

BLACK RIVER

PUBLIC SCHOOL

Preparing Students for College and Life.



2017 / 2018
Information Guide

Our Mission

To prepare each student for college and for life through a challenging curriculum which accommodates individual learning styles. We want to have our students discover responsibility for their own lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so that they can achieve their full human potential.

Our Culture

To succeed in our mission we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.

The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses unanxious expectations; making errors is a necessary part of the learning process.

The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.

We encourage a student population of social, economic and racial diversity.

Our Methods

Our faculty are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic method and experiential learning as primary pedagogical tools.

Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well being.

There will be a clear disciplinary code for all students.

Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Welcome to Black River!

Thank you for considering Black River Public School for the 2017– 2018 academic year! We understand you are making a choice and commitment to attend BRPS and we want to ensure your decision is based not only on the mission, culture, and methods we believe in, but also that Black River Public School is the best educational choice for your student. We encourage you to attend an information session, open house, or schedule a tour to learn more about what Black River has to offer.

Upcoming Events

Information Night:

Thursday, January 19, 2017, 5:30 PM - K-5

Thursday, January 19, 2017, 7:00 PM - Middle School & High School

Please use the 20th Street entrance and park by the gymnasium. The above listed information sessions are geared towards adults and will last approximately 1.5 hours.

Open House:

Saturday, February 4, 2017, 10 AM - 12 PM

Stop in at your convenience and have a BRPS student be your tour guide! It is an excellent event for the whole family.

Open Enrollment Deadline: Wednesday, February 22, 2017 @ 4:00 PM

Families will be notified of their child's acceptance or wait list status via letter by March 20, 2017.

If you are interested in a tour of Black River or have questions, please contact Nicole Klunder at (616) 355-0055, ext. 116 or by email: klundern@brpsk12.org.

What Is Montessori?

K-5

The elementary grades at Black River Public School follow the Montessori Method of instruction, with accommodation made for standardized testing requirements. This method differs from the style of instruction to which most parents and students are accustomed. In making a school choice for your child, parents are invited to carefully read the following information, ask questions, and visit our classrooms to inform yourselves fully about what you should expect from the Black River elementary program.

Where Does Montessori Come From?

Dr. Maria Montessori, the founder of the Montessori Method, graduated from the medical school of the University of Rome in 1896, and was the first woman to practice medicine in Italy. As a physician, Dr. Montessori was very involved with the care of young children. Through scientific observation, she came to see how children interacted with one another, learned through the use of materials she provided, and went through specific phases of development. Her approach to education was developed based on her observations, in collaboration with her background in psychology and her belief in the education of children as a means to create a better society. She continued to observe children around the world, and found that the universal laws of development she had recognized were common among children of all races and cultures. One hundred years later the Montessori approach to education continues to be respected and practiced internationally, and is continually validated by the results of modern educational research.

What is the Montessori Philosophy?

Dr. Montessori believed that a truly educated individual continues learning long after the hours and years spent in a classroom because he or she is motivated from within by a natural curiosity and love for knowledge. Because Montessori education is successful in developing concentration, self-discipline, a love of learning and social skills with varying age groups, the child is better equipped to enter new situations and to easily adjust to new environments.

This creates the perfect foundation for Black River's educational mission and teaching philosophy. Already we have seen that students who came through the fourth and fifth grade Montessori classrooms are excelling in our middle school program.

What is Different Inside a Montessori Classroom?

Mixed Ages: Classes are grouped according to the Montessori philosophy of mixed ages, in rooms of first through third graders, and rooms of fourth through fifth graders. Social and intellectual development is enhanced by this method of age grouping. Learning within these groups stimulates greater interest and encourages cooperation. The younger children learn through observation of the older children. In addition, the older student has the opportunity to become a leader and reinforce their knowledge as they help their younger friends. This legacy of responsibility and helping others is passed down in class.

Independence: The Montessori Method stresses that children learn and progress at their own pace so that fast learners are not held back, and slow learners are not frustrated by their inability to keep up. The program is designed to allow development at the student's own pace. It provides for a wide range of developmental needs of the student. Our Montessori-trained teachers present the curriculum in a manner that best fits the student, rather than making the student fit the curriculum. While core benchmarks and proficiencies in Language, Reading, Mathematics, History and Science are required to advance through the grade levels, students are encouraged to stretch beyond these basic competencies toward higher cognitive levels of learning.

