



MANCELONA MIDDLE SCHOOL
PARENT / STUDENT HANDBOOK

2022-2023

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Behavior Interventionist Pami Sprague
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SCHOOL HOURS
Office hours: 7:30-4:00
Middle School doors open: 7:55
Breakfast begins: 7:55

STRONG KIDS, STRONG EDUCATION!
MANCELONA PUBLIC SCHOOLS

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MISSION STATEMENT

Mancelona Middle School is a caring and respectful learning community which holds high expectations for all to achieve their personal best. Through our dedicated system of support, we are creating life-long learners who will have a positive impact on the world.

BELIEFS

1. The primary function of education is teaching and learning through thinking.
2. Each student can learn and achieve regardless of previous academic performance, family background, socio-economic status, race or gender.
3. The school experience contributes positively to each student's intellectual, social, behavioral, physical, and emotional development.
4. Effective communication and participation are necessary among members of the school and community in order to achieve the middle school mission.
5. Administrators, teachers, and support staff make a key difference in the quality of education each student receives.
6. Family involvement enhances the quality of education and learning programs for our students.
7. There is a positive correlation between student academic achievement and staff expectations.
8. A quality educational program depends upon the selection of the materials and continual professional development.
9. Time for collaborative long-range planning, curriculum development and collegial discussions is essential to quality education.
10. School board policies and decisions are essential in guiding the middle school mission and planning.

STATEMENT OF VISION

1. We are the stewards of education within an outstanding school district, which includes all staff.
2. We primarily serve the students in fifth through eighth grade, as well as the community of Mancelona Public Schools through a quality, research-based education program.
3. Our primary reason for existence is to improve the quality of instruction offered to our students.
4. We believe in emphasizing a solid foundation of academic focus in an atmosphere of support and concern for each student as a learner with individual academic, social, and emotional needs.
5. We believe in providing facilities and resources that promote the teaching and learning of our whole curriculum.
6. We believe in providing opportunities for students to explore a variety of methodologies for learning.
7. We will help our students reach their highest learning potential.
8. We will provide quality curricular programming for each student.
9. We will live according to our values of excellence, service, and commitment to our students

EDUCATIONAL GOALS

1. To provide a cooperative academic community that facilitates the opportunity to develop the skills necessary for learning, creative thinking, problem solving, leadership, and personal expressions.
2. To provide an atmosphere in which the individual is encouraged to respect the dignity and uniqueness of self and others.
3. To encourage classroom situations that provide for the individual differences and capabilities of students.
4. To develop the skills necessary to become self-directed, responsible learners.
5. To foster the ability to make rational decisions and accept the consequences of such actions.
6. To be able to live and work together in a SPIRIT of cooperation.
7. To understand the rights, privileges, responsibilities, and duties of citizenship.
8. To provide a variety of experiences and the opportunity to explore interests within the curricular areas.
9. To present opportunities for the student to participate in a variety of social and extracurricular activities, to explore personal interests, to learn to use leisure time, and to develop a sense of social responsibility and sportsmanship.
10. To develop the capabilities to adjust successfully to an ever changing society.

MANCELONA PUBLIC SCHOOLS BOARD OF EDUCATION

Mr. Burt Thompson	President
Mrs. Amy Derrer	Vice-President
Mrs. Kim Musselman	Secretary
Mr. Gerald Clark	Treasurer
Dr. Dale Ackler	Trustee
Mr. Tom Ross	Trustee
Mr. Jim MacQuarrie	Trustee

SCHOOL DISTRICT ADMINISTRATION

Mr. Jeff DiRosa	Superintendent
Mr. Trent Naumcheff	High School Principal
Mr. Enos Bacon	Middle School Principal
Dr. Tina Frollo	Elementary Principal

MANCELONA MIDDLE SCHOOL STAFF

Jessica Avery-Helwig	6th Grade Language Arts / 7th Science / 6th Encore
Enos Bacon	Principal
Dorri Baran	Assistant
Amy Bernthal	7th/8th Grade Math
Amy Bird	5 th -8 th Grade Media
Donna Conway	Secretary
Joel Collins	6 th / 7 th Social Studies
Renee Elder	Assistant
Roger Elder	5th Grade Math / Social Studies
Gretchen Heegeman	5th-8th Grade Band
Katy Hughey-Lucas	Social Worker

