessed voluntarily and who have been, or are being treated and counseled for substance abuse may petition the Board of Education for early reinstatement. Any student who fails to provide evidence of voluntary enrollment (and completion) in a school approved substance abuse treatment program will not be considered for re-enrollment in the Roscommon Area Public Schools

*Students selling or supplying substance(s) previously mentioned to another individual will not be afforded the opportunity for early reinstatement or reduction of suspension.

2. Tobacco (E-cigarettes, vaping, juuling)

First Offense:

- a. Immediate removal from contact with other students
- b. Immediate parent/guardian AND police contact
- c. Immediate suspension for five (5) school days. The suspension will be reduced to three (3) days if the student agrees to an educational meeting, which includes the student and an expert in the field of tobacco abuse. Failure to comply will result in the completion of the five (5) day suspension. The meeting must take place within fourteen (14) calendar days from the date of the suspension.

Second Offense:

- a. Immediate removal from contact with other students
- b. Immediate parent/guardian AND police contact
- c. Immediate suspension for ten (10) school days. The suspension will be reduced to five (5) days if the student agrees to a professional screening evaluation via the student assistance referral process.* Verification of an appointment is required by the building administrator within five (5) days of the suspension. Failure to comply will result in the completion of the ten (10) day suspension. The assessment must be completed within thirty (30) calendar days from the date of the suspension. The screening agency must notify the school that the assessment

is completed. The agency must also provide the building administrator and the core team with copies of the assessment and recommendations for counseling and/or treatment. Failure to complete counseling and/or treatment will result in completion of the ten (10) day suspension.

Third Offense:

- a. Immediate removal from contact with other students
- b. Immediate parent/guardian AND police contact
- c. A recommendation will be made for expulsion from school for the remainder of the school year or ninety (90) days, whichever is greater. Students who are assessed voluntarily and who have been, or are being treated and counseled for substance abuse may petition the Board of Education for early reinstatement. Any student who fails to provide evidence of voluntary enrollment (and completion) in a school approved substance abuse treatment program will not be considered for re-enrollment in the Roscommon Area Public Schools

*Students selling or supplying substance(s) previously mentioned to another individual will not be afforded the opportunity for early reinstatement or reduction of suspension.

2.9 Due Process

The constitutional rights of individuals assure the protection of due process of law. For short-term suspensions and minor disciplinary infractions, due process requires that the student be given oral or written notice of the charges against him/her, an explanation of the evidence that the authorities have, and an opportunity to present his/her explanation of the incident(s).

For long-term suspensions (exceeding ten days) or expulsions a more formal due process procedure is required. This formal due process procedure may include the right to counsel, the right to cross-examine and bring forth one's own witnesses, and a hearing before the Board of Education.

2.10 Student Resource Officer (SRO) & Police Visitation

The mission of the SRO Program is to promote school safety by building a positive school climate in which everyone feels safe and students are supported to succeed.

The SRO Program also seeks to reduce violent crime committed by and against youth in our community. The SRO Program accomplishes this mission by supporting safe, secure, and orderly learning environments for students, teachers and staff. SROs will establish a trusting channel of communication with students, parents, and teachers and establish regular feedback opportunities.

The role of the SRO is not to enforce school discipline or punish students. SROs will serve as positive role models to instill in students good moral standards, good judgment and discretion, respect for other students, and a sincere concern for the school community. SROs will provide information on community resources available to students and parents. Goals and objectives are designed to develop and enhance rapport between youth, families, deputies, school administrators, and the community in order to promote overall student achievement and success

Police Visitation

Law enforcement officers may not remove a student for questioning while the student is properly in attendance, without permission of the student's parents or unless the student is 17 or older. Students 16 or younger, who may be considered suspects, may not be questioned in school without parental consent. Law enforcement officers may question students as witnesses. Every effort will be made to contact parents to notify them of this interview. The civil rights of the student will be respected.

2.11 Threat Assessment

Recognizing that student conduct may present a danger to students and staff members, in an emergency, school officials must act promptly to minimize risk.

Building-level threat assessment teams shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. When logistics and staff assignments make it feasible, a Team may serve more than one (1) school.

At RMS, any student who verbally threatens death or bodily harm to anyone will be suspended pending investigation.

2.12 Video Surveillance

The board authorizes the use of video cameras on school property to ensure the health, welfare, and safety of all staff, students, and visitors to school property, and to safeguard school facilities and equipment.

The school shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on school property.

When other students are involved, parents/families may not be permitted to watch video recordings. Students or staff in violation of board policies, administrative regulations, and building rules, or laws shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record or a staff member's personnel record.

Section 3: School Programs and Procedures

3.1 Assignments

We expect all students to complete and turn in assigned work. Generally, the time provided in the classroom for completing assignments is sufficient for students. Occasionally, it will be necessary for your child to complete assignments at home.

3.2 Books and Supplies

All necessary educational materials will be provided by the school district. Books will be loaned to the students each year. Pride should be taken in the care and maintenance of all books. It is the student's responsibility to take care of the assigned books and materials. The student will be charged for the replacement of any lost or damaged textbooks, library books, and math manipulative tool kit items.

| | | |
|---|--------------------------|-------------------|
| Lost or destroyed: | New or after 1 year use: | List price |
| | After 2 years use: | 4/5 of list price |
| | After 3 years use: | 3/5 of list price |
| | After 4 years use: | 2/5 of list price |
| | After 5 years use: | 1/5 of list price |
| Pencil or ink marks: From \$.50 to replacement cost as per above scale. | | |

3.3 Cafeteria

All students will be offered the option of eating both breakfast and lunch while attending Roscommon Middle School. Household information sheets will still need to be completed by every family so that we can register our students with the State. Additional copies are in the office. If you have any questions, call Central Kitchen at 275-6685.

Students need to use their student ID number when picking up their breakfast or lunch. Charging of meals is not allowed.

Students are expected to follow all posted cafeteria rules and procedures.

3.4 Closed Campus

Students may not leave the middle school grounds during the course of the school day unless involved in a school-sponsored activity or accompanied by a parent or guardian. The school will notify the parent and/or the police if any student leaves school grounds without permission.

3.5 Emergency Response Procedures

EVACUATION PROCEDURES

The fire signal is a steady blast on the fire bell. Students should exit the room in a quiet, orderly fashion in a single file. Proceed to the designated gathering location; these locations vary according to the room you are exiting. Silence is mandatory during these drills. Upon arriving at the assigned location the teacher will take roll. When the fire signal stops, you may re-enter the building.

TORNADO PROCEDURES

Students should proceed silently in single file to the assigned area of protection. Once there, be seated and place your hands over your head. Remain silent until the all clear is signaled.

LOCKDOWN PROCEDURES

Roscommon Middle School will conduct state mandated lock down drills every year. Students will be trained by their teacher and school administrator as to what to do.

