CRANBROOK SCHOOLS MISSION STATEMENT

Cranbrook Schools are independent day and boarding schools that provide students with a challenging and comprehensive college preparatory education. We motivate students from diverse backgrounds to strive for intellectual, creative, and physical excellence, to develop a deep appreciation for the arts and different cultures, and to employ the technological tools of our modern age. Our schools seek to instill in students a strong sense of personal and social responsibility, the ability to think critically, and the competence to communicate and contribute in an increasingly global community.
# TABLE OF CONTENTS

**CKMS BOYS’ PROGRAM HANDBOOK**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME</td>
<td>2</td>
</tr>
<tr>
<td>DIRECTOR’S MESSAGE</td>
<td>3</td>
</tr>
<tr>
<td>CRANBROOK AS A DIVERSE COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>PRINCIPLES OF GOOD PRACTICE FOR MEMBER SCHOOLS</td>
<td>4-5</td>
</tr>
<tr>
<td>THE MIDDLE SCHOOL COMMUNITY</td>
<td>5-6</td>
</tr>
<tr>
<td>THE FACULTY TEAM</td>
<td>6</td>
</tr>
<tr>
<td>PARENT COMMUNICATION</td>
<td>6-7</td>
</tr>
<tr>
<td>PARENT ORGANIZATIONS</td>
<td>7-8</td>
</tr>
<tr>
<td>FACILITIES USE POLICY</td>
<td>9</td>
</tr>
<tr>
<td>STUDENT IDENTIFICATION CARDS</td>
<td>9</td>
</tr>
<tr>
<td>LOCKERS</td>
<td>9</td>
</tr>
<tr>
<td>MIDDLE SCHOOL PROGRAMS</td>
<td>9-11</td>
</tr>
<tr>
<td>THE MIDDLE SCHOOL DAY</td>
<td>11-16</td>
</tr>
<tr>
<td>STANDARDS AND REGULATIONS</td>
<td>16-21</td>
</tr>
<tr>
<td>DISCIPLINARY CONSEQUENCES</td>
<td>21-22</td>
</tr>
<tr>
<td>DRESS CODE</td>
<td>23</td>
</tr>
<tr>
<td>SOCIALLS</td>
<td>23-24</td>
</tr>
<tr>
<td>VISITORS</td>
<td>24</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>24-25</td>
</tr>
<tr>
<td>MIDDLE SCHOOL ACADEMIC LIFE</td>
<td>25-30</td>
</tr>
<tr>
<td>ATHLETICS</td>
<td>30-32</td>
</tr>
</tbody>
</table>
# INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences, 12</td>
<td></td>
</tr>
<tr>
<td>Absences, Acad. Penalties, 12</td>
<td></td>
</tr>
<tr>
<td>Absences, Travel-related, 13</td>
<td></td>
</tr>
<tr>
<td>Academic Awards, 29</td>
<td></td>
</tr>
<tr>
<td>Academic Honors, 29</td>
<td></td>
</tr>
<tr>
<td>Academic Integrity, 16</td>
<td></td>
</tr>
<tr>
<td>Academic Life, 27, 28</td>
<td></td>
</tr>
<tr>
<td>Academic Consequences, 25, 26</td>
<td></td>
</tr>
<tr>
<td>Advisor/Advisee, 10</td>
<td></td>
</tr>
<tr>
<td>After School Program, 12</td>
<td></td>
</tr>
<tr>
<td>Athletic Absences, 31</td>
<td></td>
</tr>
<tr>
<td>Athletic Awards, 29</td>
<td></td>
</tr>
<tr>
<td>Athletic Hotline, 32</td>
<td></td>
</tr>
<tr>
<td>Athletics, 30-32</td>
<td></td>
</tr>
<tr>
<td>Attendance Policy, 12</td>
<td></td>
</tr>
<tr>
<td>Awards, 29</td>
<td></td>
</tr>
<tr>
<td>Backpacks, 9</td>
<td></td>
</tr>
<tr>
<td>Blue Key, 10</td>
<td></td>
</tr>
<tr>
<td>Booster Club, 8</td>
<td></td>
</tr>
<tr>
<td>Citizenship Probation, 22</td>
<td></td>
</tr>
<tr>
<td>Class Trips, 10, 11</td>
<td></td>
</tr>
<tr>
<td>Community Service, 14</td>
<td></td>
</tr>
<tr>
<td>Computer Resources, 30</td>
<td></td>
</tr>
<tr>
<td>Conduct, 16</td>
<td></td>
</tr>
<tr>
<td>Crane Leadership Council, 10</td>
<td></td>
</tr>
<tr>
<td>CranNet, 7</td>
<td></td>
</tr>
<tr>
<td>Dads’ Club, 7, 8</td>
<td></td>
</tr>
<tr>
<td>Daily Schedule, 11</td>
<td></td>
</tr>
<tr>
<td>Dean’s List, 29</td>
<td></td>
</tr>
<tr>
<td>Discipline Consequences, 21, 22</td>
<td></td>
</tr>
<tr>
<td>Diversity, 3, 8</td>
<td></td>
</tr>
<tr>
<td>Dress Code, 23</td>
<td></td>
</tr>
<tr>
<td>Emergency Drills, 14</td>
<td></td>
</tr>
<tr>
<td>Evaluation, 28</td>
<td></td>
</tr>
<tr>
<td>Exams, 27</td>
<td></td>
</tr>
<tr>
<td>Extra Help, 27</td>
<td></td>
</tr>
<tr>
<td>Facilities Use Policy, 9</td>
<td></td>
</tr>
<tr>
<td>Grading/Evaluation, 28</td>
<td></td>
</tr>
<tr>
<td>Harassment Policy, 16</td>
<td></td>
</tr>
<tr>
<td>Health Center, 18</td>
<td></td>
</tr>
<tr>
<td>Holiday Policy, 25</td>
<td></td>
</tr>
<tr>
<td>Homework, 26, 27</td>
<td></td>
</tr>
<tr>
<td>Honor Roll, 29</td>
<td></td>
</tr>
<tr>
<td>I.D. Card, 9</td>
<td></td>
</tr>
<tr>
<td>Illness, 16</td>
<td></td>
</tr>
<tr>
<td>In loco parentis, 7</td>
<td></td>
</tr>
<tr>
<td>Integrity, 16</td>
<td></td>
</tr>
<tr>
<td>Interscholastic Athletics, 31, 32</td>
<td></td>
</tr>
<tr>
<td>Intramurals, 31</td>
<td></td>
</tr>
<tr>
<td>Library, 30</td>
<td></td>
</tr>
<tr>
<td>Lockers, 9</td>
<td></td>
</tr>
<tr>
<td>Lock-Down Drills, 14</td>
<td></td>
</tr>
<tr>
<td>Lost and Found, 15</td>
<td></td>
</tr>
<tr>
<td>Make-Up Work, 28</td>
<td></td>
</tr>
<tr>
<td>Messages, 14</td>
<td></td>
</tr>
<tr>
<td>Mothers’ Council, 7</td>
<td></td>
</tr>
<tr>
<td>Newsletter, 7</td>
<td></td>
</tr>
<tr>
<td>Parent Organizations, 7</td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Meetings, 6</td>
<td></td>
</tr>
<tr>
<td>Parent Visiting Days, 6</td>
<td></td>
</tr>
<tr>
<td>Parents and School, 6</td>
<td></td>
</tr>
<tr>
<td>Plagiarism, 16</td>
<td></td>
</tr>
<tr>
<td>Principles of Good Practice, 4</td>
<td></td>
</tr>
<tr>
<td>Problem solving, 7</td>
<td></td>
</tr>
<tr>
<td>Rules (Conduct), 16</td>
<td></td>
</tr>
<tr>
<td>Schedule (daily), 11</td>
<td></td>
</tr>
<tr>
<td>School Day, 11</td>
<td></td>
</tr>
<tr>
<td>School-Home Communication, 7</td>
<td></td>
</tr>
<tr>
<td>Severe weather, 15</td>
<td></td>
</tr>
<tr>
<td>Socials, 23, 24</td>
<td></td>
</tr>
<tr>
<td>Sports (See Athletics)</td>
<td></td>
</tr>
<tr>
<td>Standardized testing, 30</td>
<td></td>
</tr>
<tr>
<td>Student Athlete Council, 10</td>
<td></td>
</tr>
<tr>
<td>Student Services, 15</td>
<td></td>
</tr>
<tr>
<td>Tardiness, 13</td>
<td></td>
</tr>
<tr>
<td>Technology Use Policy, 18-21</td>
<td></td>
</tr>
<tr>
<td>Testing, Tests, 27, 28</td>
<td></td>
</tr>
<tr>
<td>Tornado Warnings, 15</td>
<td></td>
</tr>
<tr>
<td>Transportation, 24, 25</td>
<td></td>
</tr>
<tr>
<td>Travel-Related Absences, 13</td>
<td></td>
</tr>
<tr>
<td>Trips, 10</td>
<td></td>
</tr>
<tr>
<td>Tutoring, 27</td>
<td></td>
</tr>
<tr>
<td>Visitors, 24</td>
<td></td>
</tr>
<tr>
<td>Weather (severe), 15</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parents and Students:

Welcome to the Cranbrook Kingswood Boys’ Middle School. The Middle School is a division of the Cranbrook Educational Community, designed specifically to address the educational and social needs of the early adolescent. Although we have the same strong middle school orientation and philosophy as the Girls’ Middle School, our separate program, located on the Vaughan Road Campus, enables us to create the curriculum and activities best suited to adolescent boys.

The Middle School’s mission is to provide a program that has high academic standards in an environment where young people feel encouraged and supported as they learn and grow. It is our hope that you, students and parents, will join with us to participate, stretch and achieve during these very exciting years of maturation. Working together with energy, respect, and trust we can create a rewarding middle school experience for our Cranbrook Kingswood boys.

I look forward to working with you.

Sincerely,

Larry R. Ivens
Head, Boys’ Program
Cranbrook Kingswood Middle School
DIRECTOR’S MESSAGE

I would like to extend a very warm and heartfelt welcome to you and your family. You have selected an excellent school for your child. We invite you to join with us in making these coming years of association, friendship and growth indeed the very best possible. There are no more significant vocations than being a parent and being a teacher. Parents and teachers provide the guidance, the opportunities, the tools and the conditions out of which children develop hope, dreams of possibilities, competencies and knowledge to enable them to become successful, productive and responsible members of society and to enjoy their lives. There is no more important task in this world. It is critical that we work together to provide experiences that help our children become good and intellectually sound people. Our committed faculty and staff know this is their challenge. Teaching and caring for students, like parenting, is an art, and we have assembled a group of talented artists who hold your child’s growth and development as their primary goal and end.

There are three key elements that lead students to good personal and intellectual development. High expectation of students, clearly stated, is the first factor. Secondly, the student must find a relationship with a concerned and caring faculty member. And finally, students must be provided with regular and clear information about their progress. This we will do. We want your child to experience the joy of learning and the joy of discovery and achievement. You can help in this process by reinforcing with your child our belief that from an early age children must be taught to develop a sense of responsibility for their learning. Encourage them to struggle, to have patience, to persist, to not expect easy answers, to be curious, to explore, to investigate, to offer ideas, to work hard and to enjoy the struggle to achieve.

Arlyce M. Seibert
Director of Schools

CRANBROOK AS A DIVERSE COMMUNITY

The school’s mission statement clearly affirms our commitment to educating children from diverse backgrounds. Our community includes students and families from many racial, ethnic, religious, social, economic, and geographic contexts. At each school level, we strive for a level of civility and respect that will promote cohesiveness and generosity of spirit in our community. Students and faculty are expected to create an environment that acknowledges the worth of each individual and each individual’s background. This is an essential component of preparing our children for the future, as well as strengthening our own educational community. Diverse segments of the world in which we live are becoming more closely interrelated. Our children need to learn about differences and come to know and understand people of different races and religions so they can help construct a positive future. We look forward to your support for our approach, our programs and our commitment to helping your child live in and contribute to a diverse community.
PRINCIPLES OF GOOD PRACTICE FOR MEMBER SCHOOLS

As a member of the National Association of Independent Schools, Cranbrook Schools endorses the guidelines in the school-family agreement described in the N.A.I.S. *Principles of Good Practice for Member Schools*. A strong and productive school-family/family-school partnership is achieved with a mutual commitment to common goals, respect, trust and open communication.