Jacob Kauffman	6th/7th Grade Math
Michelle Kihn	7 th /8 th Science
Chandra Kirt	5th-8th Grade Art
Amy Kler	Office Assistant
Joleen McCain	Literacy Coach
Malisa McCarty	Assistant
Sarah Morgan	7th Grade Language Arts / 7 th Encore
Brianna Pirch	Assistant
Lisa Rager	Media Center Assistant
Krysten Rowley	8th Grade Social Studies / 7 th Encore
Katelyn Schoenith	Special Education Provider / Co-teacher
Keith Smith	Special Education Provider / Co-teacher
Matt Smith	6 th Grade Science / 5 th -8 th STEM
Pami Sprague	Behavior Interventionist
Karen VonOppen	5th Grade Language Arts / Science
John Zbacnik	5th-8th Grade Physical Education

LEADERSHIP TEAM

Jessica Avery-Helwig	ELA Coach
Amy Bernthal	Math Coach
Joel Collins	Social Studies Coach
Joleen McCain	Literacy Coach
Enos Bacon	Principal
Matt Smith	Science Coach
Pami Sprague	Behavior Coach
Karen VonOppen	5 th Grade

LIST OF CLASSES

Math 5, 6, 7, 8
 ELA 5, 6, 7, 8
 Science 5, 6, 7, 8
 Social Studies 5, 6, 7, 8
 STEM 5, 6, 7, 8
 Media 5, 6, 7, 8
 Gym 5, 6, 7, 8
 Art 5, 6, 7, 8
 Band 5/6, 7/8 Reading Encore 5, 6, 7
 Intervention 5
 Advisory 5, 6, 7, 8

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-tiered System of Supports (MTSS) is a framework to provide ALL students with the best opportunities to succeed academically and behaviorally in school. In a MTSS, three tiers of

instruction are typically implemented to address the needs of the student population in the areas of academics AND behavior. This three-tiered approach allows for the delivery of high quality, consistent curriculum to all students, by providing high quality instruction and interventions matched to student needs. Progress is monitored frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve students' learning and to support staff implementation of effective practices.

MTSS is a district-wide focus in Mancelona. We are utilizing the 11 essential components of MTSS as defined by the Michigan Department of Education:

1. Implement effective instruction for all learners
2. Intervene early
3. Provide a multi-tiered model of instruction and intervention
4. Utilize a collaborative problem solving model
5. Assure a research-based core curriculum (aligned with content standards)
6. Implement research/evidence-based, scientifically validated, instruction/interventions
7. Monitor student progress to inform instruction
8. Use data to make instructional decisions
9. Use assessments for three purposes: universal screening, diagnostics, and progress monitoring
10. Implement with fidelity
11. Engage parents and community

MTSS AT MANCELONA MIDDLE SCHOOL

At Mancelona Middle School we provide research-based instruction in all academic areas, and we teach students our behavioral expectations: Mancy Pride – We are Respectful, Responsible, Engaged Learners. Students engaging in the expected behaviors receive regular acknowledgement of their appropriate behavior through our school-wide positive behavioral interventions and supports (PBIS) system. Three times per year, we collect data from all students to assess the overall effectiveness of the programs we offer. All of these efforts are recognized as Tier I supports because they are presented to all students.

When students need additional support, they are provided with research-based interventions designed to meet their needs. These interventions, called Tier II interventions, may include things such as reading and math interventions, referrals to the school counselor, the Communities in Schools liaison, or the Ironmen Health Center, or behavioral supports such as re-teaching of the behavioral expectations, Check-in/Check-out, or a behavioral contract. Our school is a Title I school, so struggling learners may be provided support through these services. When students enter a Tier II intervention, additional, more frequent, progress monitoring is utilized to determine whether or not the intervention is working. If a student needs support that is more intensive or more individualized than the Tier II supports available, he or she will enter Tier III. These supports typically increase the amount of time needed and the amount and types of data that are collected. These interventions typically include specific, intensive academic interventions or behavior intervention plans that are based on functional behavior assessments. If Tier III supports are needed that require specialized instruction, special education eligibility may be considered.

