

ELEMENTARY EDUCATIONAL PROGRAM

Mission Statement

Countryside Academy's mission is to provide a unique, high-quality, educational experience for all students. Utilizing **FARE**-based thematic curriculum and activities (**Food, Agriculture, Renewable Resources, and the Environment**), we concentrate on the development of fundamental learning skills. With support of family involvement, we will prepare students academically and socially to be productive individuals.

Curriculum Overview

Previously, Countryside Academy used Kent County Core Curriculum (KC4). Although some teachers use some of the applicable resources in KC4, we have since adopted Berrien RESA's [Countywide Collaborative Curriculum](#), which along with Michigan's Grade Level Content Expectations (GLCEs), based on Michigan Curriculum Framework (MCF), guides Countryside's academic programs. Countryside is in the process of implementing Kent County's [Curriculum Crafter](#) tool to assist with curriculum planning, alignment, and assessment.

Content area committees, with varied representation, meet to recommend revisions, review projects, correlate outcomes, and assess projects. The curriculum varies from the MCF with FARE based integration (see below) and integration of unique educational goals at each grade. Goals are presented in a parent friendly document, highlighting what students are expected to accomplish at grade levels through 5th. MCF and GLCEs aligned, research based, curriculum resources, programs, and materials, delivered by highly-qualified teachers, ensure that our K-5th grade students are academically prepared to meet the challenges of elementary, middle school years, and beyond.

The FARE (Food, Agriculture, Renewable Resources, and Environment) Theme is the overarching framework for integration of curricular studies, projects, and activities. FARE is a component of many units of study across the four core areas of curriculum. Classroom teachers incorporate the FARE theme routinely into their weekly lesson plans. There are also ongoing projects, such as the salmon project, and annual events, such as FARE Day. (This is held in the fall at the main campus, and in the spring at Millburg.)

English Language Arts

The reading program at Countryside starts in the earliest grades with a strong phonics base. In Young 5s and the first semester of Kindergarten, ZooPhonics is used to teach sounds and letter correspondence in a fun and memorable way. Each letter of the alphabet has a unique alliterative animal name and motion to help children learn to remember them. Orton Gillingham and its offshoot, the Spalding program ([The Writing Road to Reading](#)) are components of the next phase of phonics instruction, beginning in the 2nd semester of Kindergarten and continuing through 2nd grade. Students learn the 70 most frequently used phonograms and their corresponding sounds. They learn to sound, write, read, and spell each one, two, three, or four letter phonogram. In addition to these programs, our Language Arts and Reading series incorporates a phonics component that begins in Kindergarten.

Countryside's elementary updated its language arts program in the fall of 2009 with Pearson Scott Foresman's *Reading Street*. This comprehensive reading, spelling, language and writing program incorporates Science, Social Studies, fiction, nonfiction, as well as a computer/Internet based practice and assessment component.

Math

Results proven, research -based *Everyday Mathematics* is used in K-5th grades. Students are taught to problem-solve and think intuitively about numbers, measurement, and other mathematical concepts. To support the conceptual learning, students are also expected to master basic math facts. To allow deep understanding of math concepts, mathematical application is routinely integrated in cross-curricular projects.

Science

Updated in 2009, Battle Creek Science Kits provide Countryside students hands-on, experiential science learning. In addition, the K-2 salmon project provides the youngest Countryside students learning experiences, and their teachers teaching opportunities in life cycle, environmental, and natural resource sciences. Salmon are raised throughout the school year from egg, to alevin, to fry, and then released by the students in a local stream in May. At the main campus, the Upper Elementary classes utilize the food lab to incorporate FARE Theme foods study into many units of cross-curricular learning.

Social Studies

The Early Learning Center students, grades Y5-2 use Michigan aligned, Houghton Mifflin's Social Studies series. This program builds from broad themes: My World, School and Family, and Neighborhoods, through 2nd grade. In 3rd grade, students learn all about Michigan, with the latest edition of Hillsdale Publications *Our Michigan Adventure*. In Fourth grades students use trade books and other MCF aligned resource materials to address studies in United States history, economics, and government. Early American History is the focus of 5th grade studies. [Michigan Citizenship Collaborative Curriculum](#) provides K-5 teachers with valuable resources and supports our emphasis on citizenship.

