PARENT/STUDENT

HANDBOOK AND CURRICULUM GUIDE

CRANBROOK KINGSWOOD MIDDLE SCHOOL

GIRLS’ PROGRAM

2012 - 2013

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WELCOME TO THE GIRLS’ MIDDLE SCHOOL

Welcome to a new school year. The Middle School Community faculty, administrators, and staff send our best wishes to all our students for a happy and successful school year. We know that in this educational adventure, the role of the school-family partnership is crucial. We look forward to strong communication and collaboration to support our students and strengthen our Middle School community for all. To this end, we encourage you to review with your child the Handbook and Curriculum Guide. The Handbook is a resource that helps make our school a community in which common understandings about policies and programs prevail.

The middle school years are exciting. No other three year period in a person’s life contains more growth in mind, body, social awareness, and character. The mission for the Middle School is to both challenge and support students as they grow in all these ways. The programs of the Girls’ Middle School and Boys’ Middle School are separate to enhance the personal and educational development and confidence of girls and boys; they are also coordinated to insure a strong middle school orientation and philosophy for all students.

The Girls’ Program offers excellent academic preparation for future academic success. We also emphasize growth opportunities through advisories, after-school athletics, and class trips. Girls increasingly take responsibility for themselves and contribute to their classes, teams, and other peer groupings, and to the school community as a whole. These experiences help our girls evolve further into competent, caring young women.

Stacy Rivard
Head, Girls’ Program
Cranbrook Kingswood Middle School

MISSION STATEMENT FOR CRANBROOK SCHOOLS

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.
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 Seibert
Director of Schools

CRANBROOK AS A DIVERSE COMMUNITY

The Schools’ 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.
10.
The Girls’ Middle School Program has a student body of approximately one hundred and seventy-five students, divided into several sections in each of the three grades, 6, 7, and 8. All the girls are day students from families residing in the greater metropolitan Detroit area. While many of our students enter Cranbrook Schools as middle schoolers, many others have attended Brookside, Cranbrook’s elementary school, through the fifth grade.

The Program’s strong core of academics is enriched by the arts, human development (health), and physical education. The Middle School experience is further enhanced through sports and athletic offerings, class trips, assemblies, special activities, and the celebration of Girls’ Middle School traditions. Advisories provide special opportunities to deepen relationships between faculty and students and serve as “home” groups for activities and discussions. The Human Development class, which students take for one semester each grade, responds to the developmental needs of girls in early adolescence.

Most of the Girls’ Middle School faculty are grouped into the grade-level teams. Middle School teachers of world languages teach in both the boys’ and girls’ programs. It is through Teams 6, 7 and 8 that grade-level educational activities are developed and supported. The teams meet several times a week to monitor students’ progress. Each member of the team is also an advisor. Team meeting times also provide an excellent opportunity for these teachers and parents to meet.

Students take classes in visual arts and physical education throughout their Middle School years. The Girls’ Middle School Program has full-time teachers in both these areas. Performing arts classes include instruction in instrumental music, singing, drama, and dance. These classes are generally taught by faculty who are shared with the Upper School.

While the girls’ and boys’ programs are separate, gender-specific programs, there are some coeducational settings including orchestra and band classes and social activities that bring boys and girls together.

Although most Middle School teachers are associated with either the boys’ school or the girls’ school, teachers from both school programs meet as a joint faculty or by subject area to discuss mutual concerns and curricular goals and programs.

The Head of the Girls’ Middle School is the administrator responsible for the coordination of all Girls’ Middle School programs. The Dean of Students oversees student life (discipline, attendance, leadership, special activities) and assists the Head in coordinating programs. The Girls’ Middle School has a counselor, who works with teachers and is available to students and their families. The Girls’ Middle School office, the hub of communication, is managed by the Executive Administrative Assistant.
SCHOOL-HOME COMMUNICATION

As the Principles of Good Practice for Member Schools (page 4) emphasizes, the core of the school-family relationship is good communication. Recognizing that clear, timely, and open communication is essential in supporting our students, the Girls’ Middle School Program provides various informal and formal means to sustain this collaboration.

Keeping Informed: CranNet and Emailed Newsletters

The Girls' 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 newsletters sent to their email addresses. The emailed Girls’ Middle School newsletters feature important news and preview upcoming events. The Schools also use email to communicate urgent, updated, or very timely information.

Who and When and How to Contact

We urge parents to contact the School or specific faculty as needed. Faculty can be contacted at their school email addresses. Email is the fastest and easiest way to ask a brief question or to set up an appointment to discuss a serious concern. Email is usually not helpful for serious matters where face-to-face, or voice-to-voice communication is warranted. A telephone call to the teacher’s home may be helpful as well.

Problem-Solving Strategies for Home and School

Partnering with parents is so important that we repeat this theme throughout our communications. The people resources include the students’ teachers and advisor and extend to the Dean of Students, Counselor, Head and Head’s Assistant. (Parents find Mrs. VanKlaveren helpful and knowledgeable about a variety of topics concerning school life and procedures.)

As we work together to resolve problems in any aspect of the child’s life in the Middle School, we ask parents to consider the following steps in a timely way.

1. The first step is to determine whether the student herself is able to bring her concerns directly to her teacher or advisor. Taking this initiative is helpful in developing a student’s confidence and responsibility. (Sometimes this step can be accompanied by a phone call from the parent to the teacher or advisor.) We also realize that sometimes the student sees as daunting either approaching the teacher or dealing with the problem herself. In these instances, it is very important that parents contact us so that we can work toward a solution.

2. Contact the teacher, advisor, coach, or other person most closely involved to discuss the problem privately. If the concern is limited to a class, call the teacher. If it is more
general, call the student’s advisor. Email is best suited for short messages and information; for more complex or serious issues, please plan to talk with the teacher. Please feel free to contact the Middle School office if you are unable to reach a teacher.

3. **Discussions between the School and the home should emphasize how parents and faculty can work together to guide the student or students involved to resolve the situation.** (See the N.A.I.S. *Principles of Good Practice for Member Schools*, page 4.)

4. **If the problem cannot be resolved through this process, contact the appropriate administrator** (e.g., Dean of Students, Athletic Coordinator, Head) who will assist in the facilitation of a resolution.

**Parent-Teacher Contacts**

Parents should feel free to contact any teacher, advisor, Dean of Students or counselor with curricular questions or concerns about their students’ progress. Parent-school contacts for either academic or social concerns, might involve the parent(s) meeting with the advisor, specific teachers, or grade-level team. The Head, Dean of Students, and counselor are also available for these meetings. Contacts between school and home are a major way we work together to support the academic and social growth of each student.

**Parent-Advisor Communication**

Parents are invited to contact their daughters’ advisor as needed. Some parent-advisor contacts are scheduled: All parents will have the opportunity to meet with their daughters’ advisors during a conference day in November to review academic performance and discuss goals and concerns for the year.

**Advisors and Their Student Advisees**

The heart of an effective middle school is the relationship between students and teachers. For academic and social matters, each student is assigned to an advisory group with an advisor. These groups meet on a regular basis for directed study and activities including discussions of grade-level matters or common concerns. The advisory system provides each student a social group where she belongs without question and an adult advocate who is readily available to her and her parents. **The advisor, who may also teach each of her or his advisees, is recommended as a first contact for parents who want a picture of their students’ progress.**

**Counseling and Other Student Support Services**

In order to support our students’ academic and personal growth, we often call on the school counselor, who is a clinical psychologist. She regularly consults with classroom teachers to help support students, and she meets with individual students and their families as needed. She also makes referrals to families for outside counseling or other support services. Through the Special Education Department of Bloomfield Hills Schools, students who attend Cranbrook Kingswood Middle School are eligible to receive the following: health services; psychological services;
speech therapy; services of school social workers. Contact the counselor, Dr. Flaga (248) 645-7753, for further information.