Freedom and Responsibility: The Montessori environment strikes a fine balance between structure and freedom. The concept of freedom associated with responsibility is gradually introduced from the first day. Montessori students have a wide variety of constructive paths to choose. They gain the skills and tools to accomplish their choices and they are taught the social values that enable them to make enlightened choices. Dr. Montessori believed that freedom does not involve simply being able to do what you want to do. It does involve being able to distinguish what is constructive and beneficial and being able to carry that out.

Why don't the classes mix very much?

An important aspect of the Montessori Method, is the development of a learning community within each classroom. This community develops spontaneously as a result of a couple of key elements:

Ownership of and responsibility for the classroom environment. Everything in the room is geared toward the needs of the students and they are the key source of maintaining the daily order and care of the premises, plants, animals, and materials.

Responsibility for each other. Though the students work independently a large percentage of the time, they have freedom in their social relations, limiting their actions only when they interfere with the rights of others. Working together and interacting across age groups helps a natural concern and empathy for others to arise. This manifests itself in a strong sense of community within the classroom. Students instinctively reach out with help for those who need it, and take it upon themselves to help correct inappropriate behavior if it occurs. Fostering this important sense of ownership and community is not accomplished in a larger and fluctuating group, particularly in the first half of the school year.

Individual classrooms interact together in ways that allow meaningful instruction to take place; for example, writing exchanges and literature circles. Teachers are free to establish classroom interactions that complement their academic goals. During the program's first year, some combining of classes was tried for Spanish, art, music and physical education. This yielded poor results for both students and teachers and was discontinued.

As previously noted, students also have the opportunity at daily noon recess to intermingle by pairs of classrooms which share a common schedule.

Curriculum

The Montessori curriculum is a sequential program designed for independent learning and meshes seamlessly with Black River's rigorous middle- and high-school academic program. One important question that is often asked by parents inquiring about Black River deals with the scope and sequence of the Elementary Curriculum. At a glance, the curriculum is not markedly different from that of other schools. However, because our elementary classrooms are based on the educational philosophy of Maria Montessori, the method of delivery and the preparedness of the classroom environment distinguishes our school. Here is a brief overview of the curriculum.

Language Arts is a curricular area rich with a multi-faceted approach. From Kindergarten through Fifth Grade, the Montessori approach to reading is literature based. Reading alone, in small groups, in Literature Circles or using the Accelerated Reader program, a student's primary encounter with text is through literature found in classroom libraries. In addition, Montessori provides a strong focus on building a solid phonemic base, beginning in the Kindergarten classroom and extending into the following grades. Attendant language skills, such as word study of compound words, prefixes, suffixes, and homophones to name a few, are part and parcel of every classroom. Writing is integral to each classroom, as well, in the form of journals, projects and reports, as well as Writer's Notebooks and creative writing. Students use the Six Traits of Writing, enhanced by Power Writing and the Collins Writing programs as a basis for skill development. Grammar skills are taught right along with reading and writing skills and begin with parts of speech, transitioning over time to sentence construction and analysis. Spelling begins in Kindergarten with simple three-letter word construction with Montessori materials. Additionally in subsequent grades, students' spelling is individualized with the San Mateo Spelling Program. Students progress at their own rate with this integrated approach propelled by interest and ability.

In Mathematics, materials designed by Maria Montessori exemplify the use of concrete representations to teach abstract concepts. From the start in Kindergarten, students' work with numeration and the basic operations is always material-based. Students see and touch objects as they develop one-to-one correspondence critical for counting ones, tens, hundreds, and thousands. Materials are used to teach abstract concepts in every area of mathematics through the fifth grade. This aspect of the curriculum is singular to a Montessori environment. When studying basic operations: addition, subtraction, multiplication, and division, as well as fractions, and decimals, all concepts are presented with materials. Many of the same materials are used throughout the entire elementary program, from Kindergarten through Fifth Grade, with increasing levels of skill and depth of learning as students mature. Additional units of study included in the curriculum include time and money, temperature and measurement, ratio and proportion, and percents. Here again, materials are key to the first encounter a student has with each new idea. The discipline of geometry begins in Kindergarten and continues through Fifth Grade encompassing the study of lines, angles, triangles, quadrilaterals, polygons, and circles. The heart of the mathematics curriculum is a deep understanding of mathematical concepts through usage of materials that become so ingrained, that abstraction is a natural outgrowth of a student's work over time.

