

RYAN MIDDLE SCHOOL

Parent Handbook



PUBLIC NOTICE

NON-DISCRIMINATION NOTICE

The Fairbanks North Star Borough School District does not discriminate on the basis of race, ethnicity, color, religion, sex, age, national origin, physical or mental disability, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, gender identity or veteran status.

The Fairbanks North Star Borough School District does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1972 in the educational programs or activities which it operates.

The Fairbanks North Star Borough School District does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. This includes admission or access to, or treatment or employment in its programs, services, and activities.

Individuals requiring further information should contact the designated compliance director:

Employment and Educational Opportunity Officer

520 Fifth Avenue

Fairbanks, Alaska 99701

(907) 452-2000 ext. 11379

Fax (907) 452-3172

Principal's Welcome

Welcome to Ryan Middle School!

The faculty and staff place a strong emphasis on not only providing students with the tools needed to reach their full potential, but also on creating a safe, nurturing environment that encourages creativity and a desire to learn.

This year Ryan Middle School receives Title I funds. Title I provides supplemental federal funding to schools to support student learning. Funding is based on the percentage of students that qualify for free/reduced lunch. The additional funds help us to provide increased family involvement opportunities, additional professional development and supplemental academic support for our students. We ask that all families complete the free and reduced meals application each year as these applications assist all students.

It is important to get involved! We have sports, clubs and student leadership opportunities for students to get connected. It's a fact that students who are involved in activities in school get better grades and have a reduced risk of dropping out.

Students, staff and parents all share in the responsibility of learning and we believe that it is best achieved when we all work together, communicate openly and each do our part in achieving the goals of education. We are privileged to serve Ryan Middle School students and look forward to an FANTASTIC year.

Go Wolverines!

Sincerely,

Neather Stewart

Title 1 School-Student-Family Compact

WHAT IS A SCHOOL-FAMILY-STUDENT COMPACT?

A compact is an agreement that families, students, and school staff develop together. It describes how stakeholders will work together to help students reach or exceed grade-level standards.

JOINTLY DEVELOPED

The students, families, and staff of our school meet throughout the year to discuss and plan family engagement activities. All of these stakeholders review data, identify learning needs and provide input into the Title I Schoolwide Plan. The School-Student-Family Compact is revised based on these discussions, planning sessions, and supplemental survey data. Families are welcome to contribute suggestions for the compact any time.



Students, families, and staff all share responsibility for student learning. By reading this compact of shared responsibilities we can better understand how everyone contributes to a student's success.

 CONTACT US

907-452-4751

School Address

1450 Cowles Street
Fairbanks, Alaska 99701

www.k12northstar.org/ryan

Administration

Heather Stewart
Principal



SCHOOL-STUDENT-FAMILY COMPACT

Ryan Middle School

www.k12northstar.org/ryan

OUR SCHOOL'S RESPONSIBILITIES

- Provide high-quality curriculum and instruction in a supportive and effective learning environment
- Cultivate school culture that enables students to meet challenging state academic standards
- Provide frequent reports to parents on student progress and areas for improvement
- Maintain reasonable access to staff, opportunities for parent participation, observation, and frequent classroom volunteer opportunities
- Ensure regular two-way meaningful communication between family members and school staff in a language family members understand



OUR SCHOOLWIDE GOALS

- Improve literacy skills in all content areas
- Develop a positive school environment and engagement
- Improve overall school attendance

STAFF & FAMILIES WORK TOGETHER FOR SUCCESS!

AT SCHOOL

- Support students' social and emotional needs
- Set clear expectations and high standards for student learning
- Be available to answer questions when students request further explanation
- Update PowerSchool regularly
- Provide opportunities for families to participate at the school and notify them of events happening that need volunteers in a timely manner
- Host family events to explain the Title 1 Schoolwide Plan and keep information up to date on the Ryan website and newsletters
- Be available during school hours to consult with families by phone, email

AT HOME

- Balance screen time with other positive uses of my child's time outside of school
- Support my child's development of life skills such as demonstrating respect and problem-solving
- Support excellent attendance
- Stay up to date about my child's education and academic progress using PowerSchool, email or text message
- Talk with my child daily about what they learned in school
- Stay informed about the school and school activities through newsletters, emails or the website
- Volunteer or contribute time to activities at the school if possible

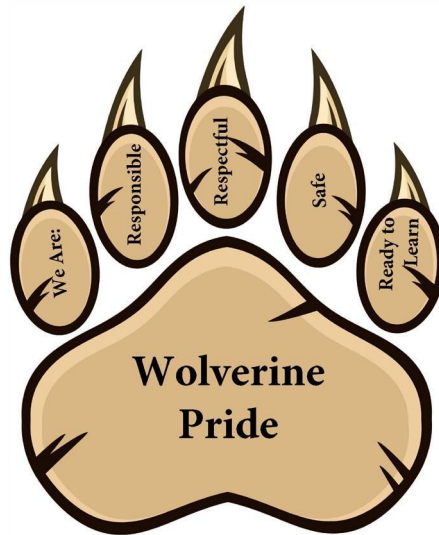
STUDENTS

- Follow all Ryan Middle School rules and expectations
- Learn from my mistakes and try again
- Treat staff, families, other students, substitutes and visitors respectfully
- Take responsibility for my behavior
- Talk to a trusted adult when I see bullying or other unsafe behavior
- Participate fully in classroom activities, complete and turn in work
- Ask for help when I need it or I don't understand
- Talk to my family about what I learned at school every day
- Communicate with my teachers about late or missing assignments