**Keeping Our Students Safe and Healthy**

When the School admits students, we accept our responsibility to act in *loco parentis*, i.e., providing a serious and safe learning environment. When parents enroll their students, they acknowledge their support of the School’s mission and policies with their emphasis on student responsibility, respect, integrity, health and safety.

Because we understand the importance of the middle years in personal growth and development of life skills, attitudes and values, the School works with parent leaders to develop parental networking and educational programs.

We encourage families to provide safe and healthy out-of-school activities for their children and we specifically expect that our parents will provide:

- safe homes where parents assume responsibility for wholesome activities for children and for active chaperoning;
- safe homes where high risk behaviors are not allowed (including inappropriate use of the Internet, cell phones and other technology; also including the consumption of alcohol, tobacco or other drugs);
- communication (i.e., positive “networking”) with other parents to support family and community values for the safety and health of young people. Parents accept their responsibility in insuring that student communication, contact and gatherings are safe and healthy.

**The Middle School Office and Messages**

The Middle School office is the hub of much activity and a place for parents to know. The desk of Mrs. VanKlaveren (Executive Assistant to the Head of the GMS) is often the first place a student goes for an update or a problem to be solved. If a student feels ill during the day, she should come to the Middle School office. Mrs. VanKlaveren will contact the nurse or call home.

A parent may reach a student with a message through the Middle School office, between 8:00 a.m. and 4:00 p.m. (248) 645-3420. Unless urgent, the message will be posted on the Student Message Board near the Dean’s office.

The Middle School office allows only essential phone calls by students, about a changed pick-up time, for instance. We encourage families to remind their students to check their books, homework and athletic equipment before leaving for school.
Parent Visiting Days

Two scheduled Parent Visiting Days offer parents the opportunity to spend a full school day with their daughters, attending classes from 8:00 a.m. until 3:00 p.m. Due to limitations, including the size of our classrooms, we ask that only one parent participate with the student on each of these days.

Grandparents Visiting Day

The Girls’ Middle School hosts a grandparents’ visit annually. On this day, grandparents are invited to join their grandchildren to get-acquainted with the Girls’ Middle School.

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 Terri Morowski at (248) 910-0067 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. Informational meetings are scheduled throughout the year to keep 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 for the school and discover new ways to contribute to the community. For more information, feel free to contact the President, Nimish Desai at (248) 788-7670.

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 Patsy Hartmann (248) 761-3406 and John Giampetroni (248) 318-4502.

BRAVO: is comprised of parents from Brookside, Middle and Upper Schools interested in supporting performing arts at Cranbrook Schools. Their work has helped to raise funds to purchase lighting and sound equipment, musical instruments, costumes, a dance floor as well as supplementing the fiscal performing arts budget to fund the printing of programs and purchase of awards for outstanding students in music, dance and theatre. The BRAVO president for the 2012-2013 school year is Claudia Geschwind @ bravopresident@yahoo.com

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 Schools’ 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 (248) 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.

HEALTH AND SAFETY EXPECTATIONS AND PROCEDURES

In Loco Parentis and Safety Concerns

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

Illness at School

If a student feels ill during the school day, she should come to the Middle School office. The office staff will determine whether the nurse should be called. If the student is too ill to return to class, we will contact her parents to come get her. The services of a school nurse are available to us when there are medical emergencies.
Medical Information

Parents are expected to inform the School of any medical condition, restrictions, special medication, or particular health problems relevant to the student’s full participation in school life.

Healthy Lunches, Soft Drinks and Coffee

We encourage families to emphasize with their daughters the importance of making healthy choices at lunch (e.g., adding fruits and vegetables, limiting sugar). For health reasons, we do not allow students to consume soft drinks or coffee products during lunch. On special occasions, students may have soft drinks during parties in their classes or advisories. They also may consume soft drinks after school; however, we encourage students to limit their intake of these beverages as much as possible.

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.

After-School Policy and Program

Our after-school policy has been established to make the transition from school to home unambiguous, reassuring and safe. We expect that parents will pick up their student promptly at 3:00 p.m. unless she has an after-school supervised activity. Families should discuss ahead of time their own contingencies for out-of-the-ordinary school pick-ups.

Students may not wander the halls, sit in the locker room, or walk to other parts of the campus. The supervised activities are described below. **Please note: Any student remaining at school after working with a teacher, or after the library closes or sports activity has ended is required to go to the After School Program.**

**After-school athletics:** Students who participate in athletics have practice five days a week, until 4:30 p.m. Parents should plan to pick up their students 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 access CranNet ([http://crannet.cranbrook.edu](http://crannet.cranbrook.edu)).

**Library hours:** Students are allowed to remain in the library until 4:30 p.m. (Monday through Thursday) and 4:00 p.m. (Friday).
After School/After Care Program: The Office of Special and Summer Programs has created the After School Program to meet the needs of families who cannot pick up their students at dismissal or immediately following sports or other school activities. A trained adult supervises the students daily from 3:00 to 6:00 p.m. **Any student who is on campus but not involved in another after-school activity will be expected to attend the After School Program.** 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 number is (248) 645-3054.

Routines and Expectations

Dress Code and Personal Grooming
The goal of the Girls’ Middle School dress code is to provide for individuality and diversity of dress as well as to promote modesty, safety and comfort. It is expected that each student, with parental supervision, will exercise common sense and good taste in the choice of her clothing. **Generally, clothing must be neat and clean, weather appropriate, and modest (in length, in fit and in coverage of the midriff, legs, shoulders and undergarments).** Please be aware that growth spurts are typical during the middle school years and your child may quickly outgrow her clothing; what was in dress code one month, may not be the next. Please review your daughter’s wardrobe throughout the year to make sure her clothing continues to be appropriate for school. It is suggested that clothing for school be selected the night before, which eliminates morning discussions over whether or not an outfit is appropriate. In addition, reserving a drawer or closet space for dress code clothing may decrease confusion about what is acceptable. *Special dress codes are in effect for Halloween, Spirit Week, and other occasions.*

If a student’s clothing and/or shoes are determined by the faculty or Dean of Students to be inappropriate, the student should expect to be asked to change. Parents may be called and asked to bring appropriate clothing. Repeated violations of the dress code will include more serious consequences up to and including detention and meeting with parents. (Students: if you are unsure if an article of clothing is acceptable, please see the Dean prior to wearing it).

Dress Code:

- **Footwear:** Flat shoes (i.e.: sneakers, loafers and flats)
- **Dresses and sirts** (4 inches from the knee)
- **Tops:** Blouses, sweaters, knit shirts, appropriate T-shirts (plain or GMS), fleece/velour jackets, GMS sweatshirts
- **Bottoms:** Colored denim, slacks, corduroys, and shorts when seasonably appropriate.
- **Winter Dress Code**: Legs, ankles and feet must be fully covered from November through March. Tights and/or nylons must be worn with appropriate length skirts/dresses. Also, no sleeveless shirts are allowed while winter dress code is in effect.