3.6 Emergency Closings

If school should be canceled or dismissed early due to threatening weather or mechanical failure, parents may be notified the following ways:

- ListServ
- 9&10 News
- UpNorth Live

It is imperative that your child knows exactly what to do and where to go if school is dismissed early due to weather or mechanical failure. Make sure that you have thoroughly discussed your plan with your child and your child knows where to go and what to do. When school is closed, all after-school functions are automatically canceled.

3.7 Family Changes

Residency

If you move to a new location within our school district, it is necessary that we have your new address and telephone number as soon as possible. In addition, it is essential that we have the name and phone number of a relative, friend, or neighbor we can contact if we are unable to reach you. If you plan to move to another district, please be sure to return all school property.

Custody Arrangements

Where necessary, families and parents need to have up to date custody documents turned in to the school. The school and student will not be placed in the middle of custody disputes. Families are required to provide proper documentation and agree about dismissal plans.

3.8 Family Rights and Privacy Act of 1974

Student pictures, with identifying names will be published in area newspapers and the yearbook when they qualify for special recognition or receive awards. Lists of students' names, addresses, telephone numbers or other information will not be released to parties or individuals outside the school. Parents may request that all such information be withheld during the first three weeks of school.

3.9 Field Trips

Occasionally, throughout the school year, requests are made for parents to chaperone field trips. These chaperones are in charge of a small group of students. Since this responsibility requires their complete attention, we ask that they do not bring siblings. This also provides an opportunity to give special one-on-one attention to your child involved during the field trip learning experience. Chaperones are required to have background checks before the trip and follow chaperone guidelines on all school sponsored activities.

Parents who are attending field trips can not carry tobacco/drug related products, weapons and/or firearms with them on the school bus and/or the field trip destination. This list is not exhaustive, and includes, but is not limited to vapes, cigarettes, knives, taser guns, or firearms.

We like to take a proactive approach to students attending class field trips. If we are concerned for a child's safety or behavior he/she will be required to have a parent accompany him/her on the field trip in order to attend. This will be communicated to parents prior to the field trip.

3.10 Guidance & Counseling Services

The objective of the District's school based Student Counseling Services is to assist, identify, refer, and follow-up with students currently experiencing or at high risk for problems. This includes, but is not limited to: substance abuse, depression, suicide, family violence, family problems, or health related issues that might ultimately interfere with school success. All team members are specially trained, work in the building, and respect the confidential nature of the information shared during the process.

Students may sign up for an appointment to meet with the counselor during the regular school day. Counseling requests are located outside of the counseling office and can be filled out during a student's passing time. The student is expected to report to his/her regularly scheduled class until called down by the counselor.

3.11 Library

Roscommon Middle School is fortunate to have a fine library. The library is available for quiet study, research, and casual reading. Students are allowed to check out a maximum of two (2) books at one time. Should a book be lost or destroyed, the student involved will lose library privileges until full restitution is made.

3.12 Lockers

Each student is assigned an individual locker for coats, books and school materials. Each student is responsible for all items inside his/her assigned locker. A student should never give another student his/her locker combination. **The school is not responsible for items stolen from lockers.** Writing on student lockers and taping any material on student lockers, inside and out, is prohibited. (Tape peels the paint off the lockers) School lockers are school property and lockers are subject to inspection and search at any time.

3.13 Lost and Found

There is an area at the middle school for "lost and found". Please check this area often if your child has lost any items. Students will be reminded to check the lost and found during their lunch time. All unclaimed items will be donated or discarded at the end of each marking period.

3.14 Office Telephone

The school office telephone is not for student's use except to make arrangements to go home in case of illness or accident. Home-to-school messages or arrangements must be made outside of school.

3.15 Parent Teacher Conferences

If there is something you feel a teacher should know about your child, or if for any reason you would like a conference, please call the school and an appointment can be scheduled. Scheduled conference times for all parents will be arranged in the Fall and scheduled as needed in the Spring.

3.16 Recess/Playground

ALL children are expected to go outside for recess except in inclement weather. We do not send students outdoors if it is raining or below 0 °F temperature and/or wind chill. ***We expect that any student who is well enough to attend school should be able to participate in outdoor recess.*** All students should wear boots, hats, and mittens when appropriate. Students should have shoes to wear in the building after removing their outdoor footwear. Parents must provide a physician's statement if their child is to stay indoors.

3.17 Report Cards

Roscommon Middle School will have four card markings each one lasting 10 school weeks, these report cards will be available for parents to view on Skyward. Parents, if you don't have access to Skyward and would like a copy of your child's report card, you can stop by the main office and we will print one off for you.

3.18 School Records

Your child's record of grades, achievement test scores, and health records are filed in the school office for staff use only. Parents may request an appointment with the principal to review their own child's records. Charges may apply for any copies requested.

3.19 Test Out Policy

Roscommon Middle School shall grant credits in any course to a pupil enrolled in middle school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery on the subject matter of the course by attaining a grade of no less than C+ (77%) on the end of course exam, which may consist of a test, portfolio, performance, paper, project, or presentation.

Teachers are not to provide any instruction to prepare students for these tests. Testing out exams will be given three times a year: before the start of school and prior to the start of the second semester.

3.20 Toys

Students are discouraged from bringing toys, radios, electronic equipment, skateboards, and other valuable items to school. Toys and other items may be permitted at the discretion of the classroom teacher. Students who bring personal items to school assume responsibility for loss, theft, or breakage.

3.21 Visitors, Volunteers, Chaperones

If you are planning on volunteering, helping out in your child's classroom, or chaperoning for a field trip, we must conduct a background check before you will be able to participate. Forms are available in the school office and must be completed at least one week before you can participate.

Parents are welcome in the school only if there is proper communication with your child's teacher/staff. Visits must be arranged with the classroom teacher. We do require that parents check in at the office when you come into the building to obtain a "visitor's pass." If you are in the school building without a "visitor's pass," expect to be questioned by school personnel. This is a matter of school security.

Section 4: Medical, Health, & Grooming

4.1 Accidents

At times, when children are actively engaged in physical activities, there are injuries. We make every effort to maintain safe play areas and equipment and to provide adequate supervision.

If a child sustains a minor injury, school personnel will treat it. The only first aid applied is ice and/or a Band-Aid. An accident report will be completed on most injuries.

A more serious injury will result in calling home for a parent to come and get the child or a referral to the School Based Health Clinic (if documentation is signed). If you, or the others designated on the energy form cannot be reached, the principal will decide what action to take to get needed treatment.

It is imperative that you list current phone numbers and additional names and numbers on your child's white emergency card in case of an emergency at school.

4.2 Dress Code & Grooming

Recognizing that school is a place of business and that pride in ourselves and in the entire student body is a worthwhile objective, we, the students, faculty, and administration recognize the following dress policy:

1. Clothing, or jewelry, that is obscene, defamatory, or contains emblems, printing, or pictures advocating or advertising drugs, alcohol, or tobacco products is not permitted. Clothing with sayings which contain profanity or sexually suggestive language or innuendo that suggest attitudes which undermine the basic objectives of education are not appropriate for school.
2. Jewelry or apparel that creates a health or safety hazard or displays drugs or alcohol is not permitted. For example, chains and/or "spikes" are not to be worn on school property.
3. Clothing which allows undergarments to be seen is not appropriate for school. This applies to both pants and tops.

