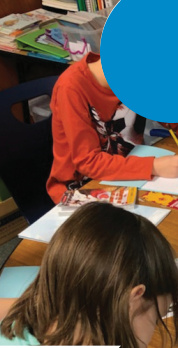


I choose

Richmond

Community Schools

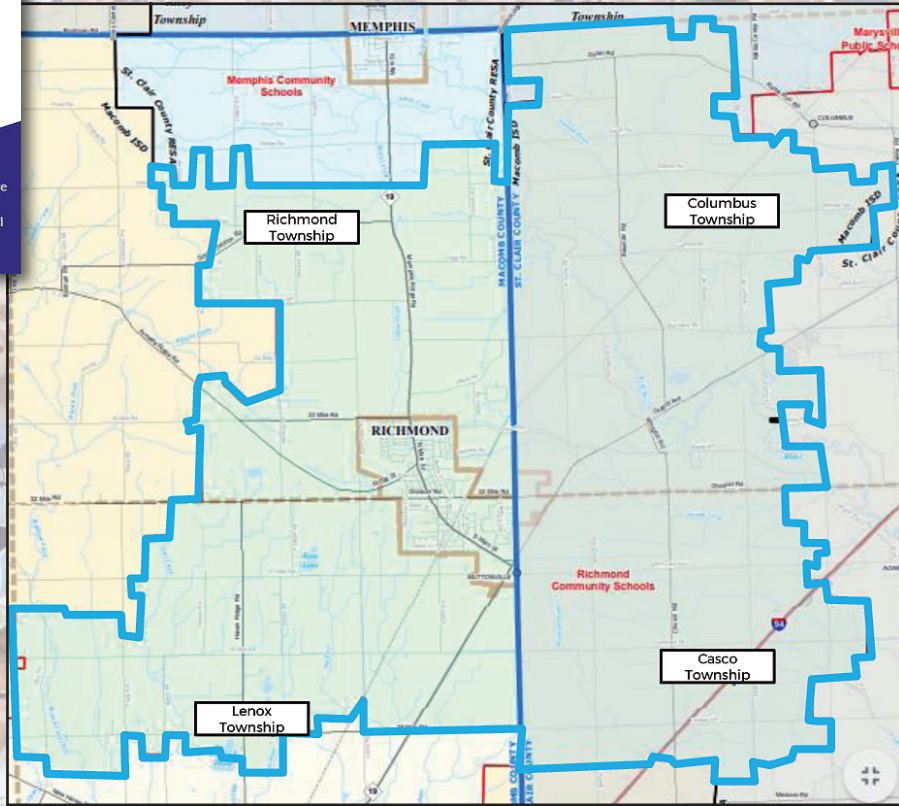


I CHOOSE RICHMOND!

RICHMOND
COMMUNITY SCHOOLS



At Richmond Community Schools, we provide a quality education that empowers students to be successful in a global community.



Richmond Community Schools District Map

Richmond Community Schools
35276 Division Rd,
Richmond, MI 48062
Phone 586 727 3565

Will L. Lee Elementary School
68399 South Forest,
Richmond, MI 48062
Phone 586 727 2509

Richmond Middle School
35250 Division,
Richmond, MI 48062
Phone 586 727 7552

Richmond High School
35320 Division,
Richmond, MI 48062
Phone 586 727 3225



In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Richmond Community School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 35276 Division Road, Richmond, MI 48062, (586) 727-3565.

I choose

Richmond

Community Schools



CONTRIBUTORS

Jane Peterson has been a journalist for more than 20 years, working at newspapers such as The Oakland Press, The Holly Herald and The Berrien County Record. Today, she is an active freelance writer who contributes to write articles and other materials for newspapers, online publications and private clients.

Cover design by Steven Josephson
I Choose Richmond is published by
 Digital First Media

- 2 CURRICULUM:** Curriculum provides a road map for student success at Richmond schools
- 3 PRESCHOOL:** Engaging children through play results in meaningful learning experiences
- 4 PRESCHOOL:** High-quality preschool education sets children up for future learning
- 5 ELEMENTARY SCHOOL:** Focus on individual instruction allows young students to thrive
- 6 ELEMENTARY SCHOOL:** Exposure to variety of experiences creates well-rounded young learners
- 8 ELEMENTARY SCHOOL:** Clubs, activities offer students opportunities beyond the classroom
- 10 MIDDLE SCHOOL:** Clubs, activities reinforce classroom lessons, keep students engaged
- 12 MIDDLE SCHOOL:** Differentiated learning helps students succeed at their own pace
- 13 HIGH SCHOOL:** Early College, Advanced Placement classes prepare students for the future
- 14 HIGH SCHOOL:** CTE opportunities connect students with community business leaders
- 16 HIGH SCHOOL:** Clubs, athletics work with academics to prepare students for the future





Building futures

Curriculum provides a road map for student success at Richmond

By Jane Peterson

A curriculum is a school district's foundation for success. At Richmond Community Schools, its curriculum is a living document that is consistently modified to reflect current best practices, new research, data analysis and input from teachers and administrators.

The focus is on student learning and how to address the needs of all students, which is typically very different at all grade levels. In elementary school, literacy is heavily emphasized to give children a good foundation. Middle school students typically need encouragement in math and science subjects and high school students preparing for graduation have unique needs for career-focused and college preparation materials.

At Will L. Lee Elementary School, funds continue to be dedicated to the "leveled library." This is a method of organized library books so that students can easily find appropriate titles at their reading level for both small group instruction and independent reading.

This year the school also received additional hands-on science materials that allow younger students to explore and discover how the world works around them. The materials also allow teachers to introduce more complex concepts, like engineering, into lessons at an age-appropriate level.


Approaching math problems in a different way, Richmond Middle School teachers are excited by the purchase of CPM Math units. This resource presents mathematical equations in everyday contexts so it is simpler for students to grasp abstract principles.

Success of the Career Technical Education (CTE) program at Richmond High School led to an expansion of the school's offerings this year with a culinary arts program and a second year of the video production class.

High school students also received a redesigned biology class complete with interactive resources and experiments.

This ties in perfectly with the district's 1:1 technology initiative, said Superintendent Brian Walmsley.

All three buildings have transitioned into using a mastery format for report cards. This re-design makes it easy for parents to see at a glance which concepts their children have mastered and which ones they need more assistance with.

Walmsley said he hopes the new method will offer more information to parents and a clearer path to success for students. 