EDUCATIONAL SUPPORT TEAM

Mancelona Middle School is committed to assisting all students to reach their full potential academically as well as socially. To support a MTSS, the Educational Support Team (EST) meets by grade level monthly to review student academic progress, attendance, discipline, and other student data that may help us to better serve our student population. The team may recommend various interventions or plans to assist the student and family to better meet grade level and behavioral expectations. Parents are an important partner in this process and input is welcomed.

STUDENT/ADULT VISITORS

Mancelona Middle School always encourages parent involvement and volunteers for our many activities, but because we place large value on the academic growth of each student, no visitors are allowed in the classroom unless it is by prior arrangement with the teacher. Adult visitors must sign in at the office and receive a pass to be in the building. All other visitors must be approved by the school.

VOLUNTEERING AT SCHOOL

Parents are important for the success of the school and contribute their time, expertise and energy in many ways. Parent Volunteer Brochures are available at each Parent Teacher Conference as well as in the main office. Please ask any school personnel for ways to help out. You can also contact the Central Office at 587-9764 ext. 219 to begin a mandated process for background checks of all volunteers.

EMERGENCY SCHOOL CLOSINGS

Please do not call the school or school personnel in the event of an emergency. We need to keep phone lines open in the event that school must be canceled. Information regarding delays or closings will be broadcast on TV Channels 7 & 4, 9 & 10, and 29 & 8. School Messenger will also be used to contact families.

SCHOOL MESSENGER

In the event of school closings, schedule changes, and other important information that needs to be communicated to families we will use School Messenger. You can receive one or all of the following: Voice, text messaging, and emails that let you know of the important information. Use our online service for setting up your School Messenger account.

CELL PHONES AND ELECTRONIC DEVICES

Students may use their cell phone or other electronic device before school and during recess time. Students may have their electronic devices in the classroom where they will be stored in a designated area. Disruptions in the classroom due to electronic devices may result in discipline including students' devices being taken by the teacher, losing the privilege of having the device for the remainder of the day, having the device turned into the office for a parent to pick up, or additional consequences. The school is not responsible for lost or stolen cell phones or electronic devices.

INTERNET/NETWORK ACCEPTABLE USE POLICY

Terms and conditions must be followed and signed by students, parents, and teachers responsible for setting up and using an Internet account through Mancelona Public Schools.

Violation of the agreement may result in any or all of the penalties listed: Loss of computer privileges, suspension or expulsion from school, paying for damages including servicing of equipment for damage by misuse and violation of this agreement.

MEDICAL PROCEDURES

WE MUST HAVE A CURRENT EMERGENCY PHONE NUMBER! All illnesses and accidents that occur during school hours should be reported immediately to a teacher, the Middle School office, or the Ironmen Health Center. If conditions exist under which any student is suspected of having a communicable disease or who has persistently neglected personal hygiene to the point where it disrupts the educational process, parents/guardians will be notified and the student may be sent home to correct the problem.

MEDICATION AT SCHOOL

Students are not allowed to transport or have in their possession any medications other than a medically prescribed inhaler. A parent must bring in all medications for their child's use. All medication must be contained in its original container and stored in the office. No medications are allowed in lockers.

NIT-FREE HEAD LICE POLICY

Our school has a Nit-Free Policy to help control the incidences of head lice. A Nit-Free Policy means that any child found with lice/nits will be sent home. Head lice do not discriminate. There is a chance that all homes will experience lice at some point. Random head checks may be done at different times during the school year. When students are found to have lice and/or nits in their hair, the entire class may be checked. Siblings of infected students in other classes may also be checked. Children will not be allowed to ride the bus or return to class until cleared by office staff.

AEROSOLS

Airborne items such as body sprays, deodorants, and perfumes are not to be used in the school outside of the gym locker room.