Curriculum (continued from previous page)

In the Montessori curriculum, the area of Cultural Studies embraces the wide panorama of history, geography, geology, zoology, botany and physical science. Studies in the cultural areas are material-based, beginning with the whole frame of reference in a given area and moving with increasing focus to its parts as students mature in their ability to investigate and synthesize information, concepts and ideas. Beginning in Kindergarten and continuing through Third Grade, learning often begins with nomenclature and quickly gives students an opportunity for research, hands-on exploration and project based learning. The Upper Elementary curriculum proceeds in the same manner, but with a fourth grade track and a fifth grade track. Here one additional emphasis is American history, a study that spans our country's Native American beginning through the Civil War. As a particularly rich element of every classroom, cultural studies encourage students to satisfy their abundant curiosity about the world around them.

Rounding out the curriculum are four subjects taught by specialists in their field: art, music, physical education and Spanish. Each of these disciplines is offered on a weekly basis to enrich the learning opportunities of each student.

Distinctive in its approach to learning, the Montessori curriculum is as wide-ranging as the interest and enthusiasm of the students within the classroom environment.

How are Reading and Math assessed?

In order to place students accurately in the highly individualized Montessori program, assessment begins with a home visit by the teacher before the school year begins.

Students are assessed at the beginning of the year in Math using Albanesi Montessori assessments, and then are re-evaluated throughout the year when needed.

All students undergo an informal reading assessment at the beginning and end of the year in sight words, oral reading comprehension, and vocabulary. At the end of the year this is repeated, with 5th graders also being assessed in silent reading comprehension. Spelling is assessed at the beginning of the year and throughout the year so the student is placed and maintained at the correct level.

Writing assessments are given to all students (integrating with the middle school and high school program) at the beginning and end of each year, with their English portfolio then passed on to the next year's teacher.

The Montessori Method has been criticized in the areas of reading instruction and language arts. How does the Black River program deviate from Montessori in these subjects?

Black River does supplement the Montessori curriculum in this area. The founder of our elementary program has her Masters degree with a specialty in reading and writing, and was part of the team that developed outcomes for the school's reading and writing curriculum. Elementary students follow the Collins Writing Program, which is wholly integrated with the reading and writing program of Black River's middle and high school curriculum. Students use writing workshops and participate in literature circles along with read-alouds, independent reading, and other activities to meet their daily reading and writing requirements.

What is Project Term?

The final four weeks of the school year are Black River's unique experiential education session. Through field trips and hands-on activities, students gain educational experiences that are difficult to provide in a more traditional setting. It is an opportunity for teachers to share their areas of expertise with students. Students in grades 4 and 5 select four mini-courses, one in the morning and one in the afternoon, for two weeks each. An abbreviated Project Term is offered for grades 1-3. Some examples of elementary Project Term offerings are:

Economics
Tennis
Sailing

American Sign Language
Creative Drama
Calligraphy

Beginning Guitar
Woodworking
Arts and Crafts

Why aren't all the students in the same grade doing the same activities?

Teachers at Black River enjoy a large degree of autonomy in their classrooms. Though the entire staff adheres to the demanding Black River curriculum, they are free to work within their classrooms in ways they deem best suited for each particular group of students. The Black River administrative team recruits teachers who thrive in an environment where they alone are responsible for the learning of their students and are therefore not directed by the administration or district office on how and when to teach each objective. For this reason, though instructional goals are shared, the means of achieving them will vary. In teaching the same concept one instructor may use a field trip; another, a classroom demonstration or guest speaker; and yet another, a hands-on project. It is the policy of Black River administration to encourage this independence in our teachers as a means of fostering the innovative and enthusiastic teaching that has yielded our superior results.

What is a typical day like?

Montessori instruction is based on experience which shows that children do their best work when allowed a 3-hour uninterrupted work cycle. In order to accommodate other subjects considered important, children spend the morning in this uninterrupted work period, and then in the afternoon receive instruction in Spanish, music, physical education or art, along with additional classroom time.

How do lunch and recess work?

Students eat lunch in the lyceum. Kids are seated, use conversational voices and enjoy a relaxed meal. Classrooms in grades 1-3 eat three classrooms at a time. Recess is scheduled either before or after lunch. All students in grades 4-5 eat at the same time and share similar recess. At this time students are free to choose their own activities, including playground equipment, kickball, soccer, 4-square, jump rope, etc.