**Exclusions to the dress code (unacceptable)**
- No shoes with open backs, heel height greater than 1”, or rubber/sport sandals. No bedroom slippers. (Birkenstocks and clogs are allowed)
- No undershirts. No T-shirts with writing or logos larger than a quarter. No upper school sports or event shirts.
- No tops with spaghetti straps, strapless, tank tops or tops with straps that do not reach the end of the shoulder.
- No mesh, fishnet, sheer or see-through tops - unless worn with a dress code top.
- No blue, black or grey denim; including jeans, skirts, jackets. Students may wear denim on designated Jeans Days with a top that meets dress code standards.
- No sweat pants, warm-up pants, velour, spandex/lycra, pajama bottoms, sleepwear, aerobic styled clothing or athletic shorts.
- No leggings unless worn with appropriate length dress, skirt, slacks or shorts.
- No HardTails, HardTail-like stretch pants, or any tight pants even if they have a zipper or pockets.
- No shorts or skirts with hemlines above 4 inches; undergarments must not be visible.
- No revealing or tight clothing which includes tight pants, shorts, tops, or shirts; no bare midriffs or bare shoulders.
- No camouflage of any color. No frayed, torn or ripped clothing.
- No head coverings (bandanas, do-rags, hats or caps). Unless for medical or religious purposes. Hair must be of a naturally occurring color.
- No outerwear clothing (coats and parkas) in the classroom.

**Game Days**: Students may wear Cranbrook Kingswood Girls Middle School team jerseys or uniform tops on their game days. Do not wear CK game day attire that does not fit the dress code. No warm-up pants or athletic shorts.

**Jeans Days**: On Jeans Days (monthly, typically the last Friday), students are expected to be in regular dress code except for denim pants, skirts or dresses.

**Lockers**

Students are assigned two lockers. The hall lockers are for books, papers, coat and backpack. **Students are not allowed to carry backpacks from class to class during the day.** Students may not affix anything to the inside or outside of the locker with an adhesive. Locker shelves and magnetic items may be used. The gym locker is for gym clothes, gym shoes and sports equipment. Both lockers should be locked at all times with the locks provided by the school in the beginning of the year. **Valuable jewelry, expensive items and large sums of money should not be brought to school. The school will not be responsible for their loss.**
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.

I.D. Cards

At the beginning of the school year, students are issued student identification cards. Throughout the year, the cards may be used to charge the costs for various school-sponsored events and items in the bookstore. The student book store, open at specified times for the convenience of all students, sells school supplies and Cranbrook Kingswood clothing. Parents are urged to discuss with their daughters expectations concerning the use of the identification card to charge items.

Lost and Found

Students should promptly report the loss of any article to the Middle School office. After reporting the loss, the student should first check the lost-and-found in the Middle School office and then search classrooms, corridors, lobbies, the dining room, gym locker room, and gymnasium for the lost article. Following these steps, the lost item can then be listed in the daily bulletin. Found articles should be taken to the main office. These articles are stored for a period of time but if not claimed they will be donated to charitable institutions. Articles of special value, such as jewelry and calculators, will be kept in the main office for a reasonable time for reclaimation. We strongly suggest that valuable items not be brought to school, but if they are, they should be labeled with the student’s name.

Visitors

A middle school student may bring one visitor annually, provided these conditions are met:
1. The visitor is a girl who is within one year of the student’s age and is attending grade six, seven, or eight elsewhere.
2. The visitor visits only once per year.
3. Prior to the visit, the hosting student obtains and completes the Cranbrook Kingswood Girls’ Middle School Visitor form (available in the Middle School office).

Party Invitations and Gifts

In order to avoid the hurt feelings of those students not remembered or not included, no gifts or invitations may be distributed at school. No party invitations, birthday gifts, secret Santa’s, etc. may be distributed unless a gift or invitation is given to each member of the grade.
ATTENDANCE

The School Day and Schedule

Parents should plan to drop off their students no later than 7:50 a.m. to insure on-time arrival in class. The school day begins at 8:00 a.m. and ends at 3:00 p.m (See also After School Policy and Program, page 12). Each grade follows a different schedule that incorporates all the classes: math, history, science, and English, world languages, art, physical education or human development, and performing arts (which alternates with study hall). The schedule in each grade allows for block periods (ninety-minute classes) for use by the four “Team” subjects (math, history, science, and English).

Parents and students are requested to refer to the latest Parent Newsletter for details on upcoming events and CranNet (http://crannet.cranbrook.edu) for the latest updates and special schedules.

Late Policy

The Girls’ Middle School attendance policy stresses the importance of coming to class on time. Repeated tardiness is unacceptable.

Morning arrival: Parents are expected to drop off their children no later than 7:50 a.m. Parents need to provide time for the student to prepare at her locker for the school day. We understand that there are occasions when tardiness is unavoidable. If late, the student must report immediately to the Middle School office to sign in, and then proceed to class.

Tardiness during the school day: Teachers will address instances of tardiness with individual students. When a student’s tardiness is impinging on the class or impeding the student’s learning, the teacher will notify the advisor and the Dean. Patterns of tardiness will be monitored. Specifically, when a student is tardy three or more times within a period of two weeks or the overall number of tardies exceeds 9 for a trimester, the teacher will notify the advisor and the Dean, and a notice will be sent home. Further instances of unexcused tardiness will result in the Dean calling home.

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 Nola-rae Cronan, Dean of Students (248) 645-3425.

Absences Due to Illness, Emergencies, and Appointments

If a student is not going to be in school due to illness or an emergency, the parent should call the Middle School office, (248) 645-3420, by 8:00 a.m. to report the absence.
We strongly encourage parents to schedule all appointments before or after school. If a medical or dental appointment means a student will miss part of the school day, she must bring a note, signed by a parent or guardian, to the Middle School office, preferably the day before the appointment. Parent calls on the absence are an alternative to notes. Before the student leaves, she must sign out, and when she returns, she must remember to sign in. This way we can be certain of her whereabouts. **We cannot allow a student to leave school for any reason without parental consent.**

**Planned Absences for Travel and Special Events**

The faculty and administration appreciate the value of special family events and activities, and we hope that vacations provided at various times offer your family opportunities for travel and special events.

**We strongly discourage absences outside of (or added on to) our scheduled vacation times.** Such absences disrupt school and diminish students’ learning and overall school experience. **Parents who request such absences must complete the Student Absence Agreement Form,** which places the responsibility of making up work and tests squarely on the student. Unlike absences due to illness and emergencies, these absences are not automatically followed by a number of make-up days equivalent to the absence. Instead, missed assignments or tests must be completed within a teacher-specified time period after the student’s return. **Students who depart without turning in a completed form to the Middle School office could receive zeros for work assigned during their absence.**

**Academic Penalties and Loss of Credit Due to Absences**

Students with seven absences total within a trimester can expect an attendance review. In addition, 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 for the successful completion of the class. The committee is composed of the Head, the Dean of Students, and the Team Leader 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, she will lose credit, receiving a WP (withdrawn/passing) or WF (withdrawn/failing) in the class.

**Absence from Class Trips and Other Special Activities**

The Middle School is committed to the inclusion of experiential education in our program. Field trips (day-long) as well as the annual overnight class trip, traditionally called “Interim,” are an integral part of the Middle School curriculum. We expect that students will attend these special opportunities to learn. Parents have the responsibility of contacting the School at the time of the required sign-up if they have questions about their student’s ability to participate. Students who are absent are expected to complete assigned make-up work during their absence.
Cancellation of School due to Severe Weather

Because a significant number of Cranbrook Schools 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. The Schools also acknowledge that working parents often have great difficulty in arranging supervision for their children if school is canceled, and the loss of school days can have significant impact on our academic schedules.

