Cranbrook is committed to Equal Employment Opportunity (EEO) and nondiscrimination in all aspects of employment. As an EEO employer, Cranbrook’s policy is that employment-related decisions shall be made without regard to an applicant’s or employee’s race, color, national origin, religion, creed, sex, height, weight, marital status, disability, veteran status, age, sexual orientation, or any other basis prohibited by local, state or federal law.
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CRANBROOK KINGSWOOD MIDDLE SCHOOL

GIRLS’ PROGRAM

HANDBOOK
WELCOME TO THE GIRLS’ MIDDLE SCHOOL

Welcome to a new school year. The Middle School 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.

Frances R. Dagbovie
Head of 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.
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.
INTRODUCTION TO THE GIRLS’ MIDDLE SCHOOL PROGRAM

The Girls’ Middle School Program has a student body of approximately one hundred and sixty-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.
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 monthly 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**

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 Meetings

Sixth grade parents have meetings with their daughters’ advisors in September to discuss goals and concerns in this transitional year. Seventh and eighth grade parents meet with their daughters’ advisors on a conference day in November to review academic performance and discuss goals and concerns for the year. Additional meetings can be scheduled as needed throughout the school year. The small size of our school allows for more personal and frequent contact between teachers, students, and parents.

Parents should feel free to contact the advisor, Dean of Students or counselor with information relevant to their student’s progress. They should call the teacher, advisor or grade-level team leader to arrange a meeting with teachers. Such conferences, for either academic or social concerns, might involve the parent(s) meeting with the advisor, specific teachers, or with the grade-level team. The Head, Dean of Students, and counselor are also available for these meetings. These contacts between school and home are a major way we work together to support the academic and social growth of each student.

Advisors and Advisories

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 knows her well. The advisor, who may also teach each of her or his advisees, is often the parents’ first contact at school.

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 meets with individual students and their families as needed. She also makes referrals to families for outside counseling or other support services, and she regularly consults with classroom teachers to help in the support of students. 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 (positive “networking”) with other parents to insure 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. Van Klaveren (Executive Assistant) 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. Van Klaveren 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. (645-3420). Unless urgent, the message will be posted on the Student Message Board near the 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 for lunch, a get-acquainted tour of the Middle School, and a special assembly program.

**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 Linda Honet (248 646-5669) 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, Ken Bassey (248-246-5768).

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

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

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

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

If you would like to know more about this committee, please contact Carla Young, Director of the Office of Community and Multicultural Programs (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 loco parentis in providing a serious and safe learning environment for all our students. Students are under the School’s jurisdiction during the academic day, school-sponsored activities, and trips.

**Illness at School**

The services of a school nurse are available to us when there are medical emergencies. If a student feels ill, 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.

**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.

**Lunches, Soft Drinks and Coffee**

We encourage families to emphasize the healthy choices available at lunch. For health reasons, students are not allowed to consume any soft drinks or coffee products during lunch. Students who disregard this rule will be given a work duty. Students may have soft drinks during class/advisor parties and 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 or call the Middle School Athletic Hotline: (248) 645-3578, after 2:00 p.m.

**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)** (the Kingswood library phone). Note for students using the library: Students who wish to use the library after school from 3:00 – 4:30 p.m. (Monday through Thursday) or 3:00 – 4:00 p.m. (Friday) must sign in with the After School Program for security purposes before they go to the library. Students are not
charged a fee provided they are picked up by a parent or guardian by the time the library closes. Charges for these students begin when they return to the After School program.

**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 promote modesty, safety and comfort. It is expected that each student 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 and in coverage of the midriff, legs, shoulders and undergarments).

If a student’s clothing/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. The student will also be assigned a work duty. 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 Mrs. Rivard prior to wearing it.)

The following policy defines specific elements of the dress code:

**Shoes**

**Acceptable:** Shoes which provide adequate foot coverage and support.

**Unacceptable:**
- Shoes with spike heels of any height, or other heel styles higher than 2”
- Flip-flop style shoes
- Plastic or rubber sports/shower sandals or Crocs®
- Bedroom slippers

Note: Legs must be fully covered from November – March. Tights and nylons are appropriate with skirts/dresses and socks that cover the ankle with pants are considered acceptable.