What about Tulip Time and holidays?

In keeping with Black River's emphasis on academics, as a general practice classroom parties and other non-instructional activities are rarely scheduled. Where feasible, holidays are recognized through academics and community service. One class, for example, spent time on Valentine's Day decorating cookies for the residents of the Alzheimer's unit at Fountainview. Classes are not interrupted for Tulip Time events.

Does the school provide transportation?

It is the responsibility of parents to provide transportation to and from school. The school will assist to help interested families establish car pool arrangements. Bussing is provided for field trips and sports activities.

What is the philosophy on field trips and community service?

Field trips: Once students have shown that they are responsible in maintaining the classroom environment, choosing their work with care, and working in harmony with others, they are given freedom beyond the classroom. It is a principle of Montessori education and a goal in Black River Public School's emphasis on "experiential learning" to encourage children to access the outside world as a doorway to instruction. Field trips are a natural outcome of the children's questions about their work and the need to research sources outside the classroom for their answers.

Children become part of the community at large when they study at the local library or visit a museum or retirement home. Students explore society beyond the school as a means to:

- Experience the cooperative effort required for a functioning community
- Discover specific contributions that others are making to their society
- Develop an awareness of the meaning and value of work
- Develop further their independence and behavioral standards
- Supplement their classroom studies with real-life, hands-on experiences

What is the philosophy on field trips and community service? (continued from previous page)

Community Service: Community service was established as a part of the school's founding Mission Statement and is required of all Black River students in grades K through 12. The K-3rd grade students are responsible for 10 hours of community service and the 4th/5th graders are responsible for 15 hours. Many of these activities are generally handled as a class through nursing home visits; work in the school and community. Fulfillment of these requirements will vary by classroom.

How can parents get involved? Who do I ask and what kinds of things can I do?

Opportunities abound at Black River for parents to be actively involved. Teachers encourage and appreciate your support. The Black River Parent Organization meets regularly and welcomes new members to assist in special events. Elementary parents currently are involved in a variety of ways, from greeting cars during morning drop-off, to chaperoning field trips. Parents should talk with the Parent Organization or their child's teacher to find out about ways they can be involved. Parental involvement is valued as an important part of a child's academic success.

Want to know more? Below is a recommended Montessori reading list that includes introductory books on Maria Montessori and Montessori education.

Lillard, Paula P. (1996). *Montessori Today*. New York: Random House.

Order through [NAMTA](#) or from your local bookstore. ISBN 0-8052-1061-X, 207 pages, bibliography, index.

Describes Montessori theory and contemporary American Montessori schools serving ages ranging from birth to adulthood.

Lillard, Paula P.; Jessen, Lynn L. (2003). *Montessori from the Start*. New York: Schocken.

Order through [NAMTA](#) or from your local bookstore. ISBN 0805211128. 304 pages.

What parents can do to help their youngest children in the process of self-formation.

Montessori, Maria. (1948). *To Educate the Human Potential*. Madras, India: Kalakshetra Publications.

Order Clio edition through [NAMTA](#).

Describes the needs of the elementary-aged child in the process of acquiring culture.

Montessori, Maria. (1949). *The Absorbent Mind*. Madras, India: Theosophical Publishing House.

Order Clio edition through [NAMTA](#). U.S. edition can be [ordered online](#) through Amazon.com.

Discusses the development of infants and young children from birth to three years. Gives a clear explanation of the basis of Montessori theory and method.

Montessori, Maria. (1956). *The Child in the Family*. Chicago: Henry Regnery.

Order Clio edition through [NAMTA](#).

A series of short essays about the child, the family, and the school, with a philosophical emphasis.

We Invite You To Learn More!

In addition to our information night and open house, BRPS also offers the opportunity for prospective families to visit a classroom to better understand the culture of our school. Students are welcome to shadow the grade they will be entering. Parent and student visits are offered November—April.

For the Parents...

Parents are welcome to observe an elementary classroom (K-5) for 30 minutes.

For the Students...

Grades 1,2,3 Shadows: Students may shadow a BRPS student for one hour.

Grades 4,5 Shadows: Students may shadow a BRPS student for 3 hours.

Grades 6 -12 Shadows: Students may shadow a BRPS student for either a half day or whole day.

Visits must be approved and scheduled at least 48 hours in advance with Nicole Klunder and all visitors must first sign in at the Main Office. Students shadowing in grades 6 -12 are asked to pack a lunch and bring a book to read.