**Parents Working with Schools**

1. Parents recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. In selecting an independent school, parents seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
3. Parents are familiar with and support the school’s policies and procedures.
4. Parents provide a home environment that supports the development of positive learning attitudes and habits.
5. Parents involve themselves in the life of the school.
6. Parents seek and value the school’s perspective on the student.
7. When concerns arise, parents seek information directly from the school, consulting with those best able to address the concerns.
8. Parents share with the school any religious, cultural, medical, or personal information that the school may need to serve the student best.

**Schools Working with Parents**

1. The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
2. The school clearly and fully presents its philosophy, program, and practices to parents during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the students.
3. The school seeks and values the parents’ perspective on the student.
4. Teachers and administrators are accessible to parents and model candid and open dialogue.
5. The school keeps parents well informed through systematic reports, conferences, publications, and informal conversations.
6. The school defines clearly how it involves parents when considering major decisions that affect the school community.
7. The school offers and supports a variety of parent education opportunities.
8. The school suggests effective ways for parents to support the educational process.
9. The school actively seeks the knowledge it needs to work effectively with a diverse parent body.
Keeping Our Students Safe and Healthy

When parents enroll their students, they acknowledge their support of the school’s mission and policies that stress personal and social responsibility, respect, integrity, health and safety. When the school admits the student, we acknowledge our responsibility acting in loco parentis, i.e., providing a serious and safe learning environment.

With the understanding of the importance of the middle years in personal growth and development and reinforcement of life skills, attitudes and values, the School relies on our families acting to provide:

- Safe homes where parents assume responsibility for wholesome activities for children as well as active chaperoning
- Safe homes where high risk behaviors are not allowed (including inappropriate use of the Internet, cellphones and other technology; also including the consumption of alcohol, tobacco or other drugs)
- Communication with other parents to insure that student communication and gatherings are safe and healthy

Our parent organizations support communication and education that promote children’s positive growth and safe and healthy out-of-school activities. The Middle School Deans, Counselor/Psychologists and Heads meet with parent leaders to develop programs that support parents acknowledging the limits of parenting in isolation.

THE MIDDLE SCHOOL COMMUNITY

The student body of Cranbrook Kingswood Middle School (Boys) consists of approximately one hundred and sixty-five students, divided into several sections in each grade. All of the boys are day students from the metropolitan Detroit area. While some students are new to Cranbrook Schools, many have attended Brookside, the elementary school of the Cranbrook Educational Community; many, too, have had some contact with Cranbrook through the Science Institute or the day camps.

The Head of the Middle School is the administrator responsible to the Director of Schools for the coordination of all middle school programs. The Dean of Students of the Middle School assists the head in the coordination of all middle school programs.

Full-time middle school instructors teach English, mathematics, science and social science. They work in three teams, one team for each grade. Each team meets regularly to assess student progress and plan the interdisciplinary curriculum. In addition to their academic responsibilities, these teachers coach, supervise study halls, and chaperone extra-curricular activities.

Although there are few co-educational classes (orchestra and band) the students on the girls' and boys' campuses sustain a close relationship. Teachers from both programs meet as departments
to discuss mutual concerns about curricular goals and programs. Boys and girls meet at a variety of educational functions and school-sponsored social activities throughout the year.

THE FACULTY TEAM

An important aspect of the boys’ middle school curriculum is a team approach to academics: English, mathematics, social science and science. In each grade, the core teachers who teach these areas are organized into a team. Each team meets daily to monitor student progress and plan interdisciplinary efforts. This team meeting time provides an excellent forum for parents to meet with teachers and establish solid communication between home and school.

PARENT COMMUNICATION

Parents play the crucial role in the educational life of their child and in the life of an independent school. In fact, independent schools cannot survive without meaningful, yet appropriate, parental involvement. The school, therefore, welcomes parental interest and participation. Both the school and the various parent organizations (e.g., Mothers’ Council, Dads’ Club, Booster Club) offer many opportunities to serve within the school community. The parent organizations meet throughout the year and encourage all parents to attend. Among their responsibilities are fundraising, supporting social activities, and assisting at special school events. Integral to the philosophy of the school is active and constructive communication between the home and school. Frequent and direct communication and strong collaboration are essential for the realizations of our educational goals. A formal system of reporting ensures that each student and his parents are informed periodically regarding the student’s social and academic progress. We therefore urge you to read thoroughly and carefully all written communication promptly.

Please feel free to request a conference at any time by calling the Middle School office. At times, the most valuable contact is the unscheduled phone call. Parents should not hesitate to call to express their concerns and receive clarification of information.

Parent Visiting Days

At the Parent Information Night in early fall, parents meet their son’s classroom teachers as well as his faculty advisor and hear about the academic program.

Parents’ Visiting Days in the fall offer parents the opportunity to spend a full school day with their sons, attending classes from 8:00 a.m. until 3:00 p.m. Mothers and fathers may select either designated day to come to classes with their sons, however, only one parent per day per student so that we can accommodate all visitors in classrooms.

Keeping Parents Informed: CranNet, and Emailed Newsletters
The Boys’ Middle School depends on parents regularly accessing CranNet (http://crannet.cranbrook.edu) for communication of important matters. On CranNet parents can expect to find calendar information, student homework assignments, weather updates for sports, etc. In addition, parents receive monthly newsletters sent to their email addresses. The newsletters feature important news and preview upcoming events. The Schools also use email to communicate urgent, updated, or very timely information.

**Problem solving**

If an issue or problem develops in any aspect of your child’s life in the Middle School, we ask that you follow these steps:

1. Contact immediately and personally the teacher, advisor, coach, or other person most closely involved and discuss the problem privately.
2. Discuss how both the parents and the teacher together can guide the student or students involved to resolve the situation.
3. If the problem cannot be resolved through this process, contact the appropriate administrator, who will assist in the facilitation of a resolution.

Please attend to concerns promptly to help us to meet each student’s needs.

**In Loco Parentis and Safety Concerns**

The school recognizes its role in *loco parentis* in providing a serious and safe learning environment for all our students. Students are under the School’s jurisdiction during the academic day and school-sponsored activities and trips.

**PARENT ORGANIZATIONS**

**Mothers’ Council**

The Cranbrook Kingswood Middle School Mothers’ Council is a service organization that provides a communication link among parents, students, and the School. The Council promotes volunteer and financial support which is ultimately returned to the students in the Middle School. As a parent of a Cranbrook Kingswood student, you are a member. We thank you in advance for your support, both financially and/or with your participation. Please be sure to contact President, Christine Giampetroni (248-646-7784) if you have any questions at all.

**Dads’ Club**

The Cranbrook Kingswood Dads’ Club is dedicated to supporting the student body through a coordinated effort with the School administration and related parental organizations. The fathers enhance the educational experience of students by donating their time, talents and money.
Meetings are scheduled throughout the year. These informational meetings keep the dads apprised of such issues as admissions, curriculum, college counseling, athletics, funding-raising and public relations. By being better informed, the dads serve as ambassadors and marketers for the school and discover new ways to contribute to the stability of this community. For more information, feel free to contact the President, Ken Bassey (248-246-5768).

**Booster Club**

The Cranbrook Kingswood Booster Club provides support in a variety of forms to the Cranbrook Kingswood athletes. Booster Club is comprised of parents, faculty, administrators, alumni and friends of the Schools. Our mission is to: encourage school spirit and participation; insure tangible recognition for achievements; promote sportsmanship and leadership and assist in the improvement of equipment and facilities. The Co-Presidents are Paul Reasoner (248-645-1744) and Amy Murphy (248-539-3886).

**The All Schools’ Diversity Committee**

The All Schools’ Diversity Committee was formed in August 1994. The purpose of this committee is to provide leadership and support through resources and programs to make Cranbrook Schools a welcoming, respectful, safe, and healthy place for all who choose to come here.

The objectives of the committee are: (1) to promote ethnic, religious, cultural, socio-economic and racial understanding and respect; (2) to work in collaboration with the Director of Community and Multicultural Programs and Heads of each division to design and support programs in multicultural education for all; (3) to support the work of parent organizations in their diversity activities; (4) to encourage parents to share resources and provide support to enhance multicultural education and sensitivity; and (5) to serve as a resource for the community in matters of multicultural concerns and to make recommendations regarding such concerns.

The committee membership consists of faculty, administrative, board and parent representatives from the entire school community. This committee seeks a diverse membership of adults invested in the issues of pluralism, equity and justice that affect the quality of community life. All representatives work very closely with each division’s leadership team in identifying and developing programs supportive of the school’s mission. Parent members of The All Schools’ Diversity Committee serve as liaisons to the parent diversity sub-committees established by Mothers’ councils and Dads’ clubs in each division.

If you would like to know more about this committee, please contact Carla Young, Director of the Office of Community and Multicultural Programs (645-3683).
CRANBROOK SCHOOLS FACILITIES USE POLICY

Parents and others who are interested in using any part of the campus should refer to the following policy: All groups who wish to use Cranbrook Schools facilities must sign a rental agreement with the Cranbrook Event Management office. Groups supervised by Cranbrook employees as a regular part of their duties and groups listed as Cranbrook organizations in the Cranbrook Schools Directory are exempted.

STUDENT IDENTIFICATION CARDS

At the beginning of the school year, students are issued student identification cards. Throughout the year, the cards are used to charge the cost for various school-sponsored events. The school store is open daily for the convenience of all students. In order to prevent abuse of charging privileges, parents are urged to discuss with their sons reasonable use of the i.d. card. If a card is lost, there is a $20.00 replacement cost.

LOCKERS

Each student is assigned two lockers; a hall locker which provides space for books, papers, coats and any other items he chooses to place there; and a gym locker in the locker-room which provides space for storage of gym clothing and shoes. Book-bags may not be taken to classrooms. They must remain in the students’ lockers.

Lockers should be locked at all times. Expensive articles and large sums of money should not be brought to school; the school cannot be responsible for their loss. Food and beverages are not to be kept in any lockers, hallway or athletic.

The school may examine a student's locker when there are reasonable grounds for examination. Lockers, as school property, are ultimately under the control of school authorities and are used by students during the school year for storage of personal property.

MIDDLE SCHOOL PROGRAMS

Our philosophy is to guide the students, as individually as possible, through a period of academic and social adjustment. The tone of the middle school, first and foremost, is one of caring and cooperation. In this regard, all members of the faculty and administration work together to track the all-around progress of each student and, in so doing; they rely heavily on open and frequent communication with the home.
Advisor/Advisee Mission Statement

The Cranbrook Kingswood Boys’ Middle School Advisory Program is a three-year program which strives to meet the social, academic, and emotional needs of our adolescent boys. The small groups provide a safe and comfortable environment to foster relationships, develop group identity, and strive for responsible actions, both socially and academically. Through this unique program, our boys learn to tolerate, accept, and appreciate one another. As an advisor becomes an advocate for each of his/her advisees, the relationship between them leads comfortably and naturally to better communication with him and with his parents. The lessons learned in advisor groups are interwoven with the curriculum and daily life at the BMS, resulting in the students’ competence to become more globally aware.

Advisor/Advisee System

Early in the school year, each student is assigned an advisor from the faculty of his respective grade. Depending on his schedule, each student meets with his advisor several times each week. It is hoped that each student will develop a special relationship with his advisor, so that during times of stress or difficulty, the advisor can assume the roles of counselor, confidant, and friend. The advisor is the primary link between home and the school. The advisor should be the first person to contact if information is needed or if there is a concern that needs to be addressed.