WEATHER / LOCK DOWN DRILLS

Each room is equipped with instructions for emergency procedures. As required, at least 10 drills will be conducted – 5 fire drills, 3 lock down drills, and 2 tornado drills. At least three fire drills will be completed in the fall and at least one tornado drill will be completed in March. Students should be familiar with the procedures for these emergency events. Teachers are responsible for giving complete directions to be followed during the drill. All drills must be taken seriously in order to provide safety for all students.

DRESS CODE

The health, safety, and welfare of all students are the primary concerns of school officials. Any type of dress, behavior, or practice which creates a dangerous condition, infringes upon the rights or safety of others, is obscene, or is disruptive to the school setting, is prohibited.

- Caps, hats, gloves, and headwear must be removed when students enter the building.
- Coats, jackets, shells, parkas, etc. should be removed and stored in lockers during the school day, unless special permission is granted by a teacher.
- Attire, including belts, pins, bandanas etc., depicting or promoting gang activity, alcohol, tobacco, sex, and illegal substances is not appropriate for school.
- Transparent, see through clothing, or clothing that has been or appears to be cut/modified, clothing that exposes excessive skin, muscle shirts, tank tops (less than 2" wide straps), tank top dresses (less than 2" wide straps), torn clothing, halter tops, and tops that do not remain in contact with the pants are not allowed.
- Undergarments will not be visible while at school (for example: pants must be worn in a manner that eliminates the chance of undergarments becoming visible).
- Appropriate shorts and skirts are allowed and must be worn in a manner that is not provocative or distasteful. Shorts or skirts that do not reach the fingertips are considered too short for the school setting.
- Leggings may be worn, but a skirt, shirt, or sweater must be worn over the leggings to cover the student's bottom.
- The dress code applies to all school functions. Athletic attire that falls somewhat within the aforementioned areas must be appropriate for the activity and limited to Physical Education class and athletic facilities.

Students whose attire does not meet the dress code stated above will be asked to change clothes or will be given alternate clothes to wear. All dress code provisions will be applied.

SCHOOL BUS RULES

Students must be at the designated bus stop when the bus arrives. Students must observe specific bus rules as posted on the bus. When arriving at school, students must remain on school grounds.

BIKES and SKATEBOARDS

Skateboards are not allowed on the bus. Skateboards and bikes are not to be ridden on the sidewalks of school property or around buses.

LOCKERS

Lockers will be assigned to students. Only school locks are permitted for use. Students may purchase a school lock for \$5.00 and the money will be returned when the lock is returned.

SEARCH AND SEIZURE

The following rules shall apply to the search of school property assigned to a specific student (locker, desk, etc.) and the seizure of items in his/her possession. The Board of Education has charged school authorities with the responsibilities of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student.

STUDENT PLANNER POLICY

Organization and accountability are keys to success. In order to help our students learn organizational practices and stay organized, student planners are available to any student by student, parent, or teacher request.

POWERSCHOOL

Parents and students both have access to PowerSchool. PowerSchool can be found on the Mancelona Public Schools website. PowerSchool is where you can view your child's current grades, check on missing/late assignments, and review attendance information. Please contact the office if you are having difficulty accessing this site.

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences will occur during the first and third marking periods. Parents can discuss the progress of their child with all of his/her teachers. Information regarding the details of parent/teacher conferences will be sent home with students during the school year. Additionally, an extra parent/teacher conference can occur at any time during the school year by contacting the appropriate teacher(s) or building administrator.

GRADING AND REPORT CARDS

A ~ 90-100% B ~ 80-89% C ~ 70-79% D ~ 60-69% E ~ below 60%

The Middle School sends reports cards each nine weeks and progress reports at the midpoint of each marking period. Each progress report and report card will show your child's grades as well as important attendance information.

ATTENDANCE POLICY

Attendance and participation are an essential part of the learning process and are considered necessary to academic achievement. We realize that on certain occasions students will have a necessary absence, such as an illness, recovery from an accident, or medical appointment. Often, absences accumulate without parents realizing how many days have been missed. For any absences, we appreciate contact made to the school by a parent or guardian by 9:30 am. This allows us to verify that the student is not expected to be at school.