4. Hats, hoods, and other head pieces that are not disruptive to the learning environment may be worn at the discretion of the administration and classroom teacher.
5. Unless it is a spirit day, students may not bring blankets, costumes, etc. into the learning environment

NOTE: No list of guidelines can be written that will anticipate potential dress and/or grooming extremes. In case of questionable dress, the administration will make the final decision.

Students inappropriately dressed and/or groomed will have the option to change and/or correct their appearance.

4.3 Head Lice

The entire school may be checked for head lice. Parents are notified immediately if their child has live lice or nits. Information is sent home on how to treat the problem. Students with live lice may not be allowed to return to school until treated and all nits are removed. Parents must accompany the student to school when they return and must remain with the student until she/he is re-checked and is found free of live lice and nits have been removed.

4.4 Medication and Health Concerns

Students requiring **any** medication during school hours shall provide the school with an *Administration of Medication Form* stating the dosage, time, date, and parent and doctor signature. **All medication, both prescription and “over the counter” must be in the original containers and clearly labeled.** Students **can not** transport any type of medication on the school bus. Every effort will be made to administer the medication at school. However, it is the child’s responsibility to request the medication at the appropriate time. An Administration of Medication Form for **all** medication must be on file at the office and completed annually. The parent will be called when the child appears ill enough to go home.

There is no distinction between over the counter and prescription drugs. Therefore, it is imperative that no medications be distributed from the classroom. If a student brings any medication to school, it must come to the office immediately with a completed *Administration of Medication* form.

If your child is vomiting or has a fever, the student must be fever/vomit free for 24 hours before returning to school.

4.5 School Based Health Clinic

The Roscommon School Based Health Center is sponsored by MidMichigan Community Health Services, with funding from the Michigan Department of Health and Human Services, Michigan Department of Education and Roscommon United Way. The center offers health care services to students enrolled in Roscommon Area Public Schools, year- round. The goal of the School Based Health Center is to improve the health and well being of our students.

The School Based Health Center target population is 10-21 year old students and the dependent children of those students. Services include: primary health care, first aid, well child checks, immunizations, preventative care, sports physicals, confidential services in accordance with Michigan Law, mental health services and health education. The center can assist student enrollment for Medicaid services. Charges

are billed to insurance and all students are eligible for a medical care discount, so no cost should prohibit access to care.

All students seen in the School Based Health Center (with the exception of services allowed by law) must have a parental consent form on file before accessing services. Consent forms are sent home at the beginning of each school year. You can reach the center directly at 989-275-6658.

Section 5: Attendance

5.1 Attendance Policy

Roscommon Area Public Schools believes that an important part of every student's preparation for life beyond our campus is to develop a positive attitude toward attendance through a responsible attendance pattern in school. The underlying premise of this regulation is that all absences result in the loss of valuable instructional time that cannot be recreated with make-up work outside of class. Another premise of this regulation is our belief that the vast majority of parents/guardians exercise good judgment when making decisions about school attendance. Consistent with this belief, parents/guardians providing timely notification will result in absences being excused.

The State of Michigan requires attendance from age six (6) to eighteen (18). Regular attendance is important to achieve success in school. Curriculum and standards have never been so rigorous; in-class participation and collaboration have never been so essential. Therefore, Roscommon Middle School expects students to be in school every day with few exceptions.

Students who accumulate twelve (12) or more absences during a school year are considered truant. Parents and students will be notified via phone call home at four (4) absences. At eight (8) absences, parents will receive a letter. At twelve (12) absences, a request to attend a conference during which school staff and families will discuss attendance issues, clarify any questions about a student's attendance, and reinforce how attendance impacts student achievement and success. For cases in which absences exceed twelve (12) during a school year, administration will use their discretion and will potentially contact law enforcement and the court system for further intervention. Transfer students (within the county) with chronic absenteeism may be considered for truancy on an individual basis.

Some absences are unavoidable, but every effort should be made to keep absences to a minimum. There are four types of absences:

1. Excused with court-recognized documentation
2. Excused with parental permission
3. Excused with medical documentation
4. Unexcused

****Regardless of the learning platform (face-to-face or online), students are required to attend and participate in class sessions on a regularly scheduled, daily basis. For online learning, attendance will be recorded based on participation in online class sessions, Zoom or Google Meet meetings, and/or assignment submission via Google Classroom or See Saw. Failure to login and participate will result in an unexcused absence and may result in truancy.**

Absences are any day your child misses a day of learning, for any reason. Medical cases will be considered with proper documentation and may not be factored into your child's total absences. This is a

case-by-case basis and it is required you have dated medical documents and full cooperation from the parent to keep the school office aware of medical needs and concerns.

Excused with court-recognized documentation: Occasionally, students are absent for reasons that can be documented with evidence beyond a parent's phone call. Whenever possible, please provide this evidence as it secures concrete support that the school and the court will accept should your child have excessive absences during the school year. These types of absences do not count toward truancy. The following are examples of absences for which you can get evidence/documentation:

- Note from a physician or mental health professional
- Court date
- Suspension from school

Excused with parental permission: Sometimes students are absent for reasons deemed appropriate by parents, but there is no documentation. On these days, we ask that parents call the main office (989-275-6641) to indicate why the student is not in school. These absences count toward the number of absences calculated to determine truancy. Even though there is no documentation, the court looks more favorably upon absences that have been acknowledged by parents (excused) than those that are seemingly ignored (unexcused).

****If you know in advance that your child will miss multiple days of school, please communicate with your child's teacher early enough that he/she has the opportunity to design meaningful activities for your child to do in lieu of school attendance. Even though classroom experiences cannot be replicated, we want to maximize the impact of all skill practice that happens while students are away.**

Medical Documentation: If a student needs to be absent due to a doctor's appointment, please provide the school with the appropriate medical documentation.

Unexcused: This type of absence simply means that the student was not in school and that there was no communication from parents to indicate the reason for the absence.

Late Arrival/Early Dismissal:

Students who report late to school must follow this procedure:

1. Student must report to the office to sign in/out.
2. Student must attend 90% of the class or it is considered an absence.

5.2 Make Up Policy

The student must contact the teacher upon his or her return to school to request their make-up assignments before or after class. Do not interrupt class in session. The student is entitled to an amount of time to complete assignments equal to the amount of time of the absence.

During an extended absence, a parent may request that assignments be gathered, however all work must be completed and turned in to their teacher on the students' first day back to school. In this case, please allow one full school day to complete this task.

5.3 Tardy Policy

Students are expected to be on time for all classes when the bell rings. Students with excessive tardies will be placed on an action plan to improve their attendance marks and may impact their truancy status. Students arriving late to school should report directly to the office to sign in.