**Tops**

**Acceptable:**
- Blouses, shirts, knit tops, turtlenecks and sweaters which cover the abdomen, back and shoulders
- Cranbrook Kingswood apparel (logo shirts, T-shirts and sweatshirts)
- Tops made from T-shirt material which have a finished collar (½” wide or less and a non-athletic look)

In addition, the following specific articles of clothing are considered to be in dress code.
- Fleece and velour jackets and vests with a small logos
• Tops with small logos (with no lettering) that can be covered by a quarter (example: “Nike” symbol not “Nike” in writing)
• Uniform tops (worn on game days only by students participating in school-sponsored sports)
• Tops with stripes, patterns and plaids of any kind

**Unacceptable:**
• Tank tops, halter tops, tops with spaghetti straps or any top that exposes the lower back or midriff
• Tops that expose cleavage or are excessively tight
• T-shirts that are not affiliated with Cranbrook
• T-shirts with an athletic collar over ½” in width
• Any shirt with a logo larger than a quarter, or with any writing, numbers, pictures or images
• Tank tops during the winter months (November - March)
• Halter tops, tops with spaghetti straps or straps less than 1” wide
• Aerobic-style clothing, clothing made of sweat shirt material; beach attire of any kind
• Jean jackets
• Mesh, fishnet, sheer tops that expose undergarments
• Camouflage prints in any color
• Outerwear (parkas and coats) in the classroom, unless permitted by the faculty. During the winter months it is suggested that the student keep a sweater or similar apparel in her locker should she need it.

**Bottoms**

**Acceptable:**
• Trousers, pants, Capri pants, overalls and colored jeans (other than denim blue color)
• Leggings only if worn under appropriate length skirts and dresses
• Skirts and dresses with finished hems (not frayed)
• Skirts and shorts with hemlines no higher than 5” measured from the middle of the knee

**Unacceptable:**
• Blue jeans except on school-designated jeans days, which typically occur once a month.
• Pants that are excessively tight, reveal the stomach or lower back, drag on the floor, have rips, holes, tears or have frayed hems
• Leggings worn as pants
• Athletic pants (e.g. with stripes down the side; or made of sweatshirt or warm-up material)
• Camouflage printed pants, sweat pants, fleece pants, scrub pants, velour pants or pajama bottoms
• Shorts during the winter months (November - March)
• Shorts that are more than 5” above the middle of the knee
• Athletic/bike shorts (spandex material)

**Head and Hair**
• No hats or bandanas are allowed
• Head apparel for medical or religious purposes is allowed
• Sunglasses are not to be worn in the school building
• Hair must be of a naturally occurring color

**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 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 table (outside room G 2A) and then search classrooms, corridors, lobbies, the dining room, auditorium, 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 reclamation. **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.
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 class.

**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 CranNet (http://crannet.cranbrook.edu) for updates on 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 Stacy Rivard, Dean of Students at (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 after or before 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. Before she 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. Our generous vacations are intended to provide time for these opportunities, including travel to experience the benefits of other cultural and geographical settings.

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 office could receive zeros for work assigned during their absence.

Academic Penalties and Loss of Credit Due to Absences

It is school policy that academic credit in an individual class may be denied if a student accrues more than seven absences in a trimester. Students with seven absences total within the trimester can expect an attendance review. When, according to the teacher, the student’s credit in the course is being jeopardized, there is a special review of the student’s attendance and its implications on successful completion of the class. The committee is composed of the 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. In particular, field trips (day-long) as well as the class trip (overnight), sometimes 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 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.** 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) or call the Middle School Athletic Hotline (248 645-3578) after 2:00 p.m.

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:
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>
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<tbody>
<tr>
<td>Basketball</td>
<td>Diving</td>
<td>Aerobics</td>
<td>Lacrosse</td>
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<tr>
<td>Cross Country</td>
<td>Swimming</td>
<td>Bowling</td>
<td>Soccer</td>
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<tr>
<td>Field Hockey</td>
<td>Fencing</td>
<td>Tae Kwan Do</td>
<td>Track and Field</td>
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<td>Softball</td>
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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.

Athletic Department Hotline

For convenience, parents may call a special Middle School Athletic Hotline. The hotline, via a taped message, contains information relevant to daily games and practice schedules. In the event of inclement weather, parents are encouraged to call the Athletic Hotline, 248-645-3578, after 2:00 p.m. for updates about canceled games or practices. Athletes and their families may also find updated schedules and other pertinent information through CranNet, accessed via the School’s website (http://crannet.cranbrook.edu).

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

Our Cranbrook Kingswood policies of conduct and citizenship are based on our knowledge of the needs of young adolescents 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

- personal responsibility
- respect for people and property
- 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.