Blue Key

Blue Key (Welcoming Committee) is a group of Cranbrook Kingswood Middle School boys who volunteer to serve as guides for prospective students and families, to act as a host committee for new students, and to assist at special events, such as open houses and parents' visiting days.

Student Athletic Council

These students from all grades meet every three weeks with the Interim Athletic Coordinator. The Council acts as a forum for students’ input concerning our sports programs.

Crane Leadership Council

The Crane Leadership Council is an elected group of students from the middle school. There are four representatives from each grade. In order to be a candidate for the council a student must submit a short typewritten essay that addresses his leadership skills. After submitting the essay the student begins work on a campaign speech, as well as a campaign poster. At the end of the campaign week, an election is held. Once the council is elected, meetings are held Friday mornings at 7:15 a.m. The responsibilities of the council include the sponsorship of events, improvement of the school community and the attainment of leadership skills.

Off-Campus Programs

The middle school recognizes that not all learning takes place within the confines of a classroom. A variety of off-campus activities are offered throughout the school year.
**Wolverine:** Each year, the entire sixth grade participates in a week-long camp experience in northern Michigan that emphasizes interpersonal relationships and ecological awareness.

**Interim:** In September or October, the seventh and eighth-grade students participate in a week-long interim program. For seventh-graders, this program represents an opportunity to work with faculty and peers in designing and implementing an off-campus experience associated with and enriching the seventh-grade curriculum. The eighth-grade program focuses on outdoor experiences.

Recent interim programs have included hiking, biking, rappelling and white-water rafting in West Virginia and visits to geological, historical and archeological sites in Arizona and South Dakota. Each student contributes to the planning of his trip along with his group, and this opportunity allows him to make an investment in this program that ensures a greater reward at the completion of the interim experience. This invaluable experience helps the middle school student grow toward mastering the developmental tasks of achieving independence, responsibility, self-reliance, and the ability to make good choices and decisions.

**THE MIDDLE SCHOOL DAY**

**Daily Schedule**

School days are labeled A and B. The two-day cycle allows two classes to meet within that block. The days are labeled on the school calendar. Please refer to the middle school calendar for correct letter days.

Students attend classes from 8 a.m. to 3 p.m. daily. Art and human development meet for a semester, alternating with physical education, which meets throughout the year. Performing arts classes meet throughout the year, alternating with study halls or activities.

A snack is provided for all students during the school day.

Students who are not in a scheduled class are expected to check in with the office. Students may check out of study hall to go to the library or computer room. Students may also request extra help from teachers during study halls.

If a student must miss school for part of the day because of a medical or dental appointment, a note must be presented to the middle school office the day before the appointment, if possible, or by 8:45 a.m. on the intended day of absence. The student's name and time away will then be available for faculty information.

A student may depart during the school day only with parental AND school permission.
After School Program

An after school program is available for middle school students everyday from 3:00 - 6:00 p.m. Our goal is to provide appropriate supervision through a program that is attractive to middle school students. Any student who is on campus but not involved in another after school activity will be expected to attend after school programs after 3:30. In order to maintain security, students must sign in upon arrival and parents are expected to sign out students when they leave the building. No enrollment is necessary; students may attend on a regular basis or occasionally. Generally, students use this time for homework, but they may be involved in games, conversation, etc. Computer and internet/email use is monitored. A snack will be provided each day. A fee of $4.00 for the first hour or $6.00 per day will be charged to the student's account to cover the cost of this program, with fees commencing at the time the student signs in. The After School Program phone is (248) 310-8184. Note for students using the library: Students who wish to use the library after school from 3:00 - 4:30 p.m. must sign in with the After School Program for security purposes before they go to the library. Students are not charged a fee provided they are picked up by a parent or guardian by 4:30 p.m. when the library closes. Per-hour fees for these students begin when they return to the After School program.

Attendance Policy

Attendance is a basic expectation. Unnecessary absences and tardiness are very much discouraged; they diminish the student's educational experience and are disruptive to individual students, classes, teachers and the school community. Besides classes, a student's academic day obligations also include assemblies, class meetings, advisor-advisee meetings, and special events (including field trips).

Students may miss obligations if they are ill, or are away due to family emergencies, school-related activities or school-approved trips. Other absences are strongly discouraged.

Students may not participate in school socials or athletic events if they have not attended at least half of their academic courses (3.5 class periods) the day of the social or athletic event.

It is school policy that academic credit in an individual class may be denied if a student accrues more than seven absences in a trimester. When a student accumulates five absences in a trimester, a letter of notification will be sent to his parents or guardians. Students with seven absences total within the trimester can expect an attendance review. When, according to the teacher, the student’s credit in the course is being jeopardized, there is a special review of the student’s attendance and its implications on successful completion of the class. The committee is composed of the Division Head, the Dean of Students, and the Team Leader/Advisor for the student’s grade level. The student, parents, and advisor are notified by the Dean of Students of the conditions, especially attendance, for receiving course credit for the trimester. If the student does not meet these conditions, he will lose credit, receiving a WP (withdrawn/passing) or WF (withdrawn/failing) in the class, and could jeopardize the opportunity to re-enroll the next year.
Tardiness

Students should be dropped off each morning fifteen minutes early to allow them to reach class, prepared and on time.

Tardiness to a class will generally be handled by the individual teacher. Repeated tardiness and all absences from class will be reported to the Dean of Students and the Head of the Middle School. If tardiness is chronic with no extenuating circumstances, the student can expect consequences such as meeting with the dean, advisor and parents; early sign-in; work duties; and detention. All questions regarding attendance should be directed to Michael Roche, Dean of Students (248-645-3075). For the purpose of determining academic credit, tardiness to a class three times will equate to one absence.

Please note: On the day of an unforeseen absence or tardiness, parents should notify the middle school office, 645-3070, before 8:00 a.m. When making medical appointments, parents are urged to check the student's schedule for "free" times and notify the school, in writing, at least one day before the scheduled appointment. The time allowed for make-up of missed work is at the discretion of the individual teacher.

Travel Related Absences

The faculty and administration appreciate the value of travel and the benefits that might be gained through experiences in other cultural and geographical setting. Our generous vacation schedules are intended to provide adequate time for such opportunities. However, the Middle School neither encourages nor supports arbitrary extensions of these vacation periods or the capricious absence of a student at parent request for a pleasure trip during regularly scheduled class days. Those parents who request such extensions or non-vacation absences must complete a student absence agreement form that places the responsibility of making up work and tests squarely on the student. Unlike the additional make-up days given after an absence resulting from illness or emergency, these missed assignments must be completed within a teacher-specified time period.

Advisory Period and Assemblies

Bulletins are announced to all classes daily, and are posted on the main bulletin board outside the office as well. Break usually occurs between third and fourth periods. That time is used for advisors to meet with advisees, to have class meetings, for silent reading, for assemblies and for recess. Assemblies are scheduled as the need arises. This assembly time may be used to discuss community concerns or special programs may be planned, such as student awards or guest speakers. The Crane Leadership Council has assembly time for discussion of its activities.
Lunch

The middle school has a dining hall facility that is conducive to relaxed, enjoyable meals. As individual members of a larger community, all members are expected to respect and contribute to maintaining this atmosphere.

Community Service Program

Most service opportunities are sponsored through advisory groups or class activities. Emphasis is placed on “hands on” service. All students will assist in the lunchroom, and may assist in the library, the bookstore or the office as a part of the middle school service program.

Messages and Deliveries

A parent may reach a student with a message through the middle school office. Hours are 8 a.m. to 4 p.m. (645-3070). The message will be posted on the student's locker.

Voice mail messages may be left for teachers to return calls, however, email messages prove to be more efficient. Please refer to the faculty section of the school directory for faculty phone numbers and email addresses. After hours, teachers may be reached at their homes. We suggest calling between 7:00 p.m. and 9:00 p.m. when possible. You are encouraged to contact faculty at school during regular hours.

The office FAX machine is for business purposes only. Reports, homework, or projects faxed to the school are inappropriate use of office equipment and will not be given to students or teachers. The middle school office allows only emergency phone calls by students. If a student feels ill during the course of the day, he is to report to the office. The office staff will call home if necessary. We discourage phone calls when students have forgotten homework, equipment, etc.

After Hours Access to School Building

It is each student's responsibility to ensure that he has his personal belongings and work materials in his possession when he leaves school. In case of an emergency, he should contact campus security at 645-3170.

Emergency Drills

During each school year Cranbrook Schools conducts various faculty-supervised emergency drills (including fire drills, tornado drills, and lock-down drills). Prior to the first drills, students are informed of the procedures and told the importance of following directions, remaining calm, and responding promptly. We strongly urge parents to review with their children safety protocols in general as well as the importance of acting appropriately, with safety in mind, during any emergency.
Severe Weather Procedures

Recognizing that a significant number of our students and faculty live on campus or in the immediate Bloomfield-Birmingham area, where snow removal is efficient and effective, every effort will be made to hold school. This objective also recognizes that working parents often have great difficulty in arranging supervision for their children if school is canceled, and the significant impact on our academic schedule.

Cranbrook Schools cover a very wide geographic area within which weather and road conditions can vary considerably. If parents believe that conditions in their immediate area are too hazardous for their child to travel, they may decide to keep the child at home. Students not in attendance on severe weather days due to parental decision will not be penalized for late assignments.

A decision to close school will be applicable to all divisions and grades of Cranbrook Schools, and will generally be made prior to 6 a.m., but in case of rapidly changing weather conditions, the decision may be made as late as 6:45 a.m. Parents will be notified through the “Alert Now” system when school will be closed for inclement weather or school emergency.

Parents and students are advised to listen to the local radio stations for school closing information up until the time their child is to leave for school.

The following television and radio stations broadcast school closings for the entire metropolitan Detroit area:

- WJBK-TV (Channel 2)  WRIF-FM (101)
- WDIV-TV (Channel 4)  WWJ-FM (950)
- WXYZ-TV (Channel 7)  WKQI-FM (95.5)
- WJR-AM (760)  WOMC-FM (103.4)
- WXYT-AM (1270)  WWW-FM (106.7)

Lost and Found

Lost articles should be reported immediately to the middle school office. Found articles are stored for a period of time in the lost-and-found located across from the Dean’s office and then donated to charitable institutions. Students should also check classrooms, hallways, locker rooms and the gym for lost items. Articles of special value (watches, calculators, etc.) will be kept in the school office for a reasonable time, and students should check to see if a missing item has been returned.

Student Services

Through the Special Education Department of Bloomfield Hills Schools, students who attend Cranbrook Kingswood Middle School may be eligible to receive the following services:
- health services
- psychological services
- services of school social workers
- speech therapy
Health Center

Students who are feeling ill are to report to the school office and, if necessary, the resident nurse and/or parents will be notified. If the student is taken to the hospital, parents will be notified. Please note: parents should inform the school of any medical conditions, special medication restrictions, or particular problems relevant to the student's full participation in school life.

SCHOOL STANDARDS AND REGULATIONS

An effective middle school is rooted in the needs of young adolescents, and our Cranbrook Kingswood policies of conduct and citizenship are based on our knowledge and experience with groups of boys in grades six, seven and eight. Above all, we work to maintain an atmosphere of concern for individual growth in the context of social cooperation. The balance is not always easy to maintain, but it rests firmly on the concepts of:

- respect for people and property
- integrity
- health
- safety

“To respect” means to recognize the worth of, to treat gently, to value. Accompanying respect is the concept of responsibility. We expect everyone to accept responsibility for his words and actions. The following school policies are derived from our belief in the concepts of respect and responsibility and fall into the four categories listed above.

Major Concerns

- **Honesty and Integrity:** Honesty and integrity are fundamental concerns; therefore, vandalism, plagiarism, lying, cheating, or stealing are serious offenses and will be dealt with firmly.

