

## Who will they become?

As we begin to ask our students, "What do you want to be when you grow up?" we must also concentrate on who they will become. The International Baccalaureate Programme helps students focus on core skills such as being caring, open minded, and knowledgeable.

"When you set them free and they're going out and finding the resources...they know what they want to do and we're just amazed. That's an IB student," said Kathy Jakubiak, IB Coordinator. Students are unleashed to research projects they are passionate about and then present them during IB Exhibitions. This helps students connect their learning to their lives and the lives of others.

As students progress through the program, their thinking and research goes deeper. They may research the same topics, but the projects will be more in-depth at the high school level and more self-directed. "One of the things that makes an IB student unique is that we're seeing them come up from elementary and middle school and know what to do with the information and the learning. It's not just that they can *tell* us what they learned, but they show us what they can *do* with that learning," said Carrie James, IB Coordinator. Carrie also added that the IB students are involved in making a direct change in the community (both local and global). "There's pride in being able to create something," she said.

Other programs offered within Bloomfield Hills Schools are closely aligned to IB. Visible Thinking (VT) and Sustainability are two other programs that focus on the student as an individual and these programs borrow from one another and are fused together for a greater learning experience. No matter which school you attend in Bloomfield Hills Schools, you'll find pieces of IB, VT, and Sustainability presented. (For more information about Visible Thinking and Sustainability, please visit: [www.bloomfield.org/parents-students/curriculum](http://www.bloomfield.org/parents-students/curriculum).)

IB challenges a student to take risks in all content areas. "And from that," says Jill Blazis-Sloan, IB Coordinator, "It causes them to learn more about themselves". The IB Programme isn't meant to be competitive, she said, but rather it is meant to breed collaboration and connections. "Students find their passions," added Kathy. "And when teachers practice IB, we see their passions come through in their teaching," she said.

Students who select the Diploma Programme (11th & 12th grades), select into a highly rigorous and rewarding academic adventure. The DP prepares students for university life and encourages them to ask challenging questions, develop a strong sense of self, and learn to communicate and understand others.



Claire Ollila (To watch her video, visit: <http://goo.gl/JUwqrw>)

Claire Ollila, a 2013 DP graduate, recently shared thoughts on her journey and how the DP helped her earn a 4-year scholarship and 15 college credits. "I chose to do the IB Programme because I wanted to challenge myself intellectually and creatively, and because I wanted to learn in an environment that emphasized depth of knowledge," she said.

"Diploma or no diploma, being able to say that you completed the IB Programme is impressive and colleges recognize this," Claire explained. "Not only was I accepted to each of the 6 colleges to which I applied, but I was also offered a full scholarship to the college of my choice, Adrian College - which totaled up to about \$120,000 worth of tuition over the course of the 4 years that I'm attending."

Claire will have the opportunity to graduate a full semester early due to the 15 credits she earned from her IB exam scores. "In addition to earning these credit hours, I was also more prepared to take my placement exams the fall of my freshman year. In math, I completely placed out - so I don't have to take any math classes throughout my entire college life. In Spanish, I was able to place myself another level on top of what my credits already placed me."

"Another factor that I found out to be critical is learning time management skills," said Claire, who juggles a full college schedule. "In the IB Programme, teachers make a special point to teach you how to manage your time properly. In college, this translates to me being able to take a full course load, double major in Environmental Studies and Spanish, be able to work 10 hours a week, and be in a sorority."

As for Claire's advice to students who may be considering the DP, she says she would recommend the program and, "if you're on the fence about it because the classes will be a little bit harder, don't be."

For more information about IB and DP, please visit our website: [www.bloomfield.org/parents-students/curriculum/international-baccalaureate](http://www.bloomfield.org/parents-students/curriculum/international-baccalaureate).

Bloomfield Hills Schools was the first school district in Michigan to offer fully-authorized IB programmes from preschool through 12th grade. The Primary Years Programme (PYP) engages our youngest learners from pre-K to grade 5. The Middle Years Programme (MYP) guides students in grades 6-10 to connect their learning to the world outside the classroom. Finally, our Diploma Programme (DP) for students grades 11 & 12 is a challenging and rigorous academic experience, leading to a qualification that is widely recognized by the world's leading universities.