Section 6: Technology & Cellphones

6.1 Cellphones and Other Communication Devices

Students may be in possession of a cellular telephone, pager/beeper, or other electronic communications device subject to the terms of this policy. Use of the device shall be limited to the period before classes begin in the morning and after the last class in the afternoon. Such devices shall not be used during instructional time, at lunch, or in the passing time between classes unless there is a bona fide health or safety emergency.

Every classroom will have a “phone farm” where students will place their phones, after powering them down, upon entering each classroom. They will have an assigned slot for that class. Placement of phones in farms is non-negotiable. Phones may not be used during class.

Cell phones that are audible or visible will be confiscated and turned into the office.

1st offense: Turned into the office and returned at the end of the day.

2nd offense: Turned into the office, lunch detention and student to call parent during lunch detention. Cell phone returned at the end of the day.

3rd offense: Cell phone must remain at home or be turned into the office in the morning and picked up in the afternoon. If student does not comply, parents/guardians must pick up the cell phone if confiscated.

It is a crime in Michigan to use any electronic device to take photographs of or otherwise record individuals without the consent of the person entitled to privacy. Therefore, in no case will any personal communication devices be allowed that provide for a wireless, unfiltered connection to the Internet or that have the capability to take photographs of any kind. Students violating this policy may be subject to disciplinary action.

6.2 Chromebooks and School Technology

Roscommon Middle School students will be issued chromebooks to be used during the school year. Students/parents will be expected to complete the Technology Acceptable Use Policy to obtain their chromebooks at the start of the school year.

Students issued chromebooks are responsible for their upkeep and appropriate usage for classroom work. School issued chromebooks and school issued login credentials (email, Google Classroom, etc.) may be monitored by staff and administration. If students repeatedly use the chromebook for activities that are not school appropriate, the chromebook can be taken from the student.

In the event that the device would need to be sent home due to remote learning or an extended closure, families are responsible for returning the device to the school when requested. If the device is not returned there may be a fee. Additionally, technology will be tracked by district administration.

6.3 Internet

Students must obtain a copy of the "Acceptable Use Policy," and student and parent must sign the contract that outlines the terms and conditions for use of technology resources in the Roscommon Area Public Schools.

6.4 Personal Sound Equipment

AirPods (earbuds), Bluetooth headphones, MP3, DVD, iPod, PSP and other personal media equipment are not to be in a student's possession during the school day instructional times. They are permitted before and after school only. Possession of these items during the school day instructional time will result in the item being confiscated and returned only to the parent. These items may be used in the classroom for instructional purposes at the discretion of the classroom teacher

Section 7: Transportation Information

7.1 Bus Transfer Pick Up Policy

Parents must notify the office if they wish to have their child ride their bus differently than their assigned bus. If approved, a bus pass will be issued by the office and provided to the student prior to dismissal. This is to be used in emergency situations only, not as a means to plan a weekend activity or birthday party.

Parents, family members, or designated persons (on emergency card) wishing to pick up a student during the school day must report to the main entrance to sign out their child.

7.2 Student Code of Conduct Bus Policy

STUDENT CODE OF CONDUCT ON SCHOOL BUSES

Riding a school bus to school is a privilege, not a right. Poor conduct will not be tolerated. Good conduct of each student is expected at all times.

Bus safety, a primary concern, is aided by students remaining in their seat, and not distracting the driver.

The driver is in complete charge of his/her bus at all times and is acting in the same capacity as a teacher would be in a classroom.

Rules for safe conduct are to be followed by all students (preschool thru 12) on the school buses:

1. Normal conversation is permissible except when the bus stops for railroad crossings. At these times, there shall be no talking.
2. Students will immediately take their seat upon entering the bus and remain seated in that seat until the bus stops and it is time to get off.
3. Head, hands, and feet shall be kept inside the bus AT ALL TIMES.
4. Throwing any article inside the bus or at the bus is strictly prohibited.
5. Students will remain at the side of the road and in an orderly manner when loading the bus.
6. The bus must come to a complete stop before children move toward it. Students are to be at their stop five minutes prior to the posted arrival time.
7. Students must not rush the bus, or walk or run between them when they are loading or unloading.
8. Lighting of matches or smoking on the bus is strictly prohibited.
9. Students will not cause excessive noise or rowdy conduct on the bus.
10. Eating and drinking on the bus is at driver's discretion. Drinking limited to 12 oz. or smaller container; **NO GLASS.**
11. Students will not use profane or foul language at any time.
12. Passengers shall not deface or damage the bus. Anyone guilty of such acts will pay the cost of repair.
13. Passengers will not open the emergency door except for emergencies, when instructed by the bus driver to do so, if s/he is able.
14. Students who must cross the road after being discharged from the school bus must cross in front of the stopped school bus.
15. Students are strictly prohibited from acting or talking disrespectfully in any way to the bus driver.

Violations by the school bus rider will be dealt with as follows:

Misconduct on buses near the end of the year that cannot be dealt with during the remainder of the school year will carry over to the beginning of the next school year.

DISCIPLINARY ACTION (BUS) – GRADES (K – 12)

FIRST OFFENSE: The bus driver reports the student to the Transportation Supervisor. The Transportation Supervisor talks with the student and sends written communication to the parent/guardian. This warning is to be signed and returned to the bus driver or Transportation Supervisor before the student may resume riding. A copy of this communication is sent to the bus driver.

SECOND OFFENSE: The Transportation Supervisor again talks with the student and sends written communication to the parent/guardian. The communication in part will warn the parent/guardian that another offense will deny the student of bus riding privileges from one (1) to three (3) days, (depending upon the nature of the offense). The communication is to be signed by the parent/guardian and returned to the bus driver or Transportation Supervisor. A copy is sent to the bus driver.

THIRD OFFENSE: The bus driver should obtain the student's phone number, contact the parent/guardian, and discuss the situation. If the parent/guardian cannot be reached by phone the driver will contact them in writing or in person. If the student's conduct cannot be corrected to the satisfaction of both the driver and the Transportation Supervisor, the parent/guardian is notified in writing that bus riding privileges are suspended from one (1) to three (3) days by the building administrator or Transportation Supervisor. The communication is to be signed by the parent/guardian and returned to the bus driver or Transportation Supervisor before the student may resume riding. A copy is sent to the bus driver.

FOURTH OFFENSE: The parent/guardian is notified by the building administrator or Transportation Supervisor, in writing, that bus riding privileges are discontinued up to six (6) weeks, depending upon circumstances.