Because of the importance of attendance to a student's education, the failure of a student to satisfy the attendance requirements may result in the student's inability to meet the rigor of the academic expectations at a higher level. Additionally, excessive absences may result in notification to the Truancy Officer. Absences are coded as either "excused" (parent contact made) or "unexcused" (no parent contact made) along with a few other subcategories. When determining truancy, all attendance codes are totaled except: medical appointments (with documentation from the doctor or therapist), court ordered appearance (with documentation), funeral, out-of-school suspension, or school-related activity. Improved attendance will result in greater student classroom success and more efficient use of educational time. Please plan to be in school and on time every day. Parents will be notified of their child's absences at each progress report and report card time. Students arriving up to 9 minutes late will be marked tardy. Students arriving after 10 minutes will be marked absent.

WORK MISSED DUE TO ABSENCE

Work assigned when the student was present in class is expected to be submitted upon the student's return. Makeup work is the responsibility of the student. A student is expected to ask his/her teachers for the work missed during absences. Students who are absent for an extended period of time have one day per absence to turn in homework assignments.

- **Otus:** Teachers will be utilizing Otus, an online platform. Otus will allow students to access all of the academic material they may have missed while they were absent. Our students are familiar with Otus, and access it regularly during school hours. Please contact your child's teacher should you have questions or concerns.

LATE HOMEWORK POLICY

Daily Assignments:

Late work is any work that is not turned in to the teacher when collected. Assignments turned in late will be reduced one full grade for each day late, not to exceed two days. After two days, the assignments will not be accepted for credit.

Major Projects and Writing Assignments:

All major projects and assignments are assigned well in advance. Therefore, all late work procedures and policies will be enforced. As is the case with ALL assignments, students are given ample time to complete their work. This includes school time as well as homework time. If students use their class time well, there will be little need for too much homework.

Extra Credit:

Students with missing assignments will not be permitted to do extra credit to improve their overall class grade. In classrooms where extra credit is available, if a student would like to do extra credit to improve their grade, they will first have to complete the missing assignment for zero points prior to the extra credit assignment being offered. Extra credit work is not intended to replace required assignments.

RETENTION POLICY

A notice of retention will be mailed to parents if a student has failed to complete promotion requirements. Promotion will be based on semester grades. A student will be considered for retention if he/she falls into one of the following categories:

- a. less than a 60% (E) semester average in two (2) core classes all year
- b. less than a 60% (E) semester average in three (3) core classes in a semester

STEPS TO RESOLVE CONCERNS

Board policy sets out a hierarchy of contact. Concerns should be addressed first to the staff member involved and then followed in this order, if needed:

- Teacher
- School principal or principal's designee
- Superintendent or superintendent's designee
- Board of Education

School personnel will ensure prompt and equitable resolution of complaints. Complaints should be reported immediately to help ensure fair and accurate resolution. It is difficult to resolve issues that are not reported.

ANTI-BULLYING POLICY (5517 – BULLYING)

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

DEFINITION OF BULLYING

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation; and may involve: teasing, threats, intimidation, stalking, cyberstalking, cyberbullying, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

REPORTING AND INVESTIGATING REPORTS OF BULLYING

Students and other members of the School District community and third parties are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent.

DISCIPLINE

When students have difficulty demonstrating the expected behaviors, despite receiving Tier I instruction about how to behave appropriately, additional support and consequences will be initiated.

Inappropriate behaviors such as disrespect, disruption, inappropriate language, dress code violation, and tardies may result in any of the following:

- Conference with Teacher
- Conference with Principal
- Individual Instruction
- Time in the Responsible Thinking Place (RTP)
- Parent Phone Call or Meeting
- Lunch Detention(s)
- Time in the office
- After-School Detention(s)
- Loss of Participation in Monthly Incentives
- Other as deemed reasonable by the principal depending on the severity or frequency

of the offense

Inappropriate behaviors such as defiance, skipping class, forgery, plagiarism, technology violation, property damage, and lying may result in any of the consequences listed above or any of the following:

- Counseling / Student Services Referral
- Positive Behavioral Support Contract
- Restitution/Community Service
- In-School Detention
- Loss of Privileges
- Other as deemed reasonable by the principal depending on the severity or frequency

of the offense

Inappropriate behaviors such as insubordination, physical aggression, fighting, harassment, bullying, abusive language, theft, vandalism, or use or possession of inappropriate substances may result in any of the consequences listed above or any of the following:

- Schedule Change/Reduction
- Community Service Agreements
- Denial of Participation in Class/School Activities
- Out of School Suspension (1 to 10 days)
- School Board Recommendation for Long-Term Suspension or Expulsion
- Other as deemed reasonable by the principal depending on the severity or frequency

of the offense

SUSPENSION

The Board of Education authorizes administration to invoke and terminate suspensions when violations of school rules occur. Every reasonable effort should be made by staff to resolve disciplinary problems within the school setting and without excluding a student from school. If this cannot be done, exclusion may be necessary and implemented according to the following stipulations:

Parents will be notified by phone of all suspensions and a suspension-letter may be sent home for those suspensions in excess of three days. The school will do its best to make available all necessary work to be completed upon the student's return. A student on suspension may not participate in any extracurricular activities and is not allowed to be present on school grounds beyond the school day.

APPEAL OF SUSPENSION

Students and parents have the right to appeal any disciplinary action in writing to the building administrator. An appeal must satisfy the following criteria: The violation as reported did not occur. Written appeals should be directed to Office of the Principal: Mancelona Middle School, P.O. Box 739, Mancelona, MI 49659

EXPULSION

Expulsion is removal from school for the year or permanently. The principal may recommend this to the Superintendent if a student is determined to be guilty of gross misconduct, or any conduct that requires expulsion as set forth in any state school statute

Course Descriptions

ELA

ELA5 English Language/ Reading 5

Students will explore a variety of genres and participate in various reading, listening, and work production activities in order to improve their skills in the areas of reading, writing, and grammar and spelling.

ELA6 English Language/Reading 6

This course focuses on reading, writing, speaking/listening, and language skills. Students read a variety of literary, expository, and argumentative texts and practice identifying and analyzing claims, reasoning and evidence, and author's craft. Writing and language skills are developed throughout the year with text-dependent analysis, expository, narratives, and argumentative writing tasks.

EN07 English 7

This course focuses on reading, writing, speaking/listening, and language skills. Students read a variety of literary, expository, and argumentative texts and practice identifying and analyzing claims, reasoning and evidence, and author's craft. Writing and language skills are developed throughout the year with text-based narrative, expository, and argumentative writing tasks.

EN08 English 8

This course focuses on the foundations of close and critical reading, as well as the foundations of writing. Students will read and analyze a variety of texts and genres, including novels such as *The Outsiders*, *The Devil's Arithmetic*, and *The Giver*. Students will also build upon grammar, language usage, and writing mechanics through narrative, argumentative, and research writing units.

ELA6 6th Grade Resource Room English Language/Reading

This resource room class follows the Common Core Standards for sixth grade. Most lessons are modified or adjusted in some form. We focus on reading and writing standards.

ELA5 5th Grade Resource Room English Language/Reading

This resource room class follows the Common Core Standards for fifth grade. Most lessons are modified or adjusted in some form based on an individual's IEPs. We focus on reading and writing standards.

RI57 Reading Intervention 5

This course includes tiered literacy support, focusing primarily on decoding, reading fluency, comprehension, and writing. Intensive reading supports may include Phonics for Reading, Corrective Reading, 6 Minute Solutions Primary, SRA Reading Labs, and Common Core Reading

Coach. Strategic reading supports may include REWARDS Intermediate, REWARDS Writing, Reading Success, and Common Core Reading Coach. Advanced reading supports may include Common Core Reading Coach, Writing Companion, and Literature Circles with novel studies.

ENR678 Reading Encore 6

This course includes tiered literacy support, focusing primarily on decoding, reading fluency and comprehension, close + critical reading, and writing. Intensive reading supports may include Corrective Reading, 6 Minute Solutions Secondary, and Common Core Reading Coach. Strategic reading supports may include REWARDS Secondary, REWARDS PLUS, REWARDS Writing, Writing Companion, and Common Core Reading Coach. Advanced reading supports may include Common Core Reading Coach, Writing Companion, Literature Circles with novel studies, Speech & Communications, and Genius Hour & Debate.