Ryan Middle School

Mission

*The mission of Ryan Middle School, an innovative and richly **diverse community**, is to inspire a **love of learning**, equip students with the **knowledge and skills** to **succeed**, and respond to the unique developmental and cultural needs of young adults through the collaboration of competent staff, able students and a caring community in a safe environment.*





Things to Know About Ryan Middle School

Building Hours

School Hours 7:50 am - 2:20 pm

Office Hours 7:00 am - 3:00 pm



- Students may enter the supervised building at 7:30 and go to the Commons
- The doors will open at 7:20 am when the weather is 20 degrees or colder
- Students are expected to leave the building no later than 3:00 pm unless participating in a supervised school activity
- Students NOT participating in a school activity will need to wait quietly in the breezeway for their ride after 3:00 pm

Attendance

Attendance Secretary, 452-4751 x 13502

Good attendance is important to a student's success at Ryan Middle School. Students are required, by Alaska law, to attend school punctually and regularly. An accurate record is kept of all absences and tardies. If a student is more than ten minutes late to a class the student is considered absent, as stated in District policy 1031.2.

Absence from School: Not going to be here today?

Parents/guardians are requested to telephone the school at 452-4751 between 8:30 and 11:30 am. If the parent/guardian is unable to call, the student should bring a signed note from home the day of his/her return, listing the full name of student, date of absence and reason for absence.

Parents/guardians must notify the school within two (2) school days if a student's absence has parental consent.

Homework Request: Need your missing work?

In case a student is absent three or more days, parents/guardians may request student assignments through the office. Teachers have 24 hours to compile and bring homework to the office for parental pick up.

Pre-arranged Absence

A Pre-arranged Absence Form, available from the front office, must be used for absences of more than 2 consecutive days. Students should have their parent and each teacher sign the form and then return the form to the office prior to the start of the absence. A copy will be given to the student. This form is available on the Ryan webpage at <http://ryn.k12northstar.org>

Absences longer than 10 consecutive days will result in the student being withdrawn from Ryan Middle School. Parents will need to re-enroll students upon return as per School Board Policy 1031.

Leaving School

Once on the school campus, students are not allowed to leave the campus/building without being signed out at the office by a parent or guardian. Students should come to the office in the morning with a parent signed note stating the pick-up time. Parents are welcome to call the office to request an “Off Campus Pass”. Students will be issued an “Off Campus Pass”. It is the student’s responsibility to show their teacher the pass and report to the office at the time stated on the pass.

Parents/guardians must come into the building and show a picture ID to sign students out.

Students must sign out at the office before leaving and sign back in upon return. We strongly recommend that appointments be made outside the student- teacher contact day, but we understand that this is not always possible.

Tardy to Class

Students are expected to be in class on time and should understand that tardies are disruptive to the class and to their own learning experience.

A tardy of more than 10 minutes is considered an absence.

Tardy to School

If a student is late for school, he/she must report to the office to sign in before going to class. In order for the tardy to be excused the student **MUST** have a note or phone call from the parent/guardian excusing the tardy. **Students are considered tardy to school if they arrive after 7:50am.**



Truancy

Multiple unexcused absences and tardies violate Alaska State Law and can be categorized as truancy. Skipping school and/or a class is considered truancy. School staff will contact families and the students may be referred to the counselor for additional follow-up and support. Students may be assigned to the Intervention Room for skipping school/class for individual assistance and monitoring.



BREAKFAST & LUNCH PROGRAM

Ryan has an excellent and varied breakfast & lunch program offering meals that allow the students to select from a variety of hot and cold entrees, which includes: salad, french-fries, milk and fruit. Each student has a computerized lunchroom account. Lunches can be prepaid or purchased on a daily basis. Forms for free or reduced priced lunches are available online and in the administrative office; you must reapply for this program every year. Students on a free or reduced priced lunch are able to continue for 30 days into the following school year so that new paperwork can be processed. The school menu is posted in the school, online and available in the office



Counseling & Guidance

452-4751 x option 2

There is one counselor for 7th grade and one for 8th grade. A student can make an appointment to see a counselor before school, between classes or can request permission from his/her teacher to see the counselor or make an appointment.

Counselors can assist students with scheduling, grades, homework help, problems with peers, concerns about school, career questions or any other issues.

Class Concern Policy

If there is a concern about one of the student's classes or teachers, the following steps can be taken:

- Contact the teacher
- Contact the counselor and make an appointment to meet with the teacher and counselor
- Make an appointment to meet with the principal
- A parent, teacher, student, counselor, principal conference can be arranged

Ms. Zalewski Counselor x13526

Ms. Held Counselor x13525



Student Assistance Program

Ms. Buske 452-4751 x13535

The Student Assistance Program (SAP) is part of the Safe and Drug Free Schools and is designed to help students be successful in school. The goals of the SAP are to provide prevention, identification, intervention and support for students and their families struggling with issues of substance abuse, violence, truancy and achievement.