IN ADDITION:

- Students K - 12 that board the bus without a conduct notice will be allowed to ride, the driver will obtain the phone number and parent/guardian will be called by the driver to check to see that conduct did go home.
- If the misconduct is of a serious nature, one that jeopardizes, causes a delay or unsafe condition for the bus to travel on its scheduled route, the Transportation Supervisor will have a meeting with the building administrator regarding the matter.
- In all cases, the student or parent may contact the Transportation Supervisor or building administrator to request a conference, at which time a meeting will be set for both building administrator and Transportation Supervisor.
- The Transportation Supervisor and/or building administrator will notify the Superintendent immediately, in writing, (for review) of names and circumstances of all students suspended for more than ten (10) days from riding the bus.

BUS SUSPENSION NOTE: In the event of a suspension, the bus driver will be responsible to deliver the offending student to his/her destination and inform the student that his/her bus riding privileges have been suspended.

Section 8: Curriculum

8.1 Curriculum and Course Offerings

CURRICULUM AND COURSE OFFERINGS

All traditional seated courses are eligible to be delivered as virtual courses, or a combination thereof, for the 2022-2023 school year following the guidelines provided within the Michigan Department of Education Pupil Accounting Manual. District and School administration shall coordinate and monitor the implementation for virtual learning and the adherence to state pupil accounting requirements including student accessibility to virtual learning, attendance, and participation in lessons and assessments.

True Success 5/ 6/ 7

Students begin their day learning about positive behavior skills which change every month. Those skills are Respect, Wisdom, Thankfulness, Self-Control, Perseverance, Responsibility, Encouragement, Caring, and Integrity. These lessons are 20 minutes long and equip students with behavior skills to greatly reduce social problems and improves the overall social wellness of the classroom and school.

CORE CURRICULUM

English Language Arts 5

MyPerspectives is a student-centered English Language Arts program that embraces culturally responsive learning through diverse representation of literature, authors, characters, cultures, and themes. The program uniquely provides many opportunities for students to use their voices as they share their lived experiences, allows them to make choices in their learning, and gives them the opportunity to ask critical questions of the texts, the teacher, and each other. My Perspectives is built on the foundation of culturally responsive instruction in that the program focuses on what we do with students and how they interact with and learn from each other. The texts, Essential Questions, and learning tasks encourage discussions that allow students to draw upon their prior experiences, diverse identities, varied experiences, and the richness of their cultural backgrounds. This active learning environment brings students together as they develop intercultural competence, learn from each other, and gain the confidence that allows them to be agents of change. Fifth grade units will focus on childhood, animal allies, and modern technologies.

English Language Arts 6

MyPerspectives is a student-centered English Language Arts program that embraces culturally responsive learning through diverse representation of literature, authors, characters, cultures, and themes. The program uniquely provides many opportunities for students to use their voices as they share their lived experiences, allows them to make choices in their learning, and gives them the opportunity to ask critical questions of the texts, the teacher, and each other. My Perspectives is built on the foundation of culturally responsive instruction in that the program focuses on what we do with students and how they interact with and learn from each other. The texts, Essential Questions, and learning tasks encourage discussions that allow students to draw upon their prior experiences, diverse identities, varied experiences, and the richness of their cultural backgrounds. This active learning environment brings students together as they develop intercultural competence, learn from each other, and gain the confidence that allows them to be agents of change. Sixth grade units will focus on imagination, exploration, and facing adversity.

English Language Arts 7

MyPerspectives is a student-centered English Language Arts program that embraces culturally responsive learning through diverse representation of literature, authors, characters, cultures, and themes. The program uniquely provides many opportunities for students to use their voices as they share their lived experiences, allows them to make choices in their learning, and gives them the opportunity to ask critical questions of the texts, the teacher, and each other. My Perspectives is built on the foundation of culturally responsive instruction in that the program focuses on what we do with students and how they interact with and learn from each other. The texts, Essential Questions, and learning tasks encourage discussions that allow students to draw upon their prior experiences, diverse identities, varied experiences, and the richness of their cultural backgrounds. This active learning environment brings students together as they develop intercultural competence, learn from each other, and gain the confidence that allows them to be agents of change. Seventh grade units focus on generations, turning points, a starry home, and people and the planet.

Math 5

Through the use of the Eureka math program students will primarily focus on (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Math 6

The sixth grade Math 6 curriculum and instruction focuses on student understanding of ratios and unit rates as embedded in everyday life. The basic concept focus of this class encourages a concrete understanding of the relationships between the four operations and their properties, the relationships of mathematical forms of positive and negative rational numbers (whole numbers, decimals, fractions, percentages, etc.), the appropriate steps in conversion for solving, as well as applications within relative, real-world contexts. Concepts and skills are developed through the synthesis of presented real world contexts and the application of formulas and equations for solving.

Concrete student conceptual understanding and mathematical communication is further developed through the practice of embedded discipline-specific vocabulary, and the development, application, and analysis of tools and/or models such as tape diagrams, number lines, scale drawings, tables, graphs, and the coordinate plane.

Module topics include the following: Ratios and Unit Rates, Arithmetic of Operations Including Division of Fractions, Rational Numbers, Expressions and Equations, Area, Surface Area and Volume, Statistics.

Math 7

The seventh grade Pre-Algebra curriculum and instruction focuses on furthering student understanding of ratios and proportional relationships as embedded in everyday life. The basic concept focus of this class encourages a concrete understanding of the relationships between the four operations and their properties,

the relationships between mathematical forms of positive and negative rational numbers (whole numbers, decimals, fractions, percentages, etc.), the appropriate form for use in calculation within equations involving variables, as well as applications within relative, real-world contexts. Concepts and skills are developed through the synthesis of presented real world contexts and the application of mathematical equations and properties for solving.

Concrete student conceptual understanding and mathematical communication is further developed through the practice of embedded discipline-specific vocabulary and the development, application, and analysis of tools and/or models such as tape diagrams, number lines, scale drawings, tables, probability models, and the coordinate plane.

Module topics include the following: Ratios and Proportional Relationships, Rational Numbers, Expressions and Equations, Percent and Proportional Relationships, Statistics and Probability, and Geometry.

Social Studies 5

Fifth Grade uses the GIANTS program (MAISA and Dr. Phil Gersmehl, Michigan Geography Alliance) as a core curriculum resource. We start off with how the Native American came to North and South America. They look at how the Native Americans adapted to the different regions they settled in. Then we move into exploration and colonization of North and South America. Looking at the differences between the different colonial regions. Why did colonists come to America? What was life like in the different regions? How did the availability of the different natural resources dictate what the economies of each region would be like. Students also look at the interactions between colonists, Africans, and the Native Americans. Then students look at how the attitudes of the colonists changed towards Britain from the French and Indian War through the signing of the Declaration of Independence. From there students look at the events of the Revolutionary War. And finally students learn about the formation and structure of our American government.

Social Studies 6

Sixth grade social studies focuses on the themes of geography and world regions, using the GIANTS program (MAISA and Dr. Phil Gersmehl, Michigan Geography Alliance). Physical geography is explored using the world, with emphasis on Africa, and South America. Population is studied focusing on the world population and using China's population as an in-depth study. The theme of human-environment interaction uses North America, Russia, and the world to look at the effect the environment has on humans and the impact humans have on the environment. Different cultures are examined using the world, and a comparison with South Asia and Southwest Asia. Finally, movement in the form of cultural diffusion, trade, and migration is explored.

