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INVITATION TO BID
CITY OF FARMINGTON
Sealed Proposals for the "SHAWASSEE PARK LIGHTING IMPROVEMENT PROJECT" will be received by the City of Farmington Office of the City Clerk, 32000 Liberty Street, Farmington, Michigan 48024, until 10:00 A.M. Friday, April 16, 1976, at which time they will be publicly opened and read aloud. Contract Documents, including necessary plans, may be obtained at the Office of the City Clerk. Contractor will furnish materials, labor and equipment necessary to remodel the present lighting system at the Shawassee City Park as required by the specifications included in the proposal. Proposals shall be returned to the City Clerk in an envelope stating clearly in the lower left-hand corner: "BIDS ON LIGHTING PROJECT-SHAWASSEE PARK". Bids shall be returned on or before the time stated above. The City of Farmington reserves the right to reject any or all bids, or to waive any informalities in the bidding.
NEDRA VIANE, City Clerk
PUBLISHED April 12, 1976

CITY OF FARMINGTON HILLS
ADVERTISEMENT FOR BIDS
Sealed bids for the construction of the North Farmington High School Addition and Alterations, 32000 W. Thurnen-McKee Road, Farmington Hills, Oakland County, Michigan, will be received by the Business Manager at the Business Manager's Office, 32000 Shawassee Road, Farmington, Michigan, until 3 o'clock, Local Time, Tuesday, May 10, 1976, and then publicly opened and read aloud. Bids submitted after closing time will be returned unopened. No oral or telephone proposals or modifications will be considered. Plans, specifications and contract documents will be available April 19, 1976, and may be examined without charge in the office of the Department of Building and Sites, Harry T. Sultz, Jr., A.I.A., 32000 W. Ten Mile Road, Farmington Hills, Michigan, and at the office of S.F. Sunk Associates, Inc., Consulting Engineers, 4350 Grand River, Novi, Michigan. Plans: Contractors may procure plans and specifications from the Architect upon a deposit of \$25.00 per set as a guarantee for the safe return of the plans and specifications within ten (10) days after receipt of bids. Proposals in the amount of \$200.00 or more shall be accompanied by a bid bond or certified check in an amount of 5% of each proposal. The awarded contractor will be required to provide performance, labor and material bonds in an amount of 100% of the contract. Full compliance with the applicable Federal, State, and Local Wage Laws is required and not less than the rates of wages prescribed shall be paid. Proposals shall be submitted on the forms bound in the Specifications. Owner reserves the right, as its interest may require, to reject any and all proposals, waive any formalities or technicalities. No bidder may withdraw his proposal after the hour set for the opening thereof or before an award of contract unless and until an award is delayed for a period exceeding thirty (30) days.
MERVYN B. BOSS, M.D., Secretary,
Farmington Public School District
PUBLISHED April 12 and 13, 1976

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What courses to choose? Junior high is for exploring...

Editor's Note: During the Farmington PTA's "Coffee and Communion" program last week, area residents were able to express their concerns about programs and activities in the Farmington School District.

These questions were presented to district administrators for their reply. Part VII of the PTA questions and administrators' answers series deals with junior high school curricula.

This series will continue to appear in the Farmington Observer & Eccentric during the next few weeks.

What is the basic curriculum offered to junior high students at each grade level and which are mandatory?

One of the goals of the junior high school is to provide as many exploratory experiences for students as possible. An equally important objective is to strengthen and improve individual basic learning skills as much as one's abilities will allow.

The basic junior high curriculum is as follows:

In the seventh and eighth grades, these courses are mandatory for all students: English, mathematics, science, social studies and physical education.

In addition, students have opportunities for ecology, health, industrial education, art, vocal music, sociology, band, orchestra, and chorus.

These options vary from school to school, depending on interest, need and teacher background or availability of facilities.

In the ninth grade, while one year of English and physical education is mandatory and all else is elective, most students will take one year of mathematics and science.

In addition, the following electives are offered for one year: French, German, Spanish, Latin, band, orchestra, chorus and world history.

Electives chosen for one semester are: Introduction to business, typing, foods, clothing, drafting, metal shop, wood shop and civics.

All the foreign languages listed above aren't offered at every junior high school.

...on an individual basis

Is there a remedial reading program in junior high schools? How does it work?

At the end of sixth grade or early in the seventh grade, all students are tested using the Gates-MacGinitie Reading Test. This helps identify students with reading problems, although referrals to the teachers and parents are very meaningful.