Engaging play

Engaging children through play results in meaningful learning

By Jane Peterson

It may just look like ordinary play, but as preschoolers experiment with playdough, manipulate blocks, interact with their peers and listen to adults read their favorite stories, there is actually a lot of learning going on.

Children master many skills and absorb so much information between birth and age five that age-appropriate education is crucial to their future success. Richmond Early Learning Childhood Center uses The Creative Curriculum for Preschool to foster development in four key areas: Social/emotional, physical, cognitive and language.

This curriculum not only ensures that students are ready to tackle kindergarten learning concepts, but are also well prepared both emotionally and socially, too.

“Our highly qualified staff guides each child individually through active, hands-on, ‘minds-on’ play and learning,” said Director Heidi Napier. “As your preschooler plays, experiments and interacts with children and caring adults, a lot of learning happens. Students develop skills that will help them think, question and explore the world.”

She said teachers plan learning experiences centered on 11 interest areas:

- Blocks
- Dramatic play
- Library
- Cooking
- Discovery
- Computers
- Toys and games
- Art
- Sand and water
- Music and movement
- Outdoors

These multi-sensory experiences engage students, hold their interest and create excitement for learning. Play-based learning also reinforces social concepts because as children play together they pick up on social cues and learn about cooperation and collaboration through interactions with each other.

Students have the opportunity to talk with each other during group activities as well, further enhancing their verbal language development and in turn, critical thinking skills.

Walking through the Richmond Early Learning Childhood Center, parents see active children engaging in meaningful activities instead of quietly completing worksheets at a table.

“Through teacher-guided learning, small and large group experiences stretch children’s learning,” said Napier. **R**



Primed and ready

High-quality preschool education sets children up for future learning

By Jane Peterson

A quality preschool education is an investment in a child's future. Richmond Early Learning Childhood Center is proud to provide a four-star rated education to local preschoolers and their families.

"Research shows that 3- and 4-year-olds who attend a high-quality preschool are more successful in kindergarten and beyond," said Director Heidi Napier. "Richmond Community Schools offers a clear vision of what high-quality preschool programs look like."

The center offers a variety of childcare options and educational programs for children ages 3-12. Located in the Early Childhood Wing of Will L. Lee Elementary School, the center promotes learning in a safe, positive and supportive environment with these programs:

Thrilling Threes

This program meets from 7:50-11:50 a.m. Mondays, Wednesdays and Fridays.

Fabulous Fours

With three- and five-day options available, this class is held from 7:50-10:50 a.m. for those attending five days and 11:30 a.m.-2:30 p.m. for children attending three days a week.

Great Start Readiness Program (GSRP)

This free preschool funded by the State of Michigan is available for children who meet state-mandated income eligibility guidelines and are four years old by Sept. 1. Classes run from 7:45 a.m.-2:45 p.m. Monday-Thursday. Children must be toilet trained to attend. Call (586) 727-2509 for more information.


Childcare

Childcare is available for children ages 3-12 years old five days a week. Times are 6:30-7:50 a.m.; 10:50 a.m.-2:50 p.m.; and 2:50-6 p.m. Cost varies depending on the times selected and state aid is accepted.

According to Napier, all programs feature small class sizes that present a research-based creative curriculum led by qualified early childhood teachers and experienced support staff.

"Teachers help your child feel secure and important every day. They listen to your child and get to know him well. When children feel safe and cared for, they grow in all areas of development," she said. "Our Early Childhood Department is here to provide a caring environment for your child and to provide an atmosphere where children will develop an enthusiasm for learning, exploring and creativity through the use of constructive play activities."



The four-star quality rating is typically measured by observation of experiences in the center and classrooms and rating the multiple dimensions of the program, such as teacher-child interactions, type of instruction, room environment, materials, relationships with parents and health and safety routines. 

Meeting needs

Focus on individual instruction allows young students to thrive

By Jane Peterson

At Will L. Lee Elementary School, teachers and staff focus on individual student success. Testing and small class sizes help staff members identify students who are struggling early on as well as students who need accelerated resources to reach their full potential.

As a result, in 2017-2018, 88 percent of kindergarten-fourth grade students met their Northwest Evaluation Association (NWEA) goal, said Principal David Kochan. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that measure growth and proficiency. The results provide Will L. Lee Elementary School educators with the tools they need to tailor instruction that meets each student's needs.

Students who test below 20 percent in grade level materials receive additional support through Title 1 classes while accelerated reading and math courses are offered to those successfully mastering grade appropriate materials.

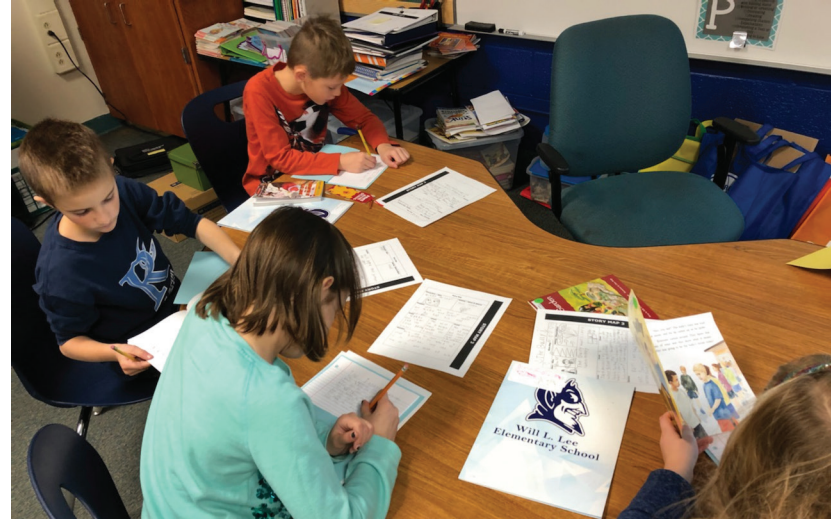
"The Title 1 program is designed to help students strengthen their abilities in math or reading through small group instruction," said Emily Malburg, Title 1 teacher. "Once the student is in the program, we begin by giving them a diagnostic test or we review their NWEA scores to see what standard or standards they are struggling with. We then group the students based on their scores and put them with a Title 1 teacher that would best service their needs."

She explained that each Title 1 teacher or paraprofessional works with a group of three to five students. Students not only receive individual instruction from educators, they also work with peers who are at the same reading or math level, giving them confidence to read aloud or ask questions that they may be hesitant about asking in the classroom.

