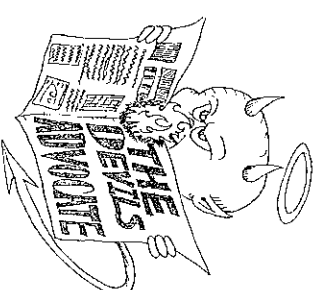




Check out the article on *Thoroughly Modern Millie* on page 8

# The BLUE DEVILS

Advocate Richmond High School



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## Survey for Success-- A Survey For Change

By: Alyssa Gail  
News Co-Editor

In February 2017, students and staff at RHS along with parents of the community participated in a school survey.

But this was not your typical survey.

This survey is part of Richmond High School's school improvement process. It allows students to not only voice their opinions, but it helps administrators within the school like Mrs. Michon, the Principal of RHS, receive insight into the student body and community – plus it's required by the State.

Mrs. Michon said, "We are required once a year by the State to see how we are doing and see people's opinion, but we also do it to see where our students, community, and staff are on how we are doing."

This survey allows administrators to see what needs to be improved and what the students and staff like. For instance, according to the PowerPoint survey results compiled by Ms. Till, RHS needs to "have more assemblies about college, bullying, and suicide" and to provide "more classes to help [with] REAL life."

Information like this allows administrators to make changes within the school for the students' well-being.

Although this survey plays a huge role in not only providing insight, it also helps Richmond plan out next year's school improvement plan of action, which will consist of going from working to improve five goals (math, science, social studies, reading, and writing) to four. The only change consists of combining reading and

writing into one goal.

In years to come, RHS will be moving towards planning an affective goal each year based on results from this survey.

Ms. Till, one of Richmond's counselors and School Improvement Chair, said, "[We didn't] put the affective goal in yet because of the State changing the platform for it." She added they are submitting plans for one by September 18 for not next year, but the following year.

In the past, the State has only required schools to plan out academic based goals, such as ones concerning core classes like math and science, instead of nonacademic related goals like bullying.

Ms. Till said, "For the last seven years, we have had goals in core classes, not bullying or attendance. The State is changing the process to allow us to have academic goals along with goals outside of raising test scores." Therefore, RHS is eagerly planning to move towards an affective goal.

Although these goals have not been required, RHS has been picking nonacademic ways to improve each year anyway. In fact, this year's goal was to work on relationships with students and learn how to better motivate them. One of the ways to motivate students was through Code Blue tickets, which were used to reward students for good behavior.

When it soon becomes required, RHS's staff will have to meet up each year in the fall to evaluate the data from the survey and create a plan of action. For example, if the staff were to pick bullying, the staff would have to

decide if they should get a guest speaker or have an assembly to spread awareness and put a stop to bullying.

Mrs. Michon said, "We as a staff will develop [the goal] part of the plan. All current academic goals are thought of by the staff. It creates ownership and comes from within." And it makes sense why the staff has a huge part in the process because they see the students on a daily basis and can relate to the students better than an outside source would.

Also, when asked what students liked best about Richmond, many gave high praise to RHS's teachers. According to the PowerPoint survey results compiled by Ms. Till, students raved that "the teachers are very helpful and provide an awesome learning environment [and] care about [their] futures." This connection not only makes for a sound school system, but a strong groundwork for healthy change to take place.

Besides the students' input, which always comes first, the parents' input is also crucial to the affective plan due to their different perspective. While the students' biggest concern was bullying and the limitations of the laptops, the parents are more concerned with communication.

This allows administrators to see the situation through a different lens. It causes different issues that may have gone unnoticed to be brought to the forefront and gives the community a voice.

Hence, there needed to be an easy way for students, staff, and the community to get a hold of the results to know what others feel and what change-

es may be made at RHS due to the survey they took – that's why Ms. Till put the PowerPoint together.

After receiving all of the survey results, Ms. Till put together a PowerPoint to showcase all of the results in an easy to understand format. Ms. Till said, "We run this survey every year and we often don't share the results. I think it's important to have you take the survey and then show you the results."

This PowerPoint allows the survey results to be spread to the community. "This newsletter (April's) I have an article that shares the survey. I'm going to publicize the suggestions – positive and negative ones," said Mrs. Michon. Therefore, the community will be on the same page as the school system when it comes to making new changes in the future.