Co-Curricular

Music – Elementary students receive twice weekly vocal music lessons. 5th grade students are introduced to instrumental lessons for the recorder. Winter and Spring Music Programs are performed at a local auditorium for family and community.

Physical Education - Physical education provides sequential developmental experiences for children to learn through physical activity and movement. Individual skill development, sportsmanship, teamwork, and healthy habits are four key focal points for physical education.

Technology – Integration of technology into core content areas occurs on a routine basis to support learning. There are computer technology labs at each campus for classroom use. In addition, each classroom has 2 -3 computers for student use. Virtual field trips through our video conferencing equipment, allow teachers to give children learning experiences beyond our classroom, conveniently and inexpensively.

Citizenship/Conduct

Good conduct and building good citizenship skills are very important at our school. The Citizenship Counts program is used to supplement the ongoing school wide efforts at teaching, recognizing, and rewarding good behavior and good citizens. Our district wide Code of Conduct sets the high standard for behavior.

The Student of the Month program, funded by our Parent Teacher Student Organization (PTSO) recognizes one student from each K-5 classroom each month for meeting a list of criteria, including, “Demonstrates social responsibility through citizenship;” and “Demonstrates self-discipline”. Students of the Month are recognized at monthly Board Meetings and given an award packet.

Additional Assistance

There are additional programs in place designed to help even struggling students succeed. Reading and math specialists work with elementary students at either campus, as needed. Class Size Reduction (CSR) during regular math lessons allows struggling 1st and 2nd grade math students to learn in a small group setting. In K classes, the CSR teacher works with small groups during reading lessons. This design also assists the regular classroom teacher who also has the benefit of a smaller class size to more effectively deliver instruction.

Countryside is in the process of adopting and implementing a Response to Intervention program and defining a personalized Pyramid of Interventions. Special Education, Title I, and classroom teachers work in coordination of effort to help at risk students.

The *Reading Street* series has leveled readers as supplemental reading practice. These readers are leveled for below, at, and above, grade level, to reach a wider reading ability range. They are also available online through an internet web subscription. The Tier 3 reading component, *My Sidewalks on Reading Street*, supplements classroom instruction for struggling readers.

A summer learning program is in place for qualifying students – those at risk of not passing the fall MEAP. EdPerformance Skills Connection is used to individualize learning to target areas of need. Writing and science enrichment activities are also a part of the summer program.

Assessments

Countryside employs a variety of assessments to measure progress toward goals. In the early grades, teachers use DIBELS, DRA, and unit benchmark assessments. STAR reading assessments are given at least quarterly throughout K-5. At the Early Learning Center, K-2 grade students take the Iowa Tests of Basic Skills in the spring of each year. EdPerformance Series tests in reading, math, science and language arts are administered in fall and spring for end of 2nd grade students through 5th. MEAP tests are given as required for 3rd -5th grade elementary students. Each class is administered end of year assessments in reading, writing, and math, as directed by Countryside Board of Director’s policy.

SECONDARY LEVEL EDUCATION

Educational Program

Teaching Strategies

The teaching profession is one that demands professional practice. The single most influential factor in a classroom is that of the teacher – a highly effective teacher can have a powerful influence on student achievement. Teachers at Countryside Academy were selected based on their dedication to carry out their primary responsibility of crafting learning opportunities that meet individual student needs with relevance and appropriate rigor.

It is the teacher's responsibility to organize the activities of the classroom to maximize student learning. This requires the teacher to establish a positive environment in order to focus on learning. The teacher must establish relationships with students that motivate, develop, and enforce clear rules and procedures, use appropriate disciplinary interventions, and employ strategies that assist them in maintaining an emotionally supportive environment. With this culture established, the teachers will closely monitor student learning and adjust teaching as appropriate. They provide a range of learning experiences and employ a wide variety of strategies to allow them to meet individual needs.