ENR678 Reading Encore 7

This course includes tiered literacy support, focusing primarily on decoding, reading fluency and comprehension, close + critical reading, and writing. Intensive reading supports may include Corrective Reading, 6 Minute Solutions Secondary, and Common Core Reading Coach. Strategic reading supports may include REWARDS Secondary, REWARDS PLUS, REWARDS Writing, Writing Companion, and Common Core Reading Coach. Advanced reading supports may include Common Core Reading Coach, Writing Companion, Literature Circles with novel studies, Speech & Communications, and Genius Hour & Debate.

Science

SCI05 5th Grade Science

This course explores our Universe and its great wonders. We learn about Earth's systems including the Great Lakes Basin. Living systems, their structures, and the transfer of energy within various ecosystems and their elements are examined. The basic structures and properties of matter, mixtures, and solutions are investigated in this course.

SCI06 6th Grade Science

Populations and Ecosystems (organisms, habitats, energy transfer through an ecosystem and biomes) Earth History (sedimentary rocks, igneous rocks, metamorphic rocks, interpreting rock layers and fossils to estimate the age of the earth) Gravity and Kinetic Energy (velocity, acceleration, acceleration of gravity, Newton's Laws)

SCI107 7th Grade Science

Chemistry (Periodic Table of Elements, Substances, Chemical Formulas), Diversity of Life (Microscopes, Living/non-living organisms, Cells & Cell Structure, Plants) Human Body Systems (Body Systems Interactions, Nervous System)

SCI08 8th Grade Science

Waves (Compression Waves, Transverse Waves, Properties of Waves, Sound Waves), Water and Weather (Extreme Weather, Meteorology, Predictions, Density, Climate, Air Flow, Weather

Maps).

Math

MA05 5th Grade Math

The students will be instructed and given practice in basic mathematical operations and problem-solving strategies in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratio and proportion, and geometry.

MA06 6th Grade Math

Core Connections, Course 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. Students in Core Connections, Course 1 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

MA07 7th Grade Math

This course is designed to prepare students for successful completion of higher-level high school mathematics courses. The main focus of study throughout the 7th grade year is based on the Common Core Curriculum Standards. Students will be focusing on expanding their understanding of the real number system by learning about integer operations and continue practicing with fractional, decimal and percentage values. Basic algebraic concepts, such as understanding proportional relationships, solving simple equations, and working with inequalities, will also be emphasized. Geometry concepts will be expanded from previous years to cover perimeter, area, surface area and volume of 2- and 3-dimensional shapes. A statistical unit of study will focus on probability and the representation of data in various graphs.

MA08 8th Grade Math

This course is designed to prepare students for successful completion of higher-level high school mathematics courses. The main focus of study throughout the 8th grade year is based on the Common Core Curriculum Standards. Students will begin by spending time reviewing basic algebraic concepts such as the order of operations and integers, which then leads into a study of the rational and irrational number systems. The course of study increases in difficulty as students pursue learning about more in-depth pre-algebra concepts such as equations, system of equations, linear functions. Students are also exposed to introductory geometry concepts focusing on the Pythagorean Theorem, translations, angle measurements, and volume of three-dimensional shapes. An introduction into statistics is also a main focus of study this year.

MA06 5th and 6th Grade Resource Room Math

The resource room class follows the fifth and sixth grade Common Core Standards. Most lessons are modified or adjusted in some form that follows each individual IEP plan. We use the iReady math program for math computational and application instruction.

MA78 7th and 8th Grade Resource Room Math

7th and 8th grade resource room helps fill the gaps in math. We cover many of the big idea concepts from the 7th and 8th grade math curriculums at a more “personalized” rate. Learning targets are based off of student IEP goals.

Social Studies

SS05 5th Grade Social Studies

American History beginning with the Indigenous people up through the writing of the Constitution and Bill of Rights. Civics and Economics is also included.

SS6 6th Grade World History

Students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1 – 4. Geography, civics/ government, and economics content is integrated throughout the year.