- We use the term plagiarism to describe the kind of cheating in which students represent the ideas or words of other persons as their own. We urge extra precautions to students using the internet or resource books. Following teachers’ guidelines is essential. Before offering the student help with the preparation of homework, papers and projects, parents (and tutors) should be aware of the teacher’s instructions and the expectations concerning the appropriateness of outside assistance. If a student has any doubts about what constitutes plagiarism, he should see his teachers.

- **Drugs, Tobacco and Alcohol:** The possession or use of drugs, tobacco or alcohol is forbidden whenever a student is under the school’s jurisdiction, either on or off campus. Students are not to be on campus under the influence of drugs or alcohol. Being in the presence of tobacco, drugs or alcohol, or possessing paraphernalia for the use of drugs are also rule violations.
• **Consideration of Others:** Mutual respect is essential for community trust and personal growth. Therefore, unkind teasing, insulting remarks, bullying and/or physical or psychological intimidation are not tolerated.

• **Campus Boundaries:** During school hours, 8 a.m. to 3 p.m., students are not to leave the middle school campus. The campus is defined by the areas bounded by the fence and Vaughan Road. After school, students must have parental permission and notify the office if they are going to another part of the Cranbrook Community. Boys are not allowed on the Kingswood Campus without specific permission.

• **Electronic Devices:** Items including, but not limited to, beepers, electronic toys or games, televisions and similar gear have no place in our educational setting. Unless given specific permission by a faculty member, students may not bring these devices or items to school. We discourage families from allowing their students to bring Ipods, MP3 players or CD players. If a student does bring one of these devices, he must keep it in his locker during the school day. He may play it after school only if it does not interfere with other students, faculty, or a school-sponsored event/activity.

• **Use of Cell Phones** – While on school grounds, cell phones may be used only after school and only to contact a parent (or the driver who will provide a ride home). **During the academic day, cell phones must be turned off and stored in students’ lockers.** Unless given permission by a faculty member, a student may not use a cell phone during any school-sponsored activity including, but not limited to, socials, field trips and Wolverine/Interim trips. Unless a faculty member gives approval, a cell phone may not be used to take pictures or video at school or at school-sponsored functions. Note on texting: Texting is allowed only after school and only if it is the parent’s preferred means of contact with the student.

• **Weapons:** The possession of knives, firearms, explosives or any similar objects or materials in school or at any school activity is prohibited. A violation of this rule is grounds for immediate dismissal from school.

**Harassment Policy**

Cranbrook Schools seeks to be a community which provides an environment that acknowledges and celebrates the diverse personal and cultural differences within our administration, faculty and student body. The school will not tolerate the harassment of an individual or group based on race or sex.

**Sexual Harassment** - All adults and students have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment and have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others. Sexual harassment is behavior of a sexual nature related to gender or sexual orientation that is both uninvited and unwelcome. Sexual harassment may include:
• Clearly unwelcome sexually suggestive looks or gestures
• Clearly unwelcome pressure for attention, dates or sexual activity
• Clearly unwelcome physical contact, such as patting, pinching or deliberate brushing against another’s body
• Sexually suggestive remarks or “jokes” about another’s gender or anatomy
• Solicitation of sexual activity or other sex-linked behavior by implied or overt promises of preferential treatment

**Racial Harassment** - Racial harassment is any abuse of an individual or group on the basis of race, creed, ethnicity or national origin. Again, all adults and students have a right to participate in the activities of the school free of racial harassment. Racial harassment may include:

• Easily identified acts of oral or written abuse
• Subtle forms of harassment such as graffiti, epithets, and racially stereotyped comments or “humor”

**Response to Harassment** - Any adult or student who believes he or she has been the subject of unfair treatment, of harassment, or intimidation, or of abuse from another person in the community should report the alleged act immediately to the Dean of Students or to the Head of the Middle School. Where appropriate, the school will effect an informal resolution between the individuals affected. In the event of more egregious behavior, the school reserves the right to initiate a more formal process. All complaints will be handled in a timely and confidential manner.

• In the case of a complaint about a student’s behavior, if it is found that harassment, intimidation, abuse or unfair treatment has taken place, the harassing student will be called before the dean or head of the middle school. Those found in violation of this policy will be subject to responses that may include appropriate education, counseling, probation, suspension or dismissal.
• In the case of a complaint about an employee’s behavior, if it is found that harassment, intimidation, abuse or unfair treatment has taken place, the matter will be referred to the head of the middle school and, in keeping with the policies of the Cranbrook Educational Community, the school will take strong disciplinary steps, including appropriate education, counseling, probationary status, and possible discharge.

**Cranbrook Schools’ Technology Use Policy**

The use of the computer resources at Cranbrook Schools is a privilege, not a right. The School’s computer resources must be used for purposes consistent with the mission of the school and used unselfishly, with good manners, and for the good of the community as a whole. Prior to using Cranbrook’s technology, students and parents will be required to have read and signed the Technology Use Policy form.
Cranbrook Schools’ Acceptable Use Policy

This policy applies to all technology resources including but not necessarily limited to: computers, phones, video equipment, copy machines, and information storage devices. The use of these resources is a privilege, not a right, and must be treated as such by all users. The trust that defines this community requires that our technology resources be used to support the educational purposes consistent with the mission of the school and used unselfishly, with good manners, and for the good of the community as a whole.

When using the Internet outside of school in ways that may impact the school community, students are expected to demonstrate the same courtesy and respect towards members of the community that they are expected to show at school. The school reserves the right to take disciplinary action in cases where out-of-school Internet use has an impact on the school community or learning environment.

It is important to note that school network and email accounts are the property of Cranbrook and are not private. Cranbrook has the right to access network and web activity of users of the Cranbrook-owned network at any time.

GOVERNMENT LAWS: Many of the Schools policies are not only the policies of Cranbrook but also the policies of the United States and the State of Michigan. Violations include, but are not limited to, the following:
1. Criminal Acts – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyberstalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.
2. Libel Laws - Publicly defaming people through published material on the internet, email, etc…
3. Copyright Violations - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other’s words or ideas as your own).

The actions listed below comprise a non-exhaustive list of violations of the Schools’ policy on acceptable use of its technological systems:

- Unauthorized copying or theft of software or other intellectual property from any source. Software is intellectual property. With the exception of freeware, it is illegal to load software, including shareware, on a computer unless the user has a legitimate license for the software or permission has been obtained from the appropriate creator, owner, or licensor. All software loaded on school computers must be approved by the school and Cranbrook must own and retain the licenses for all copyrighted software loaded on school computers. Requests for new software should be directed to the Schools’ Technology office. Illegal peer-to-peer file trafficking of copyrighted works is prohibited.
• **Use of any technological systems for commercial purposes.** Cranbrook’s technology resources may not be used for private gain or commercial purpose. Permission must be obtained from the appropriate division head for use of Cranbrook Schools’ equipment or network by other agencies or causes. Cranbrook must be reimbursed by such agencies or causes.

• **Damaging, vandalizing, hacking, or destroying technological systems or equipment, including computer hardware or software.** All users shall respect the integrity of technologically based information. Users shall not in any way damage, vandalize, hack, or destroy equipment here or at any facility to which Cranbrook Schools has access, either physically or by any other method that is intended to make the system impossible, difficult or inefficient for others to use. Printing excessive copies, attempting to crash computers or networks, creating or intentionally using programs designed to damage computers or inhibit network traffic, creating or transmitting chain letters or excessive messages, or using devices that restrict legitimate use are all examples of conduct that violate the Acceptable Use Policy.

• **Harassment through the use of any technological systems.** Use of technology resources at school to create or distribute annoying, harassing, demeaning, libelous, threatening, or obscene messages, videos, or photos anywhere or to anyone is prohibited. Masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but it not limited to, the use of web-based social networking spaces such as: MySpace, Xanga, and Facebook as well as sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else’s name.

• **Invasion of School or Individual Files, including phone mail and computer files.** All users shall respect the rights and property of other users. Any attempt by users to access another user’s or the school’s non-public files, phone, or E-mail messages will be considered theft. Any attempts to gain access to unauthorized resources or information, either on the computer or telephone systems of this campus or any systems to which Cranbrook Schools has access, are prohibited. It is the responsibility of all users to report to the system administrators any problems, misuse or damage to the network or to individual files.

Sensitive information on the Cranbrook network is protected in a number of ways, however, network security is ultimately dependent on all users observing appropriate security precautions. Network and e-mail passwords are confidential information and may not be shared with others. Users must never leave a computer that they are logged onto unattended.

• **Accessing or publishing pornographic or demeaning materials.** Some material on the Internet may be objectionable to individual users. Cranbrook’s technology may not be used to publish, retrieve or store dangerous or demeaning materials, including but not limited to, pornography, documents encouraging violence or illegal acts, and racist tracts or hate speech unless required as part of the classroom curriculum and access is supervised by an instructor.

• **Irresponsible use of websites, blogs, wikis, etc.** The user must keep in mind that the use of the schools technology to access or publish to any and all of these types of Internet tools must reflect the spirit of the principles set forth in this document. Cranbrook students are ambassadors for the school in all their online activities; therefore, all students will be held responsible for how they represent themselves and the school on the internet. What Cranbrook
students post on the Internet should not reflect negatively on fellow students, teachers, or the Schools.

**Consequences.** The consequences of violating the Technology Use Policy will be in keeping with the school’s disciplinary system. All violations of the Technology Use Policy are violations of a major school rule. Cranbrook Schools has the right to review any material stored on any system provided by Cranbrook and to edit or remove any material; materials will be randomly reviewed to protect Cranbrook Schools’ interest in the systems and to ensure that the systems are not being misused. For any violation, a user’s access to technology may be suspended. Other consequences can include citizenship probation, suspension, or dismissal from school, as well as full financial restitution to Cranbrook for time and money spent resolving issues resulting from misuse of the Schools’ computer systems.

Interpretation, application, and modification of the Acceptable Use Policy are within the sole discretion of Cranbrook. Any questions or issues should be directed to the designated divisional administrators.

**DISCIPLINARY CONSEQUENCES**

Student behavior and adherence to school standards and regulations directly affect the overall health of the school atmosphere. While we take an educative approach to discipline, we feel strongly that students need to take responsibility for their actions and make a concerted effort to alter any negative or disruptive behaviors.

Discipline issues range from minor (chewing gum, dress code violations) to more severe (harassment, cheating) and require the school to remain flexible, yet fair, when determining appropriate consequences. The following guidelines outline our progression of disciplinary consequences. However, we reserve the right to go directly to Step Four when the action is so egregious that dismissal is warranted.

- **Step One – Conversation:** Many disciplinary situations are handled by individual faculty, both in and out of the classroom. A simple reprimand or brief conversation often solves the issue. Certain problems are handled by the grade-level teams and can involve the student, parents, administration, and faculty. Our goal at this stage is to remedy any problem(s) through a counseling approach, with the clear understanding that further problems will result in more severe consequences.

- **Step Two – Detention:** Detentions will be given for more serious behavior and/or continued problems not resolved by conversation. Detentions will be served before school, from 7:00 a.m. to 8:00 a.m., and may include a work-duty component. Parents will always be notified when their son is given a detention.

- **Step Three – Suspension:** Suspensions are reserved for students who do not alter their behavior following either Conversation or Detention or who, due to their own actions,
jeopardize the welfare of others or the overall health of the school. Suspension can occur for a variety of reasons including, but not limited to, severely acting out in class, threatening to hurt a fellow student or teacher, or other serious violations of the school’s Standards and Regulations. Depending on the circumstances, suspensions are either in-house (served at school from 8 a.m. to 3 p.m.) or at home. Parents of a suspended student will be asked to meet with the Head of School and/or Dean of Students.