Students who attend Cranbrook Schools come from a 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 safe travel, they may decide that their child will remain at home for the day or for part of it.** Students not in attendance on severe weather days because of parental decision will not be penalized for missing assignments. **The decision to close school because of inclement weather will generally be made prior to 6:00 a.m., but in case of rapidly changing weather conditions, the decision may be made as late as 6:45 a.m.** A decision to close school will be applicable to all divisions and grades of Cranbrook Schools. Cranbrook Schools uses an automatic dialing system to notify families of a school closing. Announcements are also made on local radio and television stations. On the days when school is cancelled, families need to check CranNet for updates on after-school activities, which may or may not be held.

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

- WJBK-TV (Channel 2)
- WDIV-TV (Channel 4)
- WXYZ-TV (Channel 7)
- WJR-AM (760)
- WWJ-AM (950)
- WXYT-AM (1270)
- WRIF-FM (101)
- WDET-FM (101.9)
- WKQI-FM (95.5)
- WNIC-FM (100.3)
- WOMC-FM (104.3)
- WWW-FM (106.7)

Athletics

The Cranbrook Kingswood Middle School athletic program supports the growth and development of young adolescents. This voluntary after-school program attracts many students in all grades. Though a variety of opportunities are availed to both novice and skilled athletes, the program’s key goals remain consistent: teamwork, skill development, self-discipline, sportsmanship, and commitment. The school year is divided into four athletic seasons - fall, first winter, second winter, and spring, furnishing many opportunities for involvement at various skill levels.

The emphasis in the sixth grade on exposure, confidence-building, and skill development is expanded to include more competition through the interscholastic sports offered in grades seven
and eight. This progression is supported by the Michigan High School Athletic Association (MHSAA), which permits interscholastic teams starting in grade seven.

**Signing Up for a Sport**

Students sign up on CranNet for sports at the beginning of each season. Once a student has signed up for a sport, she may drop the sport and switch to another at any time through the second Friday of the season. After that, she must submit her request to drop in writing to the team's coach.

**Attendance and Participation**

Students who participate in athletics have practice five days a week, until 4:30 p.m. Please keep in mind that when a student signs up to play a sport, she is making a commitment to the team. Students may not choose to skip practice to study for tests or to attend other activities. Coaches hold practices rain (inside) or shine. If parents have questions about practice or a game being canceled, they should check CranNet (http://crannet.cranbrook.edu).

**Sixth Grade Intramural Athletics**

Designed for sixth graders, the intramural program fosters skill development in a comfortable learning environment. Each sport is incorporated into a four-week program that introduces students to the rules of various sports and emphasizes skills, drills and intramural games. There are also interscholastic opportunities for sixth graders in the programs for cross country, swimming and diving, and track and field.

Intramurals meet daily, Monday through Friday, from 3:15-4:30 p.m., and this year includes the following options:

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<thead>
<tr>
<th>Fall</th>
<th>Winter 1</th>
<th>Winter 2</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Diving</td>
<td>Aerobics</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Swimming</td>
<td>Bowling</td>
<td>Soccer</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Fencing</td>
<td>Tae Kwan Do</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Softball</td>
<td>Fitness</td>
<td>Fitness</td>
<td>Volleyball</td>
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<td>Cycling</td>
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**Seventh and Eighth Grade Interscholastic Athletics**

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 MHSAA, competitions are scheduled with teams from public and independent schools. Teams meet for practices Monday through Friday after school.
When considering which sport an athlete should participate in, it is important to keep in mind that MHSAA regulations restrict athletes from participating on a school team if they are also a member of an outside team in the same sport during the same season. Seventh and eighth graders may participate in the following programs:

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<thead>
<tr>
<th>Fall</th>
<th>Winter 1</th>
<th>Winter 2</th>
<th>Spring</th>
</tr>
</thead>
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<td>Field Hockey</td>
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<td>Softball</td>
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<tr>
<td>Tennis</td>
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<td></td>
<td>Track and Field</td>
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</tbody>
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**Athletic Coordinators**

Two Middle School Athletic Coordinators supervise the Middle School athletic program. Ann Mell, Coordinator for the Girls’ Middle School, may be contacted for inquiries regarding the athletic program at (248) 645-3437. The Middle School Athletic Office number is (248) 645-3078.

**Holiday Policy**

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

**MAJOR RULES AND CONDUCT EXPECTATIONS**

**Conduct and Citizenship**

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 of and experience with girls in grade six, seven and eight and our commitment to the Schools’ mission and the principles of the Middle School. 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**
- **Personal responsibility**
- **Integrity**
- **Health**
- **Safety**

**Respect** means recognizing and valuing the worth of someone or something, and it is intertwined with **personal responsibility**. We expect every student to accept responsibility for her words...
and actions. The following school policies are derived from our belief in the importance of respect and responsibility and the other values of integrity, health, and safety.

**Major Concerns**

- **Honesty and Integrity** - Honesty and integrity are fundamental values in our community. Therefore, vandalism, lying, cheating, and stealing are serious offenses and will be dealt with firmly. **Academic integrity** is at the core of expectations that the School has of its students. At the Girls’ Middle School this means that students should not copy homework, cheat on tests or quizzes, or present as their own work any assignment that has been done by someone else.

  - 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, she should see her teachers.

- **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, 8:00 a.m. to 3:00 p.m., students may not leave the Girls’ Middle School campus without permission. After receiving permission, students may depart only in the company of an authorized person. After 3:00 p.m., girls may not enter the Boys’ Middle School building on the Vaughan Campus or wander to other parts of the campus.
  (See also **After School Program, page 12**.)

- **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 violations of the rules of respect and responsibility.

- **Electronic Devices** - Items including, but not limited to, 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® or MP3 players, digital or disposable cameras, video recorders, electronic readers or other devices. If a student does bring one of these devices, she must keep it in her locker during the school day. She may use 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 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 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 that 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 for 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 or 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 Head of the Middle School. Where appropriate, the school will affect 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 of Students 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.

**Students’ Use of Technology**

Cranbrook Schools’ technology policy supports students’ learning through technology. The policy also sets expectations for appropriate use. The Girls’ Middle School stresses that students must use all technology resources very responsibly as specified in the Cranbrook Schools’ Acceptable Use Policy (see below). Prior to being issued a password, each student turns in the Cranbrook Schools’ Acceptable Use Policy form, which she and a parent have read and signed.

**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.

**Bullying.** The School’s adoption of the Olweus Bullying Prevention Program provides a framework and common language to address issues that violate School Standards and Regulations. Bullying can take many forms including, but not limited to, verbal teasing, cyber-bullying, physical bullying, and social exclusion.

The Olweus definition of bullying, “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”, is incorporated into the School’s program through class meetings, advisory, and one on one conversation. When specific incidents of bullying occur, parents will be notified in addition to following our stated disciplinary consequences.
DISCIPLINARY CONSEQUENCES

The behavior of our students directly affects the overall school atmosphere and the well-being of the school community and its students in particular. Although 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 behavior.

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 stages 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: Our goal at this stage is to address minor infractions and problematic behavior (e.g., gum chewing, saving seats, leaving books in the hallway, etc.) so that in the future the student acts responsibly in this and other areas. The conversation also serves as a warning that more serious consequences (work duty and/or detention) may result if offending behaviors continue to occur. Many minor disciplinary situations are handled by individual faculty both in and out of the classroom. Certain issues may be handled by the grade-level teams and may involve the student, parents, administration, and faculty.