SS7 7th Grade World Geography

Students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year.

SS8 8th Grade History

An in depth look at early America, spanning from the Revolutionary War through Reconstruction.

Electives

FA78 5th and 6th Grade Middle School Art

This class is a 9-week introductory course of the Elements of Art and the Principles of Design for middle school art students. Students will be introduced to art production, art history, art criticism and aesthetics. They will experiment with different media and processes from assigned projects.

FA78 7th and 8th Grade Middle School Art

This class is a 9-week introductory course of the Elements of Art and the Principles of Design for

middle school art students. Students will be introduced to art production, art history, art criticism and aesthetics. They will experiment with different media and processes from assigned projects.

MLT 5th and 6th Grade Media Library Technology

Students will learn about digital citizenship principles. We will touch on a variety of topics, such as, internet safety, cyberbullying, and shaping your digital footprint. This course will provide students the chance to work collaboratively to enhance their understanding of communicating ideas through digital means. The class will include additional focus on increasing students' knowledge in typing/keyboarding, Microsoft Office, Google Suite, and other communication means.

MLT 7th and 8th Grade Media Library Technology

Students will learn about digital citizenship principles. We will touch on a variety of topics, such as, internet safety, cyberbullying, and shaping your digital footprint. This course will provide students the chance to work collaboratively to enhance their understanding of communicating ideas through digital means. The class will include additional focus on increasing students' knowledge in typing/keyboarding, Microsoft Office, Google Suite, and other communication means.

ACA56 5th and 6th Grade STEM

Students will use both hands-on activities and technology to explore Science, Technology, Engineering, and Mathematics. Students will use creative design and past failures to make continued improvements. Example projects will include programming, 3D modeling, and engineering.

ACA78 7th and 8th Grade STEM

Students will use both hands-on activities and technology to explore Science, Technology, Engineering, and Mathematics. They will build on prior knowledge and past experiences in the learning process. Students will use creative design and past failures to make continued improvements. Example projects will include programming, 3D modeling, and engineering.

PE56 5th and 6th Grade Physical Education

This course allows students the opportunities to learn and practice the components of fitness through a variety of fitness activities.

PE78 7th and 8th Grade Physical Education

This course allows students the opportunities to learn and practice the components of fitness through a variety of fitness activities.

BAND56 5th and 6th Grade Band

Students will learn and develop basic music reading and performing skills on their selected instrument. Basic ensemble skills will begin to develop and students will participate in various performing opportunities.

BAND78 7th and 8th Grade Band

Students will reinforce basic music reading and performing skills on their selected instrument. Major and minor scales and more complex rhythms will be introduced. A development of complex ensemble skills will help prepare them for high school band.

MANCELONA PUBLIC SCHOOLS

School Calendar 2022-2023

August 31, 2022	Professional Dev.
September 1, 2022	Professional Dev. Meet the Teacher
September 6, 2022	Full day of school
November 3, 2022	½ day students – Parent/Teacher Conference
November 4, 2022	No school for students – full day for staff PD Tentative
November 24-25, 2022	No School – Thanksgiving Recess
November 28, 2022	School resumes
December 22, 2022	Full day students – Winter Recess begins at the end of the day
January 3, 2023	School Resumes
January 20, 2023	End of 1 st semester – Full day students and staff
February 20, 2023*	No school mid-winter break
March 2, 2023	½ day students – Parent/Teacher Conference
March 3, 2023	No school for students – full day for staff, PD
March 24, 2023	Spring recess begins at end of full day of school
April 3, 2023	School resumes
April 7, 2023	No school – Good Friday
May 29, 2023	No School Memorial Day Recess
June 9, 2023	Last day of school – Full Day

178 Full Days

2 Half Days

180 Total Student Days

184 Total Contractual Days

Duty Days – 4

August 31; September 1; November 4; March 3; Individualize Staff PD Day

Total PD – 5 Days

***If there are 6 snow days by January 31, 2023, February 20, 2023 will be a full day of school (using only 5 snow days). Then if there are only a total of 5 snow days by the end of the winter season there will be no school on May 26, 2023 for students and staff.**