- **Step Four – Dismissal:** Dismissal from Cranbrook Schools may result from repeated behaviors not resolved by Conversation, Detention, or Suspension, OR for behaviors so severe that dismissal is the appropriate recourse. Parents will be asked to meet with the Head of School and Dean of Students.

**Citizenship Probation**

Citizenship probation will be given to a student who has repeatedly struggled with discipline issues OR who commits such a serious action that it warrants probation without any previous consequences. The Head of School and the Dean of Students will work in conjunction to place a student on citizenship probation. Parents will be informed when this occurs.

Citizenship probation is very serious and could result in dismissal from school should any further incidents occur. It also places a student’s re-enrollment status in jeopardy.

**Parents and Discipline Process**

The role of parents in supporting school rules and expectations is critical in maintaining a healthy, ethical community. Parents are informed when their students have a detention or when there are more serious consequences for their conduct, including detention, suspension and citizenship probation.

Because the School feels strongly that students need to take responsibility for their actions, faculty or administrators will initiate a conversation with a student regarding minor disciplinary issues (i.e., for offenses that do not warrant a detention or more serious consequences than a work duty) without notifying parents.

In those discipline situations where conversations with students are necessary to determine the details/facts of a situation, parents may not be contacted in advance. They will, however, be notified of the conversation after it has taken place if the situation has discipline implications for the student. Parents or other parties not associated professionally with the school are not permitted to be involved in fact-finding or deliberative meetings related to discipline.
DRESS CODE

Emphasis is on maintaining a sense of decorum reflective of our self-respect and concern for neatness and personal organization.

Hair should be out of the eyes, well groomed, of a conservative length (above the collar), a natural hair color, and worn without decoration. Slacks, corduroys, fold-over collared shirts (without messages), sweaters, Patagonia style fleece pullovers, and only Cranbrook Kingswood sweat-shirts that are not hooded are acceptable attire. Regular shorts (solid, stripes or plaids) of a modest length are acceptable. Sagging pants are not allowed. Casual T-shirts, sweatshirts, mock turtlenecks, jeans or any color denim clothing (pants or shirts), athletic or boxer shorts, jams, beach attire, open toe or open heel shoes are not allowed. If a sweater, Patagonia style fleece-wear, or Cranbrook Kingswood sweatshirt is worn, a fold-over collared shirt must be worn under it. Shirts are to be tucked in at all times during the school day. Hats, athletic and otherwise, are not to be worn in the building.

Regarding jewelry, non-religious jewelry is discouraged. The wearing of piercing jewelry while in school or at school-sponsored activities is prohibited.

For physical education and athletics, the required dress is gym shorts, T-shirts, white socks, sneakers, a sweat suit for cold weather, and rain shell when appropriate.

During cooler or winter weather, a sweater or Cranbrook Kingswood sweatshirt might be kept in the student’s locker. Coats and pullover sportswear (except Patagonia style, collared sportswear) can not be worn to class.

Dress for some after school events may be more casual than dress during the school day, but, again, neatness is the prime concern.

If a student is found in violation of dress code, he may be sent home to change or a parent may deliver the proper attire to the school office. He will not be allowed to return to class until appropriately dressed. If there are any questions in regards to clothing or hair style, please contact the school.

SOCIALS

If a student violates any of the following guidelines, he may not be allowed to attend future social events and may be subject to additional disciplinary action.

1. Once a student has arrived at school or at the location at which the social is taking place, he may not leave the school building or area.

2. A student must wear clothing in good taste, and as recommended by the occasion.
3. A student may not invite guests to social events.

4. A student may not bring or drink any alcoholic beverages, smoke cigarettes, or use drugs of any description. (See major violations.)

5. During the social, a student must conduct himself appropriately at all times.
6. If a student must leave early, his parent(s) must come into the school, building or area for the student.
7. Parents are expected to pick up their sons promptly at the designated conclusion time of the event. Failure to do so may result in loss of future social attendance.

**VISITORS (School Day)**

A middle school student may bring a visitor who meets these qualifications.

- The visitor must be a boy who is within one year of the student's age who is currently attending grade five, six, seven or eight elsewhere.
- A student may bring only one visitor on a single occasion.
- A visitor may visit only once.
- A student must obtain a middle school visitor form from the middle school office. This form must be completed at least two days prior to the visitor's arrival. The student will supply pertinent information about his proposed visitor and will then request approval of the head and all of his teachers. Approval involves the initialing of the required form by these persons.

**TRANSPORTATION**

Depending on the daily schedule, students generally depart between 3:00 and 3:15 p.m. Students should be picked up after seventh period. Parents are urged to follow these guidelines regarding daily traffic patterns.

**Sixth Grade Students** may be dropped off and picked up on the traffic circle off Vaughan Road. **No parking is allowed on that circle during drop-off and dismissal periods.** This is a fire lane.
Seventh and Eighth Grade Students should be dropped off and picked up at the drop off circle of the main entrance at the south side of the building. Parents who park and leave their cars must use the main entrance parking lot.

The school day ends at 3:00 p.m. every day. Parents are expected to pick their sons up promptly at that time. If a student participates in after-school athletics, he will have practice five days a week, until 4:30 p.m. We expect that he will be picked up promptly, at a clearly designated spot. Coaches hold practices rain (inside) or shine.

If parents have questions about practice or a game being canceled, they should call the middle school Athletic Hotline: (248) 645-3578, after 2:00 p.m. Families should discuss ahead of time their own contingencies for out-of-the-ordinary school pick-ups.

MIDDLE SCHOOL ACADEMIC LIFE

The Middle School curriculum (see pg. 36 in the Curriculum Guide) encourages the development of students’ cognitive skills and academic competencies. Students’ learning experiences have been designed in recognition of early adolescence as a critical time in intellectual growth, curiosity and exploration. The Middle School also responds to the individual variations that are so common to students of this age, recognizing cognitive stages of development. Finally, the Middle School undertakes the charge of helping students through two important transitions, the first from elementary school and the second to meet the future challenges of an upper school academic program.

In their classes, Middle School students develop and practice skills and ways of thinking which are germane to a variety of disciplines including visual arts, performing arts, physical education, human development, English/language arts, mathematics, world languages, history/social science and science. Through reading, writing, discussing, and preparing hands-on projects, students learn how to think critically by observing, analyzing, reflecting, comparing, and generalizing.

The middle school years are also the time for students to develop the habits necessary to be successful students. Thus they are encouraged and expected to practice study skills including listening, note-taking, consistent review, time management and planning for homework, tests and projects.

Cranbrook’s Holiday Policy

The Schools have established a holiday policy as a guideline for the study and recognition of holidays throughout the academic year. Schools play an important part in educating students about diversity among peoples of the world, and the importance of understanding others’ beliefs as a means of developing understanding and respect.

The Cranbrook Schools encourage teaching about the beliefs of various religions and cultures in appropriate courses and classroom activities. Therefore, holidays, both religious and secular (public holidays that reflect the common heritage of all Americans), may be introduced into the
classroom for their historical, literary, artistic and cultural significance, but not for devotional purposes. The purpose of any study is to gain non-devotional awareness about a holiday through academic study that may include assemblies, performances, or other expressions such as displays or decorations.

In order to avoid either promoting or inhibiting any religion or culture, there should not be any observance of a religious or secular holiday during the classroom day. An observance would be an event that would solemnize the occasion or promote adherence to any certain beliefs.

In summary:

- Activities in conjunction with religious or secular holidays are neither to advance nor inhibit religion, and are limited to study.
- The totality of holiday-related activities is to reflect a variety of cultures and a balance among them.
- No student is compelled to study or observe any holiday in ways contrary to his/her religious beliefs.

The Schools have established this holiday policy as a guideline for the observance of holidays throughout the academic year. They invite parents and students to inform teachers of the students’ religious needs that might require individualized attention by the teacher.

**Homework**

Homework is assigned on a regular basis. The purpose of homework is to reinforce concepts covered in class and encourage both short and long term review. The amount of daily homework varies, but the average for sixth grade is twenty minutes per class, or approximately one and a half hours to two hours of homework each night. For seventh and eighth grade, the average is thirty minutes per class, or approximately two to two and a half hours each night. Students may also need to include practice time (typically twenty minutes) for a musical instrument several nights a week.

The faculty encourages students to use their time wisely during class and available study halls, thereby decreasing the amount of work that must be completed at home. It is also important for students to budget their time when working on major projects or studying for tests to alleviate last minute “crunches”.

In the event of an absence due to illness or family emergency, a student shall have at least the same number of days as the length of the absence to make up homework, quizzes and tests. In the case of planned absences (trips, scheduled appointments), students are expected to complete work as assigned. When a student knows he will be out of school, it is his responsibility to complete an Absence Agreement Form with his teachers to find out what academic obligations (homework, reading, projects, etc.) need to be completed prior to his return.
**Holiday Homework Policy**

Quizzes and tests are not given on the day after a school-observed religious holiday. When a school-observed holiday (religious or otherwise) occurs, only one night’s homework will be given. On evenings when there is a musical concert, only light homework will be given.

The Schools have established this holiday policy as a guideline for the observance of holidays throughout the academic year. The Schools invite parents and students to inform teachers of the students’ religious needs that might require individualized attention by the teacher. (See also Holiday Policy for Interscholastic Sport, page 35).

**Tests, Exams and Other Major Assignments**

Teachers use a variety of methods to evaluate a student’s progress: participation in class, papers, quizzes, oral presentations, projects and tests. Sometimes in a student’s mind these evaluation activities become more important than the content of the course. While we expect all of our students to work hard toward achievement, we also encourage them to value the learning itself.

**Tests and other major assignments:** Because teachers meet regularly with each other, the possibility of overloading students is minimal. However, no student should have more than two major assignments (e.g., tests, major projects) due on the same day. Students are urged to let their teachers or advisors know if and when more than two major assignments are scheduled for the same day.

**Exams:** There are no year-end cumulative final examinations for 6th and 7th grades. Eighth graders may have cumulative exams in their five core classes at the end of the second trimester or sometime during the third trimester. These exams are intended not only to measure a student’s learning but also to introduce students to the process of preparing for and taking cumulative tests that they will encounter in the Upper School. After the exams, students review their results with their teachers, discussing ways to improve their preparation skills. Exams may count no more than ten percent of the year’s final grade.

**Extra Help**

Students are encouraged to approach their teachers for extra help. Teachers may be available before school, during the academic day or after school. Teachers are not expected to provide more than forty-five minutes of extra help to any one student in the course of a week.

Private tutoring is recommended when the school’s resources are insufficient to meet the student’s need. Before making such arrangements, parents are encouraged to discuss with the teacher or advisor the advisability of such a step. All private tutors are expected to initiate and maintain contact with the teacher. Tutors are expected to guide the independent work of the student and avoid editing or redoing the student’s work.
Make-Up Work

After an illness or a family emergency, it is the student’s responsibility to check with his teachers regarding homework assigned during his absence. If a student has not been ill, he is expected to turn in his homework and/or take quizzes and tests as assigned, including the day of return (See Absence Policy, page 14). If a student has been ill, he has the number of days equivalent to his absence to make up his work (including homework, tests, etc.). For example, if a student is out ill Thursday, Friday and Monday, he will be given Tuesday, Wednesday and Thursday to complete the work missed. EXCEPTION: Tests or quizzes announced prior to the student’s absence are expected to be taken on the day of return. The same policy applies to papers and projects assigned before the absence. The School expects notification from the parents if the illness/emergency has prevented the student from preparing for a major assignment announced prior to the absence.

In the case of planned absences (trips, scheduled appointments), students are expected to complete work as assigned. When a student knows he will be out of school, it is his responsibility to complete an Absence Agreement Form with his teachers to find out what academic obligations (homework, reading, projects, etc.) need to be completed prior to his return.