All in all, the main purpose of the survey results is to not only use them to benefit RHS and gather insight, but to make RHS better and stronger. "The school improvement process is always evolving – that's what is supposed to make schools better. We're not perfect and we always have room to grow," said Mrs. Michon.

It's all about making a difference for the students and staff. It's about students being able to voice their opinions and know that they're being listened to. It's about evolving for the better.

What it all comes down to, Mrs. Michon said, "Is what you are doing making a difference and if it's not, you need to change."

## RHS GOES OVERSEAS

By: Sydney Black  
Staff Writer

Small, water tower town goes across the Atlantic to experience a whole new world.

When Jillian Maksymniuk, Nicole Logghe, and 33 other students all visited Spain and toured its major cities for 7 days, they had no idea how exciting it was actually going to be. These cities were Madrid, Toledo, San Sebastian, Pamploña, Burgos, Barcelona, and Bilbao. Being on another continent across the ocean was something that each student who attended was looking forward to seeing. This trip was something that each student who attended will take with them all throughout their lives.

The cities  
In each city, the students did a variety of things. In Madrid the students walked around and viewed the Spanish capitol. They went to the museums and looked at many art pieces. Also, they went and toured a palace.

"It was all very pretty," said Maksymniuk. "The artwork was amazing."  
Life was interesting in Spain. Architecture was completely different. The city was full of bright colors and palm trees were everywhere; the city was very vivid and full of life.

"It's old fashioned. All the buildings are old – but it was very pretty," said Logghe.

They also visited Toledo. In Toledo they went to a cathedral. The cathedrals were beautiful according to Logghe. The next city they went to was San Sebastian. There the crew took a rail car up the side of a mountain to the top.

"The mountains were pretty because they looked over the sea and the city," said Maksymniuk.

At San Sebastian they also watched a bike race Maksymniuk said.

Another city they visited was Pamploña. In Pamploña, they got to be on the street where the running of the bulls took place. The running of the bulls is a Spanish tradition where the people let bulls run through this street and they run beside them.

"It was cool being in a city where a special Spanish tradition has been taking place for many years," said Maksymniuk. In Burgos, students walked around and visited some more cathedrals. The cathedrals were sculpted and beautiful.

"In my opinion, the cathedrals were very pretty and full of detail," said Maksymniuk.

Barcelona was a favorite city of many on the crew. They walked around and enjoyed the city and its art; they also went shopping. Lots of shopping took place on

the trip.

"I enjoyed everything in Barcelona, especially the bike tour," said Logghe.

The bike tour was a tour around the city of Barcelona and they viewed all the artifacts along the way. The students were also able to see the Mediterranean Sea. Many of the students enjoyed this sight. The final city was the city of Bilbao. Bilbao is home of the famous Guggenheim Museum.

"The Guggenheim was interesting. The art inside was very fun to look at," said Maksymniuk.

Each city was a fun experience for each student.

"Being able to see new things and experience a whole new lifestyle was interesting," said Maksymniuk.

Culture  
Life in Spain was far different from what the students are used to. The food, clothes, stores, restaurants, and even the people.

"It was cool to taste and try a food that I've never had before," said Maksymniuk.

The hotels, according to Maksymniuk, were small. They only had two beds and one bathroom. Also, eating traditional Spanish foods was part of their agenda.

"I had paella. It's a mixture of rice, chicken, shrimp and vegetables," said

Maksymniuk.

Logghe had paella as well and she too enjoyed the traditional Spanish combination. Many other foods were tried there by the touring students.

Maksymniuk also enjoyed the churro – a dough stick with cinnamon and sugar; a very popular item in Spain.

The people in Spain were very courteous. Understanding that they were from America, the people were very nice. Maksymniuk said.

The stores that were visited were mostly little but full of neat items. Logghe said that she enjoyed shopping in Spain. The group also had to apply their Spanish speaking skills in the shops and other times throughout the trip – especially when ordering food.

Ordering food could be difficult if you don't know speak correctly; getting the food you're asking for may be a challenge.

The Spain trip was a once in a lifetime opportunity. Logghe said. Going back would be a definite yes.

"It was just a fun trip all around. I would enjoy going back if I could," said Maksymniuk. "Being able to get out of the country and see the world and what it's like outside of your house is something amazing."



Today's Forecast  
Rainy

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Low: 42

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## Frying Up A New Class

By: Elliott Johnson  
Staff Writer

Some people wanted to have a culinary class in school, and those days of wishing and hoping for the class have come true. Mrs. Michon and Mr. Walmsley had the greatest idea in the world to bring a brand new, never attempted class to RHS, a culinary class. 28 people have already signed up for the new class for next year.