While teachers organize the opportunities for learning, students must be active participants in the learning process. This teacher-directed, student-focused approach means that teachers make sure students have the opportunity to learn everything necessary to be well prepared for the following grade and beyond. Students' opportunities are maximized when the teacher directs what happens in the classroom. Teachers:

- Prepare lessons considering the class's prior knowledge and experience with the material
- Decide on the most effective way to present the material to be mastered
- Engage the students in thought-provoking lessons
- Monitor student comprehension throughout a lesson
- Provide on-going feedback and redirection to students
- Plan for continued learning opportunities and practice with the material
- Challenge all students with continuous growth

Our goal is to graduate students who have not only had opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. Because of this, the Academy researched the skills students need to be successful in a challenging college program. The Academy utilized data from the MME and ACT® (America's most widely accepted college entrance exam). These assessments indicate the level of knowledge and skills students must have to be successful in college. By understanding what students need to know in order to be successful in college, the Academy was able to work backwards and determine what students must know at each grade level in order to prepare them for high school and college. This backwards design approach makes the curriculum particularly unique because it has been developed to support demanding standards with a college-bound

approach. In preparation for the MME and ACT, Countryside Academy administers the Explore and PLAN exams to our 9th and 10 graders; respectively.

Countryside Academy provides a challenging learning environment that successfully prepares all students for college opportunity with the understanding that all students may not select the college path. Countryside Academy believes that high academic and behavioral expectations will benefit all students. Additionally, Countryside Academy believes that it is imperative for schools to support all students' academic development. This preparation requires Countryside Academy to engage all students in high quality learning opportunities and to differentiate instruction according to students' needs. It is Countryside Academy's desire to invest in the lives of the children to equip them for success in today's and tomorrow's world.

Curriculum: Intended, Implemented, Assessed

The Academy defines curriculum as the articulation of the intended aims and objectives, content, experiences, and outcomes of the educational program. This includes defined learning objectives (intended curriculum), the lessons that are taught in a classroom (implemented curriculum), and all the information gathered to understand student learning (assessed curriculum). Careful attention has been given to ensure deep alignment exists among the intended, implemented, and assessed curriculum. Complete curricular alignment provides information on areas of the intended curriculum that are not being implemented and/or areas of the intended curriculum that are not being assessed. Additionally, the alignment is used in the assessment process to provide specific and consistent information on overall student learning as it relates to curricular effectiveness.

In addition to close curricular alignment as an internal structure and process, the Academy provides alignment of expectations against State standards. This additional alignment component demonstrates a commitment to student achievement as outlined by the Michigan Department of Education to ensure student success on State assessments.

Middle School

Countryside's Academy's middle school consists of the 6th, 7th, and 8th grades. Students in the middle school are challenged with the traditional classes of social studies, mathematics, science, and language arts. They also have the opportunity to take classes such as technology and music.

Countryside Academy is proud to be participating in the Boys Scouts of America's Learning for Life Program. This program assists our students in being educated in all aspects of their life in addition to academics.

Students who have completed our middle school program find themselves ready to successfully handle the challenges brought before them in high school.

High School

Countryside Academy's high school functions with two semesters per school year. Starting with the 2010-2011 school year, there will be five classes of 70 minute duration for core academic and elective classes. There will also be a 35 minute class which will incorporate Success Strategies and Learning for Life content. Together, these classes will prepare our students for post graduation life and learning.

Students at Countryside Academy must achieve a 70% or higher grade percentage in order to pass a class. If a class is passed per semester, the student is awarded one credit toward graduation. Thirty two credits are required for graduation for 2010. Thirty four credits are required for graduation in 2011, and 35 credits are required for graduation for 2012 and beyond. This is due to converting from a Block Schedule of four classes to five classes starting the 2008-2009 school year. These credits may be achieved by meeting the following requirements:

- 6 credits must be taken in English/Language
- 4 credits must be taken in Math
- 5 credits in Science/Agri-Science
- 4 credits in Social Studies
- 1 credit in Computers
- 1 credit in Healthful Living
- 1 credit in Physical Education
- 2 credits in Foreign Language

By meeting the aforementioned requirements, graduates from Countryside Academy are equipped with the skills to be successful in whatever endeavors they choose to pursue.

Special Education Services

Countryside Academy believes that all students with special needs have the right to a quality education appropriate to their needs, abilities, and interests. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies occurs within the general education setting and through one-on-one and small-group intervention provided within the special education classroom.