Evaluation

The year is divided into trimesters with the exception of Art and Human Development which are semester long courses. At the end of each of these eleven-week periods, parents receive grade reports. Comments are written on all students at the mid-point of the first trimester and the end of the second trimester, regardless of their progress. Comments are only written for single trimester classes, students receiving D's or E's, or experiencing difficulties at the end of the third trimester. Students achieving less than a passing grade at the mid-point of the second and third trimesters will receive a comment from that teacher informing the parents of the difficulty.

The evaluation process depends greatly on these comments. With or without grades, teacher observations may be justification for a conference.

A student whose absence makes evaluation impossible will receive an "AB" until the make-up work is complete. A student whose work is deemed incomplete will receive an "incomplete" (I), and has two weeks to complete missing assignments. Failure to do so results in the "I" becoming an "E".

**Percentage Grading Scale**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100%</td>
<td>A+</td>
</tr>
<tr>
<td>93 – 96%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>D-</td>
</tr>
<tr>
<td>00 – 59%</td>
<td>E</td>
</tr>
</tbody>
</table>
Recognition of Academic Excellence

Academic honors are an important reflection of our school’s focus and values. At the end of each trimester, students may be eligible for either Dean’s List or Honor Roll. For Dean’s List, students must have all grades of B- or above, with one allowable grade of C in sixth grade, and C+ in seventh grade, and all passing grades in pass/fail courses. For Honor Roll, students must have all grades of B+ or above, and all passing grades in pass/fail courses. Dean’s List and Honor Roll students are recognized with signed certificates.

Athletic Awards

Each season, boys who participate in after-school athletics are recognized by their coaches in a special assembly. They receive special certificates, pins or medals for their participation.

Academic Concerns and Consequences

Recognizing the various stages of development evident among early adolescents, the Middle School is more concerned about students developing skills and competencies rather than achieving a specific set of grades. However, the School is concerned when a student is achieving notably below his/her ability or is not meeting course requirements. Most typically in such instances parents are invited to meet with the grade-level teaching team in order to determine strategies for home and school to encourage and monitor the student’s progress. While the School usually initiates contact in such circumstances, parents are always invited to inquire about their student’s progress regardless of the student’s academic standing.

The attention of School and family is especially warranted when the student’s performance indicates a pattern of lack of success over the course of a marking period. In reviewing the student’s progress, the participation of the student, parents, teachers, advisor, counselor, Dean of Students and Head may be needed. After communicating concerns and recommendations, the School monitors the student’s progress through mid-trimester reports (in relevant subject areas) or through other regular communication.

Sixth and Seventh Grades: Given the ages of sixth and seventh grade students, the Middle School faculty understands that some academic inconsistencies will occur. However, continuous or repeated academic difficulties sustained over two or more trimesters may be symptomatic of the child’s inability to meet the academic demands of the Middle School at this point in his/her life. In such situations, the school and family discuss whether the match between the student and school is a compatible one. If the child’s grades and comments indicate a preponderance of unsatisfactory work, the School may withhold the re-enrollment contract.

Eighth Grade: Eighth grade completes the middle school academic experience and serves as a gateway year into the Upper School. In the interest of both the student and the school, the Middle School does not recommend the student to Upper School if his efforts, especially during the second and third trimesters, do not show sufficient achievement and/or growth in order to
succeed in the ninth grade. In this situation, the Middle School notifies the parents and the Upper School Academic Dean that the student will not be recommended to the Upper School.

**Standardized Testing**

In winter, all sixth and seventh-graders take the CTP 4 (Comprehensive Testing Program 4), a standardized test measuring aptitude and achievement. The test results, which are sent to the parents and recorded in the student’s academic file, help the school and the parents better understand the student as an academic learner.

**Library**

The middle school library hours are 7:30 a.m. to 4:30 p.m. The library is equipped with a computer research lab containing eighteen workstations, providing CD and DVD drives as well as word processing access for report and essay writing. These resources are available to all students during their assigned study hall periods and after school for study and research.

Sixth grade students are given an extensive orientation at the beginning of the school year. This program features the proper use of the library, circulation of materials, basic research skills using books as well as the on-line databases and the availability of the Internet.

All students will receive detailed direction in the use of research tools involved in specific classroom projects. As classes begin a project, appropriate research skills will be reviewed.

As part of the Cranbrook Educational Community, the middle school students have access to all six libraries within the community. An extensive inter-library loan system opens the doors to the libraries at Brookside, Kingswood Middle, both upper school campuses, the Cranbrook Art Academy and the Cranbrook Archives.

**Computer Resources**

The middle school is fortunate in having access to a wide range of computer equipment. The middle school computer lab/library facility currently houses thirty-eight IBM workstations with CD and DVD drives, three printers (one color), a flatbed scanner, digital cameras and video monitor. In addition, most classrooms are equipped with networked computer stations and smartboards.

**ATHLETICS**

The Cranbrook Kingswood Middle School athletic program provides opportunities for both novice and skilled athletes. It is designed to help each boy realize his full physical potential. Teamwork, skill development, self-discipline, sportsmanship and commitment are important elements in all of the options offered. The school year is divided into four athletic seasons -- fall, winter 1, winter 2, and spring -- furnishing many opportunities for involvement at various skill
levels. Athletic options at the sixth-grade level are intramural. At the seventh and eighth-grade levels, the athletic options are interscholastic.

**Dress**

At the beginning of each season, coaches will inform the members of his/her squad of the required dress for that particular sport. Failure to report in the required attire will result in an unexcused absence.

**Athletic Attendance**

Daily attendance at practice is required for those students participating in the athletic program. If there is a legitimate reason to miss athletics, the student must present a note from a parent to the school office by 8:45 a.m. stating that reason. If, during the course of the day, a boy becomes ill, he must report to the office to get a written excuse to miss athletics. Students must attend a minimum of half of his academic classes (3.5 periods) in order to participate in a contest later that afternoon.

**Intramural Sports**

Designed specifically for sixth-graders, the intramural program introduces athletes to the rules of various sports. Experienced coaches help to foster skill development in a comfortable, non-competitive environment. Each session includes the introduction of skills important to that sport and drills designed to develop those skills. Several days of intramural game activity are also included. The program meets daily, Monday through Friday, after classes. Boys’ intramural activities scheduled to be offered this year include:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter 1</th>
<th>Winter 2</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Fitness</td>
<td>Volleyball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Cards, Chess &amp;</td>
<td>Diving</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Baseball</td>
<td>Euchre</td>
<td>Swimming</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Flag Football</td>
<td>Tae Kwon Do</td>
<td>Fencing</td>
<td></td>
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</tbody>
</table>

**Seventh-and Eighth-Grade Interscholastic Sports**

Students in grades seven and eight are encouraged to participate in the interscholastic sports program. Whenever possible, athletes are grouped onto teams that are appropriate for their grade or skill level. Qualified coaches help to further develop the students’ sport skills, and prepare them for game situations. Under the guidelines prescribed by the Michigan High School Athletic Association (MHSAA), competitions are scheduled with teams from public and independent schools. Teams meet for practices Monday through Friday. When considering the sport in which an athlete should participate, it is important to keep in mind that MHSAA regulations restrict athletes from participating on a school team if he is also a member of an outside team in the same sport during the same season. The interscholastic offerings for seventh and eighth graders include:
Fall  |  Winter 1  |  Winter 2  |  Spring
Cross Country | Basketball | Diving | Baseball
Football | Swimming  | Lacrosse
Soccer |  |  | Tennis
|  |  | Track and Field

**Holiday Policy for Interscholastic Sports**

Practices are optional and no games will be scheduled on the day before a school-observed religious holiday. During school-observed holidays, no practices or games will be scheduled.

**Accessing Middle School Athletic Information**

The athletic program at Cranbrook Kingswood Middle School is under the supervision of the middle school Interim Athletic Coordinator. The Interim Athletic Coordinator’s office is located on the Vaughan campus. Inquiries regarding the athletic program can be made directly to the Athletic Office by calling (248) 645-3251).

For convenience, parents may call a special middle school Athletic Hotline. The hotline contains information relevant to daily games and practice schedules. In the event of inclement weather, parents are encouraged to call the Athletic Hotline, (248) 645-3578, after 2:00 p.m. for updates about canceled games or practices. Athletes and their families can also access updated schedules and other pertinent information through CranNet (http://crannet.cranbrook.edu).
CRANBROOK KINGSWOOD MIDDLE SCHOOL
BOYS’ PROGRAM
CURRICULUM GUIDE
CURRICULUM

Academically, middle school students are encouraged to try their best in all phases of a challenging and varied program that emphasizes traditional academic areas, as well as art, music, physical fitness and knowledge of an expanding self.

Written assignments, short- and long-term projects, class discussions, oral presentations, daily quizzes, tests and homework aid teachers in evaluating individual student achievement.

PROGRAM OUTLINE

Grade Six:
- English
- Mathematics/Pre-Alg.
- Science
- Social Studies
- French/Latin/Spanish
- A.S.K.
- Visual Arts
- Performing Arts/Music
- Physical Education
- Activities/Study Hall

Grade Seven:
- English
- Mathematics 7/Pre-Alg./Alg. I
- Science
- Social Studies
- Latin/Spanish/French
- Human Development
- Visual Arts
- Performing Arts/Music
- Physical Education
- Activities/Study Hall

Grade Eight:
- English
- Mathematics 8/Alg. I/Alg. II
- Science
- Social Studies
- Latin/Spanish/French
- Human Development
- Visual Arts
- Performing Arts/Music
- Physical Education
- Activities/Study Hall

EXPLANATION OF COURSE DESCRIPTION

Course Title
Course Number
Grade(s) for which course is open
A = Co-ed
Course Description: course objective, course content, teaching modes, requirements of typical assignments, materials used.
The middle school English program requires each student to read novels, short stories, poetry, plays, and biographies. Projects, speeches, skits, debates, and regular group discussions develop speaking and listening skills. The areas of writing covered are expository, narrative, descriptive, and persuasive. Students study the elements of literature with increasing complexity. Grammar and usage concepts become more challenging each year. Vocabulary study is derived from the literature.

**English 6** The sixth grade expository writing focus is upon the development of a topic sentence, support with examples, and conclusion in a one-paragraph essay. This advances to the three-paragraph essay by year’s end. There is an introduction to the elements of literature and various literary devices.

**English 7** Seventh grade practices the essay response and introduces the five-paragraph essay. Literature study focuses on close reading and specific supports from the work.

**English 8** Eighth grade emphasizes the five-paragraph essay with concentration on transitional sentences and development of the thesis statement. The elements of literature and various literary devices are reinforced at this level.

**English**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
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<tbody>
<tr>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>7</td>
</tr>
<tr>
<td>120</td>
<td>8</td>
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</tbody>
</table>

The middle school English program requires each student to read a number of major works, including novels, short stories, poetry and drama. Students write opinion papers, autobiographical sketches, letters, short stories, plays, poetry and critical responses to literature. Speeches, skits, panels, debates and regular group discussion stress oral communication. The study of vocabulary and standard usage begins in sixth grade and continues through eighth grade.

**MATHEMATICS**

The middle school math program is committed to placing students in classes where they will thrive and be challenged to the best of their abilities. We do not have any remedial math classes. Students experiencing difficulty will be aided in extra-help sessions.

The Math 6, Math 7, Math 8 pathway provides a rich mathematical experience with significant guidance and support. A major goal in this sequence is continual review and reinforcement of basic math as well as new concepts, thus creating a comprehensive program that prepares students for Algebra I in the ninth grade.

The Honors 6, Pre-Algebra, Algebra I pathway is designed for students who are developmentally ready for the challenges of a complete algebra curriculum in eighth grade. It is a challenging
curriculum requiring more outside preparation and student independence. **Students following this sequence are expected to keep at least a B- average to advance to the next class.**

The Pre-Algebra, Algebra I, Algebra II pathway is designed for those students who have already mastered the math skills and problem solving strategies central to the study of Pre-Algebra when they enter in sixth grade. This pathway requires students to meet the challenges of an algebra curriculum in seventh grade, and the developmental readiness for Algebra II in eighth grade. This intensive study of mathematics requires significant outside preparation. **Students following this sequence are expected to keep at least a B average to advance to the next class.**

Math placement is not an exact science. We work very hard to place each student in a math class where he will thrive and be challenged. However, developmental changes in students require us to be flexible, and students may need to change pathways. We believe the best fit is found when school, parent, and student work together.