## Connect with us...



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[@bhschools](https://twitter.com/bhschools)

# Augmented Reality

By Shira Good, Director of Communications

Drew Minock, a teacher at Eastover Elementary, shows me the inside of a high rise building, still under construction. “Here’s the 8th floor,” he says, as we spin around to look at the breathtaking views of the beach and blue water. We then checked out the view from the roof, the construction progress on the 6th floor, and the landscaping in the front of the building from the street. We did all of this without ever getting on a plane or even leaving Drew’s classroom. How is this possible? Through a new technology called Augmented Reality (AR).

Augmented Reality has been said to provide a “live, direct or indirect, view of a physical, real-world environment whose elements are augmented by computer-generated sensory input such as sound, video, graphics, or GPS data” (as cited on Mashable.com). In short, AR allows the user to interact with both the “real” world and digital world in an out-of-this-world experience. It’s truly something you have to see to believe.

My building tour with Drew started with the ARHouse app (Augmented Reality for Real Estate) on his iPad. First, he aimed the camera at a classroom table, a flat surface. Almost instantly, a 3D model of the building appeared to be sitting on the desk, through the iPad screen. Next, he touched the 3D model on the iPad and we were given the option of “visiting” several locations.

After touring the building, Drew showed me something he’s been working on with his students through the colAR app. He set a student’s drawing down on the table, opened the app, pointed the iPad camera at the drawing, and we both watched the piece of art spring to life. Not only could we see the art in 3D, colored in exactly as the student had intended, but we could interact with the art, spinning the merry-go-round or shooting fake fireworks off over a 2014 sign.

As we watched dragons seemingly fly out of the art and into the space in front of us, Drew talked to me about the instructional possibilities of this new technology. Drew and fellow teacher Brad Waid have actually talked to the developers of colAR, in the hopes of influencing future coloring pages to align with lessons. Imagine studying species of butterflies and watching a Tiger Swallowtail come to life!

“The power of augmented reality is that you get to bring things into the classroom that wouldn’t otherwise be possible,” said Drew, who has a full range of Augmented Reality resources on the website he hosts with Brad Waid, [www.twoguysandsomeipads.com](http://www.twoguysandsomeipads.com).



Augmented Reality, shown on actual iPad



Augmented Reality, as seen on iPad screen

## You could become a Founder!

Beginning in March 2014, the BHS Foundation is embarking on a Founder’s Campaign to raise funds for our mini-grant program.

- Those who give to the Founder’s Fund will be recognized as BHS Foundation Founding Members.
- Those who make donations of \$500 or more will be recognized as Partners in the BHS Foundation’s Annual Report.
- Those who make donations of \$1,000 or more will be recognized as Associates in the BHS Foundation’s Annual Report.

- Those who make donations of \$10,000 or more will be recognized as Benefactors in the BHS Foundation’s Annual Report.



Contribute today and become a Founding Member!  
To learn more or make a donation, please visit: <http://www.bloomfield.org/Foundation> or call 248-341-5465.

## Trending on Twitter...

- ✓ Learn how to make healthy strawberry milkshakes from the Kinder Cafe today! [ow.ly/ttH5u](http://ow.ly/ttH5u)
- ✓ Check this out BHS! RT @DREAM\_Educ: Launching a new project: #WhatsRightInEd Tell your story today!
- ✓ Miss the meeting last night? Want to see the full documentary? [ow.ly/sQP5y](http://ow.ly/sQP5y) #10GP
- ✓ @BHBlackHawks create an incredibly powerful version of the National Anthem during the Collage Concert. [ow.ly/rTnrc](http://ow.ly/rTnrc)



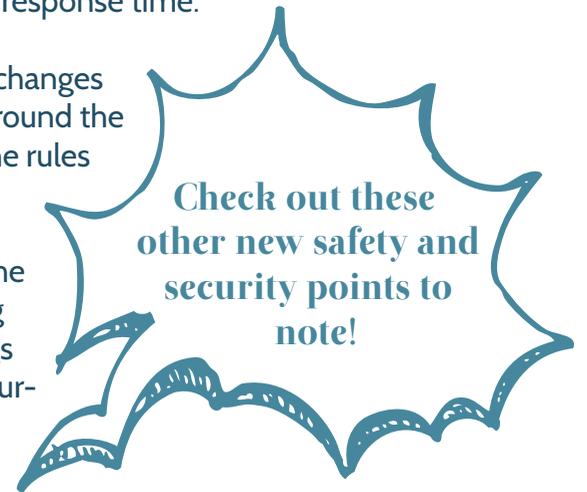
# School Safety Update

Recently, Officer Donberger, Bloomfield Hills Schools security officer, worked with district administrators to discuss important security issues. District administrators meet monthly and one of the winter meetings was dedicated to emergency response tabletop exercises. These exercises gave administrators the opportunity to discuss and practice reactions to real-life possible situations.