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

• **Use of Cell Phones** – While on school grounds, cell phones may be used only after school and only to contact a parent (or the driver who will provide a ride home). During the academic day, cell phones must be turned off and stored in students’ lockers. Unless given permission by a faculty member, a student may not use a cell phone during any school-sponsored activity including, but not limited to, socials, field trips and 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 of race, creed, ethnicity or national origin. Again, all adults and students have a right to participate in the activities of the school free of racial harassment. Racial harassment may include:

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

Response to Harassment - Any adult or student who believes he or she has been the subject of unfair treatment, of harassment, or intimidation, or of abuse from another person in the community should report the alleged act immediately to the Dean of Students or 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, cyber-stalking, 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, Xangab and Facebook as well as sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else’s name.

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

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

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

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

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

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

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 **Stage Five** when the action is so
egregious that dismissal is warranted.

**STAGE 1: Conversations**

Conversations between faculty/students, administration/students, parents/faculty
- Attempt to diminish behavior through counseling approach.
- Serve as a warning to students that a work duty may result if behavior continues.
- May be accompanied by further consequences.

**STAGE 2: Work Duty**

Each student may receive two per trimester before moving the stage 3.
- Students will serve their work duty from 2:20 – 3:00 p.m. during their study hall. Students
  will do jobs that assist the school, such as taking down bulletin boards or scrubbing
  paintbrushes.
- Students receive automatic work duties for violating the dress code and chewing gum.
- Parents are NOT notified when a student receives a work duty unless the student’s response
  warrants a call home.

**STAGE 3: Detention**

Detentions occur as a result of more serious behavior, such as behavior which warrants being
asked to leave class, e.g., talking back to teachers, jeopardizing the welfare of others, etc. They
are also assigned when students receive more than two work duties per trimester.
- Parents are notified when a student receives a detention.
- Students may receive either a lunch detention or an after-school detention. The type of
  detention depends on the behavior.
- A after-school detention is served from 3:15 – 4:15p.m. on the Friday after the consequence
  is given.
- Students are supervised during this time.

**STAGE 4: Suspension**

Suspensions are reserved for those students who do not alter behavior within Stages 1-3 OR who,
due to their own actions, jeopardize the welfare of others or the overall health 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 offenses.
• In-school or out-of-school suspensions may occur.
• Parents are always notified.

**STAGE 5: 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**

A student is placed on citizenship probation if she has repeatedly violated conduct and citizenship expectations, or if she has committed an action serious enough in itself to warrant probation. The Head of School and the Dean of Students will work in conjunction to place a student on citizenship probation. Parents will be informed when this occurs.

Citizenship probation is very serious. It places a student’s re-enrollment status in jeopardy, and it can result in dismissal from school should any further incident occur.

**Parents and the Discipline Process**

The role of parents in supporting school rules and expectations is critical in maintaining a healthy, ethical community. The parents are informed when their student has a detention or when more serious consequences are assigned, 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

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”), typically five days long. Currently, the sixth and eighth grade trips are primarily outdoors, while the seventh grade trip is an urban experience. 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. Since almost half the class is new to Cranbrook and since the girls come to us with a wide variety of away-from-home experiences, we feel a planned experience is essential. 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 mixture of challenging and exciting physical activities are mixed with group dynamic activities and an appropriate amount of “down” time. These concepts are reinforced at the end of the year when the girls participate in a high-ropes course.

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 Fun 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.

**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 Diversity Club, Literary Magazine, the Kingswood Underground Newspaper, 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 coordinated by the Athletic Coordinator together with the Green and White captains. The year of competition culminates at the end of the year with **Super K Fun-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 33.) 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).

**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. She is a vivid character who stands for courage and caring. At year’s end, the Kitty Kingswood Citizenship 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. The Kingswood Alumnae Association created this special award.

**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.

ACADEMIC LIFE

The Middle School curriculum (see Curriculum guide, pages 36-48) 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 available study halls, thereby decreasing the amount of work that must be completed at home. It is also important for students to budget their time when working on major projects or studying for tests to alleviate last minute “crunches.”

Middle School Holiday Homework Policy

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 19.)

**Tests, Exams and Other Major Assignments**

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

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

*Exams:* There are no year-end cumulative final examinations for 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 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. **Before making such arrangements, parents are encouraged to discuss with the teacher or advisor the advisability of such a step.** All private tutors are expected to initiate and maintain contact with the teacher. Tutors are expected to guide the independent work of the student and avoid editing or redoing the student’s work. (See Academic Integrity, page 20.)