To contact Nicole Klunder, email klundern@brpsk12.org or call 616-355-0055 ext. 116.

Our website has a wealth of information.
Bookmark us today!

www.blackriverpublicschool.org

While there, check out The Ripples, our school newsletter. The Ripples is updated regularly with news and events going on at BRPS. You can also sign up to receive the Ripples electronically. Simply look for the icon on our homepage.



Middle School & High School

Grades 6-12 follow a block schedule consisting of 7 classes, six of which meet three times per week, and an additional elective that meets twice per week. Class blocks are 85 minutes in length. Black River's academic calendar is aligned with collegiate calendars. First semester begins in late August with exams prior to winter break. Second semester begins following winter break with final exams in mid-May.

The final four weeks following final exams in May are known as Project Term. Project Term has been a favorite for students at Black River, and for good reason! These four weeks consist of 1,2,3 or 4 hands on learning classes. Subject matter is vast and changes yearly. Trip offerings are always popular and have brought students to international locations including Japan, Australia, Spain, Italy, and Mexico. National trips have included Washington DC, Beaver Island, Smokey Mountains, and out west. Local classes range from golfing, sailing, sewing, cooking, photography, and much more.

Black River has a highly successful arts program. Offerings in music include band, jazz band, orchestra and choir. Visual art classes include Foundational, 2D-3D, and Graphic Arts.

Black River has an interdisciplinary approach to subject matter to help students recognize relationships among the various subjects. Our middle school program will cover the same world region in the areas of English, History and Art. Students in 6th grade study Africa, Latin America and Middle East, 7th grade students Asia, and 8th grade students Early Europe. For further explanation about class offerings, please see our online Program of Study.

Typical class size at BRPS is approximately 20 students or less. Additionally, each grade level will have a graduating class size of 80 students.

BRPS Daily Block Schedule

Period	Time	MON	TUE	WED	THU	FRI
1st	8:00am - 9:26am	A	A	B	A	C
2nd	9:33am - 11:00am	B	C	C	B	D
CAP / Lunch	11:05am - 11:30am 11:30am - 11:55am					
3rd	12:00pm - 1:26pm	D	F	D	F	F
4th	1:33pm - 3:00pm	E	G	E	G	E

Example:

A student with *A Block English*, would have English on Mondays, Tuesdays & Thursdays from 8:00 AM — 9:26 AM.

Student Life at Black River

Sports

Black River Public School is a member of the Michigan High School Athletic Association (MHSAA). Current athletic offerings include:

Fall Boys Soccer
Girls Volleyball
Boys & Girls Cross Country

Winter Boys Basketball
Girls Basketball
Co-op Boys Hockey w/West Ottawa
and Holland Christian

Spring Boys Baseball
Girls Soccer
Boys & Girls Track



Check out our school calendar online to attend a Black River game or event!

www.blackriverpublicschool.org
www.brsports.org



Clubs

Club offerings are based on student driven interest and may change from year to year.

Offerings may include:

Art Club
Color Guard
Drama Club
Dutch Dance
High School Book Club
Honors Choir
Japan Club
National Honor Society
Science Olympiad
Ski Club
United Way
Youth in Government

School Hours

Kindergarten:	8:00am – 3:10pm
Elementary Grades 1-5:	8:00am – 3:10pm
Middle / High School:	8:00am – 3:00pm

Graduation Requirements

HIGH SCHOOL GRADUATION REQUIREMENTS

Twenty-four credits is the minimum requirement for graduation from Black River. All courses required for graduation must be taken at Black River (or some school that Black River recognizes in case of transfers).

Class of 2017, 2018, 2019

Department	Credits	Department	Credits
English	4.0	Math	4.0
Science	3.0	History*	3.0
Spanish**	2.0	Physical Education***	1.0
Fine Arts	2.0	Electives	5.0

Minimum Credits = 24

*Required: World History, Government, and US History (1 year each)

**Must pass Spanish 3

*** Three full seasons of Black River interscholastic sports participation will substitute for the PE graduation requirement. Weight Training and Conditioning also count toward meeting the PE requirement. Independent activities outside of school must be approved by administration for credit.

In addition to the above, all students must complete community service requirements, 3 years of project term, a senior project and be accepted into a 4-year college or university.