**MIDDLE SCHOOL MATHEMATICS**

```
/                          \                          /
/ Math 6                  \ Honors 6                  /
/                       \                           /
/ Math 7                \ Pre-Algebra (6 & 7)          /
/                           \                           /
\ Math 8               / Algebra I (7 & 8)          /
\                        \                           /
\                       / Algebra II (8)           
```

**Math 6 200**  
Students will review the four basic operations dealing with whole numbers, decimals and fractions. Emphasis is placed on ratio, proportion and percentage problems, as well as metrics, number theory and equation solving. Plane and solid geometry are thoroughly discussed. Probability and statistical concepts are introduced. Problem solving is emphasized throughout the course.

**Honors Math 6 202**  
Students will spend less time reviewing basic operations and move more quickly into number theory and equation solving. Plane and solid geometry are thoroughly discussed; probability and statistical concepts are introduced. A discovery approach will be used through hands-on activities in group, cooperative and individual situations.

**Pre-Algebra 6 204**  
6
Students with solid computational skills study pre-algebra. Emphases in this course include using variables and evaluating expressions, solving equations and inequalities, computing with integers and rational numbers, and graphing. Other important topics are problem-solving strategies, percents, geometry, statistics and probability.

**Math 7**
210
Students continue the study of integers, decimals and fractions with regard to the four basic operations. Expansion on topics presented in Math 6 includes number theory, solutions of equations and inequalities, metric measurements, ratio, proportion, percent, rational and real numbers, and statistics and probability. Geometry is expanded to include solid as well as plane, with emphasis on areas and volumes. Practical application, which includes estimation and problem solving in real-life situations, is a major focus of this course.

**Pre-Algebra 7**
212
Students with solid computational skills study pre-algebra. Emphases in this course include using variables and evaluating expressions, solving equations and inequalities, computing with integers and rational numbers, and graphing. Other important topics are problem-solving strategies, percents, geometry, statistics and probability.

**Algebra I  7**
214
This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, axioms, radicals, equations, exponents, operations involving polynomials, and quadratic equations. Students with an average below B- at the end of the first trimester will have their placement re-evaluated in order to continue this course.

**Math 8**
220
The focus of this course is to prepare students to be successful in high school algebra. Emphasis is placed on teaching the students to be proficient with their computational skills in the rational number system. A large emphasis will be placed on solving equations in one and two variables, graphing on the rectangular coordinate system, simplifying variable expressions, solving proportions, using these skills to solve word problems.

**Algebra I  8**
222
This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, axioms, radicals, equations, exponents, operations involving polynomials, and quadratic equations. Students with an average below B- at the end of the first trimester will have their placement re-evaluated in order to continue this course.

**Algebra II**
224
This second-year algebra course covers algebra I topics in more depth and, in addition, covers complex numbers, rational exponents, conic sections, logarithmic and exponential functions.

**SCIENCE**

The middle school science program emphasizes learning through a combination of teacher-directed lessons and interactive lab activities. Throughout their three years students learn ways to improve their use of the scientific method. Students are provided with constant opportunity to use their skills of observation, prediction, measurement and drawing conclusions. An emphasis is placed on integrating classroom technology into appropriate lessons and labs. The Cranbrook campus provides teachers the opportunity to leave the classroom and visit other unique locations for lessons. These sites include the Rouge River, Kingswood Lake and the Cranbrook Institute of Science.

**Science 6** is a life and environmental science course focusing on topics such as ecology, cell biology, nutrient cycles, biomes, classification and heredity. Great emphasis is placed on the young scientist and improving their reading, writing and organizational skills.

**Science 7** is a course which focuses on earth and physical science. Specific topics include rock and mineral classification, the fossil record, plate tectonics, electricity, circuits, electronics and magnetism.

**Science 8** is an introductory course in chemistry and physics. Major areas of study include matter, atomic structure, the periodic table, chemical formulas and reactions, motion, forces, energy, work, power and simple machines.

**Science 6,7,8**

- Science 6 400 6
- Science 7 410 7
- Science 8 420 8

Sixth, seventh, and eighth-grade students investigate a multitude of concepts that involve disciplines such as microbiology, earth science, chemistry, and physics. The science classes are lab-oriented and process-based. Through the use of interactive software, students are able to journey to the rain forest, design intricate physics experiments, and draw conclusions about the environment using data that they have gathered and analyzed.

**SOCIAL SCIENCE**
The middle school social science program promotes a deepened understanding of the heritage of civilization, of cultural diversity, of democracy and civic responsibility, of global interdependence and relationships between humans and their natural environments.

Students gain competence at processing information, at reasoning, at expressing their thoughts and participating in society. They become equipped to participate responsibly in the political process of a free society and to work cooperatively with their fellow citizens.

Students develop a heightened respect for the rights and dignity of all. They learn to consider various solutions to social problems, to make rational judgments about public issues and to act in accordance with the values of a democratic society.

**Geography**

500  6
This course is designed to give students an understanding of the five themes of geography: location, place, human-environment interaction, movement and region. Physical geography (major land and water forms), cultural geography (adaptation to the environment), economic geography (use of resources), and map skills will be taught in the context of the geographic regions. Emphasis is placed on the development of study skills, critical thinking skills, and cooperative group skills.

**American Studies I**

510  7
This course is designed to present several social disciplines through the backdrop of early U.S. history. Beginning with the creation of the Constitution through Reconstruction, the class will examine the history, economics, government, social and geographic changes of our country. The students will use critical thinking skills, simulations, role-playing, primary and secondary sources in order to understand and examine historical events, people and issues. Students will be assessed through factual and critical writing, tests, quizzes, class-participation and group activities.

**American Studies II**

520  8
The eighth grade component of American Studies covers Reconstruction through the civil rights era of the 1960’s. Students continue to explore the historical, political, economic and social factors that shaped our country. Analysis of primary and secondary sources, text reading, small group activities, research projects and simulations are employed throughout the year. The overall focus is on the development of analytical thinking and social science skills.

**WORLD LANGUAGES**
The middle school world languages program is composed of grade-level courses, which constitute an introductory curriculum. Students entering the sixth grade choose to study French, Latin, or Spanish and continue with their choice through the eighth grade. The world languages curriculum develops an appreciation for foreign culture and promotes the skills of listening, speaking, reading, and writing in the target language. The student’s performance and achievement will culminate in a recommendation for continuation in the upper school program. Students entering the ninth grade may follow the recommendations and/or pursue another language.

**World Languages 6**
- 300 French 6
- 302 Latin 6
- 304 Spanish 6

Students choose to study French, Latin or Spanish. They will make use of basic words and phrases, and examine cultural topics. The goal of the course is to generate enthusiasm for the study of a world languages.

**World Languages 7**
- 310 French 7
- 312 Latin 7
- 314 Spanish 7

Students study elementary vocabulary and basic grammatical structures of the target language. The course develops the basic skills of listening, speaking, reading and writing in the target language.

**World Languages 8**
- 320 French 8
- 322 Latin 8
- 324 Spanish 8

Students complete the middle school world languages curriculum and prepare to enter the upper school program. The course introduces more advanced structural elements and broadens the students’ vocabulary and cultural awareness.

**Non-World Languages Study Hall**
- 326 8

Students entering the school in the eighth grade, with no prior world languages experience, will have a study period.

**COMPUTER SCIENCE**
Technology is integrated across the curriculum at all grade levels. In each grade, specific subjects are charged with teaching and reinforcing specific skills and applications. Sixth graders receive an introduction to the computers at the start of the year.

Applications taught include: Word, Excel, Paintbrush, PowerPoint, the Internet and e-mail. The use of auxiliary equipment such as Quick Take cameras and scanners is also utilized. Computer ethics are taught at all levels.

**HUMAN DEVELOPMENT**

The goal of the human development program is to instill in students healthy behaviors based on their understanding of the interdependence of their biological, psychological and social needs.

**A.S.K. - Adolescent Survival Kit**

**930** 6
A.S.K serves as an introduction to a comprehensive three-year health program. The health triangle, decision making, goal setting, tobacco and alcohol education, media literacy, peer pressure, human reproduction, and HIV/AIDS education are some of the core areas covered.

**Human Development 7**

**940** 7
Human Development 7 focuses on an overview of the human body and how all of the body systems work. Emphasis is then placed on physical fitness, eating habits, substance abuse (drug, alcohol, and tobacco) and how all of this affects the body systems.

**Human Development 8**

**950** 8
Human Development 8 focuses on the emotional and physical concerns of the adolescent. Units include decision making, wellness choices, dating and human sexuality, medicines and communicable diseases.

**VISUAL ARTS**

**Visual Arts 6**

**800** 6
Students have the opportunity to explore and discuss a wide range of two-dimensional and three-dimensional forms of art. This class encourages students, through a hands-on approach, to experience a variety of media, learn more advanced techniques, and sharpen their maturing appreciation of many artists and artistic styles. A strengthening of their basic-design knowledge and skills is fostered through each assignment.

**Visual Arts 7**

**810** 7
This class concentrates on developing greater depth and maturity to each student’s approach to the media used in each assignment. It is designed to strengthen drawing skills and techniques through the use of many different tools. The technical elements of painting are explored through the use of stretched canvases and acrylic paints. An understanding of form is taught through unique sculptural work.

**Visual Arts 8**
820
Students continue a study in both two-dimensional and three-dimensional art forms, and are encouraged to move into a more creative realm in their interpretation of their work. A greater sense-of-self is reflected in each assignment as each student discovers his own personal style. Drawing, etching, and sculpting assignments are designed to promote a more mature approach to each student’s work. Students leave this course with the background to choose an appropriate studio art concentration.

**PERFORMING ARTS**

All students enrolled in performing arts classes are expected to participate actively in classroom rehearsals and, in most cases, to perform music, and theatrical selections in public. Plays and vocal and instrumental music are selected primarily for the quality of the literature. Interest in the appreciation of diversity not only allows but encourages reading stories of all races, religions, and nationalities and singing their songs and playing their music. Better understanding comes through sharing the musical heritages and interests of others.

**Intermediate Band**
A750 (Coed) 6 7 8
This class concentrates on the fundamentals of music and is considered to be the typical progression for students from an elementary school instrumental band program. This course is designed to strengthen the technique and knowledge of an instrument. This ensemble performs in the Spring Festival Concert. Percussion is available to students by instructor’s approval only. Please note that very few, if any, percussion positions are typically available in the Intermediate Band program for new students entering the school. Beginners should not sign up for this class. **Prerequisite: one full year of playing experience, instructor’s approval.**

**Advanced Band**
A751 (Coed) 6 7 8
This class provides exposure to a variety of musical styles and serves as a training ensemble for the upper school band program. Specifically designed for the serious band student, participants should have aspirations to perform more difficult music and be prepared to commit to practicing on a regular basis. Students are recommended for this class based on their ability and available space. Seventh and eighth grade students are given the opportunity to perform in the district solo and ensemble festival. This ensemble performs in the Winter and Spring Festival Concerts. **Prerequisite: instructor's approval.**

**Intermediate Strings**
(Coed) 6 7 8
A752
This class concentrates on the fundamentals of string playing and is considered to be the typical progression from an elementary spring program. The course is designed to strengthen string techniques and knowledge of stringed instruments. Guitar students are welcome, as the core literature for this course is folk music. This ensemble performs in the Spring Festival Concert. Beginners should not sign up for this class. Prerequisite: one full year of playing experience.