Social Studies 7

How and why did the first people populate the earth? Which has a greater impact - people on their environment or the environment on people? These questions plus many more are the focus of seventh grade social studies as students learn about the first three eras in World History. This study includes learning about the earliest humans and exploring early migration and settlement patterns. In addition, students will learn how the Agricultural Revolution led to the development of powerful empires, trade

networks, and the spread of skills and ideas. Later in the year, students will take an in-depth look at different world religions, including how they began and how they spread. The units lay a foundation for the future study of World History and are part of the GIANTS program from the Michigan Geography Alliance, MAISA and Dr. Phil Gersmehl.

Science 5

Fifth grade uses Michigan Project Based Learning (MI-PBL) along with many other resources gathered by the teacher. Students studies include: Structure and properties of matter, Matter and energy in organisms and ecosystems, Earth's systems, Space systems, (stars and solar system) and Engineering design. Students build on previous knowledge to correctly plan and carry out fair tests in which variables are controlled. Students then analyze the results and look for ways the test (experiment) could be improved.

Science 6

Students will be introduced to the Socratic method and modeling process in the science classroom where the focus is “figuring out” rather than “learning about”, using the MI-STARR Curriculum. Students will engage with science and engineering practices, crosscutting concepts and disciplinary core ideas to explain phenomena they encounter in the world every day and to design solutions to challenges they encounter. Students will demonstrate knowledge in use in topics including physical science, earth science, and life science.

Science 7

Students will be introduced to the Socratic method and modeling process in the science classroom where the focus is “figuring out” rather than “learning about”, using the MI-STARR Curriculum. Students will engage with science and engineering practices, crosscutting concepts and disciplinary core ideas to explain phenomena they encounter in the world every day and to design solutions to challenges they encounter. Students will demonstrate knowledge in use in topics including physical science, earth science, and life science.

ELECTIVE OFFERINGS

All elective offerings are subject to availability.

Art 6/7

This introductory level art course is designed to provide students with an awareness of the arts. A variety of media will be explored allowing students to discover their individual style. Students use their knowledge of art principles to create, invent, experiment, take risks and solve artistic problems. Students also have the opportunity to work independently on self- designed art projects to showcase their talents and passions. All projects at this grade level are geared to teach the young artists responsibility and ownership of their own participation in the art making process.

Band 5

Students will experience their first opportunity to play wind, brass, or percussion instruments in a large group setting. This course is a year long and starts with ensemble basics using steel drums and percussion

instruments. Students will be fitted for an instrument and then will gain skill and aptitude as the year progresses.

Band 6/7

Students who choose to participate in band will embark on a year long journey into becoming strong contributing musicians. This is done through daily rehearsals, practice time, assessments and performances. Students will encounter many styles and genres of music to assure a well rounded and rich musical experience.

Choir 6/7

This is a year long performance based ensemble. Singers build upon their knowledge of the elements of music theory in a wide genre of choral music with focus on the development of vocal skill and technique. In addition, singers develop a sense of fulfillment, responsibility, teamwork and pride as they prepare quality performances throughout the year. Performance participation is a requirement of the class.

Coding 6/7

Computer Science Discoveries is an introductory computer science course for 6th-7th grade students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. The course will also develop responsible digital citizenship and provide practice to refine touch-typing skills.

Industrial Arts (Shop) 6/7

Traditionally referred to as woodshop, this introductory course is designed for any student interested in learning about the craft of woodworking. The students will learn how to properly identify and use a variety of hand tools and power equipment found in the carpentry trades through lectures, notes, demonstrations, and hands-on practices. The students will gain knowledge in measuring, project planning, problem-solving, and applied math and science. This is a project-oriented course, which students will have the opportunity to construct small projects approved by the instructor. Emphasis will be on Safety and Quality of Craftsmanship. Students will need to be in attendance and participate fully in all activities.

Music 5

Students in grades K-5 experience the joy of creating and making music using a combination of the Orff and Kodaly approach. This is the foundation of our K-12 Music Program. Students learn about the elements of music while participating in singing, creating, moving and playing classroom percussion instruments including an extensive collection of xylophones, metallophones and glockenspiels. 5th grade students continue to develop skills needed for the successful transition to 6th grade choir and band. All students have the opportunity to perform in seasonal concerts demonstrating the skills that are developed in the music room. Students in grades 2-5 also have the opportunity to participate in an after-school Children's Choir.

Physical Education 5

The goal of the Middle School PE program is to help students develop a positive attitude toward physical activity that leads them to adopt a lifelong healthy, active lifestyle. Play, sports, and games become vehicles to teach students important life skills about teamwork, competition, and ethical behavior.

Physical Education (Health) 6/7

The goal of the Middle School PE program is to help students develop a positive attitude toward physical activity that leads them to adopt a lifelong healthy, active lifestyle. Play, sports, and games become vehicles to teach students important life skills about teamwork, competition, and ethical behavior. This course offers a two week Health portion where students will develop positive attitudes towards their own health and well being. With the assistance of the teacher, students will develop personal health practices and consumer health skills; examine the topic of emotional and mental health; prepare for personal growth and development; explore HIV infection and AIDS; and investigate the effects of substance use and abuse.

Real Word Writing 6/7

This course is designed to provide students with the opportunity to learn, practice and apply real world skills to their everyday lives. A variety of writing opportunities will be used in response to forming habits of highly successful teenagers, resumes, cover letters, college application essays and more. Students will use their basic knowledge of math to create, and maintain a budget based off of a desired career taking into account cost of living. Students will have the opportunity to discover and showcase their interests in future jobs, education, and life skills through writing, presentations, and discussions. All activities in this course are to provide experience and understanding on opportunities for future success as they move forward in their lives.

STEM 6/7

STEM covers the following subjects: science, technology, engineering, and mathematics. These subjects can play a critical role in helping students better understand the world that surrounds them. Students will explore science in a lab and exploratory setting.

SPECIAL EDUCATION SUPPORT OFFERINGS

Consultation 5/6/7

Students who have an IEP that receive consultation services will have a consultation course indicated on their personal schedule with the name of their service provider.

Reading & Math Connect 5/6/ 7

Reading: This is a class that will help your child gain the necessary skills to become a more independent reader. We will be working on fluency, citing evidence from text, reading comprehension; which are some basic foundations of literacy.

Math: This class will help your child gain the necessary basic mathematical skills to become more independent as they move ahead in their math classes. We will be working on addition, subtraction,

multiplication and division of multi-digit numbers, decimals and fractions. We will also work on multiplication facts and strategies to help build their fluency with numbers.

GENERAL EDUCATION SUPPORT OFFERINGS

Title Math Lab 5/6/7

The Title Math Lab 6/7 instruction and exploration focuses on identifying individual student needs regarding grade level and Common Core State Standard expectations and the transfer of learned skills to support student work in their respective 6th and 7th grade level general education classrooms.