Black River's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from Black River Public School. Students with disabilities will be assisted in meeting these graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead have an individualized course of study leading to a Graduate Equivalency Diploma.

SENIOR CAPSTONE

Each senior is required to complete a Senior Capstone. This includes a project, research paper with annotated bibliography, and presentation in a showcase setting. Each student's Capstone is a reflection of that student's interests that can build on previous academic knowledge or investigate a new topic, skill, or experience. Capstone proposals must be pre-approved by the Senior Capstone Advisors. Capstone is a yearlong process. Please see the Program of Study for more detailed information.

COMMUNITY SERVICE REQUIREMENTS

Our unique community service program is designed to involve every student at Black River in the life of our community and to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

Elementary school students in grades K-3 must complete a minimum of 10 hours of service, elementary students in grades 4-5 a minimum of 15 hours of service, middle school students a minimum of 20 hours of service and high school students must complete a minimum of 60 hours before graduating. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

MIDDLE SCHOOL GRADUATION REQUIREMENTS

Department	Credits	Department	Credits
English	3.0	Math	3.0
Science	3.0	History	3.0
Spanish	2.0	Fine Arts	2.0
Electives	1.0	Physical Education	1.0

Minimum Credits = 18

In addition to the above, all middle school students are required to pass 3 years of project term and complete 20 hours of community service. Middle school students are generally required to enroll in seven courses.

Middle school students are encouraged to take advanced courses at the high school level when appropriate. However, most colleges and universities only recognize work completed between grades 9-12.

See the complete Program of Study online at:
http://www.blackriverpublicschool.org/documents/course_catalog.pdf

Black River Report Card

ASSESSMENTS AND STUDENT ACHIEVEMENT

“Preparing students for college and life.”

SCHOLARSHIP MONEY EARNED BY SENIOR GRADUATES

2015-2016 Senior Graduates (74): approximately \$5,029,708 in scholarships
2014-2015 Senior Graduates (75): approximately \$8,220,282 in scholarships
2013-2014 Senior Graduates (75): approximately \$4,130,283 in scholarships
2012-2013 Senior Graduates (78): approximately \$4,180,156 in scholarships

ADVANCED PLACEMENT PROGRAM

In May 2016, Black River Public School students took 247 Advanced Placement examinations in 16 different subjects. (Art History, Biology, Calculus AB/BC, Chemistry, English Language and Composition, English Literature and Composition, Environmental Science, European History, Human Geography, US Government and Politics, Comparative Government and Politics, Physics C, Psychology, Spanish Language, Statistics, Studio Art (Drawing) and United States History. 49.4% of the Class of 2016 scored a 3, 4, or 5 on at least one exam during their high school career. *The Washington Post* (2011) recognized Black River Public School as #156 in the nation (#1 in Michigan) on its “challenge index” for Advanced Placement student participation.

NATIONAL MERIT RECOGNITIONS

Class of 2016: 1 National Merit Semi-Finalist
Class of 2014: 1 National Merit Finalist
Class of 2013: 3 National Merit Commended Scholars
Class of 2012: 2 National Merit Finalists, 1 National Merit Commended Scholar

ACT

Class of 2016: School Composite Score: 23.5
2015-2016—State Composite Score, 20.3; National Composite Score, 20.8
Class of 2015: School Composite Score, 25.0
2014-2015—State Composite Score, 20.1; National Composite Score, 21.0
Class of 2014: School Composite Score, 23.9
2012-2013—State Composite Score, 19.9; National Composite Score, 20.9