"It gives them the tools to thrive with what they have currently learned and mastered, and then caters to what they need individually to get them back towards a grade-level average," said Halie Sullivan, Title 1 teacher. "It's also a great option for those students' families because they can have a peace of mind of knowing they are still learning new material and growing their knowledge base, opposed to getting frustrated in the typical classroom format about not being able to work at the same pace of their peers and getting a negative attitude towards school in general."

The Title 1 team works together to do whatever is needed to help that student perform well in the classroom, said Malburg. Students are offered multiple strategies, such as manipulatives, technology or games, to solve problems.

"I can honestly say that every student who receives Title 1 ser-



vices is always excited to come to our class. It is a very positive atmosphere with teachers who love to see their students learn and grow," she said. "My favorite part is seeing the moment when (a) student finally understands a math problem or that they can now sound out a word they struggled with in the beginning of the year."

Student progress is followed through additional NWEA testing in the winter and spring.

"Seeing the progress they make shows how rewarding this program is. When the student comes back to tell me that they had the confidence to read aloud in their room or that they did good on a test in class, it shows what an impact this program has had on each student," said Malberg.

Accelerated math and reading classes challenge students who have mastered grade level material and need more to stay motivated. Lessons are tailored to match students Developmental Reading Assessment (DRA) levels, said Teacher Lisa Rand.

"We always have a word of the day and use various fluency and vocabulary activities or manipulatives to keep things interesting," she said. "Fourth grade enjoys asking 'Alexa' the SAT word of the day. Some of the students' favorite books are Wonder, Charlie and the Chocolate Factory, Lemony Snicket- A Series of Unfortunate Events, and the graphic version of The Boxcar Children."

Like with Title 1 classes, students are chosen for accelerated classes based on their NWEA scores in the fall.

Communication with parents is key to getting students the additional resources they need to thrive and succeed. Parents are also informed about accelerated learning opportunities and letters are sent to parents/guardians at the beginning of the year informing them what Title 1 is and how educators are there to help their child.

"We also send home different programs they can use at home to give their child extra practice and during conferences our doors are always open if parents/guardians would like to meet us or have any extra questions about their child's progress," said Malberg. "It is always nice for families to know that they have a team looking out for their child's best interest in helping them learn and grow." ❧



Outside the home classroom

Exposure to variety of experiences creates well-rounded young learners

By Jane Peterson

With critical thinking and creative problem solving among the top skills today's employers are looking for, Will L. Lee Elementary educators faced a challenge. These are concepts that aren't often learned just in the classroom — they are developed through a variety of learning experiences.

Answering the call to create self-motivated learners enthusiastic about studying, researching and cultivating new knowledge, school leaders enhanced its specials classes. Each week, students attend 50-minute classes in art, music, physical education, technology and STEAM (**S**cience, **T**echnology, **A**rt, **M**ath and **T**echnology).

"Specials classes at Lee enhance the education students receive at school by supporting and supplementing curriculum concepts used in the general education classroom," said Ann Durst, STEAM educator/literacy facilitator. "These activities are engaging and encourage higher level thinking skills."

STEAM classes were added this year for K-4 students and will be expanded to include fifth graders next year. Through

hands-on projects and activities, students are guided to look at the challenge at hand with a new perspective and apply what they have already learned by asking thoughtful questions, using problem-solving strategies and implementing effective results.

"STEAM projects involve teamwork and thoughtful dialogue in which students exchange ideas and discuss ways to problem-solve. Strategically placing students together in groups can create powerful teams in which students learn to help each other and figure out how to use their different strengths and skill sets," she said.

One activity tackled by third graders was the "Wings Wanted" Challenge. Students worked in groups of four or five and were told that they were veterinarians who received an injured bat that lost both its wings, explained Durst. Students were charged with designing new wings for the bat. Later, they voted and chose two different sets to create using a bat body template, black construction paper, clothespin and large paper clip. Once completed, students tested the wings to determine which



pair flew the farthest.

“Discussion on paper airplanes began through student led questions and brainstorming. This led to many creative ideas and students were able to see that there were many different solutions to the challenge,” she said.

STEAM also shows students a different way to value the arts.

“The arts can help increase engagement in STEAM projects since students can connect artistic mediums they enjoy with more technical progress by combining the familiar with the unfamiliar, acquiring new skills, and discovering the world of artistic innovation,” said Durst.

Music and art offer students a way to express themselves, develop critical thinking and let their creative juices flow. In music class, students learn how success collectively as a group is developed through their individual efforts. They work hard on songs and rhythmic movements which their parents and loved ones can enjoy during a Christmas concert performed by third and fourth graders and at EnRichmond in the spring courtesy of second grade students.

During art, students work in a variety of mediums and are introduced to concepts that can fuel future careers and hobbies. Their talents are displayed at both concerts.

In times when stretched budgets often lead to cuts in these types of programs, Richmond Community Schools has embraced them. Physical education teacher Jim Barnes, M.Ed. said he is grateful to work in a district where physical education is emphasized and valued.

“Physical education offers an opportunity for children to address and develop different learning styles, like kinesthetic learning and offers an opportunity for students to learn critical life skills outside the regular curriculum, like cooperative learning and teamwork,” he said.

The physical education curriculum addresses five fitness areas: Cardiovascular endurance, muscular strength, muscular endurance, body composition and flexibility. As students are introduced to a variety of games and activities, they grow stronger physically, socially, emotionally and intellectually, said Barnes.



“Research shows that movement and physical activity increase brain development, and thus academic achievement. I truly enjoy watching them improve with motor skills and coordination, but even more importantly I love watching them grow socially and emotionally,” he said.

A lifetime of learning

Ultimately, educators hope that their young students will take their thirst for knowledge in science, math and technology; creativity developed in music and art; and love of physical activity with them to middle school and beyond.

“When students leave here in fourth grade and go to the middle school, my biggest hope is that they had fun,” said Barnes. “I think the biggest reason adults and older students don’t exercise is because they don’t find it enjoyable. So, one of my jobs is to expose them to activities and ideas where they can be physically active and have fun in the process.”

STEAM projects challenge students as they learn and expose them to STEAM fields at an early age. This is particularly beneficial for girls as early exposure can increase their chances of exploring these fields as they get older, said Durst.

“Research shows that after middle school interest in science and math decreases for girls,” she said. “That is why it is important to provide engaging hands-on activities and expose girls to women who are in science and engineering fields currently to help keep their interest. High quality STEAM activities are also beneficial to boys as well as they will acquire 21st century skills that are important to their future.”