Countryside Academy complies with all federal legal requirements related to students with special needs.

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program (IEP) team, and together the teams will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as

issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEIA) and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Development Plan

All students are required to develop an EDP with guidance from our school advisor. Students begin to develop an EDP in the 7th Grade. The EDP is utilized as a secondary planning tool to direct the student's educational plan, career planning activities, and career path. Each student's EDP contains personal information, career goals, educational and training goals which include goals beyond graduation. The plan may also identify special resources and support needed for the student's success in their Personal Curriculum. The scope of student planning can include career awareness or exploration activities, work-based activities, and course selections that will prepare them for greater understanding of career options and achievement of career goals.

CURRICULUM

DEPARTMENT COURSE OFFERINGS

All required English courses are aligned with the Michigan Merit Curriculum

ENGLISH

English 9 is designed to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended, as students progress through the proposed curriculum. This course includes: genre study and literary analysis of short stories, novels, biographies/autobiographies, poetry, drama, epics, science fiction and fantasy. Also included is grammatical practice, vocabulary development and applied writing. The length of the course is one year, will earn the student two credits and is required for graduation.

English 10 continues genre study and literary analysis, with an emphasis on American Literature. Grammatical practice, vocabulary development and applied writing will continue appropriate to the focus material. This is also a year long class, will earn two credits, and is required for graduation.

English 11 is designed to expand the reading, writing, and thinking skills of the individual student. This program is a comprehensive thematic approach to the genres presented throughout the course. This is a year long class which earns two credits and is also required for graduation.

English 12 is designed to help students explore the past and present world around them. This will be accomplished through a variety of activities including, but not limited to reading, writing papers and essays, journaling, and the development of speaking, listening, and critical thinking skills. This year long course is a mixture of modern and classic literature selections. Two credits will be awarded and this course is also required for graduation.

Writing for Publication I, II, III, IV

Prerequisites: 10-12th Grade Standing

This class will earn an English elective credit.

In Writing for Publication, students become published photojournalists with their work appearing in the high school yearbook. Yearbook staff members conduct personal interviews, write news stories and photo captions, develop skills necessary for layout and photography, and become familiar with various computer programs, including PageMaker. Students may be required to attend events outside of the normal school day. They are required to participate in fundraising and make contacts to secure advertising. Staff members must conduct themselves as responsible, dependable journalists with initiative, creativity, and demonstrate mature behavior inside and outside the classroom.

MATHEMATICS

All required Mathematic courses are aligned with the Michigan Merit Curriculum.

Algebra 1

Prerequisites: None

This course covers solutions of equations, inequalities, solving systems, graphing linear and quadratic functions and working with polynomials. Passage required for graduation.

Algebra IIA

Prerequisites: Algebra I

This course reviews Algebra I skills. Major topics include matrices and linear, quadratic, logarithmic, exponential and trigonometric functions. This is a graduation requirement.

Algebra IIB

Prerequisites: Completion of Algebra IIA

This course is a continuation of Algebra II. Major topics will cover conic sections, series, sequences, probability, and statistics. This course is also required for graduation.

Geometry

Prerequisites: Algebra I

This course involves study of points, lines, angles, triangles, polygons, and circles. The course will use definitions, postulates, and properties to formulate proofs relating to geometric figures. Also required for graduation.

Pre-Algebra

Prerequisites: Math Placement Test

This course covers solutions of equations, inequalities, solving systems, graphing linear and quadratic functions and working with polynomials

Consumer Math

Prerequisites: Senior standing (fulfills senior math requirement)

Students are presented with a series of real-world applications, ranging from basic checking and savings accounts, to job searching, budgeting, and long-term money management.

SCIENCE

The required science classes are aligned with the Michigan Merit Curriculum.

Biology: This course is an overview of life science. It is intended to be an introductory high school course with minimal mathematical applications. Major units include scientific method, biochemistry, genetics and evolution, cells, classification and ecology. Notebooks will be kept by students and graded.

Earth Science: Prerequisites: None (Biology Recommended)
This course will look at practical topics concerning ordinary people. Major topics include meteorology, geology, hydrology, and astronomy.