Mrs. Michon hopes that the class will last for at least a few years. Mrs. Michon said, "I believe that the class will last." She believes it will last because it's a food class and it's never been attempted. It should be really interesting and challenging in a good way.

The class won't be about food the entire year. It will mostly be about food safety for the first semester. The reason why is because the students need to go through food safety before. Also

Mrs. Michon hopes that the class can open a little restaurant to serve the foods that kids in the class make.

The food that will be made in the class will be all up to the students to make. They will make their own menu and serve the food that they make when they are all ready. The class will be stationed in the 200 hallway and they will be working out of the cafeteria kitchen. Also, Ms. Blevins will be teaching the class next year.

The culinary class won't have special uniforms, maybe later on though. Mrs. Michon said, "They won't wear uniforms right now, but when cooking and serving maybe."

In the class the students can't just start right away with making food. There are 4 or 5 food groups they need to cover first before they can start because they need to learn the basics before they get into the big stuff. This is

meant for the student to learn before they operate material.

The school is having conversations of an auto class but that will not be happening yet. The school wants to have more CTE classes and the culinary class is one of those classes. The class gives the students more options on what they want to do next year and the year after that. It's just a class for the students' enjoyment and success.

This culinary class is meant for everyone who wants to learn how to cook and prepare food. It also talks about safety in the kitchen. There are things that the school has to follow. Mrs. Michon said, "We have to follow a curriculum, some things are required." The students have to cover some food groups and need to learn about food safety.

Culinary arts is literally an art. It is a hardworking class that talks about food and food only. If people want to learn about the art

of cooking, this class is meant for that person. This class will be a hardworking class and is not meant for the people who will slow the class down and don't care about the class.

But the thing that is great about the class is that the students do what they want to do in the class. For example, the students will be able to make their own menu for the class.

Mrs. Michon always said that she believes that the class will last for more than a few years. Even though it will mostly be about food preparation, to some people the class will be a learning experience and they will like it.

And to the people that signed up, the class is what they want to do and what they like to do. Mrs. Michon and many others helped bring this class to RHS next year. And they brought it for the people that are gifted in making food.

## Resume Building

By: Jenna Stafford  
Features Co-Editor

Resume building and gaining job interview experience can be a challenge for those just starting into a professional career field.

At RHS, teachers are helping prepare students for these real world skills.

Mr. Ogilvy's twelfth grade English classes have been working to develop resumes.

To begin, the students were required to compile their job experience and their volunteering and community service experience and put it into a resume format. They also examined the correct language used for professional writing.

The classes also had to put together a list of their personal attributes that they think employers would value, such as organizational skills, being personable, or being a strong public speaker.

Classes also worked on the design of a resume and how to make it the most visually appealing.

Then, they created a cover letter for the mock job interview they were applying to.

When their final drafts were nearly completed, Mrs. Michon met with students for critiques.

Mr. Ogilvy said, "After all that was done and the students had their close-to-final-drafts complete, Mrs. Michon came into the classroom to explain what she looks for in a resume as someone who wades through a large amount of them whenever there is an opening."

To complete the assignment, the students had to meet with a real employer and ask them to review their resume.

Senior Emma Caperton said, "We're preparing a basic resume that we can build over time. As we gain more job experience, we can add to these resumes we started." Caperton, who plans to pursue a career in

orthodontics, had an interview at PGS Dentistry to critique her resume.

For most of the students, this interview was the hardest part of the assignment. Talking to the employers in person and being out of their comfort zones proved a real challenge for the seniors.

Mr. Ogilvy said, "Exposure to this kind of thing also gets the students comfortable with themselves and putting themselves out there. The students had to write a reflection about all of this after the project was over and more than a few students said something to the effect of 'I never knew I had done so much' or 'At first I was afraid to go to a business with my resume, but then once it was over, I feel like I can do it again.. it's not that bad.'"