Student Assistance Program

- *Conflict Resolution/Mediation Services
- *Substance Abuse Counseling
- *Behavioral Intervention
- *Catch-Up Club Academic Support
- *Positive Alternatives to School Suspension (PASS)

Student Leadership Program

- *Peer Mediation Certification (MeD8)
- *Student 2 Student Ambassadors (S2S)
- *Teens Against Nicotine Use (TANU)
- *Peers Against Destructive Decisions (PADD)
- *Students Making a Right Turn (SMART)

Social Services Manager

Ms. Tia Kraus 452-4751 x13533

Social Services Managers (SSMs) support students and families who experience barriers to school success. SSMs strive to connect home, school, and community resources. They serve students and their families to improve educational, social and vocational outcomes. SSMs promote school stability and success through partnerships with educators, families, students, and communities. They collaborate with schools and families to identify the students' needs, develop strategic interventions and implement plans to enhance social emotional wellbeing and improve academic performance.

Health Services

Nurse's Office 452-4751 option 3



Students are allowed to see the nurse only with a signed pass from their teacher or a lunchroom pass. Emergencies are handled as they occur.

All medication, whether prescription or over the counter, which is to be taken during school hours or other school sponsored activities, must be left in the nurse's office. All prescription medication must be brought in by a parent/guardian in the labeled bottle with the name of the student, doctor, medication, dosage and frequency. No student should call home to be picked up for health-related reasons without checking with the nurse first. Parents, please inform the school nurse of all current or ongoing medical concerns so that we may better serve your student's needs.

All students will be expected to participate in health programs sponsored by the school district unless special arrangements are made with the principal.

Special Programs

To meet a wide range of individual needs, various programs are available at Ryan. The teachers and specialists of these programs provide assistance in the areas of environmental adaptations, supplemental materials and/or instructional modifications. Ryan has a continuum of services available for students with special needs. The goal of the educational services provided at Ryan is to involve the home, school and other appropriate agencies in creating a successful program for each student.

ALASKA NATIVE EDUCATION PROGRAM (ANE)

Students of American Indian or Alaska Native descent qualify for this program. The ANE program provides students with academic and personal support and also acts as a liaison between students, parents, school and community resource or support services.

ENGLISH LANGUAGE LEARNERS (ELL)

Classes are available for those students who qualify for and require help with the English language. The type of assistance needed is determined by the language needs of the students.

MIGRANT EDUCATION SERVICES

The Migrant Education Program is a Title I Supplemental program designed to meet the unique needs of students whose seasonal relocations may disrupt their educational opportunities. A migrant eligible child is one who has traveled with his/her family within in the past three years to conduct subsistence activities.

SPECIAL RESOURCES

Ryan's special education services emphasize meeting each student's individual needs in the least restrictive environment. Please contact your student's case manager or counselor with questions about special education services or specific course schedules.

Student Behavior and Responsibilities

Ryan Middle School strives to provide a positive environment for the personal, social, emotional and intellectual development of all students. Students are expected to comply with school expectations as outlined in the policies of this Student Handbook and the District's Student Rights, Responsibilities and Behavioral Consequences Handbook.

Ryan Middle School utilizes CHAMPS, A Proactive & Positive Approach to Classroom Management, as our framework for student behavioral expectations. The CHAMPS acronym will identify for students the behavioral expectations in the classroom, common areas and during transitions. One goal of using the CHAMPS model is to prevent misbehavior and encourage responsible behavior by teaching students the expectation for the environment in which they are interacting.

School Board Policy 1042.1 states:

Each pupil is under the control and direction of the principal or teacher in charge of the school and is subject to district and school policy, regulations and rules: while being transported to or from school, waiting at the bus stop, while attending school, on school premises and at any school sponsored activity.

Most discipline in a school is handled in classes, hallways and general areas with friendly reminders and discussions. When behavior escalates, Ryan Middle School teachers follow the Classroom Step Plan which includes the following hierarchy of consequences:

- Warning
- Lunch Detention
- After School Detention and phone call home
- Required parent conference
- In-school intervention, Saturday School and out of school suspension

In cases where severe behavior issues occur, consequences will start at a higher level on the hierarchy.

Discipline procedures are outlined in the Students' Rights and Responsibilities and Behavioral Consequences Handbook and will be followed.

The following are the guidelines for detention and in-school intervention:

- Lunch Detention

Lunch detention can be assigned by a staff member or administrator and is held in the Intervention Room. If a student is assigned lunch detention, he/she reports directly to the Intervention Room with their lunch.

- After School Detention

After school detention is held from 4:10-5:00 pm and can be assigned by a staff member or administrator. Students must be on time and bring schoolwork to do while serving detention. Parents or guardians are responsible for providing transportation if after school detention is assigned. A parent or guardian can re-schedule an after school detention by calling the assistant principal at 452-4751 x13511.