Step Two – Detention: A detention is assigned if the infraction[s] addressed in Step One continue. Detentions are also the consequence of more serious infractions, such as behavior that warrants being asked to leave class (e.g., talking back to teachers) or shows disrespect of other classmates’ rights. Parents are notified when a student receives a detention. Detentions will be served before school from 7:00 a.m. to 7:45 a.m., and may include a work duty.

A work duty comprises an assigned activity that the student completes during the day or during a detention. The amount of time and the timing (before school or during school) is dependent on the seriousness of the offense. Tasks are relatively simple work assignments including shelving books in the library, organizing a storage area, etc.

Step Three – Suspension: A student may be suspended if her behaviors continue to violate School Standards and Regulations despite previous warning (see Step One and Step Two). She may also be suspended for any action that jeopardizes the welfare of others or the overall health and safety of the School. Suspensions can occur for a variety of reasons, including severely acting out in class, threatening to hurt a student or teacher, or other serious violations of the Major Rules and Conduct Expectations. Depending on the circumstances, suspensions are either in-school or at home. During the suspension the student is not allowed to participate in any school activity. In-school suspensions may include work duty, reflective writing and study time. It is the student’s responsibility to contact teachers for work assigned during her absence and be responsible for its completion upon return to class. Deadline extensions will not be given to the suspended student. The student is allowed to make up any major assignment, but the teacher will decide whether a minor assignment (e.g., a quiz) should be made up or not figured into the student’s grades. In any case, a student does not receive an academic penalty during a
suspension. Parents of a suspended student will be asked to meet with the Head of School and/or Dean of Students. A suspension is often paired with Citizenship Probation (see below) in the School’s response to serious violation.

**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**

If a student has repeatedly violated conduct and citizenship expectations, she is placed on citizenship probation after a review by the Head of School and Dean of Students. A student may also be placed on citizenship probation if she has committed an infraction serious enough in itself to warrant probation. Parents are informed of the probation status and its seriousness. During the time of probation (typically at least a semester) should the student be involved in any further disciplinary incidents, she should expect to be dismissed. The disciplinary status of probation also places a student’s re-enrollment status in jeopardy.

**Parents and the 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 student has a detention or when there are more serious consequences for their conduct, including 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) 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.

**SPECIAL ACTIVITIES AND SCHOOL TRADITIONS**

**Interim Class Trips**

Class trips support the curriculum in such a way to connect “school” with “life.” They also provide an opportunity for important social growth. Apart from occasional field trips, students at each grade level participate in a special overnight class trip (“Interim”). Because these trips
solidify class spirit, each grade travels as a whole to its major destination. Students are expected to participate; these experiences are neither optional nor recreational. The primary goal of the **sixth grade** trip is to have the girls bond as a class and to give them a common experience on which to build. As skiing is a primary activity, the students also have the experience of challenging themselves to strengthen their skills and build confidence. The **seventh grade** trip is traditionally related to the American History class and involves visits to many historically and culturally significant sites. The **eighth grade** trip encourages girls to work on their leadership skills and helps guide their growing need for independence. A variety of challenging and exciting physical activities are mixed with group dynamic activities and an appropriate amount of “down” time.

**Class Meetings**

Separate class meetings for grades six, seven and eight are held frequently during the school year at a designated time during the school day. Elected class officers conduct these meetings with the assistance of attending faculty class advisors. Classes participate in community service activities as well as various fund-raising events throughout the year to provide financial support for special projects.

**Assemblies and Other Programs**

All-school assemblies are held to celebrate events, recognize achievements in academics and sports, and feature guest speakers and performers. Other special programs include Super K Day, the Talent Show, the Halloween Parade, Spirit Week, the Pet Parade, and the Eighth Grade Musical. The Green and White spirit assemblies occur periodically. Such activities serve to develop a lively sense of participation in a school community.

**Community Service**  Most service opportunities are sponsored through class activities. In recent years each grade level has been associated with an area charity. During the year, students make at least one agency visit to help and to learn. Throughout the year various fund-raising efforts result in contributions to meet needs within the greater community.

**Student Organizations**

**Green Key:** Green Key is a group of Cranbrook Kingswood Middle School girls selected 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.

**Class Officers:** In each grade students elect officers who help in the running of class meetings, the organization of some class activities. These students also represent their classes as needed.

**Student Leadership Council:** These elected students meet with the Dean of Students to discuss and review student life and organize all-school events (e.g., talent show). They raise funds for the enhancement of student programs and various charities.
Clubs: Students have the opportunity of pursuing special interests through participation in clubs or activities, which meet approximately every two weeks during the school day. Offerings have included such activities as the Literary Magazine, the Kingswood Underground Newspaper, Eco-Action, Multi-media Exploration, and Arts and Crafts.

Green and White Teams

The long-standing tradition of fun competition between the Green Team and the White Team animates school life through fun assemblies featuring games. Each sixth grade student is assigned to one or the other team, an affiliation she keeps throughout Middle School. Green and White events are organized by the Athletic Coordinator together with the Green and White Team Captains. The year of competition culminates at the end of the year with Super K-Day, an afternoon of activities outdoors and the designation of the year’s winning team.

Grade-level Socials

On a number of occasions throughout the school year, Cranbrook Kingswood Middle School girls and boys attend grade-level coordinated social activities, planned and directed by teachers from both schools. These day or evening events include activities such as roller-blading, bowling and cookouts. In addition to these activities, seventh and eighth graders may have an occasional informal dance held under faculty supervision at either campus.

When attending social events, students must follow all rules and regulations of Cranbrook Kingswood Middle School. If a student violates any of the following guidelines, she may not be allowed to attend future social events and may be subject to additional disciplinary action.

- Once a student has arrived at school or at the location at which the social is taking place, she may not leave the school, the building, or the area.
- A student may not invite guests to social events.
- If a student must leave early, her parent or designated driver must come into the school building, or area to check in with the teacher before taking the student home.
- Parents are expected to pick up their daughters promptly at the time designating the conclusion to the event.

Awards and Recognition

Academic: Each trimester, students with high academic achievement qualify for either Dean’s List or Honor Roll. (See Recognition of Academic Excellence, page 34.) Students who receive regional or national recognition for their academic work are mentioned in the daily bulletin or at assemblies. The eighth grade student(s) with the highest overall G.P.A. will be named the Brenda Shelton Milnes Class Scholar(s). This award was renamed in 2006 to honor Mrs. Milnes, by members of the Kingswood Class of 1976.

Writing: The Elizabeth C. Clark Writing Award was established in honor of the former Head of the Girls’ Middle School to recognize writing excellence. It is given to a girl with a sure command of the language and a powerful writer’s voice.
Citizenship:  One of the oldest traditions of the school is Kitty Kingswood. Early in Kingswood’s history, a whimsical painting (found on a protruding pipe on the mezzanine wall) drew some attention. This picture of an enthusiastic Kingswood girl was given the name of Kitty Kingswood. Kitty attracted attention despite her inauspicious location. A story was created about her origin and a doll was created in her honor. With this lore in mind, the Kingswood Alumnae Association created the Kitty Kingswood Citizenship Award. Now she is a vivid character who stands for courage and caring. At the year’s end, the award, determined by faculty vote, is presented to a Middle School girl who, through outstanding attributes of citizenship and character, has contributed much to our school.