BRPS Grads College & University Acceptances

Adrian College Air Force Alaska Pacific University Albion College Alma College American University Amherst College Anderson University Aquinas College Arizona State University Asbury College Ashland University Auburn University Aurora University Austin Peay State University Ave Maria University Baker College Baldwin-Wallace University Ball State University Baylor University Bellarmine University Belmont University Beloit College Benedictine University (Lisle, IL) Bentley College Berklee College of Music Bethel College Bodensee Hof Bible School (Germany) Boston College Boston University Bowling Green State University Brescia University Brigham Young University (Idaho) Brigham Young University (Utah) Brown University Bucknell University Butler University California Baptist University California Maritime Academy Calvin College Cape Cod Community College Canisius College Carnegie Mellon University Carthage College Case Western Reserve University Cazenovia College Cedar Crest College Cedarville University Central College (Pella, IA) Central Michigan University Chaminade University Coastal Carolina University Cole College College of Charleston College of Creative Studies College of St. Catherine College of the Ozarks College of Wooster Colorado Christian University Colorado School of Mines Colorado State University Columbia College (Chicago, IL) Columbus College of Art and Design Compass College of Cinematic Arts Concordia University Connecticut College Cornell College Cornell University Cornerstone University Covenant College Culinary Institute of America Davenport University Davidson College Denison College DePaul University DePauw University Dominican University of California Douglas J. Aveda Cosmetology School Drury University Duquesne University Earlham College East Tennessee State University Eastern Kentucky University Eastern Michigan University Eckerd College Edgewood College Elmhurst College Embry-Riddle Aeronautical University Emerson College Eureka College Ferris State University Findley University Finlandia University Fisher College Florida Atlantic University Florida State University Foothill College (Los Altos Hills, CA) Fordham University Furman University Gannon University George Mason University Georgetown University Gonzaga University Goshen College Grace College Grace Bible College Grand Rapids Community College Grand Valley State University Green Mountain College Gustavus Adolphus College Hamilton College Heidelberg University Hillsdale College Houghton College Illinois Institute of Art Illinois Institute of Technology Indiana State University Indiana University Indiana Wesleyan University Iowa State University Ithaca College ITT University Judson College Kalamazoo College Kalamazoo Valley Community College Kendall College (Chicago, IL) Kendall College Kettering University King's College Knox College Kuyper Michigan College Lake Superior State University Lasell College Lawrence Technological University Lewis & Clark College Liberty University Louisiana State University Loyola University Loyola University of Chicago Luther College Macalester College Maine Maritime Academy Malone College Manchester College Marist University Massachusetts Institute of Technology (MIT) McGill University Miami University (Ohio) Michigan State University Michigan Technological School of Engineering Montana State University Muskegon Community College Naugatuck Valley Community College New School of Jazz and Contemporary Music New York University North Carolina State University North Central College North Park University Northern Illinois University Northern Michigan University Northland College Northwestern College in Minnesota Northwestern Michigan College Northwestern University Oakland University Oberlin College Occidental College Ohio State University Ohio Wesleyan University Olivet College Olivet Nazarene University Oklahoma Christian University Old Dominion University Olivet College Ontario College of Art and Design Otterbein University Pace University Penn State University Pittsburgh Ballet Theatre Graduate Program Polytechnic Institute of New York Pomona College Portland State University Pratt Institute—College of Art & Design Pratt: Munson-Williams-Proctor Arts Institute Prescott University Quinnipiac University Regent University Rensselaer Polytechnic Institute Rhodes College Ringling College of Art & Design Ripon College Robert Morris University Rollins College Roosevelt University Rose-Hulman Institute of Technology Saginaw Valley State University Saint Mary's College Saint Olaf College San Diego State University Santa Clara University Savannah College of Art & Design School of the Art Institute of Chicago School of the Museum of Fine Arts Boston Seattle University Siena Heights University Southern Illinois University Southern Nazarene University Spring Arbor University St. Catherine's University St. John's College (Santa Fe, NM) St. Louis University St. Olaf College Stanford University Stanley Harris School of Cosmetology State University of New York at Oswego Stonehill College Stony Brook University SUNY—University at Buffalo Swarthmore College Syracuse University Taylor University Texas A & M University at Galveston The College of Wooster Thiel College Tiffin University Trine University Trinity Christian College Trinity College Trinity University Tulane University United States Naval Academy (Annapolis, MD) United States Navy Universal Technical Institute *Universidad Complutense (Madrid, Spain)* University of Alabama University of Arizona University of Bridgeport University of California at Berkeley University of California at Santa Barbara University of Central Florida University of Charleston University of Chicago University of Cincinnati University of Colorado at Boulder University of Dayton University of Delaware University of Detroit Mercy University of Evansville University of Findlay University of Florida University of Illinois University of Illinois at Chicago University of Iowa University of Kansas University of Kentucky University of Massachusetts University of Miami (FL) University of Michigan University of Michigan at Dearborn University of Michigan College of Art and Design University of Minnesota University of North Carolina University of North Dakota University of Northern Colorado University of Notre Dame University of Oregon University of Pennsylvania University of Pittsburgh University of Puget Sound University of San Diego University of San Francisco University of South Carolina University of South Florida University of Tampa University of Tennessee University of Toronto University of Vermont University of Virginia University of Wisconsin (LaCrosse) University of Wisconsin (Madison) University of Wisconsin at Milwaukee Ursinus College Valparaiso University Vanderbilt University Warren Wilson College Washington & Jefferson College Washington University in St. Louis Wayne State University Wesley College Wells College West Virginia University West Virginia Wesleyan College Western Connecticut State University Western Michigan University Western State College Colorado Wheaton College Willamette University Wilmington University Wittenberg University Word of Life Bible Institute Xavier University Yale University