Continuing growth after school

Clubs, activities offer students opportunities beyond the classroom

By Jane Peterson

Will L. Lee Elementary School offers numerous clubs and extracurricular activities that are just as educational as they are fun. The hands-on nature of the activities often reinforce lessons presented in the classroom. Groups like the Lego Club, Green Club, Robotics Club, Science Olympiad and Spanish Club help prepare Richmond students for future successes.

Lego Club

Lego Club participation allows students to explore engineering challenges. Each week students are given a specific building task, like constructing a bridge, animal or amusement park ride, and given the opportunity to develop their own ideas into concrete projects using Lego pieces. They can free build and work individually or collaborate in teams.

“Lego Club was started to begin the natural progression into robotics at all levels of our district,” said Ann Durst, STEAM educator and literacy facilitator. “It’s a wonderful after school program that engages students in creativity, teamwork, and en-

gineering while having fun.”

The club started five years ago with a small group of 25 students. Currently, 140 children participate and Durst said it is wonderful watching students interact, develop solid communication skills and work together all while having an enjoyable experience.

Robotics Program

Junior First Lego League for grades 2-3 and First Lego League (FLL) for grades 4-5 are competitive teams that are tasked with finding solutions to real-life problems in areas like safety, recycling and energy.

“Robotics competitions are a great experience for team members. First Robotics is the best program around that engages students in the robotics field,” said Durst.

A nationwide program, teams must research the assigned topic and design, build and program a robot using LEGO MINDSTORMS® technology. Once their project is complete, they present their ideas to judges in three areas: Core Values,

Robot Executive Summary and Research Project and then compete on a tabletop playing field.

“Students only have 2½ minutes to complete as many challenges as possible,” she said. “Students learn to work through frustration and realize that through failure, they find success.”

Will L. Lee Elementary School has two FLL Robotics teams this school year that meet two days a week from September through November.

Junior First Lego League is operated in a similar manner, said Durst, but on a smaller scale. She said they are judged in Core Values and in the Research Project and build their solution to a problem out of Legos with one movable part on their design. Four Junior Robotics teams meet after school one to two times a week from February through May.

“Robotics incorporates a range of skills, and promotes a learning environment for people with different talents. It promotes a culture of teamwork. It can even help students who might struggle in a traditional classroom setting. Most of all, STEAM education is a fun way to learn and grow. It doesn’t get any better than having fun while you are learning,” said Durst.

Science Olympiad

Similarly, the Science Olympiad is another STEAM- focused program designed to get students excited about science by having them engage in hands-on experiments and competitions.

A nationwide program, it prepares students for their future studies and careers by allowing them to explore different areas of science to see what they are interested in, said Ronda LaGrois, Science Olympiad advisor and preschool and Great Start Ready Program teacher.

“The demand for educating students in math and science is at an all-time high, so by starting Science Olympiad at the elementary level, our hope is that the students will become excited about science and continue to go on to carry that excitement as they progress through high school and beyond,” she said.

Students meet for one to two hours a week January through May as they prepare for two competitions. During this time, participants, all students in grade 3 and above, perform hands-on experiments in events like Amazing Arthropods, Simple Machines and Rock Hound, just to name a few, she said. Experiments support concepts learned in the classroom.

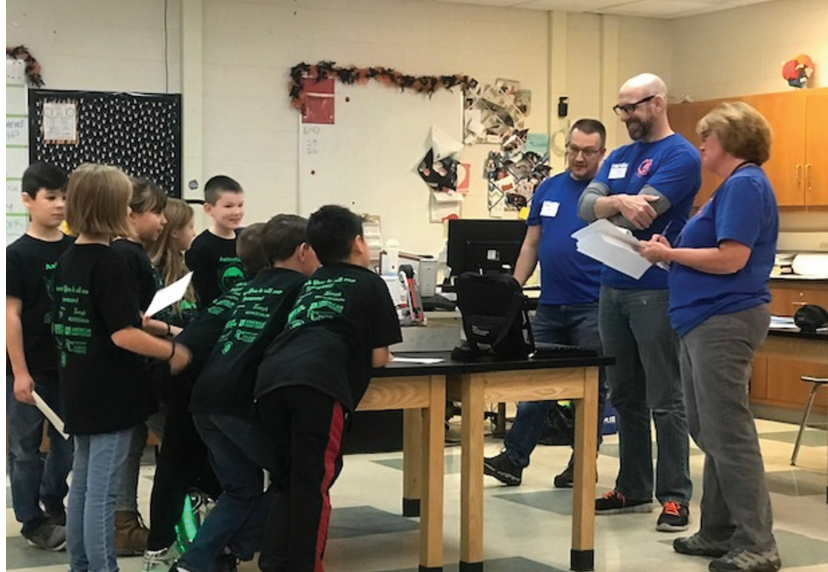
Each student participates in two events during competition, which includes a district competition in March and a county tournament in May.

“The competitions are pretty intense,” said LaGrois. “The members will be taking part in a number of different tests depending on the event that they are in.”

Green Club

Green Club helps students learn how to be good stewards of the Earth and its natural resources, said LaGrois, who also serves as its advisor.

Club members participate in activities like recycling and energy preservation, and work to find different ways to reduce the amount of waste they produce. Recently the group toured the Pine Tree Acres Landfill in Lenox Township and is working to



help the building obtain Green School status from the Macomb County Green Schools Board.

LaGrois said knowing that they have some ownership in environmentally friendly practices at the school and a voice in protecting the environment has resulted in a greater sense of community at the school. Students are also more conscious about the role they personally play in helping or harming the environment, she added.

“I enjoy seeing the children get excited about things that they are passionate about. It is so cool to see them realize that they can have an impact on their world,” said LaGrois.

Spanish Club

Spanish Club enhances the educational experience by learning about other ethnicities and ways of celebrating, said Teresa Ranger, first grade teacher and Spanish Club advisor.

“This club educates the students about the Mexican and Hispanic cultures and traditions. Our purpose is to instill acceptance and tolerance for all Mexican and Hispanic people and their beliefs,” she said. “Each month we learn about different traditions and activities that Mexicans and Hispanics observe in correlation to the American traditions and celebrations.”

Some of the celebrations the first through fourth grade students have explored and compared to American holidays include The Day of the Dead (All Saints/Souls Day); Feliz Navidad (Christmas), Dia de san Valentin (Valentine’s Day) and Pascua (Easter).

Activities include learning Spanish phrases, songs, common foods that are eaten for holiday celebrations and what they mean to the Mexican/Spanish people. She said students taste these foods while gaining an understanding and acceptance of other cultures and traditions.