- Saturday School

Saturday school will be held when required and will be from 9:00 to 11:00 am. Students should be dropped off and picked up from the main entrance to the building.

- In-school Intervention

The Intervention Room assignment is an alternative to out of school suspension at the administrator's

discretion. Students assigned to the Intervention Room should come prepared with schoolwork and materials. Teachers will provide assignments during Intervention Room time and credit will be received for work completed. If a student needs to attend class while in the Intervention Room, teachers request that the student be escorted to class. Students will be informed of the Intervention Room rules and those who cannot abide by those rules may serve an additional day and/or will serve the remainder of their consequence in out of school suspension.

- Out of School Suspension

Used as a last resort or when safety or learning of students or others is impacted.

Student misconduct that occurs off school property or outside the school day, may be subject to school disciplinary action provided that the misconduct is shown to be related to the school's order.

Such determination will be made by the building principal or designee.

School Safety

Students have a responsibility to report unsafe situations to an adult. Anything reported will be treated with extreme confidentiality and the student's identity will not be revealed.



School Security Videos

In order to promote safety for students, staff and visitors, to deter criminal activity on school campus and to protect school property, school security cameras are utilized. Video cameras will be used in non-private areas of the school as part of the overall school safety plan to improve the supervision of the school facilities and to create a record of all conduct at certain locations.

Closed Campus Policy

Ryan Middle School is a closed campus. Students are not allowed to leave without being signed out by a parent/guardian. Students who are attending school sponsored activities and sporting events should remain on campus until the activity is over. This includes leaving campus and coming back during the activity.

Bullying Behavior



Intimidating Behavior/Bullying Behavior is defined as intentional and generally unprovoked attempts by one or more individuals to inflict physical harm or emotional distress upon another person or group. Parents are encouraged to review the District's Student Rights, Responsibilities and Behavioral Consequences Handbook with their child, as the consequences for this offense are stern. Reference School Board Policy & Admin. Reg 1048.2

Harassment

Harassment is taken very seriously at Ryan Middle School. There are generally four types of harassment to be aware of: physical, sexual, verbal, and cyber harassment. Any forms of harassment should be reported to the office, a teacher, or a counselor immediately.



Drug/Alcohol/Tobacco Violations

Students and parents will be expected to familiarize themselves with the FNSBSD's policies on drug/ alcohol and tobacco, which are located in the District's Student Rights, Responsibilities and Behavioral Consequences Handbook. Please note that this also includes possession of prescription or over the counter medications, unless they are given to the nurse to administer.

Students who are in violation of the above policy will be required to work with the school's Prevention Intervention Specialist in a one-on-one setting to develop refusal skills, positive social skills and alternative behavioral choices.

Zero Tolerance

Ryan Middle School adheres to the District's zero tolerance policies for illegal substances, weapons and sexual, religious and racial harassment. Language and symbols which disparage any person, culture or belief or which are sexual, violent or offensive in a public-school setting are not permitted. Ryan Middle School staff and students will set the highest example of courtesy, civility and self-control at all times. All students and parents/guardians are required to be familiar with the District policies listed in this Parent and Student Handbook and the policies of the FNSBSD's Student Rights, Responsibilities and Behavioral Consequences handbook that will be given to students.

Reporting

Ryan Middle School is a community and we expect that our staff and students work to take care of each other. When you see someone being unsafe, please report that to a teacher, counselor, administrator and/or your parents. We cannot keep students and staff safe if we don't know that something is going on. Students or parents can fill out a report form, call the office, send an email or talk to a trusted adult. ALL reports are kept confidential.



*See Something = Say Something
Tell a Trusted Adult*



Cell Phone and Other Personal Electronic Devices (School Board Policy and Admin. Reg. 5138)

The School Board acknowledges the prevalence of personal electronic devices and recognizes their value for communication and information access. The School Board also recognizes that these same devices can negatively impact learning, safety, and the educational environment. Therefore, the District shall regulate student access and use of personal electronic devices within school settings. All school personnel are responsible for ensuring consistent enforcement of this policy.

The District & FNSBSD schools shall maintain communication protocols to enable parents/guardians to contact their students.

Conditions of Use

- Personal electronic devices must be turned off and stored in student lockers (6-12) or student backpacks (K-5) during the school day.
- Elementary and middle school students (K-8) may use their devices before and after school.
- High school students (9-12) may use their devices during lunch, and before and after school.

Building administrators reserve the discretion to implement more restrictive access and use guidelines within their schools. Building administrators are responsible for communicating the conditions of use to students and parents/guardians. Student access and use of personal electronic devices is a privilege while under school authority. Students will abide by this policy and school personnel directives regarding use.

Students are required to turn personal electronic devices over to school personnel when requested. Students who violate applicable school board policies or state or federal law may forfeit this privilege and/or face disciplinary action.

A personal electronic device confiscated by the District will be secured with reasonable care and returned to the student or parent/guardian unless turned over to law enforcement. The District, including all district employees, assumes no responsibility for loss or damage to personal property of students, including personal electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

Cell Phones & Other Personal Devices



Cell phones, I-pods, cameras, Kindles and other electronic devices are not allowed at school. If students bring them to school, they should be turned off upon entering the building.