Admissions Policy

Open Enrollment

Open enrollment for the next academic year always begins on the first school day in October and concludes at 4:00 pm on the last Wednesday of February. If the last Wednesday of February is not a school day, open enrollment will close at 4:00 pm on the next school day.

Following the close of open enrollment, if the number of applications exceeds the number of open seats, a random selection lottery determines acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grades.

Lottery

The date, time, and place of the lottery are posted to the school master calendar. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected, by priority grouping, and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted will be placed on a waiting list in the order their names were drawn. The lottery will begin with the lowest grade level and continue to the highest grade level.

Priority Group Preferences

The order of priority in which spaces for each grade will be filled will be as follows:

Priority Group #1

Students enrolled for the current school year that re-enroll on or before the last Wednesday of February. (Students with an Individual Education Plan active on the first day of the following school year are automatically re-enrolled unless formally withdrawn).

Priority Group #2

Siblings of currently enrolled students will be given enrollment priority if an enrollment application form for each sibling is completed and returned on or before the last Wednesday of February. Sibling preference is defined as children who have at least one common parent/legal guardian. This preference is not available to applications received after open enrollment has closed.

Child(ren) of a person employed full time at Black River Public School will be given enrollment priority if an enrollment application form for each child is completed and returned on or before the last Wednesday of February. Employee - child preference is defined as children where at least one parent or legal guardian meets the requirements as outlined by the employee handbook. This preference is not available to applications received after open enrollment has closed.

If space is not available in any grade level for this priority group, a separate lottery will be performed to determine the order of the sibling wait list.

Priority Group #3

New students accepted prior to the lottery. If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled prior to the lottery drawing for admissions.

Priority Group #4

Siblings of newly-enrolled students. When, at the close of Open Enrollment, one sibling is validly accepted into a grade that is not oversubscribed, or is accepted by lottery, any of that child's siblings who have timely applied, may enroll if space is available in their respective grades. If space is not available, they advance to the sibling wait list. This preference is not available to applications received after open enrollment has closed.

Priority Group #5

All remaining applicants. If there are more applicants than spaces available, a random selection lottery will be used to determine the order of those enrolled and wait listed. This preference is not available to applications received after open enrollment has closed.

Priority Group #6

Applicants after the close of open enrollment. For grades that are not oversubscribed at the end of open enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a wait list. For each grade with a wait list, all applications received will be placed on the wait list. Siblings and children of BRPS Employees will be placed at the top of the wait list above non-sibling, non-employee applicants who also applied after the close of open enrollment, but not above any student who applied during open enrollment.

For the purposes of enrollment priority, a parent's children, step-children, adopted children, foster children, and same household children, in which a parent or guardian resides, are all considered to be each other's siblings.

Foreign Exchange Students

Foreign Exchange students must follow the same enrollment process as detailed in the Admissions Policy. Please understand that Black River Public School is unable to accept Foreign Exchange students who are citizens of the United States that do not reside in Michigan. Foreign Exchange students cannot earn a diploma from Black River Public School.

Kindergarten

For the 2017-2018 academic year, if you are applying for kindergarten, your child will need to be 5 years old by September 1, 2017.

Admission is Conditional

Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, copy of birth certificate, immunization information, and proof of current grade level via grade report or transcript (not applicable for kindergarten applicants). Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

Compliance With The Code of Conduct

All students and prospective students must abide by the Black River Public School Student Code of Conduct and are subject to disciplinary action for violations thereof, up to and including expulsion. A prospective student is subject to the all school policies, practices and procedures (and consequences for violations), even before their first day of class.

Equal Educational Opportunity

Black River Public School does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Michigan's public schools. [Some testing may be required to determine the proper placement in a subject. Such tests are administered after a student has been accepted for admission.]

Adopted: February 20, 2012 | Updated 9/28/16

For additional information, please visit our website: <http://www.blackriverpublicschool.org/admissions.shtml>



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