Students are asked to work both independently and in collaboration with classmates to reach individual math goals that target specific deficits in skills. They are provided instruction, multiple modes of learning, opportunities for math exploration and discussion, and structured consistency in practice in order to reach these individual goals.

Students are encouraged to make connections between learned skills and more challenging mathematical concepts in order to help them to continue to apply what they've learned beyond the Title Math Lab 6/7 classroom.

Title English Language Arts Lab 5/6/7

This course is designed to help students continue to build a foundation in reading and writing skills. Students will read both fiction and non-fiction selections to improve their reading skills, including making inferences and using evidence to support their answers or opinions. Reading fluency is another area of focus. When students are able to read fluently - meaning they would not have to sound out each syllable or word - they are able to focus on comprehension and making connections. Writing instruction will be coordinated with the materials that are being read. Instruction and intervention will be based on student needs.

SPECIALIZED PROGRAMS

In rare circumstances there may become a need for students to participate in a course from Edgenuity (Imagine Learning) to fill a student schedule: elective or core class. Subject to administration approval and course availability.

Section 9: Co-Curricular Activities

9.1 Co-Curricular Activity Code

Students participating in interscholastic athletics and educational performance programs are expected to represent the highest ideals of sportsmanship and character. Students must always realize that in addition to his or her performance as a student/athlete, the individual conduct and citizenship of the student/athlete reflects at all times on the Roscommon Area Public School District, as well as on the student and his or her family.

The intent of this code is to provide consistency in dealing with a student/athlete's conduct. Not all misconduct can be categorized; consequently minor problems will be referred to the coach involved for the participant's disciplinary action as to the coach's discretion.

Student/athletes will demonstrate appropriate behavior in the community. Every student/athlete is a conspicuous ambassador of his or her team, school and community. Because of this, a student/athlete must be expected to adhere to a high level of personal conduct. The student/athlete is always considered a student/athlete regardless of whether or not their sport is in season. This handbook covers all student/athletes for the time that they are enrolled in our schools, including summer.

9.2 Eligibility

Current Semester - Eligibility will be run every two weeks. The only exception to this will be during the start of each semester when eligibility will be checked after four weeks. We encourage high academic standards at Roscommon Middle School and students must pass all six classes in order to be declared eligible to participate in competitions. For a student to be marked ineligible, teachers must have at least six grades in the gradebook prior to marking a student's eligibility. The ACTUAL GRADE is a combination of a student's scores on assignments, quizzes, and tests as well as their adequate progress through the class. Students will be ineligible to participate in school activities for a minimum of one week (Starting on Monday following the Friday when the student was determined to be ineligible.) Students who are ineligible are not allowed to be in uniform at competitions, will not travel to road competitions in school vehicles if that event requires them to leave school early, they will have the option to attend road competitions, but transportation needs to be provided by their parents (if the team leaves before the end of school), are still expected to attend practices unless they are receiving any extra tutoring from a teacher, and are notified by the Athletic Director after grades are run for the eligibility period.

During the week of ineligibility, the student will contact the teacher(s) of the class(es) in which s/he was deemed ineligible and make-up all work necessary. On the Friday of the week of ineligibility, the ineligible student will take a progress report to all teachers, not just the teacher(s) of the ineligible class(es), to check on academic progress. The progress report needs to be turned into the Athletic Director/Building Administrator at the end of the day on Friday. If the student is deemed eligible to play, s/he can resume participation in school activities beginning the following Monday.

Previous Semester - Additionally, the Michigan High School Athletic Association (MHSAA) and Roscommon Middle School requires that each student must have successfully passed four of six classes. The student will become ineligible for the following 90 days if he/she does not. For athletic purposes, all other MHSAA requirements with respect to enrollment, age, physical examination, season of competition, transfer from other schools, awards, and amateur practices must be complied with for eligibility.

The Athletic Code of Conduct and its enforcement is the responsibility of the Athletic Director/Building Administrator. All communications and suspensions will be sent from their office. It should also be stressed that some games require a long bus ride, which means that it will be late when they return. **It is still the student/athlete's responsibility, and the school's expectation, to be in school the following morning with their assignments completed.**

9.3 Equipment & Uniforms

It is the responsibility of the athlete to properly care for equipment and uniforms issued during the course of the season. All equipment and uniforms issued to the athlete must be returned to the coach at the end of the season. Equipment and uniforms not turned in will have to be paid for or returned by the athlete. Athletes will not be allowed to participate in another sport until all equipment or uniforms are turned in or paid for.

9.4 Spectator Sportsmanship

- Remember that you are at a contest to support and cheer for your team and to enjoy the skill and competition.
- Remember that school athletics are learning experiences for students and that mistakes are sometimes made.
- Remember that a ticket to a school athletic event is a privilege to observe the contest.
- Respect the integrity and judgment of game officials.
- Be a positive role model through your own actions.

Parents who wish to talk to the coach regarding concerns are asked to wait 24 hours after the game before calling the coach to discuss your concerns.

9.5 Student/Athlete Practice & Game Attendance

All student/athletes are required to attend all regularly scheduled practices in order to participate in games or performances. To be excused from a regular practice, the student/athlete must be absent from school or make prior arrangements with the coach or teacher.

Students must be in attendance in school for the entire day in order to attend practices and games. Students may be excused by the athletic director, (or principal, if the athletic director is not available) for doctor or dentist appointments or for any unusual or extenuating circumstances causing an absence on the day of the game. Students who leave school due to illness will not be allowed to participate in either practices or games scheduled on that day.

9.6 Student/Athletes Rules of Conduct for RAPS

1. As a student-athlete, a participant in athletics should be aware of the standards established in the Roscommon Middle School Student Handbook.
2. A member of an athletic team/educational program is expected to set a good example in classes and around the school.
3. A student/athlete shall conduct himself/herself as a gentleman/lady and sportsman/sportswoman at all times in his/her social conduct on the athletic field or performance stage, in the school, on trips, on the bus, and in the community.
4. Clean sportsmanship/citizenship is taught and expected at all times. Respect for members of the opposition team and for their talent and abilities are encouraged at all times.
5. Team members are required to travel to and from athletic contests on transportation provided by the school unless special permission is granted.
6. Special permission will consist of a written parental request on a standardized school form. A signed form will permit a student to ride home with his/her parent, the parent of another student, or a school employee.
7. En route to games, all due respect will be given to the school bus, the driver, and the chaperon. Swearing or loud boisterous language has no place in athletics or elsewhere.
8. On trips and at home contests, it is expected that our athletes will act in a manner that will be a credit to them and to the school.
9. Student/athletes are required to dress up on game/performance days. Clothes must be clean and not torn.