**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 day's 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 16.)

**Evaluation**

The school year is divided into trimesters for all courses except Art and Human Development, which are semester long. At the end of each trimester (an eleven-week period), parents receive grade reports. At the mid-point of the first trimester (early November) and the end of the second trimester (end of January), comments are written on all students. At the end of the third trimester comments are written only for students in single trimester classes (in the Performing Arts Department), or for students receiving D's or E's or experiencing difficulties. Students achieving less than a passing grade at the mid-point of the second and third trimesters will receive a comment from that teacher informing the parents of the difficulty.

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

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

**Percentage Grading Scale**

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

Academic honors are an important reflection of our school’s focus and values. At the end of each trimester, students may be eligible for either Dean’s List or Honor Roll.

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 a.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 24-26), 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 a 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

A = Co-ed

Grade(s) for which course is open

Course Description: course objective, course content, teaching modes, requirements of typical assignments, materials used.
ENGLISH

The middle school English program requires each student to read novels, short stories, poetry, plays, and biographies. Projects, speeches, skits, debates, and regular group discussions develop speaking and listening skills. The areas of writing covered are expository, narrative, descriptive, and persuasive. Students study the elements of literature with increasing complexity. Grammar and usage concepts become more challenging each year. Vocabulary study is derived from the literature.

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

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

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

English
101  6
111  7
121  8

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. Students experiencing difficulty will be aided in extra-help sessions.

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

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

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

Math placement is not an exact science. We work very hard to place each student in a math class where he/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.

### MIDDLE SCHOOL MATHEMATICS

![Math Course Diagram]

**Math 6**

**201** 6

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

**Honors Math 6**

**203** 6

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

**Pre-Algebra 6**

**205** 6

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

Algebra I 7
215
This accelerated class covers topics of a typical first course in algebra. The material includes
work with numerical expressions, axioms, radicals, equations, exponents, operations involving
polynomials, and quadratic equations. Students with an average below B- at the end of the first
trimester will have their placement re-evaluated in order to continue this course.

Math 8
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
223
This accelerated class covers topics of a typical first course in algebra. The material includes
work with numerical expressions, axioms, radicals, equations, exponents, operations involving
polynomials, and quadratic equations. Students with an average below B- at the end of the first
trimester will have their placement re-evaluated in order to continue this course.

Algebra II
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.
SCIENCE

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

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

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

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

Science 6, 7, 8
401 6
411 7
421 8

SOCIAL SCIENCE

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

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

Students develop a heightened respect for the rights and dignity of all. They learn to consider various solutions to social problems, to make rational judgments about public issues and to act in accordance with the values of a democratic society.
Geography
501                      6
This course is designed to give students an understanding of the five themes of geography: location, place, human-environment interaction, movement and region. Physical geography (major land and water forms), cultural geography (adaptation to the environment), economic geography (use of resources), and map skills will be taught in the contest of the geographic regions. Emphasis is placed on the development of study skills, critical thinking skills, and cooperative group skills.

American Studies I
511                      7
This course is designed to present several social disciplines through the backdrop of early U.S. history. Beginning with the creation of the Constitution through Reconstruction, the class will examine the history, economics, government, social and geographic changes of our country. The students will use critical thinking skills, simulations, role-playing, primary and secondary sources in order to understand and examine historical events, people and issues. Students will be assessed through factual and critical writing, tests, quizzes, class participation and group activities.

American Studies II
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. The world languages curriculum develops an appreciation for foreign culture and promotes the skills of listening, speaking, reading, and writing in the target 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 world languages.

World Languages 7
311 French                      7
313 Latin                      7
315 Spanish

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

World Languages 8
321 French 8
323 Latin 8
325 Spanish 8

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

Non-World Languages Study Hall
327 8

Eighth-grade students who enter the middle school with no prior world languages instruction attend a daily study period during world languages class time. This study hall is also assigned to the new eighth-grade student whose previous language instruction has not adequately prepared her to enter eighth-grade world languages.

COMPUTER SCIENCE

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

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

HUMAN DEVELOPMENT

Human Development 6
931 6

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 7
In the seventh grade, students build on their 6th grade class experiences, still focusing on healthy decision-making in the areas of social, emotional and physical health. Students acquire more awareness, knowledge and skills to stay healthy and safe in managing their relationships, emotions and stress, and nutrition. Students demonstrate their understanding through class participation, homework, journal entries (of personal responses), quizzes and tests. Materials include a health text and assorted articles, video clips, and health websites.

**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 to personal health advocacy, prevention, and making positive choices in life.

**VISUAL ARTS**

**Visual Arts 6**
801

This course gives students an 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 work also builds a sound foundation of basic-design knowledge and understanding.

**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 required seventh-grade projects. Throughout the year various aspects of historical works of art and artists are integrated into a format that reinforces particular assignments.