Student Council

The Lee Student Council works on a number of school and community projects, said Principal David Kochan. Among them are:

- Collecting items around Christmas time for families in the district
- Making Valentines to send to the Veteran’s Hospital in Detroit
- Painting and creating art projects for Medilodge residents
- Sponsoring school spirit days to promote Lee school spirit
- Sponsoring a Kindness Rock Garden outside of the school





Stepping out, stepping up

Clubs, activities reinforce classroom lessons, keep students engaged

By Jane Peterson

Extracurricular activities often support lessons that are taught in the classroom. Groups and clubs like the Green School, Student Council, National Junior Honor Society, Builders Club, Peer to Peer Support and Odyssey of the Mind help prepare Richmond students for future challenges and successes.

Most of the clubs and groups at Richmond Middle School contain an educational component that allow students to boost academic skills, focus on problem-solving or prepare for career possibilities.

“Extracurricular activities are very important at this age level. Adolescence is a difficult time in general. Extracurricular activities allow students the chance to explore new interests and interact with their peers in settings separate from the classroom environment,” said Cheryl Jahr, Student Council advisor.

Student Council

Elected by their classmates, Student Council members spear-

head activities designed to bring a greater sense of community among the school population. These activities include leading the school in reciting the Pledge of Allegiance daily, sponsoring Spirit Days during Homecoming Week and at other times during the year, organizing a food drive in cooperation with the Richmond Lions Club, participating in spring cleanup at Richmond Historical Village and sponsoring a blanket drive for patients at Children’s Hospital.

“Student Council works to make our school community stronger. Anything that makes our students feel welcome and a part of a community can benefit their education,” she said.

Green School

The goal of Green School is to increase awareness of recycling, reducing and reusing among the middle school community, said Jamie Clausen, math 5-8 resource room and special education teacher consultant. An initiative that started within the district last year, middle school students jumped right in and created a Green Week:



- Mondays — Make a difference. Pick up a piece of paper and recycle it
 - Tuesdays — Turn off your screens and reduce time spent on devices
 - Wednesdays — Waste free lunch. Bring reusable containers instead of plastic baggies
 - Thursdays — Think Green. Top off the recycled bin and fill the green classroom basket
 - Friday — Save Energy. Turn off unnecessary lights
- “The middle school would not be a green school without the whole student body working together,” she said. “We’ve been able to implement a recycled book drive, add a new metal bin to the Richmond campus to collect items to be recycled and re-used and continue on with all the great green expectations already in place.”

Odyssey of the Mind

Odyssey of the Mind at Richmond Middle School encourages students to work as a team to creatively solve problems.

“Odyssey of the Mind teaches students to listen to the ideas of others and cooperate to create solutions to problems. This leads the students to take these skills and implement them into their academic classes as well. The students will be able to work better in group activities as well as think problems through in different ways than before they were involved in the club,” said Coach Krista McLeod, sixth and seventh grade science teacher.

This is the club’s first year at Richmond Middle School, but all is going very well. Students enjoy staying after school for the meetings and spending time with one another, she said.

“I enjoy watching the students express their thoughts and ideas and I encourage them to listen to each other and work cooperatively to come up with agreements as to how to best approach their solutions,” said McLeod.

Odyssey of the Mind is an international organization that challenges students kindergarten through college. Schools form teams up to seven students and each team selects one of five competitive problems to tackle. Teams then work on their solutions throughout the school year and, if they choose, present



them in organized competitions in the spring.

McLeod said students are thrilled to be able to participate in a regional competition and have the opportunity to advance to a state competition as well. Richmond hopes to continue adding teams as the club grows in future years.


Builders Club

This is a national service-oriented club supported by local Kiwanis Clubs. The goal is to build the leaders of tomorrow by raising awareness about needs in their own community and working toward a common goal with others to fulfill those needs. At Richmond Middle School, support is offered by the Richmond Kiwanis Club, said Advisor Scherie Bercel.

“Students at this age have a heart of giving,” she said. “They are very willing to help other people.”

The club has generated so much interest at the school, in fact, that organizers had to cap the number of students that could join at 25 in order to keep the projects manageable and let the pre-teens learn from the experience.

Some of the projects club members have participated in include singing holiday carols at local senior centers, sending cards to military members overseas, making blankets for patients at Children’s Hospital, collecting items to create care packages for the area’s homeless, collecting food and supplies for local animal shelters and more.

They’ve even assisted teachers with disinfecting their classrooms during cold and flu season, said Bercel. 

Reaching goals

Differentiated learning helps students succeed at their own pace

By Jane Peterson

As students begin to prepare for high school and future careers, middle school is a time for great emotional and academic growth. Recognizing that not every student is on the same schedule, educators at Richmond Middle School have implemented math and reading programs that challenge accelerated learners and offer help to those in need of more personalized, one-on-one instruction.

Math intro class is designed for students who struggle with math concepts, but it is not your traditional math course, said teacher Kristie Cramton.

“Yes, we do take notes and practice skills, but it’s in a more interactive way,” she said. “Students create an interactive notebook that they use as a reference throughout the course. They are engaged in a variety of both hands-on activities like escape rooms and scavenger hunts and technology-based activities such as MobyMax that works at their level to help fill those gaps that they have developed over the years.”

Students, for example, may need guidance as they complete math homework or assistance to work through a rigorous math topic.

Most of the time, students simply just need to gain a little confidence in math and not be afraid to try and take a risk, she said.