RHS principal Mrs. Deborah Michon explained how the resume building came into effect. After meeting with the senior English teachers and trying to figure out

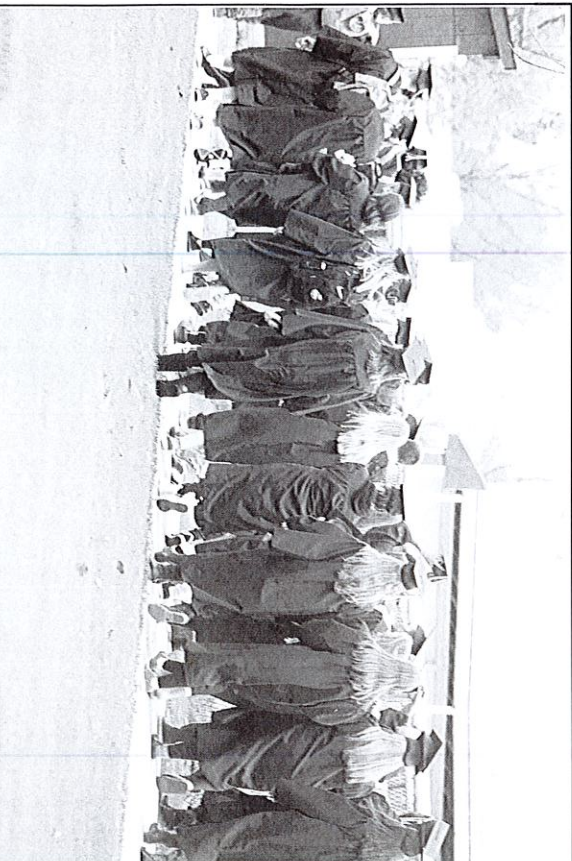
how to make the last few weeks of high school valuable for students, they devised this plan of action.

Mrs. Michon said, "We agreed that the whole process of writing a letter, resume, job applications, and job interviews was a very valuable practice that every student needed to know. We also agreed that unless you were in a business class, you would never receive this experience in any other classes in the building. So we put together the curriculum to develop a resume and experience a job interview."

Mrs. Michon added that some RHS students had such successful mock interviews that they were offered actual employment afterwards.

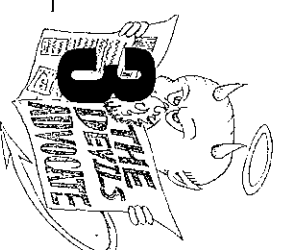
She said, "I believe this is a very valuable experience because all of you at one time or another will have to develop a resume or experience a job interview."

RHS plans to continue this program for seniors in the years to come.



Left: The Senior Class of 2017 takes a walk to the Elementary School in their caps and gowns  
Right: Elementary students cheer on the Seniors as they walk through the Lee School hallways.





## Hero Walks the Halls

**Haley Fortuna**  
*Coordinating Editor*

Sam Calderone will be marching to a new beat. But it won't be from the drumline.

On February 15<sup>th</sup>, Calderone made a decision that would change his life forever: he enlisted in the Army with a commitment to joining the infantry.

This high school senior is set to leave for basic training on August 8<sup>th</sup>, where he will learn how to properly operate military weapons and be pushed to his complete physical potential.

"I chose to join the infantry because I felt like that job was calling my name out," said Calderone. "I wanted to support my country and defend it to the best of my abilities. I love the freedoms I have and the freedoms everyone else has."

Throughout the training ahead, Calderone has several different

skills he plans to learn.

"I plan on learning to shoot small arm rifles including the M4, throw hand grenades, shoot rocket launchers, and order infantry weapons," said Calderone.

He is already taking strides his goal, as a member of a future soldier leadership program where he meets with other future soldiers—the recruiting office in Mt. Clemens—to physically train, and learn Army values such as loyalty and respect.

"I have already learned so much. Since I enlisted I have learned that quitting is never an option," said Calderone.

This ambitious teen always new he belonged serving his country, however, recently he discovered that the Army is where he belonged.

Calderone said, "What made the Army stick out to me was the brotherhood, team work and com-

radery."

Although this future soldier has a passion for his decision to protect our country, getting his family on board with it wasn't always easy.

"My family was surprised when I first decided to enlist. They were concerned, but after a lot of conversations they are supportive of my decision," he said.

For this dedicated senior, protecting his country is not an option. It's a passion, a must.

"My love for my country is what motivated me to make this decision," he said. "I hope to be able to make a career out of protecting my country and doing what I am most passionate about."

Throughout his high school career, he has surrounded himself with activities to help mold him into such a passionate, determined individual.

Not only has he been a member of the varsity boys bowling team all

four years of high school, but he has also been an active member in the varsity band.