Officer Donberger plans to host various professional development sessions for staff across the district in the near future. He also has discussed the possibility of police training in the schools over the summer months, to get physical experience in the actual school buildings, which can help shave seconds off of emergency response time.

Also, as a part of our district effort to review safety measures across the district and make changes where necessary, Bloomfield Hills Schools recently posted Leash & Sanitation Law signs around the district. For the safety of our students, staff, and visitors we ask that you please abide by the rules posted on the sign at all times.

The sign indicates to dog owners that dogs are only allowed on school grounds between the hours of 4:30 p.m. and 7 a.m., assuming no other school activities or events are happening at that time. In the event that an ice cream social or other school event is taking place, dogs would not be allowed during that time, regardless of the time of day or day of the week. During any visit, dog owners are responsible for properly disposing of pet waste and keeping control of their pets at all times.



## The Wheels on the Bus

Bus arrivals and departures are monitored for safety and bus stops are regularly reviewed for safety concerns.

## Visitors

A new visitor sign-in procedure has been implemented across the district to standardize this daily process. This new method also makes visitors more visible and accountable in our schools.

## Daily Safety:

Daily school walk-throughs by uniformed officers not only increase visibility, but help the officers become more familiar with the school buildings.

## Bell Times

Elementary building opening times were adjusted to allow for the students to be secured inside of the building.

## Access in an Emergency:

District FOBs (electronic key access) are being assigned to every patrol car for quicker response into the buildings in the event of an emergency situation. Officers will gain quicker access with the use of the FOBs.

## The Latest Transportation Information

Parents can find out if a bus is running late by following @BHSBuses on Twitter or by calling the new Transportation Hotline: 248.341.6296.

## Drills

Officer Donberger is working with building administrators to conduct safety drills to not only practice, but to see if any changes or enhancements should be made.

## Wow!

The Bloomfield Hills Schools transportation team recently received their 22nd straight perfect annual state bus inspection.

## Join us in the Sugarbush • Sunday, March 15

Start a new family tradition and help us celebrate the coming of spring. Warm days and freezing nights are the best weather conditions for producing sweet sap. Tap the trees, carry the sap, watch the boiling, taste nature's sweetener! Tours begin at 11 a.m., depart every twenty minutes from the Visitor's Center, and last approximately one hour.

Registration: 248.433.0885 or [BloomfieldRec.org](http://BloomfieldRec.org)



# Photo Opportunities

Bloomfield Hills High School impressed audiences with the musical *Working* in the late fall.



Leena Jandali, a student at Conant Elementary, won the opportunity to ride to school on a fire truck, by placing first in a fire safety essay contest.



Senator Stabenow spoke to students at Bloomfield Hills Middle School about her life in government. She answered incredibly well-thought-out questions from the students.



East Hills 5th Grade students dissected lungs as a part of a hands-on learning opportunity. The students also inflated the lungs with bicycle pumps to see them expand.

Lone Pine Elementary held an all-school ribbon cutting ceremony for their new outdoor classroom, the "Outdoor Hideout", as named by the students. Learn more: [www.bloomfield.org/lone-pine/school-life/outdoor-classroom](http://www.bloomfield.org/lone-pine/school-life/outdoor-classroom)



Students at Eastover Elementary were treated to a big surprise when Paws and Stereo Jane came to visit. Stereo Jane is a new band, started by two Bloomfield Hills High School sisters (seen above). They performed their new smash hit, "Sing It", for the Eastover crowd. [www.stereoJane.com](http://www.stereoJane.com)



Way Elementary received quite a generous outdoor transformation, from dedicated students and families, who volunteered their weekend time. The "before" is on the left and the "after" is on the right.

West Hills Middle School held a "Loved One Lunch" to provide families with the opportunity to eat lunch with their children in the school lunch room. Grandparents, parents, and other family members attended.



# What a Trip!

Drew Minock and Brad Waid have become well known in Bloomfield Hills Schools for their enthusiasm and innovative classrooms. Both Eastover teachers, they have teamed up to create the Ed Tech Blog, "Two Guys and Some iPads", hosting "The Two Guys Show", and traveling around the country - even to the White House.