Leadership: The Frances Dagbovie Leadership Award recognizes one eighth grade girl who has demonstrated outstanding leadership to her school.

Outreach: The Noni St. Amand Book Award, established to honor the former Girls’ Middle School librarian, recognizes an eighth grader girl who has demonstrated exemplary community service.

Athletics: Each season, girls who participate in after-school athletics are recognized by their coaches in a special assembly. At the end of the academic year, the Cranbrook Kingswood Middle School Girls’ Sportsmanship Award is given to the student whose energy, sense of fair play, class and school spirit, and continuing enthusiasm have contributed to an effective team and school effort throughout the year. This award is determined by student vote.

Director’s Award for Chorus: This award is given to an eighth grade student who has demonstrated exceptional musical talent, enthusiasm, leadership and musical achievement in the ensemble, and who has participated as a soloist in the Michigan Schools Vocal Music Association Solo and Ensemble Festival.

Woody Herman Jazz Award: The Woody Herman Jazz Award is a nationally recognized award and is presented to an eighth grade member of our jazz band in recognition of outstanding achievement, leadership and contribution to the jazz ensemble program. Special emphasis is placed on the development of improvisation skills.

Director’s Award for Band: The Director’s award for Band is a nationally recognized award and is presented to an eighth grade member of the band in recognition of outstanding achievement and leadership. Participation and achievement in district solo and ensemble festivals is one of the important factors used in determining the recipient.

The Director's Award for Orchestra: The Director's Award for Orchestra honors the top leaders of the Advanced Strings ensemble. This award is nationally recognized and is given to eighth graders who have shown exceptional musical talent, enthusiasm, leadership and musical achievements while attending the Middle School.

The Director's Award for Dance: The Director's Award for Dance is given to an eighth grade student who has demonstrated exceptional dance talent, leadership, and enthusiasm in the Middle School dance classes.
ACADEMIC LIFE

The Middle School curriculum (see Curriculum guide, pages 37-49) has been designed in consideration of early adolescence as a critical time in intellectual growth, curiosity and exploration. In developing students’ cognitive skills and academic competencies, the Middle School recognizes the different cognitive stages and individual variations among young adolescents. 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 to develop the habits necessary to be successful students. Thus students are encouraged and expected to practice study skills including listening, note-taking, consistent review, time management and planning for homework, tests, and projects.

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 study hall, 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.”

Middle School Homework Policy for Holidays and Concerts

The School has established this holiday policy as a guideline for the recognition of a calendar-scheduled no-school day occurs throughout the academic year. The School invites parents and students to inform teachers of students’ religious needs that might require individualized attention by her teachers.

Quizzes and tests are not given on the day after a calendar-scheduled “no-school” day recognizing a religious holiday. When a school-recognized holiday (religious or secular) occurs,
only one night’s homework will be given. On evenings where there is a musical concert, only light homework will be given.

In regard to interscholastic sports: Practices are optional and no games will be scheduled on the day before a school-recognized religious holiday. During school-recognized holidays, no practices or games will be scheduled. (See also Holiday Policy in Athletics section, page 20.)

**Tests, Exams and Other Major Assignments**

Teachers use a variety of methods to evaluate a student’s progress: quizzes, tests, papers, oral presentations, projects and participation in class. Sometimes in a student’s mind these evaluations become more important than the content of the course. While we expect all of our students to work hard toward achievement, we endeavor to 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 sixth and seventh 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 for no more than ten percent of the year’s final grade.

**Extra Help and Tutoring**

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. **Parents are strongly encouraged to discuss with the teacher or advisor the advisability of tutoring before making such arrangements.** 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. (See Academic Integrity, page 21.)

**Make-Up Work**

After an illness or a family emergency, it is the student’s responsibility to check with her teachers regarding homework assigned during her absence. If a student has not been ill, she is expected to turn in her homework and/or take quizzes and tests as assigned, including the day of return. (See
also Planned Absences for Travel and Special Events, page 16.) If a student has been ill, she has the number of days equivalent to her absence to make up her work (including homework, tests, etc.). For example, if a student is out ill Thursday, Friday and Monday, she 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 she will be out of school, it is her responsibility to complete an Absence Agreement Form with her teachers and to find out what academic obligations (homework, reading, projects, etc.) need to be completed prior to her return. (See also Planned Absences for Travel and Special Events, page 17.)

Evaluation

The school year is divided into trimesters (each lasting eleven weeks) for all courses except Art and Human Development, which are semester long.

- At the mid-point of the first trimester (usually end of October) comments or progress reports are written on all students. These comments are followed by grades in December, which marks the end of the first trimester.
- At the end of the second trimester (usually early March), teachers write comments and calculate grades for all students. Students who were achieving less than a passing grade at the mid-point of the second trimester (usually late January) would have received a comment from that teacher informing the parents of the difficulty.
- At the end of the third trimester comments are written for students receiving D's or E's or whose teachers warrant them needed. Comments are also written for all students in Tri-Arts classes. Students who were achieving less than a passing grade at the mid-point of the third trimester (usually late April) would have received a comment from that teacher informing the parents of the difficulty.
- Art and Human Development teachers write comments at the end of each semester (semester one ends by early February; semester two ends in June) and at mid-semester to express a concern about a student’s progress (i.e., usually December for first semester class or late April for second semester class).

In middle school, teachers’ comments are at least as significant as grades. With or without grades, teacher observations may be justification for a conference.

A student whose absence makes evaluation impossible will receive an "AB" (Absent) until the make-up work is complete. A student whose work is deemed incomplete will receive an "I". She has two weeks to complete missing assignments before the "I" becomes an "E".
Percentage Grading Scale

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<tr>
<td>97 – 100%</td>
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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.

To be on Dean’s List eighth grade students must have grades of B- or above. For sixth and seventh grade students, all grades must be B- or better except for one allowable grade of C (for sixth graders), or C+ (for seventh graders).

For Honor Roll students must have all grades of B+ or above.

Academic Concerns and Consequences

The Middle School is concerned when a student is achieving notably below her ability or is not meeting course requirements. Typically in this instance, the 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 (e.g., a pattern of grades of C- or lower) 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 her 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.

**Academic Study and 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.

**Standardized Testing**

In spring, all sixth and seventh-graders take the CTP 4 (Comprehensive Testing Program 4), a standardized test which measures students’ skills and abilities. 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 7:45 a.m. to 4:30 p.m. (Monday through Thursday) and 7:45 a.m. to 4:00 p.m. (Friday). The library is equipped with a full range of resources including a mini 5-station lab and an adjacent computer research lab containing eighteen workstations, each providing CD and DVD capabilities as well as word processing access for report and essay writing. These resources are available to all students for study and research before school and throughout the day until the library closes.

Students new to the School are given an orientation at the beginning of the school year. This program features the rules of the library, an explanation of the use of the on-line library catalog, and introductions to the use of the Internet, and the full range of the library resources. At the beginning of assigned class projects, students receive more detailed instruction in the use of the library’s resources and databases, and in the evaluation of web sites. Library Information Accessing Skills are reinforced through monthly library-sponsored activities.

The Middle School and its students have access to all seven libraries within the Cranbrook Educational Community. An extensive inter-library loan system opens the doors to the libraries on our various school campuses, the Cranbrook Art Academy, and the Cranbrook Archives.