Students needing help in this area are encouraged to attend special reading improvement sessions conducted by a trained specialist and held in a well-equipped laboratory.

They attend reading improvement classes several times per week. Seventh graders are given high priority, but reading help is available to all grades.

The program is not limited to remedial instruction; but this receives priority. The program tries to reach as many students as possible.

All students participating receive help on an individual or small-group basis. Skills taught include speed, accuracy, vocabulary, development, comprehension and study skills.

What extra-curricular programs other than sports or music are available?

Except for sports, choir, band, cheerleading and the girls athletic association, all extra-curricular activities in the junior high depend on teacher volunteers.

These volunteer programs come and go depending on student and teacher interest.

The following is a list of some of the clubs which have most often appeared for varying periods of time in the junior high schools: student council, school newspaper, pep, art, macrame, camera, drama, games, mathematics, chess and science clubs. These activities must after school.

Could typing and foreign language be offered earlier?

Typing and foreign language could be offered at any time, providing teachers, rooms and equipment are available.

Offering them too soon tends to diminish the exploratory nature of the junior high effort. So generally these must often appear as electives in the ninth grade.

It is felt that by this time students are better aware of their abilities and interest and can make more appropriate decisions. Parents are involved in these decisions and in those dealing with any elective decision.

How much exposure to a variety of literature is given at the junior high level?

In the three years students spend at the junior high level, there is a great deal of exposure to a variety of literature. In this time students deal with poetry, folklore, mythology, short stories, novels, biographies, essays, drama, autobiographies, science fiction, newspapers, magazine articles, editorials, commentaries and speeches.

These experiences occur most often in English classes, but can happen in many other areas of the curriculum.

NEXT: Counseling programs.

Each school offers at least two or three of them.

A typical student schedule may look like the following: first hour, English; second, physical education; third, earth science and a break for lunch; fourth, algebra; fifth, typing; during the first semester and study the second semester; sixth, food in the first semester and wood shop the second; seventh, civics and then current events.

What is included in the orientation program from elementary to junior high and senior high to senior high?

For the last two years, the school board has provided one-half day of school in the fall to orient incoming students to the junior high school buildings, policies and curricula.

Some junior high schools supplement this with school visits for sixth graders in the spring.

Students are acquainted with what to expect in the seventh grade before the beginning of their regular seventh grade classes.

In the spring semester, the counselors from the junior high school meet with the sixth graders in the respective feeder schools to give information about classes, policies, procedures and expectations.

Many of the students' questions and concerns are dealt with in this small-group situation on the objectives of the particular student in the classroom setting.

Each junior high sends parent newsletters listing activities, explaining programs, reporting interesting activities and continually urging parents to contact the school when they have questions or concerns.

There is no need for parents to feel "left out of things" when their children reach junior high school. Parents may have to adjust to a different type of involvement than that to which they have been accustomed in elementary school.

There are many junior high programs and activities which they may choose to attend. These are usually well-publicized.

A counselor is available to discuss things particular to the development of the individual child. Each teacher has conference time available during the day to discuss any specific relating to curriculum, methods, objectives or to the particular student in the classroom setting.

Each junior high sends parent newsletters listing activities, explaining programs, reporting interesting activities and continually urging parents to contact the school when they have questions or concerns.

Reports cards are sent home every 10 weeks. During the fifth week between report cards, some parents receive these progress reports deemed appropriate by the teachers.

Parents continually are advised not to wait for progress reports or report cards, but to contact their student's teacher or counselor whenever some concern develops regarding their child's growth in any area.

Parents may feel "left out of things" at this time because often students of junior high age characteristically do not want adults to become too closely involved with them.

They seem to turn more and more to their peer group for support, advice, companionship and discussion. This is enough to make any parent feel left out.

Also, when students of the age do seek the advice of adults, they often turn to those adults outside the home. This could be a neighbor, aunt, uncle, cousin, custodian, churchworker or teacher.

These choices, made as junior high students grow normally, often add to the parents' left-out feeling and have nothing to do with the school.

Parents feel "left out of things" when their children reach junior high. Is there a way of combating this? Could parents working more closely with counselors be encouraged?

There is no need for parents to feel "left out of things" when their children reach junior high school. Parents may have to adjust to a different type of involvement than that to which they have been accustomed in elementary school.

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