Drew recently nominated Todd Nesloney, a teacher from Fields Store Elementary in Texas, for the White House Champions of Change program. When Todd won and found out he could bring people with him on his journey to the White House, he selected Drew and Brad, who felt honored to join him.

"The White House was ridiculous!" said Brad. "As soon as you walk in, just the pictures on the wall, the history, the family portraits...to actually be in there and look out and to just imagine the people who have been there..." added Drew, sporting a new pair of Google Glass (see the "Augmented Reality" article in this newsletter for more details).

Their trip began with a tour of the White House by "very friendly" Secret Service staff. "They showed us around and told us stories," said Drew, who was surprised by the friendliness and warmth of the Secret Service. They learned about White House details, from the selection of the White House china patterns to world-wide issues. "We stood exactly where President Obama was when he announced they had killed Osama," said Drew.



**"I didn't want to leave."**

- Brad Waid,  
Eastover teacher

Brad was star-struck when he saw a General (believed to be of four-star rank) exiting the White House. "He came out of the West Wing with a large Secret Service group and they ushered him into a vehicle. I just stood there. I didn't want to leave," said Brad, who convinced the Secret Service to let him take a second tour of the White House when the first had finished.

The main event for the White House Champions of Change program was held in the Eisenhower Executive Building, where Drew and Brad said the security felt even more extreme than the White House, located just next door.

When the pair first arrived, they said roughly 100 people were gathered in the room, but that size doubled when it was confirmed that President Obama would attend. Within a snap of the fingers, the press swarmed the room and the mood shifted to a more serious tone.

When President Obama addressed the audience, he spoke about his new ConnectED campaign, an effort to connect 99 percent of America's students to the internet through high-speed broadband and high-speed wireless within five years. The President recently called on the FCC to modernize and leverage its existing E-Rate program to meet that goal and has directed the federal government to make better use of existing funds to get Internet connectivity and educational technology into classrooms.

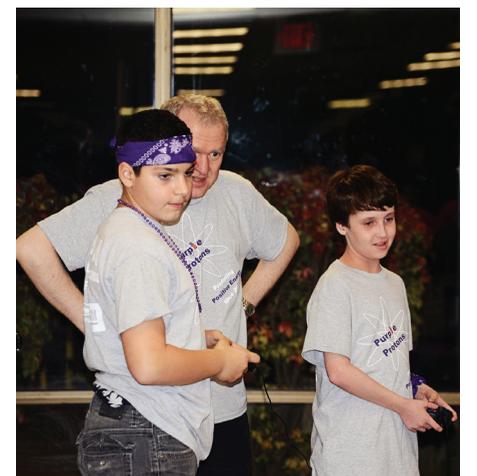
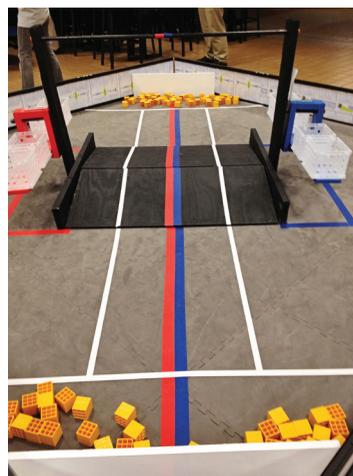
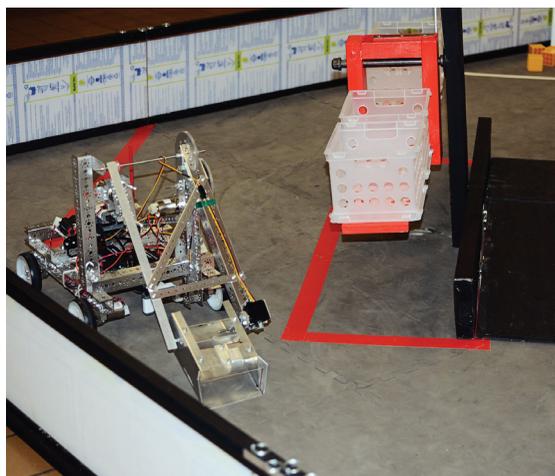
Though they were only in DC for less than 48 hours, the memories will last a lifetime. Aside from the White House tour and event in the Eisenhower Building, they also took in the local sights and area attractions.