Chemistry: Prerequisites: Algebra 1
This course includes structure of matter, chemical reactions, states of matter, stoichiometry, thermodynamics, acids and bases and organic chemistry. Laboratory visits are incorporated with classroom lecture. This course will be taught on alternating years with Physics. The state requires one credit in Chemistry or Physics.

Physics: Major topics include mechanics, energy, sound and light, electricity and magnetism and nuclear physics. Daily homework assignments and laboratory applications are expected. This course will be taught on alternating years with Chemistry.

Animal Science: This course is rooted in the biological sciences. Major units include the scientific method as it applies to animal science, animals and animal products, industry of animals, animal growth and development, nutrition and animal health.

Introduction to Aerospace Science: This elective science course provides interested students with an opportunity to study the science of flight. Rockets and aircraft are an essential part of modern life and provide dozens of career and recreational opportunities. Students who take this course will construct numerous models of varied complexity. Successful completion of models will be demonstrated by flight tests. Class work will include in-depth studies of the phenomenon of flight and the skills required to be a pilot.

AGRI-SCIENCE

Agri-Science classes are open to all high students, regardless of gender.

Natural Resources I: No prerequisites

Students will learn how to manage our natural resources. Topics will include soil and water, land uses and a history of conservation practices in the United States.

Natural Resources II: This course is a continuation of Natural Resources I. Topics will include forestry, fish and wildlife and energy resources. This course will also focus on careers in natural resources.

Greenhouse and Flower Production: No prerequisites

Students will study careers in the floriculture industry. They will be responsible for growing their own flower crops for various seasons, such as poinsettias for Christmas and lilies for Easter. Various propagating techniques will be discussed and practiced in classroom and greenhouse activities. Floral design will also be included. Students may be awarded credit in applied art which fulfills the state art requirement. This course is open to all students who have a genuine interest in the beauty of nature.

Landscaping I/Plant and Soil I: No prerequisites

This course will develop skills related to landscaping; nursery production, and lawn care services. Major topics include design, propagation of nursery stock, identification and equipment repair. Students will also have an opportunity to participate in the FFA national organization. They will not only develop leadership skills through FFA, but will also be able to compete and meet with students from other organized chapters through the nation.

Landscaping II/Plant and Soil II: No prerequisites

This course will focus more on the design aspects of the landscaping industry. Students will have the opportunity to use computer aided drafting to design their own landscapes. There will be advanced propagation techniques used in this course. Students will learn how to manage a nursery operation and the names of plant material. Lawn care and golf course management will also be part of this course. Students will gain an understanding of how plants are grown and used in a landscape. Leadership skills will be practiced through various activities involving the FFA student organization. Landscaping also may fulfill an applied art credit.

HEALTHFUL LIVING

These courses are aligned with the Michigan Merit Curriculum

Physical Education: This course is aimed at personal development and lifelong learning skills including exercise and sports. Evaluations will include fitness, sport skills and written exams.

Health: Through this course the students will learn to obtain, interpret and apply health information and services in ways that protect and promote person, family and community health. The units include: Personal Health and Wellness, Social and Emotional Health, and Nutrition. Health classes will alternate with P.E. classes every other day in a year long class, a full credit in each at the end of the year.

SOCIAL STUDIES

The required classes are aligned with the Michigan Merit Curriculum

U.S. History/Geography: This is a year long ninth grade class incorporating U.S Geography with U.S. History, which will cover from 1877 to the present. Topics will include foundations of American History, the development of industrial, urban and global ages, the Great Depression, World War II, Post-War and America in the new Global Age.

This is a state required course.

Civics and Economics: This class covers the foundations of civics and political life, origins and foundations of the U.S., the structure and function of government, citizenship and participation in civic life and the U.S. in world affairs. The economics half will cover micro and macro economic principles, along with personal finance. This is a tenth grade course which is also required by the state. Each class is one semester long.

World History/Geography: This class incorporates geography with world history. A brief overview of ancient history and culture will be covered. The core topics will be hemispheric interactions, The Global Age, the Age of Global Revolutions, Global Crisis and Achievement, and the Cold War and its aftermath, along with contemporary global issues. The time period covered is 300A.D./C.E. to present. This is a year long eleventh grade class required by the state.