Computer Resources

School computers are available in two laboratories for students’ use. Please see the Cranbrooks’ Schools’ Acceptable Use Policy (pages 23-25), which outlines students’ appropriate use of this technology. Use of school computers is restricted to supporting students' school work. This means that Cranbrook computers are not to be used for Instant Messaging or personal emails, or posting to and reading personal blogs. Computers may not be used for visiting websites not related to classes or playing games not assigned by teachers. Internet use is only available under the supervision of an adult.
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 and tests aid teachers in evaluating individual student achievement.

Program Outline

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

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

Grade Eight:
- English
- French/Latin/Spanish
- Integrated Topics/Alg. I/Alg. II
- Science
- Social Studies
- Human Development
- Performing Arts
- Visual Arts
- Physical Education
- 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.
ENGLISH

The Middle School English Program develops students’ skills in a variety of ways. During the three year program, students read a diverse selection of literature, including novels, short stories, poetry, plays, and biographies. As the students progress from one grade level to the next, they develop a more thorough understanding of the complexities of the elements of literature (plot, character development, themes, etc.) They develop their analytical abilities by applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students use the writing process and develop writing skills through exploring a variety of genres: expository, narrative, descriptive, persuasive, and critical (i.e. responding to literature). Projects, speeches, skits, debates, and regular group discussions develop speaking and listening skills. Grammar and usage concepts become more complex each year, and vocabulary study is derived from literature. More specific aspects of the program at each grade level are detailed below.

English 6
101
Sixth graders are introduced to the elements of literature and various literary devices. Their expository writing is focused on developing a topic sentence, supporting with examples, and concluding a one-paragraph essay. By year’s end, students advance to developing three-paragraph essays.

English 7
111
Seventh grade literature study focuses on close reading and identifying specific supporting details from the works. As writers, students explore the five-paragraph essay as a means of organizing and communicating ideas.

English 8
121
By eighth grade, the elements of literature have all been introduced and are now being reinforced. Students are examining more complex literary devices as well. In their writing, eighth grade students focus on the five paragraph essay with a concentration on transitional sentences and the development of the thesis statement. Upon completion of eighth grade, students are well-rounded readers, writers, and communicators.

MATHEMATICS

The Middle School 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. Teachers will be available for extra help to students experiencing difficulties.

The Math 6, Math 7, Pre-Algebra 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. \textit{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. \textit{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/she 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.

\textbf{MIDDLE SCHOOL MATHEMATICS}

\begin{center}
\begin{tikzpicture}
\node (math6) {Math 6};
\node (math7) [below of=math6] {Math 7};
\node (honors6) [right of=math6] {Honors 6};
\node (prealg67) [right of=math7] {Pre-Algebra (6 & 7)};
\node (prealg8) [right of=prealg67] {Pre-Algebra 8};
\node (alg178) [below of=prealg67] {Algebra I (7 & 8)};
\node (alg2) [below of=alg178] {Algebra II (8)};
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\draw [->] (prealg67) -- (alg178);
\draw [->] (alg178) -- (alg2);
\end{tikzpicture}
\end{center}

\textbf{Math 6}

\textbf{201}

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. A discovery approach will be used through hands-on activities in group, cooperative and individual situations.
Honors Math 6
203
Students will spend less time reviewing basic operations and move more quickly into number theory and equation solving. 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. A discovery approach will be used through hands-on activities in group, cooperative and individual situations. Students with an average below B- at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Pre-Algebra 6
205
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. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Math 7
211
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
213
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. Students with an average below B- at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Algebra I 7
215
This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, systems of equations, properties, radicals, equations, exponents, operations involving polynomials, quadratic equations, rational expressions and rational equations. The use of graphing calculator enhances the learning experience. 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.
Pre-Algebra 8
221
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
223
This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, systems of equations, properties, radicals, equations, exponents, operations involving polynomials, quadratic equations, rational expressions and rational equations. The use of graphing calculator enhances the learning experience. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Algebra II 8
225
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. The use of graphing calculator enhances the learning experience. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

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 regular opportunities 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 Cranbrook campus, the Cranbrook Institute of Science and other regional points of interest.

Science 6
401
This 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 her reading, writing and organizational skills.
Science 7
411
The focus of this 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
421
This 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.

SOCIAL SCIENCE

The Middle School Social Science Program promotes a deepened understanding of the heritage of civilization, cultural diversity, democracy and civic responsibility, global interdependence, and relationships between humans and their natural environments.

Students gain competence at processing information, reasoning, 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
501
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
511
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.
**American Studies II**

521 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. Students entering the program in the seventh or the eighth grade will be assessed on an individual basis for placement. The world languages curriculum develops an appreciation for foreign culture and promotes the skills of listening, speaking, reading, and writing in the target language. 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**

301 French 6
303 Latin 6
305 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 language.

**World Languages 7**

311 French 7
313 Latin 7
315 Spanish 7

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

**World Languages 8**

321 French 8
323 Latin 8
325 Spanish 8

The course introduces more advanced structural elements and broadens the students’ vocabulary and cultural awareness. Students develop skills that prepare them for continued study in the Upper School program.
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. Computer ethics are taught at all levels. Sixth graders receive a two and a half week introduction to the computers at the start of the year.

Applications taught include: Word, Excel, Photoshop, PowerPoint, the Internet and e-mail. The use of auxiliary equipment such as flip and digital cameras and scanners is also utilized.

HUMAN DEVELOPMENT

Human Development 6
931
Human Development 6 serves as an introduction to a comprehensive three year health program. This course is designed to teach students about important issues that are confronted during adolescence. The curriculum focuses on the physical as well as emotional changes that accompany this stage of life. The lessons encourage questioning, self-exploration, and classroom discussion. The overall theme of the semester is making positive choices and developing decision-making skills. The course explores a variety of topics including journal writing, the dimension of health, self-concept, hazards of tobacco and alcohol use, the dynamics of addiction, and adolescent physical development.

Human Development 7
941
Health 7 gives students an opportunity to acquire information that allows the development of healthful attitudes and behavior patterns. Units focus on mental and social health, stress, nutrition and fitness, substance use and abuse, diseases and eating disorders, and how the decision to use drugs, alcohol, or tobacco interferes with overall health. Relationships with friends and families are also examined. Intensive journal writing occurs on a daily basis.

Human Development 8
951
Human Development 8 is designed to build upon the curriculum from 6th and 7th grade. A holistic approach to the topics is taken, meaning that not only the physical but also the social and emotional impacts are explored. The primary focus of the semester is human reproduction including anatomy, labor and the birth process. In addition, infectious diseases, including sexually transmitted disease, and noninfectious diseases such as cancer and heart disease are thoroughly discussed. These complex themes are framed in terms of personal health advocacy, prevention and making positive choices in life.
VISUAL ARTS

Visual Arts 6
801
This course gives students a hands-on exposure to a variety of studio-arts, both two-dimensional and three-dimensional. The students practice basic techniques and psychomotor skills that lead to the completion of projects in a number of studio areas. This course begins building a sound foundation of visual design by exploring the first four elements of design – line, shape and form, value, and color. Throughout the semester various aspects of historical and cultural works of art and artists are integrated into a format that reinforces particular assignments.

Visual Arts 7
811
This course continues student involvement in the variety of studio arts begun in the sixth grade. Additional control and understanding of concepts is promoted in the seventh grade projects. This course continues building a foundation of visual design by focusing on the last two elements of design – space and texture and the first two principles – balance and unity. Historical and cultural works of art and artists are integrated into a format that reinforces particular assignments throughout the semester.