When they returned to Bloomfield, they showed their students photos and told them about the details of the trip. Drew brought postcards back for each student from the White House gift shop. "It's really cool for my kids because we just finished talking about government," he said. "We had just come back from the Michigan Capitol so to see it on a bigger scale, this was very cool for them."



## STEM (Science, Technology, Engineering, Math) Expo

In November, community members were invited to explore a sample of what Bloomfield Hills Schools offers in extracurricular activities in STEM (Science, Technology, Engineering and Math). This district-wide showcase had participation from elementary, middle and high school levels. Some of the exhibitors included Math clubs, Science Olympiad, and Robotics.



# The Common Core & Bloomfield Hills Schools

In June 2010, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, the Common Core State Standards (CCSS). The standards are inclusive of English-language arts and mathematics standards for grades K-12. In addition to English and math standards, the CCSS outline literacy standards for both science and social studies grades 6-12.

In terms of the new standards, Bloomfield Hills Schools will continue to embrace the unique qualities and passion that each of our teachers use when developing curricular units and lessons. The CCSS define the skills and end goals of what students should know and be able to do, but they do not dictate our curriculum; they point the way and provide a common language toward a deepening of the things we value in Bloomfield Hills Schools (our mission, the 10 Guiding Principles, IB, Cultures of Thinking, etc). The most notable changes include:

- Some standards have shifted in grade level, moving from one grade to another
- There is a focus on depth of knowledge over breadth of knowledge
- Critical thinking is emphasized
- Skill building around analysis and application
- The language within the standards may represent more challenging content or skills
- There is a focus on nonfiction (informational text) reading
- The end goal of the standards is college and career readiness

Though we support the CCSS, we remain deeply concerned about our state and national obsession with high-stakes, standardized testing; our Board of Education also passed a resolution voicing their opposition to such testing. As a part of the CCSS, new assessments are scheduled to replace the MEAP and MME in the spring of 2015, though it's not clear what those tests will look like just yet. No matter what is chosen, there will be a learning curve regarding the assessment itself and this will surely involve some level of disruption.

Despite the above concerns, in Bloomfield Hills Schools we remain ever cognizant that **we must never stop improving**. In many ways, the Common Core State Standards (CCSS) both validate and challenge our work around increasing depth, critical thinking, inquiry and engagement. **Our primary concern is student learning**, and we believe that the CCSS have potential in this regard.

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Should you wish to learn more, please visit: [www.corestandards.org](http://www.corestandards.org).

## NOTICE OF NONDISCRIMINATION

It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Pam Schoemer, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, 248.341.5415. Direct all other inquiries related to discrimination to: Christine Barnett, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, 248.341.5425

Each year, the Bloomfield Hills Schools offers career and technical education programs in Agriscience at the Bowers School Farm. This program is designed to prepare youth for a broad range of employment and training services and is offered under the guidance of certified teachers and counselors. The following is a program being offered this year and criteria for admission:

<b>Program:</b>
Agriscience
<b>Criteria for admission:</b>
No prerequisite
<b>Students must:</b>
Be able to work in a farm environment with various pollens, allergens (hay) and animal dander.

All career and technical education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable law, in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation. For general information about these programs, contact: Holly Glomski, Bowers School Farm Manager, Charles L. Bowers Farm, 1219 East Square Lake Road, Bloomfield Hills, MI 48304, 248.341.6475.

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To obtain a copy of this information in a language other English, contact the Learning Services Team at 248.341.6304.

# Five Days at Memorial



Physician, reporter, and Bloomfield Hills Schools graduate Sheri Fink is the author of the New York Times bestseller and Pulitzer Prize winning book *Five Days at Memorial*. Her landmark investigation of patient deaths at a New Orleans hospital ravaged by Hurricane Katrina and her suspenseful portrayal of the quest for truth and justice opens eyes to the incredible need for disaster preparedness across the country. Sheri has been hailed as a “masterful reporter”, tackling a difficult topic and asking hard ethical and legal questions.

Recently, we contacted Sheri to ask a few questions about the book and her journey as a writer. Sheri, who has an incredible way with words, was gracious enough to dive into our questions, despite her hectic tour schedule and many interviews with NPR, The Daily Show, MSNBC, and many other national media. The following is our exclusive interview with Sheri Fink.

## **What prompted you to write a book about Memorial?**

Having been an aid worker and later a reporter in emergency situations, I'd never encountered a place, outside the realm of fiction, where conditions grew so desperate that health professionals resorted to hastening the deaths of their patients. The fact that things could break down so quickly in a well-respected American hospital was alarming. There were urgent lessons for the rest of us.