They must be **OFF and IN the students' lockers during the school day.**

The school day is from 7:40am- 2:20pm. Any of these devices found not in a locker during the school day will be confiscated and returned only to a parent/guardian.

Laser pens are not allowed at school at any time and will be confiscated. Students are discouraged from bringing the above items, and must understand that the school is not responsible for damage or theft. If a student's electronic devices are confiscated 3 or more times, disciplinary action may occur.

Academic Eligibility for Sports and Activities

clubs

Academic eligibility for middle school students shall be based on grade checks at the quarter and mid-quarter.

Activities/Athletics

Each year individual staff members sponsor a wide variety of sports, clubs and cultural events. These vary from year to year according to the interests and availability of sponsors. Students are encouraged to participate in or attend school-sponsored activities.

All students participating in activities need to have a Parental Consent Form on file with the administration. Students participating in athletics must also have a Sports Physical and Concussion form on file with the administration before they try out for the sport. Physicals are good for 18 months.

The following activities/clubs and sports are currently on the approved list for sponsorship at Ryan Middle School.

Basketball (Boys & Girls)

Soccer Club

Track and Field

Cross-country Running Geography Bee

Volleyball (Boys & Girls) Chess Club

Drama

Student Council

D & D Club

Wrestling

Yearbook Club

SPORTS

Students interested in starting a club see the front office for assistance.

Eligibility

"To be eligible for participation in an extracurricular activity for which the district provides a sponsor, students in grades 7-12 must be taking five classes and have a 2.0 grade point average with no more than one "F" for the prior grading period at the end of the first and third quarter and each semester."

VISIT RYAN's WEBPAGE

<http://ryn.k12northstar.org>

- Sports schedules
- Consent forms
- Concussion information

Look for us on Facebook, Twitter and Instagram

What is Trauma Informed Practice?

Ryan Middle school is a Trauma Informed school and we support our staff, students and families by building relationships with individuals so that our community knows we care about them.

Trauma Informed Practices: We do not lead with consequences, we lead with the relationship and then follow-up with the consequence.

We all know and have heard or read the statement:

“Kids don’t care how much you know until they know how much you care.”

When students are sent down to the office before the teacher/staff member has attempted to address the particular student behavior then we reach out to our families to request their help. We believe it is critical that all staff build relationships with students and their families to develop trust and respect.

When students come to the office because they have been sent out of class or from the hallway for inappropriate behavior. Our first goal is to understand: where the kids are, what is happening, and how we can better support them. Then we discuss with them options to be successful in class and school as well as reaching out to families for support. When they leave us we send them off with strategies to be successful.

We are here to support teachers and staff with maintaining a safe and supportive school environment. In order for our school to be safe and supportive we believe in building relationships with our students and families.

We encourage our families to actively participate here at Ryan. You can come to events, activities, join your child for lunch or come and spend an hour or a day going to class with your child. This is a great way to show your child that their education is important!

Middle School Required Classes

Advisory

Advisory is designed to support the success of middle school students and provide an opportunity to connect with caring adults. Key academic and social competencies will be taught, to include such topics as:

Organization Test taking skills Study skills Community Engagement Citizenship

The development of a Personal Learning and Career Plan to explore and guide students' future academic and career goals will be integrated throughout this course.

6th Grade Required Classes

English 6

English 6 is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging in daily speaking, listening, reading, and writing activities spanning all genres.

Math 6

Provides students with a solid foundation in mathematics through a broad study of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability.

Science 6

Focuses on ecosystems, classification, Earth's systems, astronomy, and gravity. Throughout the year, students will design and conduct repeatable scientific investigations to continue to develop an awareness that different ways of thinking, curiosity, and the exploration of multiple paths are involved in scientific inquiry.

Social Studies 6

Physical and Cultural Geography of Ancient Societies – This year-long course emphasizes ancient societies in a geographical, historical, political, and cultural context. Students examine geographical influences on regional development; use maps, globes, and graphs to gather, analyze, and report information; and discuss current events from around the world and study the history of civilization from ancient times to approximately 500 A.D. Students will come to understand what people need to evolve into a civilization, how new civilizations began as the needs and beliefs of the people changed, explain the contributions of different civilizations to humankind, and examine the origins and spread of major world religions and languages.

Physical Education (Max uniform fee of \$24)

Students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.

Life Skills

Life Skills focuses on the acquisition of accurate health information, and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

7th Grade Required Classes

Emphasizes both the critical exploration of literature and the writing process. Students read a variety of genres and utilize basic literary terms and forms as basis for discussion, writing topics, and models. As readers respond to literature, they measure their own experiences against those of others, connecting literature to real life, other texts, and media. Students write for a variety of purposes and audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied.

Math 7

Provides students with a solid foundation in mathematics through a broad study of numbers and operations, algebra, geometry, measurement, statistics, and probability. By concentrating on computational accuracy and efficiency, students will be able to solve problems by manipulating fractions, decimals, and percentages. Students will be able to select and use appropriate units of measurement and apply basic geometric concepts. All topics will require mathematical reasoning and communication.