**Visual Arts 8**
821

In the eighth grade preparation for the studio experiences of the upper school program intensifies. Students hone skills learned previously and they are introduced to work that requires artistic problem solving. 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 class concentrates on the fundamentals of music and is considered to be the typical progression for students from an elementary school band program. This course is designed to strengthen the technique and knowledge of an instrument. This ensemble performs in the Spring Festival Concert. Percussion is available to students by instructor's approval only. Please note that very few, if any, percussion positions are typically available in the Intermediate Band program for new students entering the school. Beginners should not sign up for this class.
Prerequisite: one full year of playing experience, instructor’s approval.

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

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

Advanced Strings
A753 (Coed) 6 7 8
This class provides exposure to a variety of musical styles and serves as a training program for the upper school orchestra. Specifically designed for the serious string student, participants should have aspirations to perform more difficult music and be prepared to commit to practicing on a regular basis. Students are recommended for this class based on their ability and available space. Seventh and eighth grade students are given the opportunity to perform in the district solo and ensemble 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; trombone; trumpets; piano; drum set; and lead and bass guitars. This ensemble performs in the Winter and Spring Festival Concerts. All students in this ensemble must be members of the advanced band, with the exception of guitar and piano students. Prerequisite: instructor’s approval.

Tri-Arts 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 or two out of their three middle school years. Students in the Tri-Arts classes do not perform.

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.

Drama is a process-oriented class where students role-play, improvise, use drama games and dramatic exercises while learning some technical aspects of theater.

In Dynamic Moves, students will learn dance skills that will develop physical stamina, flexibility and coordination. Class content may consist of basic Pilates, yoga, modern dance, jazz and ethnic forms, along with basic dance movements for stretch and strength conditioning as a compliment to the athletic program. Students will learn to work cooperatively with each other through the creative process of dance improvisation. This course is a precursor to the Upper School Movement and Conditioning class.

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. There will also be a series of guest professionals from theatre who will interact with the students on a variety of topics. The Advanced Drama class serves as a training program for the upper school drama.
program. The class performs an evening showcase in the spring. **Prerequisite: instructor’s approval.**

**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**

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 loco-motor 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 6 7 8

The Clarions are a performance oriented ensemble. In this class, girls will learn the basics of vocal technique and experience the rewards and challenges of belonging to an ensemble through the study and performance of a variety of choral literature sung in unison, and in two and three part harmony. This ensemble performs in the Winter and Spring Festival Concerts at Cranbrook, and the Michigan Schools District Solo and Ensemble Festival. **Prerequisite: instructor’s approval.**

**Beginning Instruments (THIS IS NOT A CLASS)** (Coed) 6 7 8

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

**PHYSICAL EDUCATION**

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

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

Frances Dagbovie
Head of Girls' Program
Wayne State University, B.Ph.
Oakland University, M.A.T.
Michigan State University, M.A.
Oakland University, Ed. Sp.
Larry R. Ivens  
Head of Boys’ Program  
Human Development  
The University of The South, B.A.  
Northwestern University, M.S.

Stacy Rivard  
Dean of Students - Girls' Program  

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

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

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

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

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

Girls’ Campus

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

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

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

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

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

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

Marygrove College, M.A.T.

Hillsdale College, B.L.S.

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

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

Debra Kridler  
Mathematics  
Western Michigan University, B.A.

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

Susan Ludwig  
Mathematics  
Michigan State University, B.A.

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

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

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

Cranbrook Kingswood  
Middle School

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

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

Carla Young  
Director of Community and Multicultural Programs  
Oberlin College, B.A.

FACULTY AND ADMINISTRATION

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

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

Beth A. Holland  
Visual Arts

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

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

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

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

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

Debra Kridler  
Mathematics  
Western Michigan University, B.A.

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

Susan Ludwig  
Mathematics  
Michigan State University, B.A.

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

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

Jeffrey Miller  
World Language Departmental Coordinator; Latin  
Wayne State University, B.A., M.A.
Marjorie Olt Mertz
Science
Cornell University, B.S.
Columbia University, M.S., M.A.

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

Miles Robinson
Science
California State University, B.S.

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

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

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

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

Jane Williams
Mathematics
Princeton University, B.A.

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

BOYS’ CAMPUS

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

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

Sheila Cohen
Mathematics;
Vanderbilt University, B.S.

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

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

Patrice Hill
English, Hillsdale College, B.A.

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

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

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

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

Pamela Marr
Science
Eastern Michigan University, B.S.

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

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

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

David Mogill
Math; Oakland University, B.S.

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

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

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

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

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

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

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

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

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