Calderone said, "I have learned a lot about stepping up and being a leader through band. Especially these last two years where I have had underclassmen I had to mentor and look after."

With every small act of leadership this high school student makes, a stronger soldier is molded.

In three months, when Calderone leaves to begin his training, he is leaving with his head held high.

"This is what I've always wanted to do since I was five, my love for my country motivated me to work hard to make this possible. This is what I signed up for and I'm ready." Calderone said.

He is beyond excited to make his dreams come true: protecting the country he loves.

Calderone said, "I want people to remember me as a hero."

## EMT: How to Save A Life

**Jenna Stafford**  
*News Co-Editor*

High school serves the purpose of preparing students for real life. Richmond High School took proactive measures to ensure this necessary learning happens.

For the 2016-2017 school year, RHS introduced multiple new classes that focus on preparing students for real life careers.

Senior Raechel McKiernan saw an opportunity for herself when RHS announced that it would be offering a program for high school students to become emergency medical technicians.

"Taking care of others is my passion, and a career in medicine is what I've always wanted," she said. McKiernan is planning on entering the medical field with a particular interest in being a physician's assistant.

Becoming an EMT will give her a head start in the medical field. She will gain knowledge many medical students don't receive until they are well into college.

McKiernan explained her peers are not treated any differently because they are high school students.

"We're learning everything you would learn in a regular EMT training course," she said. "Overall, I've learned that attention to detail and thoroughness is vital."

The program is intended to be taken over the course of two years, with students gaining their certification at the end of the second year.

Since the program was introduced at the end of McKiernan's junior year, she will only receive one year of training from RHS.

However, McKiernan is planning to receive the rest of her training by enlisting in the National Guard to be a medic. She will learn the rest of the necessary skills in a four to six-month period at boot camp.

She hopes this work will help her gain hands-on experience necessary for her future career.

"I'm excited to start a career path that I can love doing every day," she said.

## On This Day

- Construction of the Panama Canal begins – May 4, 1904
- First Grammy Awards were held – May 4, 1959
- Margeret Thatcher was elected the first woman Prime Minister of the United Kingdom – May 4, 1979

## Ready, Set, Action!

**Sydney Black**  
*Staff Writer*

On the set of Richmond High School a sophomore, Erik Haack, is attending the new class of T.V. and Broadcasting – a new Michigan Career and Technical Education (CTE) course.

The class consists of 20 students learning the skills in TV productions, editing, and many more skills of different fields of media.

"It is more than just sitting and learning from a book, but it also gives hands on training," said Haack.

The class is taught by Jason Robbins, a cable coordinator who runs the Richmond TV YouTube account. Robbins decided to teach the class because he "thought it would be a good opportunity for students to try something different and that was more hands on then instructional."

Learning all the different positions around a regular news production studio is what the class has most recently learned – as well as running their own news production in all the different positions.

As for Richmond TV, the class helps Robbins film all the different events that happen around the community – such as the choir concerts and the tree lighting.

Haack enjoys this class because of what he has learned so far. From learning the different techniques of being on and off the set of any type of media.

"Something I've accomplished during this class is how to establish different kinds of camera shots and how to be a director in TV production," said Haack.

The experience itself is something that Haack, and all the other students can take with them. "It's kind of like a plan if my

first job doesn't pull through – I'll have something to fall back on," said Haack. "You learn to do different camera angles and get to them quick. You get to learn how to be a talent on a TV set, or any set – which could come in handy."

The training the class gives contributes to one who wishes to work in the media by giving them just one more extra step towards that goal. People who want to just be behind the scenes and work as the cameraman also benefit from the class.

The class works by each student volunteering for one event per semester, this is how the student will receive their grade for the class.

"This is a requirement from the State if Michigan CTE program," said Robbins. "They help by operating a camera, loading graphics onto the screen and any other task that is required to complete a production."

There are many goals for the future in this class. So far, the class's biggest accomplishment was simply just getting it going.

"As of the 2017-18 school year, it will be considered a State of Michigan Career and Technical Education course," said Robbins.

Robbins wishes to achieve many goals with the class in the future. For starters, he hopes to involve the class in as many contests as possible – maybe even try for a film festival.

Teaching the class is one thing, enjoying it is another. Robbins feels the class is a challenge, but, a good challenge.

"I'm pooling all my experience together to be able to share it," said Robbins. "I really do enjoy the class. The students make it a fun environment for me to teach while also giving me a chance to grow as a person."