Psychology: This is an elective course designed to give basic understanding of psychological concepts. Major topics include heredity; environment, personality and psychological disorders. This one semester class is more appropriate for juniors and seniors.

Sociology: This one semester, elective course is designed to give basic understanding of social concepts. Major topics include culture, traits, personality, deviance, family, aging, crime, juvenile delinquency, modern social problems and poverty.

Modern Social Issues: Social issues faced by today's young people are examined in this one semester, elective course. Newspaper and current magazine articles will be discussed in an open forum setting. Class participation, round table discussions, inquiry, and decision-making skills will be developed and graded. This class is most appropriate for juniors and seniors.

LANGUAGE **(Other Than English)**

This course is aligned by the Michigan Merit Curriculum

Spanish 1 and 2: In these courses students will learn basic communication utilizing all four vehicles of language: listening, speaking, reading, and writing. They will also study how people from other countries live and socialize, and discover and experience the celebration of their holidays. Students will learn to communicate basic information in Spanish with partners or small groups. Foods, music and cultural activities will be explored.

SPECIAL EDUCATION

Placement in any Special Education class is based on the Individual Education Plan
All courses will assist the students in accomplishing the goals and objectives set forth within the IEP

Integrated Studies English: Course content includes basic review of the parts of speech, sentence and paragraph development, vocabulary, word analysis, decoding and reading comprehension skills.

Integrated Studies Mathematics: This course includes review of basic calculation skills, ratios, percents, fractions, math reasoning, word problems, multi-step problem solving skills, pre-algebra and beginning algebraic equations.

Life Skills: Basic budgeting, leisure time activities, personal interest inventories, nutrition, health care, personal hygiene, obtain loans and interest rates, home maintenance are all subjects included in this class.

Guided Studies: This course includes interest inventories, identifying personal strengths and weakness, and exploring in-depth selected subject areas outlined in their individual transition plan.

Transitional Studies: Course content includes assistance with student transition in leaving the high school environment and entering the workforce. Topics covered are career inventories, job shadowing, job searches, applications, resumes, interviewing skills, and portfolio production.

ASSESSMENTS

In addition to others methods of assessment required by the Contract and applicable law, the Academy Board currently utilizes the IOWA, as the norm-referenced test to be administered to grade one. Countryside Academy will administer the Performance Series test by Scantron two times per year to grades two through seven and a single time, in the fall, to the eighth grade. The Academy will administer the ACT EXPLORE (Grade 8 version) to all students in grade eight beginning in the spring of 2011. Countryside Academy will administer, beginning in the spring of 2011, the ACT EXPLORE (Grade 9 version) to all students in grade nine, the PLAN to all students in grade ten, and the MME / ACT to all students in grade eleven.

HIV/AIDS Instruction

Countryside Academy follows legislatively mandated HIV/AIDS instruction. Students are provided instruction that focuses on the principal modes by which dangerous communicable diseases, including, but not limited to, HIV/AIDS, are spread and the best methods for the restriction and prevention of these diseases (Section 380.1169.1 of the Revised School Code). As part of this instruction, students also receive instruction on:

- Universal precautions for avoiding the spread of blood borne pathogens;
- Current statistics regarding prevalence of HIV and/or other sexually transmitted infections (STIs);
- How the Human Immunodeficiency Virus (HIV) affects the body and immune system.
- Current testing and treatment options for HIV and/or other STIs.

Countryside Academy adheres to requirements of the Michigan Department of Education regarding qualifications for persons providing HIV/AIDS instruction as follows:

- Consistent with the state law that mandates HIV/AIDS instruction (Section 380.1169 of the Revised School Code), any certified teacher shall be qualified to provide such instruction upon the successful completion of an in-service program provided by designated regional School Health Coordinators, and approved by the Michigan Department of Education. The instructor with the aforementioned requirements provides the instruction to the students at the Middle School during the 8th grade.
- Countryside Academy's HIV/AIDS instruction at the secondary level (High School) is offered in the context of sexuality education by the health education teacher.

Sexuality Education

Countryside Academy's policy towards sexuality education is that the instruction only promotes abstinence.