Advanced Strings
A753 (Coed) 7 8
This class provides exposure to a variety of musical styles and serves as a training program for the upper school orchestra. Specifically designed for the serious string student, participants should have aspirations to perform more difficult music and be prepared to commit to practicing on a regular basis. Students are recommended for this class based on their ability and available space. Seventh and eighth grade students are given the opportunity to perform in the district solo and ensemble. This ensemble performs in the Winter and Spring Festival Concerts.
Prerequisite: instructor's approval.

Jazz Band
A754 (Coed) 6 7 8
This class explores jazz band literature from the 1930's to the present time. Instrumentation for this ensemble includes alto, tenor and baritone saxophones; trombone; trumpets; piano; drum set; and lead and bass guitars. This ensemble performs in the Winter and Spring Festival Concerts. All students in this ensemble must be members of the advanced band, with the exception of guitar and piano students. Prerequisite: instructor’s approval.

Tri-Arts
700/708/716 (Boys) TWO YEAR LIMIT (Gender Specific Classes) 6 7 8
This class provides exposure to three performing arts genres. Students will participate in one trimester each of Cranes (boys singing ensemble), dynamic moves (dance) and drama. Students can only sign up for this class for two out of their three middle school years. Students in the Tri-Art Classes do not perform.

716 The Cranes are a boys singing group. In this class, boys learn to sing together in unison and in two and three-part harmony. Music studied will represent a variety of styles selected to appeal to boys of this age and to accommodate their changing voice ranges. Boys will learn healthy vocal habits along with techniques to develop their individual singing voices within a group setting.

708 In Dynamic Moves, students will learn skills that will develop physical stamina, flexibility and coordination. Class content may consist of basic Pilates, yoga, modern dance, jazz and ethnic dance forms, along with basic dance movements for stretch and strength conditioning as a compliment to the athletic program. Students will learn to work cooperatively with each other through the creative process of dance improvisation. This course is a precursor to the Upper School Movement and Conditioning class.
**700 Drama** is a process-oriented class where students role-play, improvise, use drama games and dramatic exercises while learning some technical aspects of theater.

**Intermediate Drama**  
**706**  
(Gender Specific Classes)  7 8  
This class concentrates on the fundamentals of drama and is considered to be the typical progression from the Tri-Arts Drama class. The course is designed to strengthen acting technique and knowledge of the theatre. Participation in improvisational games and skits pantomimes, monologues and characterization establishes the foundation for this class. Opportunities for in-school performances will be offered.

**Advanced Drama**  
**714**  
(Gender Specific Classes)  7 8  
Designed specifically for the advanced acting students, this class provides an in-depth study of a variety of dramatic theatre styles. Several areas of concentration include: contemporary and classical drama, improvisation, scene study, character study and stage movement. There will also be a series of guest professionals from theatre who will interact with the students on a variety of topics. The Advanced Drama class serves as a training program for the upper school drama program. The class performs an evening showcase in the spring. **Prerequisite: instructor’s approval**

**Music Workshop**  
**718**  
(Boys)  7 8  
In this class, students will develop their understanding and knowledge of music by learning basic music skills and composing music on computer software. Students will learn about different musical genres, instruments and forms and will learn how to read music at a basic level. They will learn to analyze, arrange, produce, and compose various styles of original songs on the computer using the Sony Acid Music Studio software, including making their own voice recordings. Music skills learned throughout the year will be incorporated into their compositions.

**Beginning Instruments**  
(THESE IS NOT A CLASS)  
(Coed) 6 7 8  
Students who wish to learn how to play an Orchestral or Band instrument must begin with private lessons after school hours. A private music instruction contract is available through the head of the Performing Arts Department. This is an extra charge beyond regular tuition. Before being admitted to one of the instrumental ensembles, the student must pass an audition with the Orchestra or Band instructor. Private lesson teachers are available on campus for many instruments and are listed in the back of the student directory. Please note that very few, if any, percussion positions are typically available in the band program. Private lessons do not fulfill the Performing Arts curricular requirement in grades 6, 7, and 8.
PHYSICAL EDUCATION

900  6
910  7
920  8

All boys participate in physical education. Emphasis is on participation, sportsmanship, and skill development rather than competition. The program includes specific activities associated with health, fitness and the following activities:

- floor hockey
- badminton
- lacrosse
- swimming
- golf
- basketball
- soccer
- tennis
- kick-ball
- flag football
- softball
- volleyball

ATHLETICS

**Interscholastic Sports:** Boys are encouraged to join interscholastic sports teams and attend after-school practices Monday through Friday. Interscholastic sports stress team participation, enjoyment, and skill building as well as competition.

<table>
<thead>
<tr>
<th>Fall Interscholastic Offerings</th>
<th>Winter Interscholastic Offerings</th>
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</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Basketball</td>
</tr>
<tr>
<td>Football</td>
<td>Swimming</td>
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<tr>
<td>Soccer</td>
<td>Diving</td>
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</tbody>
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**Spring Interscholastic Offerings**

- Baseball
- Lacrosse
- Tennis
- Track and Field
Cranbrook Kingswood Middle School

**FACULTY AND ADMINISTRATION**

**Sarkis Halajian**
Performing Arts Departmental Coordinator, Performing Arts
Lawrence University, B.M.
Illinois State University, M.M.

**Nicholas Hansinger**
Tri-Arts, Dynamic Movement
Wayne State University, B.A.

**Beth A. Holland**
Visual Arts
Hillsdale College, B.L.S.

**Janet Kapala**
Instrumental Music; Wayne State University, B.M., M.Ed

**Katherine Kinney**
Spanish
University of Michigan, B.A.
Madonna University, M.S.B.A.

**Debra Kridler**
Mathematics
Western Michigan University, B.A.

**Katherine Lorts**
Instrumental Music
Michigan State University, B.M., Ed.
Wayne State University, M.M.

**Susan Ludwig**
Mathematics
Michigan State University, B.A.

**Cindy McGee**
Librarian
University of Michigan, B.A.
Wayne State University, M.L.I.S.

**Pamela Martin-Miller**
Advanced Drama
University of Windsor, Canada, B.F.A., B.Ed.

**Jeffrey Miller**
World Language Departmental Coordinator; Latin
Wayne State University, B.A., M.A.

**Drew Miller**
Director of Admission & Financial Aid, Hamilton College, A.B.
University of Hartford, M. Ed.

**Patricia S. Hudson**
Dean of Middle School Admission
DePauw University, B.A.

**Carla Young**
Director of Community and Multicultural Programs
Oberlin College, B.A.
Marygrove College, M.A.T.

**Michael Young**
Psychological Consultant
Harvard University, B.A.
University of North Carolina, PH.D

**GIRLS’ CAMPUS**

**Nancy Baker**
English Department Coordinator
Wayne State University, B.S.
Michigan State University, M.A.

**Patrick Barnard**
English/Intermediate Drama
Western Michigan University, B.A.

**Geri Brandimarte**
Social Science
Oakland University, B.A., M.A.

**Linda Curry**
Social Science
Wayne State University, B.S.,
M.S.L.S.

**Debra Dietrich**
Social Science Departmental Coordinator; Social Science
University of Michigan, B.A.

**Linda Flaga**
Counselor, Human Development
Oakland University, B.A.;
Wayne State University, M.A., Ph.D.

**Arlyce M. Seibert**
Director of Schools
University of Detroit, B.S.
Oakland University, M.A.T.

**Frances Dagbovie**
Head of Girls’ Program
Wayne State University, B.Ph.
Oakland University, M.A.T.
Michigan State University, M.A.
Oakland University, Ed. Sp.

**Larry R. Ivens**
Head of Boys’ Program
Human Development
The University of The South, B.A.
Northwestern University, M.S.

**Stacy Rivard**
Dean of Students - Girls’ Program
Oakland University, B.S.N.,

**Michael Roche**
Dean of Students - Boys’ Program
Social Science
University of Michigan, B.A.
NBPTS Certification for Early Adolescence
Oakland University, M.Ed

**Thomas Burgess**
Registrar
Physical Education, Mathematics
Eastern Michigan University, B.A., M.A.

**Ann Mell**
Girls’ Interim Athletic Coordinator
Physical Education Department Coordinator, Physical Education
Bowling Green State University, B.S.
Michigan State University, M. Ed.

**Michael Reynolds**
Boys’ Interim Athletic Coordinator
Human Development
Hope College, A.B.
Jocelyn Moellering  
French/Tri Arts – Music Workshop  
Pincipia College, B.A.  
School for International Training, M.A.T.

Richard Munoz  
French/Spanish; Université d’Avignon, D.E.U.G.

Robert Murphy  
Tri-Arts Drama  
University of Minnesota, B.A.  
University of North Carolina, M.A.

Marjorie Olt Mertz  
Science  
Cornell University, B.S.  
Columbia University, M.S., M.A.

Kathryn Rediers  
Dance I and II  
Wayne State University, B.S.

Miles Robinson  
Science  
California State University, B.S.

Paulina Shaw  
Spanish, Central Michigan University, B.A., M.A.

Sandra Shaw  
French, Wayne State University, B.A.  
Middlebury College, M.A.

Ashlie Smith  
Science  
Michigan State University, B.S.  
Wayne State University, M.A.T

Anna Speck  
Clarions; University of Michigan, B.M.; Oakland University, M.M.

Jane Williams  
Mathematics  
Princeton University, B.A.

Cecilia Yeager  
English  
University of Michigan, B.A., M.A.

BOYS’ CAMPUS  
Michael Auth  
Science Departmental Coordinator; Science, University of Michigan, B.A.  
California State University, M.S.

Karen Campbell  
Science  
Western Michigan University, B.A.  
Michigan State University, M.A.

Sheila Cohen  
Mathematics;  
Vanderbilt University, B.S.

Sarkis Halajian  
Performing Arts Departmental Coordinator; Performing Arts;  
Lawrence University, B.M.; Illinois State University, M.M.

Nicholas Hansinger  
Tri-Arts, Dynamic Movement  
Wayne State University, B.A.

Patrice Hill  
English, Hillsdale College, B.A.

Paul Kaliszewski  
Social Science  
Oakland University, B.A.  
American University, J.D.  
University of Michigan, M.A.T.  
Dearborn

Janet Kapala  
Instrumental Music; Wayne State University, B.M., M.Ed.

Katherine Kinney  
Spanish  
University of Michigan, B.A.  
Madonna University, M.S.B.A.

Katherine Lorts  
Instrumental Music/Strings  
Michigan State University, B.M.Ed;  
Wayne State University, M.M.

Pamela Marr  
Science  
Eastern Michigan University, B.S.

Pamela Martin-Miller  
Intermediate and Advanced Drama  
University of Windsor, Canada, B.F.A., B.Ed.

Jeffrey L. Miller  
World Language Departmental Coordinator; Latin  
Wayne State University, B.A., M.A.

Jocelyn Moellering  
French, Music Workshop  
Pincipia College, B.A.  
School for International Training, M.A.T.

David Mogill  
Math; Oakland University, B.S.

Brewster Moore  
English  
University of Michigan, B.A.;  
Cornell University, J.D.

Richard Munoz  
French/Spanish; University d’Avignon, D.E.U.G.

Christopher Norred  
Social Science, Physical Education  
Michigan State University, B.A.

Renee Norred  
Librarian;  
Oakland University, B.A.  
Wayne State University, M.L.I.S.

Gordon Powell  
Mathematics Departmental Coordinator; Mathematics  
Michigan State University, B.S., M.A.

Jeremy Rahn  
Intermediate Drama, Tri-Arts Drama  
Michigan Technological University, B.S.

Denise Samuels  
Art Departmental Coordinator  
Visual Arts  
University of Michigan, B.F.A., M.F.A.

Paulina Shaw  
Spanish; Central Michigan University, B.A., M.A.

Sandra Shaw  
French; Wayne State University, B.A.;  
Middlebury College, M.A.

B. Curtis Williams  
English  
Princeton University, B.A.