Advanced Math 7 (Math 8)

Will continue to build on Advanced 6th Grade Math, demanding a faster pace for instruction and learning. Advanced 7th Grade Math will focus on the real number system, linear expressions and equations, systems of equations, functions, drawing statistical inferences, and two- and three-dimensional shapes and figures.

Science 7

Is an introductory course designed to expand 7th grade students' understanding of the natural world by focusing on the characteristics of living things, cellular organization, the diversity of life, how organisms and populations change over time in terms of biological adaptation, heredity and genetics, evolution, natural selection and changes over time in Earth's history.

Social Studies 7: Geography and Area Studies

This year-long global geography course combines the physical, economic, political and social aspects of geography. The course will help develop students' skills as geographers by using an inquiry-based approach to learning about human-environment interaction and how this has changed over time. Through geographic inquiry, students are provided opportunities to collect information and consider a range of viewpoints about human-environment interaction relationships and then synthesize this information to construct their own understanding.

Health

Health addresses the concepts of physical, mental, and social health through the content strands: Relationships, Mental Health, Substance Use and Abuse, and Human Physiology and Development. Topics include conflict resolution, peer pressure, decision-making skills, human sexuality, and the impact of drug abuse. Resources for finding help and support will be introduced and the development of healthy attitudes and behaviors are emphasized.

Physical Education (Max uniform fee \$24)

Students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.

8th Grade Required Classes

English 8

Emphasizes both the writing process and the critical exploration of literature. Students read a variety of genres and utilize basic literary terms and forms as basis for discussion, writing topics, and models. Students write for a variety of purposes and audiences, and conventions of good writing (such as grammar, vocabulary, spelling, sentence, and paragraph structures) are studied and applied.

Math 8

Is an in-depth study of mathematical concepts, with an emphasis on practical application, problem solving, and mathematical communication. Students will be provided the foundation to be successful in high school mathematics courses by studying numbers and operations, algebra, geometry, measurements, statistics and probabilities.

Algebra 1 (Teacher Recommendation)

Algebra I thoroughly covers linear functions, linear inequalities, concept of functions, real numbers, manipulating algebraic symbols, and solving real world problems using algebraic expressions and equations. The topics of probability, statistics, trigonometry, quadratic equations, factoring, graphing quadratic functions, and the coordinate grid system will be incorporated. Technology is incorporated as appropriate during the course.

Science 8

Science 8 is designed to expand student investigation of physics and chemistry. Aspects of physics are studied through laboratory investigations including sound, light, electricity, mechanics, motion, and energy. Aspects of chemistry are studied based on the Periodic Table of the Elements and through basic chemical laboratory investigations. Laboratory work, laboratory reporting, and engineering design will be included and is an integral part of the learning process.

Social Studies 8: Early U.S. History

This year-long course will focus on foundations of United States history from pre-colonization to settlement, into the revolution and creation of our nation, westward expansion/reform and ultimately leading through the Civil War. Students will begin critically thinking as historians by developing research skills and evaluating primary and secondary sources. This course will explore the integration of historical periods and lay a foundation to build on into their high school years. Additionally, students will apply the Alaska Standards for Literacy in History/ Social Studies through the completion of a research project using both primary and secondary sources.

Health

Health addresses the concepts of physical, mental, and social health through the content strands: Relationships, Mental Health, Substance Use and Abuse, and Human Physiology and Development. Topics include conflict resolution, peer pressure, decision-making skills, human sexuality, and the impact of drug abuse. Resources for finding help and support will be introduced and the development of healthy attitudes and behaviors are emphasized.

Physical Education (Max uniform fee \$24)

Students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.

Elective Class Descriptions

Elective classes are designed to provide enrichment, interest and intervention. Our goal is for Ryan students to develop skills that prepare them not only for high school but also for their post-secondary careers.

Art

Fee: \$10.00 Quarter

Painting: (quarter)

Students will explore watercolor and acrylic techniques in a fun, skill-building environment also building up their knowledge in terms of the 7 elements of art. Each session focuses on different painting fundamentals—color mixing, layering, texture, and composition—helping students develop confidence and creativity. Perfect for beginners and experienced painters alike.

Drawing: (quarter)

Students will refine their skills in pencil, colored pencil, pen and ink. Each session explores key techniques like shading (value), line work, color, texture, and perspective, helping young artists build confidence and creativity.

Sculpting: (quarter):

Students will bring their ideas to life with papier-mâché and mixed media. Students will explore the seven elements of art—line, shape, form, color, value, texture, and space—while building unique 3D creations. Perfect for all skill levels.

Comics: (quarter)

Students will dive into the history of comics and legendary artists while creating their own. Through the seven elements of art—line, shape, form, color, value, texture, and space—young storytellers will develop characters, panels, and dynamic compositions. By the end of the quarter students will produce one final comic project.

Band

Fee: \$12.50 SM or \$25.00 YR (Instrument Rental)

Beginning Band is designed for those students who are not ready for the advanced class but are past the beginning stage. Students will spend time on technical exercises as well as appropriate level music, in preparing students for the next level of instruction. This is a progressive skills class which may be repeated for credit.