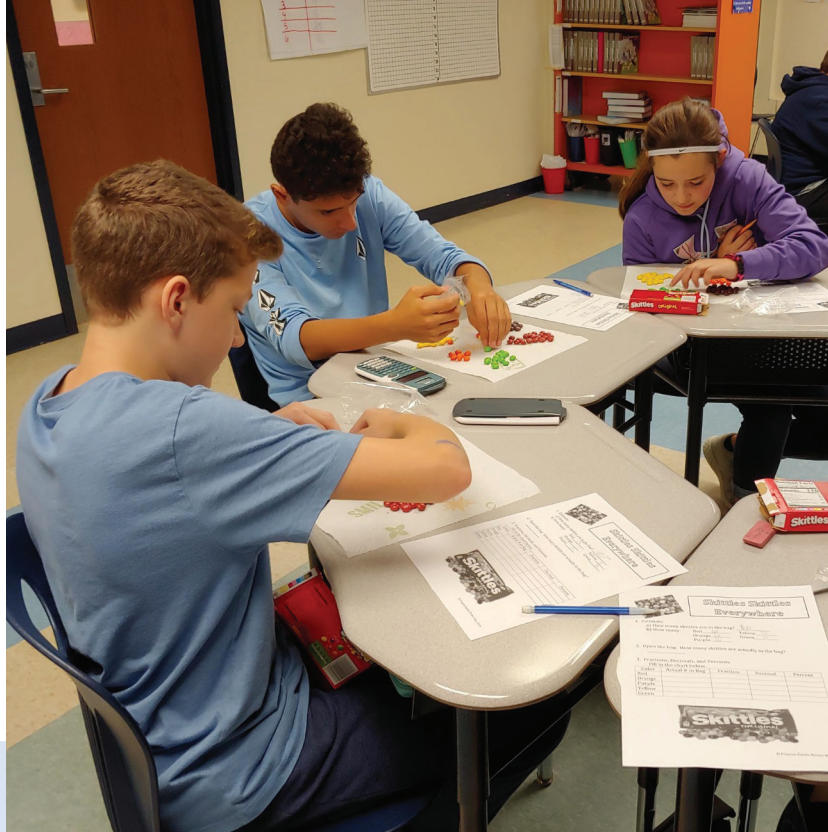
“I am always stressing that we learn from our mistakes and this class is a place where mistakes are OK. This class becomes a safe place for those students who wouldn’t normally speak up during their regular math classes to excel because of the small class size and the more one-on-one attention that they can receive,” said Cramton.

Students are generally recommended for the math intro class based on teacher recommendations or on their M-STEP or Northwest Evaluation Association (NWEA) scores.

As part of the class they receive strategies that help them problem solve. These strategies can extend outside the math classroom as well, giving students the confidence booster they need to ask questions or tackle tough assignments in other classes.

Hands-on learning is also encouraged in the advanced math tract, a course that challenges eighth grade accelerated learners with high school level work. Teacher Sarah Horan said she incorporates discovery lessons as much as possible because these are students who are younger than those typically taking the class.

“Their thinking is challenged on a daily basis as they discover ideas that are new to them and make connections with what they already know while they learn the course content,”




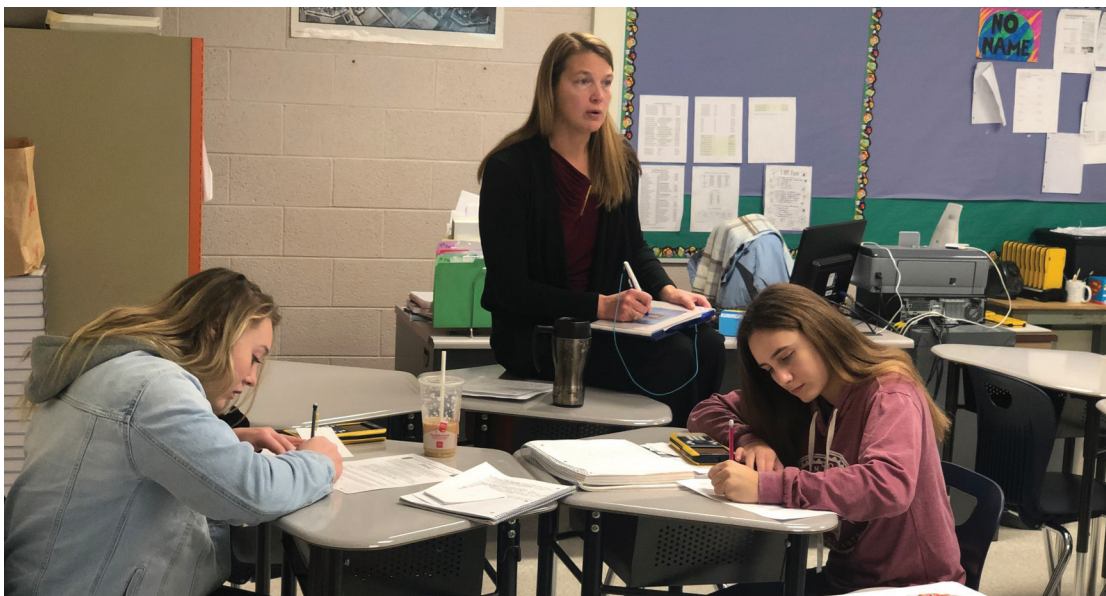
she said.

In order to take the class, students must have passed Algebra I as a seventh grader and be recommended by a teacher. Those who successfully complete the course earn high school credit.

“It is important to give kids opportunities to work at a higher level whenever possible,” said Horan. “If they are ready to learn more advanced math concepts, they should be able to challenge themselves in that way.”

Parents appreciate the fact that students can stretch their abilities and get a head start on high school, she added.

“The goal is that students will have learned the concepts presented in the course and feel confident utilizing these concepts in future courses,” she said. 



Ready for the next chapter

Early College, Advanced Placement classes prepare students for the future

By Jane Peterson

By the time they graduate from Richmond High School, students aren't only well prepared for the challenges of college, they may have already earned college credit.

Richmond Early College, Advanced Placement (AP) courses, Honors classes and dual enrollment all offer students an opportunity to begin working toward a college degree while still in high school.

AP classes are a popular choice at Richmond High School. They present college-level materials and concepts to high school classes in subjects like math, science, English, art and government. Those who complete and pass a nationally regulated AP test at the end of the semester can potentially earn college credit in general education classes.

"Richmond High School has made it a point of emphasis to offer more challenging and engaging curriculum and course offerings," said Principal Andrew Kastl. "AP courses are a way for our higher achieving students to test themselves academically. These are courses that have a much higher rigor with a faster pace."

RHS has seven AP classes, with 26.2 percent of students enrolled in at least one class, he said.

The classes help students experience college work, but in a familiar setting to help them gain confidence and work ethic needed for college, said mathematics teacher Stephanie Germain.

She teaches the AP course in statistics, which is designed to introduce students to major concepts and tools for collecting,

analyzing and drawing conclusions from data.

The class is filled with hands-on learning opportunities. Barbie Bungee was one activity where students collected data to see how many rubber bands should be attached to a Barbie doll so she had the most fun bungee jump from the balcony in the school's front foyer.

"In groups, students collected data on how far Barbie would travel using zero, one, two, three, four and five rubber bands," said Germain. "We then used this data to create scatter plots, talk about linear regressions, correlations and how correlations could be influenced by outliers and how regressions could be used keeping in mind the dangers of extrapolation."

Another activity focused on if caffeine increases pulse rate. In this activity, 10 random students drank caffeine and another 10 drank a cola without caffeine. Students then looked at the change in pulse rate for those 20 students to make conclusions and used this information to talk about sample size and statistical significance.