Visual Arts 8
821
In the eighth grade, preparation for the studio experience of the upper school program intensifies. Student hone skills learned previously, are introduced to work that requires artistic problem solving and continue their exploration of historical and cultural works of art to reinforce particular assignments. The course completes the foundation of visual design by focusing the last four principles of design – contrast, emphasis, pattern and rhythm and movement. 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, 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 ensemble continues to build upon the fundamentals of instrumental music. Designed to strengthen the technique and knowledge of an instrument, Intermediate Band is considered the typical progression for students coming from elementary and middle school band programs. This ensemble only 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 students new to the school. Beginners should not sign up for this class. Prerequisite: one to two full years of playing experience, instructor's approval.

**Advanced Band**

**A751** (Coed) 6 7 8

Specifically designed for the serious band student, this class provides exposure to a variety of musical styles and serves as a training program for the Upper School band program. 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 levels and available space. Seventh- and eighth-grade students are eligible and encouraged to participate in the Michigan Schools District Solo and Ensemble Festival. This ensemble performs in the Winter and Spring Festival Concerts. Prerequisite: instructor's approval.

**Intermediate Strings**

**A752** (Coed) 6 7 8

This ensemble continues to build upon the fundamentals of instrumental music. Designed to strengthen the technique and knowledge of an instrument, Intermediate Strings is considered the typical progression for students coming from elementary and middle school string programs. This ensemble only performs in the Spring Festival Concert. Guitar students are welcome, as the core literature for this course is folk music. Beginners should not sign up for this class. Prerequisite: one to two full years of playing experience.

**Advanced Strings**

**A753** (Coed) 6 7 8

Specifically designed for the serious string student, this class provides exposure to a variety of musical styles and serves as a training program for the Upper School Orchestra. 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 levels and available space. Seventh- and eighth-grade students are eligible and encouraged to participate in the Michigan Schools District Solo and Ensemble Festival. 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; trombones; trumpets; piano; drums 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 701/713/715 (Girls) 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 Music Workshop, 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-Arts classes do not perform.

- A survey course, Drama explores introductory theatre concepts, beginning with the study of body language and gesture and expanding to facial expression and vocal inflection. Along the way, students participate in a variety of theatre games designed to reinforce these ideas. Students are given brief introductions to basic stage terminology, theatre history, and technical theatre. The trimester culminates with a final performance project.

- In Music Workshop students will develop their understanding and knowledge of music by learning basic music skills and composing music on computer software. Students will learn to analyze, arrange, produce, and compose original songs on the computer using the Sony Acid Music Studio software. Music skills learned throughout the trimester will be incorporated into their compositions.

- In Dynamic Moves, students learn skills that foster physical stamina, flexibility and coordination. Class content may consist of basic Pilates and yoga, along with basic dance movements for stretch and strength conditioning as a compliment to the dance program. Students learn to work cooperatively with each other through the creative process of dance improvisation.

**Intermediate Drama**

707  
*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**

717  
*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. A series of guest theatre professionals will interact with the students on a variety of topics throughout the year. The Advanced Drama class serves as a training program for the Upper School theatre program. The class perform in a scene showcase in the spring. **Prerequisite: instructor’s approval.**
Dance I
709 (Girls) 6 7 8
Students in dance learn the fundamentals of ballet, modern and jazz, the latter in which may include world dance forms. The objective of the class is to develop a solid foundation for dance technique, emphasizing stretch, muscle strength and proper skeletal alignment. Students have the opportunity to experiment and compose dances with further exposure to world music and its influence on creative movement. Students will perform in the Spring Festival Concert.

Dance II
(Students) 7 8
This class is open to students who have mastered the basics in Dance I. Further attention is given to ballet and modern dance technique building locomotor movement skills and learning complex movement patterns. Dance improvisation and composition will be explored as part of the creative choreographic process. Students will perform in the Winter and Spring Festival Concerts. **Prerequisite: instructor's approval.**

Clarions
711 (Girls) 6 7 8
A performance-oriented vocal ensemble, girls will learn the basics of vocal technique. Through the study and performance of various choral literature sung in unison, two and three-part harmony, students experience both the rewards and challenges of belonging to an ensemble. Clarions perform in Winter and Spring Festival Concerts as well as various school and community events.

**Private Lessons for Beginning Students (THIS IS NOT A CLASS) Coed) 6 7 8**
Students who wish to learn how to play orchestral or band instruments must begin with private lessons after school hours. Private music instruction contracts are available through the head of the Performing Arts Department. Please note that private lessons are not included in tuition or fees. Private instructors are available on campus and are listed in the back of the student directory. Students **must pass** an audition with the orchestra or band instructor prior to admission into one of the ensembles. Unfortunately, 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 or 8.

**PHYSICAL EDUCATION**

901 6
911 7
921 8
All girls 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:

- aerobics
- bowling
- flag football
- lacrosse
- swimming
- badminton
- canoeing
- golf
- soccer
- tennis
- basketball
- field hockey
- kick-ball
- softball
- volleyball
Cranbrook Kingswood Middle School

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

Lisa Ballo
Tri-Arts Dynamic Moves
Michigan State University, B.S.

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, Int. Drama
Social Science Department Coordinator
University of Michigan, B.A.

Daniel Dobrovich
Tri-Arts Drama
Eastern Michigan University, B.S. Ed.

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

Michael Reynolds
Boys’ Athletic Coordinator
Human Development
Hope College, A. B.

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

FACULTY AND ADMINISTRATION

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

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

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

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/Media Specialist
University of Michigan, B.A.
Wayne State University, M.L.IS.

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

Katherine Mecsey
English
Indiana University, B.S.

Cheryl Mizerny
English
Eastern Michigan University, B.S.

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.
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<th>Name</th>
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<td>Marjorie Olt Mertz</td>
<td>Science</td>
<td>Cornell University, B.S.</td>
<td>B.S.</td>
<td>Columbia University, M.S., M.A.T.</td>
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<td>Jeremy Rahn</td>
<td>Advanced Drama</td>
<td>Michigan Technological University, B.S.</td>
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<td>Kathryn Rediers</td>
<td>Dance I and II</td>
<td>Wayne State University, B.S.</td>
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<td>Miles Robinson</td>
<td>Science</td>
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<td>Ashlie Smith</td>
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<td>Jane Williams</td>
<td>Mathematics, Latin</td>
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<td>Cecilia Yeager</td>
<td>English</td>
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<td>Michael Auth</td>
<td>Science, Science Department Coordinator</td>
<td>University of Michigan, B.A.</td>
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<td>Lisa Ballo</td>
<td>Tri-Arts Dynamic Moves</td>
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<td>Karen Campbell</td>
<td>Science</td>
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<td>Sheila Cohen</td>
<td>Mathematics</td>
<td>Vanderbilt University, B.S.</td>
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<td>Daniel Dobrovich</td>
<td>Tri-Arts, Drama</td>
<td>Eastern Michigan University, B.S.</td>
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<td>Diane Farrug</td>
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<td>James Gabriel</td>
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<td>Sarkis Halajian</td>
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<td>Lawrence University, B.M.</td>
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<td>Patrice Hill</td>
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<td>Katherine Lorts</td>
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<td>Jeffrey L. Miller</td>
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<td>David Mogill</td>
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<td>Brewster Moore</td>
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<td>Gordon Powell</td>
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<td>Paulina Shaw</td>
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<td>B. Curtis Williams</td>
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