Concert Band is designed for the more advanced band student. Students will spend time on technical exercises and appropriate level band literature. This group is a performance ensemble and represents its school at public functions, athletic events, and evening performances. This is a progressive skills class which may be repeated for credit.

Choir

Choir is open to all students who like to sing, play instruments, do choreography (movement), have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre (tone color), and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year.

Computer Science for Innovators and Makers

Fee \$7.50 Quarter

Green Screen & Special Effects - (Video Production) (Quarter):

Unlock your creative potential and challenge the boundaries of reality with a green screen! We'll explore how to transport yourself to any location, create imaginative scenes, and use other visual effects. Expect to be a star as you will film yourself in this course.

Intro to Photoshop & Animation- (Exploring Computer Applications) (Quarter):

Unlock the power of digital image editing! In this introductory course, you'll learn the fundamentals of Adobe Photoshop. We'll explore tools for image manipulation, retouching, and creative design. Get ready to transform your photos and create stunning digital art.

Intro to Coding: (App Creators 1A) (Quarter):

Learn valuable skills for the future! In this beginner-friendly coding course, you'll develop logical thinking, problem-solving, and creativity. We'll cover basic programming concepts and give you hands-on experience building your own digital creations.

Family Consumer Science

Fee: \$10.00 Quarter

Cooking (quarter)

Students will learn the importance of kitchen and food safety and sanitation, and apply that knowledge to identify common food safety hazards like food contamination and foodborne illnesses and understand their prevention. They will also demonstrate proper food temperature and handling techniques. Students will learn how to create homemade meals including; pasta, dough, sauces, seasonings, soups and stocks, breakfast dishes and cultural meals. Students will be introduced to sewing, personal finance and the flour baby project.

Baking

Students will learn the importance of kitchen and food safety and sanitation, and apply that knowledge to identify common food safety hazards like food contamination and foodborne illnesses and understand their prevention. They will also demonstrate proper food temperature and handling techniques. Students will learn the chemistry of baking and making quick breads, artisan breads and how to present and decorate desserts.

Orchestra

Intermediate Orchestra is for students with one year or less of training or those who are not quite ready for the performing group. Students will spend time on technical exercises, as well as some orchestral literature in preparing the students for the Concert Orchestra. Concert participation may be required as outlined in the grading criteria. Concert Orchestra is the performing group of string players and represents the school at public functions and concerts. Concert participation may be required as outlined in the grading criteria.

STEM

Fee \$7.50 Quarter

Plants and Animals *New Agricultural CTE Course*:

This introductory course is designed to give students a foundational understanding of plants and animals, particularly in the context of agriculture, farming, and natural sciences. Students will explore how plants grow, the importance of agriculture in daily life, and the role of animals in farming and ecosystems. The course will also connect to the National FFA Organization, highlighting leadership, service, and career development in the agricultural field. This course aims to foster a comprehensive understanding of agriculture, plants, animals, and their interconnectedness with both the environment and society. It integrates essential core subjects and emphasizes Alaska's unique agricultural context, while promoting sustainable practices and community involvement.

3D Printing (Exploring STEM): (quarter)

This course provides an in-depth exploration of 3D printing, covering essential topics such as different printing technologies (e.g., FDM, SLA, SLS), material selection, design for 3D printing, and post-processing techniques. Students will gain practical knowledge through hands-on experience in using 3D printers to create functional prototypes, custom parts, and artistic design.

Engineering (Exploring STEM): (quarter)

This course offers an introduction to the core principles of engineering, exploring the fundamental concepts that underpin the design, analysis, and implementation of engineering solutions. Students will gain a foundational understanding of physics, materials science, mathematics, and problem-solving techniques, preparing them for more advanced studies in specialized engineering fields.

Architecture (Exploring STEM): (quarter)

This course provides an in-depth introduction to the field of architecture, focusing on the principles of design, architectural history, and the technical aspects of building construction. Students will explore the creative process behind architectural design, from conceptualization and drafting to the use of advanced software tools. The course will also cover key topics such as structural systems, materials, environmental sustainability, and urban planning.

Teacher Assistant (TA) 8th Grade Only

Students will learn practical and significant employment skills. A strong work ethic, self-motivation, maturity, the ability to protect confidential information, and a demonstrated ability to work without constant supervision are needed for these positions. Positions are available in: classrooms, counseling, library and the main office. See the counselors for an application.

Video Productions 8th Grade Only

Introduction to Video Production is a semester-long course, which students will work both independently and in groups to learn the skills involved with producing informational videos. Students will learn pre-production skills including topic selection, interviewing, research, using still cameras, video cameras, microphones, and tripods. Students will demonstrate knowledge of the components of video production including set, lighting and sound. Students will use video editing software to create original productions. Students will develop writing and public speaking skills as they produce videos for a variety of audiences. Self-motivation and a willingness to work outside of class are critical skills for students in the class.