"AP courses allow students to learn more information about courses that already interest them," she said. "I enjoy the hard work and dedication that my students bring to class every day."

In addition to the Advanced Placement courses, 33.1 percent of RHS students are enrolled in one or more Honors courses and Richmond High School also offers dual enrollment opportunities for students who wish to earn college credit while still in high school. Currently, there are 29 students enrolled in college classes, said Kastl. ❧



Career-ready education

CTE opportunities connect students with community business leaders

By Jane Peterson

As students explore their interests, discover their talents and make preparations toward their future careers, CTE, or Career Technical Education, is there to guide them along the right path.

“The purpose of the Career Technical Education program is to provide students with an introductory course of basic skills, information about careers and related careers in a pathway, as well as general employability skills that can be transferred to many careers,” said James Wagner, business, marketing and history teacher.

Richmond High School offers nine CTE programs:

- Emergency Medical Technician (EMT)
- Business Management and Technology
- Accounting
- Criminal Justice
- Culinary arts
- TV and Broadcast Media
- Marketing
- Heavy Machinery Operation, Repair and Maintenance
- Cyber Security

Students become immersed in the subjects they are studying. Principal Andrew Kastl said students enrolled in the heavy machinery program are trained on how to operate and maintain heavy construction equipment while those who complete the EMT program are able to earn certification.

The TV and Broadcast Media program provides students with real world experience in a fun, but challenging industry, said Jason Robbins, TV & broadcast media instructor/cable coordinator for Richmond TV.

“CTE is a good choice for students because it exposes them to many different career fields and at least gets them thinking of what they want to do out of high school,” he said. “CTE is a good choice for employers because the expectations of what employers are looking for are already instilled into the students as they enter their chosen field.”

These include professional skills and attributes like time management, responsibility, teamwork and technology.

As technology continues to grow and be utilized in the work place, there is an increasing demand for skills trade professions. CTE offers students career opportunities with a



high livable wage upon completion of a one to two year program at a community college, said Wagner.

“The skills learned in any CTE program will help qualify them for employment, be of value in their own personal use as well as assist students in completing their college assignments,” said Wagner.

CTE programs are intensive and take dedication, commitment and regular attendance. The marketing course, for example, is a two-year CTE program. During the first year, said Wagner, students learn the foundations of marketing focusing on the four P’s, sales functions, advertising and visual merchandising. They complete a variety of hands-on projects in small groups and gain on-the-job experience by working The Devils Den school store after school.

During the second year of the course, Marketing II students are managers of the school store and complete the day-to-day activities necessary to run it.

“Students are tasked with creating promotional items and events, deciding new products to order, communicating with vendors and running the school store during the school day,” said Wagner. “It is very enjoyable to see the ownership that student managers have in the school store and the mature and responsible attitudes they project.”

TV and Broadcast Media students participate in SkillsUSA, a national organization that educates and challenges CTE stu-



dents. Robbins said students compete throughout the year and can earn scholarship money. Students can also volunteer at the Public Access Channel 6 (Richmond TV) to record programs for experience in video production.

Since hands-on training is crucial to the CTE program, Richmond Community Schools is in the process of making a substantial upgrade to its Culinary Arts facilities with a new kitchen/restaurant area currently under construction at the high school, he said.


Watching students grow and learn is very satisfying, said Robbins.

“I enjoy it when they start to step out of their comfort zone and succeed at it,” he said. “Most students that come through my program have the idea they will be running around with cameras, but the reality is that people in the industry also have to be on camera. The students are rarely excited about that aspect of the industry and some even have a paralyzing fear of being on camera. However, when that student conquers their fears and get in front of the camera, that is the most rewarding moment for me because in that moment they grow as an individual trying to find their place in the world.”

DECA success

Students enrolled in the Marketing Career Technical Education program and other business programs are encouraged to join DECA, an international business club with a focus on 21st century skills.

According to Wagner, DECA provides three levels of business competition for students to compete individually or in teams. Students are presented with real world scenarios and then have 15-30 minutes to create a business presentation.

“Richmond High School has had students compete at the International Competition Level for the past two years and are gearing up for a third-year repeat,” he said. 

Fueling passion

Clubs, athletics work with academics to prepare students for the future

By Jane Peterson

All clubs, groups and athletic teams at Richmond High School share a common goal with academics: To develop well-rounded students with strong problem-solving skills who can collaborate and communicate effectively.

“Being involved in extracurricular activities help students to balance academics with outside interests while also teaching them the benefits of dedication and teamwork,” said Principal Andrew Kastl.

Richmond High School has numerous extracurricular opportunities for its students, ranging from sports and fine arts to competitive teams in business, science and STEAM.

Among the clubs and activities are choir, band, drama, science Olympiad, mock trial, Scholastics, DECA, model UN and trap and skeet.

Many students have experienced regional, statewide and national success with their extracurricular endeavors.

This year, the Mock Trial team competed in the state championship for the first time in school history, finishing second in regionals and 10th overall in states.

Participation in athletics also helps to shape students and develop traits like commitment and time management that will serve students well whether they choose to attend college, get a job or serve in the military after graduation.

“Educational athletics are a powerful tool that shape the whole student. By instilling character skills and focusing on the process, you will achieve goals and have a more positive result,” said Athletic Director Chris Rinehart.

Richmond High School has dominated athletic competitions with 13 Michigan High School Athletic Association (MHSAA) championships and 18 state runner-ups. Outside of the MHSAA, the school has celebrated state championships by the competitive cheer and clay target teams.

Rinehart said many student-athletes also participate in inter-collegiate athletics.

Robotics team a world championship qualifier

First Robotics programs that engage in competitions are available for Richmond Community Schools students beginning in second grade. Students in grades 2-3 participate in the Junior First Lego League while those in grades 4-5 are part of the First Lego League (FLL). These two elementary leagues are part of a larger family of leagues that continue at the middle and high school, said Durst.

In grades 6-8, students compete at the FIRST Tech Challenge (FTC) level and no longer use Lego materials. Instead, they build a small metal robot that is programmed to move through



a game challenge on a larger field.

These three programs lead into Richmond High School's FIRST Robotics Competition (FRC) program, which offers opportunities for students to plan, build and take part in nationwide robotics competitions.

In 2018, the Richmond High School First Robotics team was a World Championship qualifier. They began their championship run in January's regional competition by building and programming a robot that competed against those from other schools in timed matches. After multiple rounds of competition in district events, Richmond's Team 4130 emerged a World Championship finalist.