DISCIPLINARY ACTION

Student/Athletes participating in a sport, or performing for a class will be suspended during the season of that activity from all interscholastic competition and performances for the following violations:

Consumption or possession of the following either, at school, at any approved school activity or off school property is prohibited:

- Alcohol
- Tobacco (including E-cigarettes)
- Illegal or controlled substances
- Look-alike substances
- Performing enhancing substances listed by the Department of Community Health which is based on the list of banned drugs contained in Bylaws 31.2.3.1 of the Bylaws of the National Collegiate Athletic Association.

First Offense: Suspended 25% of the season

Second Offense: Suspended for one school year

1. Violation of local, state, or federal laws:
Athletes may be withheld from game competition after being charged and the athletic director has investigated the violation. The athlete is still required to attend all practices.
2. Poor school or practice attendance, gross insubordination, unsportsmanlike conduct, or persistent disobedience:

First Offense: Suspended 25% of the season from competition

Second Offense: Suspended for one school year, 180 days from competition

3. Coaches and staff leaders of each team or activity will establish and communicate in written form their rules and disciplinary expectations.

Each offense is punished progressively. Each individual student/athlete will only be given one first offense punishment for any of the major violations listed above. Subsequent offenses will be punished at the second level even if they occur in a different school year. Student/athletes, who are suspended for one school year, must contact the athletic director to schedule a meeting for re-admittance into the athletic program.

If a student/athlete is suspended for 25% of the season, but the season is nearly over, the remainder of the suspension will be carried over to the student/athletes next season.

Student/athletes on suspension, (first offense) are required to attend all practice sessions during the suspension. Student/athletes on school suspension can not attend any practices or any other school activity. Failure to comply with this regulation may result in being dropped from the team.

The student/athlete who, in the opinion of both the coach, administrator, and the athletic director, demonstrates actions during the course of a contest, en route to a contest, or during practices which are considered detrimental to the team will be subject to reasonable disciplinary measures, including suspension from the team.

Students who are suspended for any reason are not to be in uniform at any time during the suspension. They will attend competitions in appropriate street clothes. If during their

suspension a competition occurs that is away and requires the team to leave school early, the suspended students will not be allowed to leave school early to go with the team.

Parents wishing to appeal any student/athletic suspension may contact the athletic director in writing as their request. The athletic director will form a review committee to investigate the situation within five (5) days of receipt of the written request.

Section 10: Student Behavior Matrix

10.1 Behavior Matrix

Roscommon Middle School Behavior Rubric

| Minor Infractions | 1st Offense | 2nd Offense | 3+ Offense |
|--------------------------|--------------------|--------------------|-------------------|
|--------------------------|--------------------|--------------------|-------------------|

| | | | | |
|---|--|---|--|---|
| Horseplay | Potentially dangerous behavior; harmless physical contact, running in halls, behind lockers, playground or cafeteria. | Written warning completed and signed by parent for documentation purposes only (F.Y.I) | Written referral completed and signed by parent AND Teacher Options: Student is to call home AND/OR student reflection is completed and signed by parent AND/OR Student serves silent lunch | Written referral completed AND After or before school detention AND Parent contact or conference |
| Refusal to comply | Not working, no forms, not following directions, minor disruptions | Restorative justice measures may also be used where appropriate. | | *Students who exceed five (5) offenses in this category are suspended |
| Language (paper, verbal or electronic) | Name calling, rude offensive gestures or remarks, teasing, spreading rumors minor profanity, note passing | | | |
| PDA | Kissing, holding hands or inappropriate affection | | | |
| Tardiness | Lateness to class | | | |
| Moderate Major Infractions | | 1st Offense | 2nd Offense | 3+ Offense |

| | | | | |
|--|--|---|---|---|
| Bullying | Refer to handbook definition | Written referral, including parent signature. | Written referral completed AND After or before school detention OR Possible one (1) day suspension AND Parent call or conference | Written referral completed AND One (1) to three (3) day school suspension OR Possible law enforcement referral AND Parent call or conference |
| Disruptions, inappropriate behavior or disrespect | Behaviors that interrupt school processes, throwing objects, shouting, leaving seat without permission, excessive talking, rude gestures, possession of inappropriate materials | Teacher and/or student to call home Teacher Options: Student reflection paper is completed and signed by parent AND/OR Student serves silent lunch AND/OR Before or after school detention | | |
| Property misuse | Misuse of locker, equipment, walls, desks or other educational materials. | | | Students who receive excessive write-ups will be recommended for a ten (10) day suspension. After two ten (10) day suspensions, students will be referred to school board for action. |
| Intentional physical aggression | Hitting, pushing, shoving, grabbing, slapping, tripping, spitting, threatening, kicking | Restorative justice measures may also be used where appropriate. | | |
| Inappropriate language | Profanity | | | |
| Harassment | Unwanted, offensive verbal or physical taunting, mean teasing or social exclusion | | | |
| Insubordination | Not following stated direction from any staff member or substitute teacher | | | |
| Skipping class on campus | Non attendance of classes within the building | | | |
| Lying or cheating | | | | |

| Severe Major Infractions | | 1st Offense | 2nd Offense | 3+ Offense |
|----------------------------------|--|--|--|--|
| Major property damage | Defacement or destruction of school property (restitution required) | Written referral completed AND one (1) to three (3) day suspension. Possible law enforcement referral | Written referral completed AND three (3) to five (5) day suspension | Written referral completed AND recommendation for expulsion |
| Inappropriate language | “F” word in any form, extremely offensive language, gestures or drawings | | Parent/Admin/ Counselor meeting | Possible law enforcement referral |
| Extreme harassment | Negative reference to racial, religious, sexual or handicap characteristics, intimidation or stalking | | Behavior contract | |
| Physical contact | Any physical contact of a sexual nature | | Possible law enforcement referral | |
| Fighting | Intent to harm another | | | |
| Assault | Refer to handbook definition | | | |
| Blatant insubordination | Disrespectful behavior including refusal to follow directions from staff or substitute | | | |
| Skiping class off campus | Non attendance by leaving school grounds | | | |
| Extortion, forgery, theft | | | | |

| | | | | |
|--|--|--|----------------|--|
| <u>Weapons/Explosives</u> | Items which are considered weapons and firearms, i.e. guns, knives, etc are strictly prohibited on school property | Recommendation for expulsion as per Board Policy #6035 *Law enforcement involvement | Not Applicable | Not Applicable |
| <u>Pocket Knives/ Dangerous Items</u> | Pocket knives, chains, or other dangerous items which do not meet the weapon standard and which threaten the safety of other students are strictly prohibited on school property | 1-5 Day OSS *Law enforcement involvement | 3-5 Day OSS | Long-term suspension and/or recommendation for expulsion |

***Note:** There are times when the developmental appropriateness and severity of an incident will result in some deviation from the rubric.

ITEMS NOT COVERED IN THE STUDENT HANDBOOK

During the course of the year there may be situations that arise that are not specifically covered in this handbook. In these cases, the administration will use its best judgment in carrying out Board of Education policies, resolving conflicts and answering questions.