## **The events that transpired are pretty intense. Was there ever a moment that you felt you didn't want to hear about something or no longer wanted to cover the topic, due to the graphic and emotional nature of the stories?**

The topic is heavy, but it is an endlessly layered and gripping story. Even after having spent six years researching it, I still wasn't tired of thinking about it. Sometimes a disaster can help us see truths about our everyday lives that are hard to see in normal times. The story of these events offers a different vantage point on our healthcare system as a whole, questions of how we divide lifesaving resources, and how we treat the most vulnerable among us.

## **In your interviews, you talk about emergency preparedness. As you know, schools are also vulnerable spaces with equally as vulnerable inhabitants. What advice would you give to schools regarding emergency preparedness?**

Preparedness is not a one-time fix; it's a continuous, never-ending process involving everyone—board members, administrators, teachers, parents and students. It's not only the physical school structures that might need to be strengthened, but also systems for handling an emergency—communications, transportation, and leadership structures, for example—as well as the personal readiness of every individual to act when systems fail. It's important to analyze what the local hazards are and prioritize preparedness.

## **Was there anyone or anything in high school that influenced you to follow this particular career path?**

I always loved writing and reading, but Marilyn Bright, my Andover English teacher, helped me see my limitations and develop new skills. She deepened my appreciation for literature and instilled some life philosophy. She taught brilliantly. Student government and starting a Safe Rides program at Andover introduced me to multi-tasking, and working at WBFH.FM with the wonderful Pete Bowers provided an enticing entrée to mass media.

## **What advice would you give to current students facing college and the many decisions that lie ahead?**

It sounds trite, but to the extent you can do it, follow your passion, because that's what will sustain you through the inevitable ups and downs. There are so many ways to have a meaningful adult life, and it's up to you to find what it is that speaks to you, that challenges you, perhaps that enrages you and makes you want to change something.

## **As a writer, what suggestions would you have for students who are writing college essays, short stories, etc?**

Have respect for the fact that good writing is hard and takes practice, like a sport. Read other work in the genre you're writing. Study and re-study the basics—craft, language, and structure—and practice applying them. Let people you trust read your work, and if they don't “get” something you intended to say, even if it seems clear to you, be humble and take that as a sign that you need to express it differently. Remember that writing and revising go hand in hand to create something worth reading. A first draft is usually just a beginning. Step away from your work for a while and come back to it with fresh eyes, which will help you improve it.

**FREE** Senior Gold  
Card Program

Bloomfield Hills Schools district residents 55+ years are eligible for the Senior Gold Card Program. Gold Card holders are entitled to FREE admittance to home athletic events (except playoff games governed by MHSAA regulations), dramatic productions, and musical programs. To get your free Gold Card contact Barb Tegart in the Communications and Community Relations Office at 248.341.5451 or [btegart@bloomfield.org](mailto:btegart@bloomfield.org).

**PROJECT FIND**

If you have a child between the ages of birth and six years experiencing developmental delays, call Julie Magulak, Project Find coordinator, at 248.341.7962.

**CHILD FIND**

If you suspect your child has a disability affecting his/her school performance, please notify your child's teacher, counselor, principal, or Pam Schoemer, director for Special Education, at 248.341.5415.

# Open Barn & Egg Hunt

The Egg Hunt is \$4 per participant and Open Barn Admission is free, with a nominal fee for other activities.

Egg Hunts @ 12:30, 1:15, 2:00 & 2:45

Please bring a basket for your eggs.



**April 12th from 12 - 4 p.m.**

[www.bloomfield.org/departments/charles-l-bowers-school-farm/open-barn](http://www.bloomfield.org/departments/charles-l-bowers-school-farm/open-barn)

## Bloomfield Hills High School Construction Continues... Still On Time, Still On Budget

With Michigan temperatures dipping well below zero, progress on the new Bloomfield Hills High School has not stopped. Crews quickly moved indoors over the past few weeks to work on interior demolition, masonry, electrical, and other components. Meanwhile, some workers continued to brave the elements, perched atop steel structures, making headway on the outdoor work.

The new Bloomfield Hills High School building is on schedule to academically open in Fall 2015. To virtually follow along with the construction progress, visit: [www.bloomfield.org/bhhs/building-bhhs](http://www.bloomfield.org/bhhs/building-bhhs).