“It is super exciting to be able to say that our district is involved in all three levels of First Robotics Programs,” said Ann Durst, STEAM educator and literacy facilitator. “Robotics is a huge contributor to the quality of education for our students. Technology is changing the way people do things in every part of the world and this sector continues to expand.”

According to Durst, STEAM careers are projected to grow 13 percent between 2018 and 2027.

“Providing STEAM education and robotics education to our students is a critical component that will lead Richmond Community Schools' students on the path to a successful future in whatever career they choose,” she said. “Our goal is to continue to add more teams as the interest increases.” ❧

THE MACOMB DAILY

digitalfirst
M E D I A

adtaxi



We are proud to partner with businesses in Macomb County
to help them grow.

We help you identify your ideal audience, and utilize the
right platforms to reach them at the right time, with the right
message.

PRINT · ONLINE DISPLAY · SEARCH MARKETING
DIRECT MAIL · SOCIAL MARKETING · EMAIL MARKETING

CONTACT US TODAY FOR MORE INFORMATION
586.783.0204

GREATEST 2019 AUTO SHOW SALE EVER HELD AT DICK HUVAERE'S!

3 EXCLUSIVE HUVAERE AUTO SHOW COUPONS TO CHOOSE FROM \$2000 - \$3000! CLIP THE ONE THAT'S RIGHT FOR YOU!

**Exclusive Huvaere
AUTO SHOW CASH
on 2018/2019 Ram
1500 Crew Cab/
Quad Cab 4X4**

**No Matter What
Make or Condition,
We Can Help!
Appraised Value
PLUS
\$2000**

**We Will
Double
Your Down
Payment
up to
\$2000**

**EXCLUSIVE HUVAERE
AUTO SHOW
1500 CREW/QUAD CAB BONUS CASH
\$3000**

In stock new 2018 and 2019 vehicles only. Must present coupon. Prior sales excluded. One coupon per purchase or lease. Not valid with \$1800 Auto Show Trade-In Bonus Cash or \$1800 Auto Show Match Cash. Excludes sold orders. See dealer for details. Valid thru 12/1/18.

**EXCLUSIVE HUVAERE
AUTO SHOW
TRADE-IN BONUS CASH
\$2000**

In stock new 2016, 2017, 2018 and 2019 vehicles only. Must present coupon. Prior sales excluded. One coupon per purchase or lease. Not valid with \$1800 Auto Show Match Cash or \$3000 Auto Show 1500 Crew Cab Bonus Cash. Excludes Wranglers & sold orders. See dealer for details. Valid thru 12/1/18.

**EXCLUSIVE HUVAERE
AUTO SHOW
MATCH CASH
\$2000**

In stock new 2016, 2017, 2018 and 2019 vehicles only. Must present coupon. Prior sales excluded. One coupon per purchase or lease. Not valid with \$1800 Auto Show Trade-In Bonus Cash or \$3000 Auto Show 1500 Crew Cab Bonus Cash. Excludes Wranglers & sold orders. See dealer for details. Valid thru 12/1/18.

2019 RAM 1500 QUAD CAB 4X4 CLASSIC

• Express Value • Spray In Bedliner

**LEASE FOR
\$109**
/MO.
24 Mos.
\$0 due**



D9-12643

**SALE PRICE
\$26,999***

2019 RAM 1500 CREW CAB 4X4 BIG HORN

• Remote Start • 20" Wheels • Level 1

**LEASE FOR
\$110**
/MO.
24 Mos.
\$50 due**



D9-13105

**SALE PRICE
\$30,790***

2019 RAM 1500 CREW CAB 4X4 BIG HORN

• 20" Wheels • Level 2 Equip. Group • Wheelhouse Liners

**LEASE FOR
\$111**
/MO.
24 Mos.
\$50 due**



D9-12611

**SALE PRICE
\$31,480***

2019 RAM 1500 CREW CAB 4X4 LARAMIE

• Level 1 • Leather • Laramie

**LEASE FOR
\$117**
/MO.
24 Mos.
\$1095 due**



D9-12766

**SALE PRICE
\$34,999***

2019 JEEP GRAND CHEROKEE LIMITED 4X4

**LEASE FOR
\$152**
/MO.
24 Mos.
\$1995 due**



**GREAT
INVENTORY!**

2019 JEEP CHEROKEE 4X4 TRAILHAWK

**LEASE FOR
\$79**
/MO.
24 Mos.
\$1995 due**



J9-70301

**142
To
Choose
From**

DICK HUVAERE'S

RICHMOND, MI



855-570-2373

Online at: DriveEnvy.com

SALE HOURS:
Monday and Thursday 8:30-9:00
Tues., Wed. and Fri. 8:30-6:00
Saturday 9:00-4:00

**BIG FINISH
2018**



67567 S. Main St. Richmond

Picture may not reflect actual vehicle. * The FCA US LLC (formerly Chrysler Group) Employee Advantage Purchase program sale prices and lease payments quoted. Just add tax, title, doc fee and destination charge. ** 24, 27, 30, 36 month FCA US LLC employee leases. The amount due on all leases require amount due plus monthly tax, cap cost reduction tax, first payment, title, plate, doc fee and destination charge. Security deposit is waived on all lease payments. Lease payments are 10,000 miles per year. .20 cents per mile thru Ally or .25 cents thru Chrysler Capital for excess mileage. Customer must qualify for 1 or S tier credit approval. Payments subject to change due to lower approved credit tier. Banks may require to prove income and residency for credit approval. Customer is responsible for excess wear and tear. Total deferred price is the sum of the purchase price, plus doc fee, plate fee, sales tax, and accrued finance charges over the term of the loan. All rebates and program moneys assigned back to dealer. All prices and lease payments are based off FCA US LLC incentives thru the Great Lakes Business Center. Rebates as retail consumer cash, lease cash, lease loyalty, conquest lease loyalty, military, trade assist cash, finance bonus cash and all other Great Lakes offers will be applied. The dealer invoice amount is not a net factory price to dealer. Customers may not qualify for all offers, incentives, discounts or financing offers. See dealer for qualifications and complete details. Exclusive Huvaere new car cash coupon has been applied to all sale and lease payments in this ad. Vehicle sale prices include Chrysler Capital bonus cash-must finance thru Chrysler Capital. Ram leases include Great Lakes Truck Conquest Bonus cash. *Sale prices include lessee loyalty retail bonus cash, conquest lease loyalty, customer must qualify. ! 84 month buy, 2.99% APR with approved credit. Ram payments include Ram to Ram Loyalty Rebate.