Physical Education Class Choice

Strength & Conditioning: (Capped at 20 Students) (quarter)

A fitness class designed for **motivated** students who want to be surrounded by other **focused and motivated** students. This class would largely consist of weight training (both in the weight room and with body weight)

Swimming: (quarter)

Pool covers a wide variety of pool activities. Non-swimmers will receive one-on-one or small group instruction to develop basic swimming skills. All students will have the opportunity to learn all four basic strokes: freestyle, backstroke, breaststroke, and butterfly. Enrichment activities will include water polo, cold-water safety/rescue, canoe skills and basic diving skills.

Team Sports: (quarter)

This class mirrors a more traditional PE class. The focus is on team sports skills and development. Units will include: basketball, volleyball, racquetball, badminton, soccer, softball, floor hockey, ultimate Frisbee, and Football.

Flexibility and Movement: (quarter)

This class will be almost entirely devoted to helping students improve their flexibility and balance by teaching them proper techniques of yoga practice and how to fire dance (Poi).

Student Behavioral Rights & Responsibilities Handbook Information

Subject to School Authority: (School Board Policy & Admin. Reg. 1042.1/AASB 5144)

Each pupil is under the control and direction of the building administrator or teacher in charge of the school and is subject to district and school policy, regulations and rules:

- During the time he/she is being transported to or from school on school buses;
- During the time he/she is attending school;
- During the time he/she is on the school premises; and
- During the time he/she is taking part in any school-sponsored activity.

Student misconduct which occurs off school property or outside the school day may be subject to school disciplinary action provided that the misconduct is shown to be related to school order. Such determination will be made by the building administrator.

The building administrator shall be responsible for enforcing school district policies regarding student behavior standards. Students found to have violated district policies, school rules, or classroom rules may be subject to discipline.

Definitions of Disciplinary Actions

- **Simple discipline**- any corrective action other than suspension or expulsion
- **In-School Intervention (ISI)**- is a disciplinary alternative used when a student's behavior violates school or district rules and he/she is removed from the regular classroom and placed in a supervised environment in the school with a specified academic component.
- **Out of School Suspension (OSS)**- is a disciplinary alternative used when a student's behavior violates school or district rules or when the student's presence on school property is harmful to others. The student may be denied attendance from school for a period of time not to exceed ten (10) school days.
- **Long Term Suspension** -Long-Term Suspension shall mean the denial of the right to attend schools for a specific period of time that is in excess of ten(10) school days, but less than one (1) year.

Discipline Infractions and Consequences

- **Aiding and Abetting Behavior**- is defined as instigating, helping, supporting, facilitating, promoting, suggesting, counseling, inciting, encouraging and/or assisting another person to commit, engage in, or accomplish a prohibited behavior.
- **Disruptive Student Behavior** includes: general dishonesty, academic dishonesty, refusal to follow school or classroom rules, disruptive behavior, insubordination, flagrant disrespect, harassment and interfering with school authority.
- **Insubordination** is defined as behavior that intentionally disregards a specific directive given by any staff member or other adult in authority on school grounds or at any school-sponsored activity.
- **Flagrant Disrespect** is defined as offensive behavior, gestures, language, threats or acts directed at any staff member, student, or other person on school grounds or at any school-sponsored activity.
- **Intimidating Behavior/Bullying** is defined as intentional and generally unprovoked attempts by one or more individuals to inflict physical harm or emotional distress upon another person or group.
- **Physical Aggression** is defined as posturing or challenging behavior that conveys fighting or flagrant disrespect. This includes but is not limited to aggressively violating another's personal space, chest/belly bumping, tripping, kicking, hitting, spitting, or otherwise defiling another person.
- **Fighting** is defined as behavior that results in physical conflict or mutual combat between two or more

individuals, regardless of who initiated the conflict. Mitigating and aggravating circumstances may be considered when determining the appropriate disciplinary consequence.

- **A False Alarm** is behavior that calls in threats to, or about, a school or district property or school-sponsored activity, activates a false fire alarm, or makes an emergency call under false circumstances.
- **Tobacco and Nicotine** violations are defined as use, possession, or distribution of tobacco, **electronic cigarettes** or vapor devices, or unauthorized nicotine by students while on any district property (including grounds, buildings, or parking areas) or at any school-sponsored activity.

What You Need to Know

Now that you are in middle school you are considered a secondary student and because of that any disciplinary consequences remain on your school record. Disciplinary consequences are cumulative, meaning that the consequences become more severe for continued misbehavior.

For example:

- **First (1st) offense** - Principal Discretion (could be anything from an after school detention to a day or 2 of in-school intervention (ISI))
- **Second (2nd) offense** - minimum 3 day suspension (could be in-school intervention (ISI) or out of school intervention (OSS))
- **Third (3rd) offense** - minimum 5 day suspension (could be in-school intervention (ISI) or out of school intervention (OSS))
- **Fourth (4th) offense** - minimum 10 day suspension (could be in-school intervention (ISI) or out of school intervention (OSS))
- **Subsequent offenses** could result in a long-term suspension out of school (more than 10 days) or expulsion (more than 30 days)

The best advice is to do your best to stay out of trouble and get help if you don't feel comfortable.

If you have questions please come talk to the Principal or Assistant Principals.

RYAN MIDDLE SCHOOL

HOME OF THE WOLVERINES

