

Agenda of Rescheduled Regular Meeting

The Board of Education Waverly Community Schools

A Rescheduled Regular Meeting of the Board of Education of Waverly Community Schools will be held January 25, 2021, beginning at 6:30 PM in the Virtual Online Meeting, 515 Snow Road, Lansing, MI 48917.

Join Zoom Meeting

<https://waverlyschools-net.zoom.us/j/85102420594?pwd=dzFEMXlWYlo4RHB0Yncvblk2a0xRQT09>

Meeting ID: 851 0242 0594

Passcode: 316329

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order and Pledge to the Flag - President Mary Ann Martin
- II. Organizational Meeting Activities 3
 - A. A: For Action - Report #20 - 38, Election of Officers 6

Recommendation: *To request a motion to accept Report #20-38, the Slate of Officers.*

B: For Action - Report #20 - 39, Board Member Committee Appointments

Recommendation: *To request a motion to approve Report #20-39, the 2021 Board Member Committee Appointments.*

- III. Correspondence
- IV. Public Comment for Agenda Items, including the Reconfirmation of the District's Extended COVID-19 Learning Plan
- V. Board Member Comment
- VI. Approval of Agenda and Acceptance of all Reports

Recommendation: *To request a motion to approve the January 25, 2021 agenda as presented and accept all reports.*

- VII. Approval of Consent Agenda Items^{1***}

A. Items listed below may be approved with one motion unless a board member requests that an item or items be removed for separate action.

1. 1. Regular Meeting Minutes - December 14, 2020 11
2. Report #20-40, Human Resources Personnel Report
3. Report #20-41, Finance Report December 2020

Recommendation: *To request a motion to approve the consent agenda as presented.*

VIII. Special Presentations

A. School Board Recognition

IX. Committee Reports

X. Presentation of Reports

A. Personnel & Policy

B. Finance & Facilities

1. For Action - Report #20-42, Amendments to the Waverly Community Schools IRS Section 125 Cafeteria Plan 25

Recommendation: *To request a motion to approve Report #20-42, the resolutions to amend the Waverly Community Schools IRS Section 125 Cafeteria Plan, effective as of January 1, 2021 and authorize the Superintendent to execute each amendment.*

2. For Action - Report #20-43, Call for Special School Election on Tuesday, May 4, 2021 32

Recommendation: *To request a motion to approve Report #20-43, approve the resolution to call for a special election to be held on May 4, 2021 for the purpose of asking voters to approve a bond project.*

C. Teaching & Learning

1. For Action - Report #20-44, Reconfirmation of Monthly Extended COVID-19 Learning Plan - Dr. Lara Slee

Recommendation: *To request a motion to approve Report #20-44, the Reconfirmation of Monthly Extended COVID-19 Learning Plan.*

2. For Discussion - First Reading - 2021-2022 Waverly High School Program of Studies - Chris Huff 38

XI. Superintendent's Report

XII. Public Comment - Open Comment for District related items

XIII. Other Board Business

XIV. Adjournment

Board of Education Election of Officers Process

- Nomination for Office
- Acceptance of Nomination
- If more than one person is nominated/accepts, then a vote by anonymous individual votes
- All five (5) offices are voted upon and become a slate of candidates
- Motion to accept the slate, with support
- Vote on the motion
- If motion passes, officers are elected
- If motion fails, process begins again

BOARD OF EDUCATION OFFICER NOMINATIONS

President: Member _____ nominated Member _____

and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for President? _____

President: Member _____ nominated Member _____

and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for President? _____

Vice President: Member _____ nominated Member _____

and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Vice President? _____

Vice President: Member _____ nominated Member _____

and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Vice President? _____

Secretary: Member _____ nominated Member _____

and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Secretary? _____

Secretary: Member _____ nominated Member _____
and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Secretary? _____

Treasurer: Member _____ nominated Member _____
and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Treasurer? _____

Treasurer: Member _____ nominated Member _____
and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Treasurer? _____

Vice Secretary/Treasurer: Member _____ nominated Member _____
and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for Vice Secretary/Treasurer? _____

Vice Secretary/Treasurer: Member _____ nominated Member _____
and Member _____ supported the nomination.

Member _____ do you accept the nomination? _____

Any other nominations for vice Secretary/Treasurer? _____

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 25, 2021**

Report #20-38

Subject: Election of Officers

Policy 0152 – Bylaws of the Board – states:

“The Board shall elect a President and Vice President, as well as a Secretary, Treasurer, and Vice Secretary/Treasurer.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.”

Designated offices and duties of each office are included in the Bylaws of the Board as listed below:

- Bylaw 0171.1 – President
- Bylaw 0171.2 – Vice President
- Bylaw 0171.3 – Secretary
- Bylaw 0171.4 – Treasurer
- Bylaw 0171.5 – Vice Secretary/Treasurer

0171.1 - PRESIDENT

The President of the Board of Education shall:

- A. preside at meetings of the Board;
- B. cause an action to be prosecuted in the name of the District on the Treasurer's bond in case of a breach of a condition of the bond;
- C. perform other duties appropriate to the office of the President.

0171.2 - VICE-PRESIDENT

The Vice-President of the Board of Education shall:

- A. preside at meetings of the Board when the President is not able to attend;
- B. perform other duties appropriate to the office of Vice-President as the Board determines;
- C. in case of a vacancy in the office of President, succeed to the office of President for the balance of the unexpired term.

0171.3 - **SECRETARY**

The Secretary of the Board of Education shall:

- A. act as clerk at meetings of the Board;
- B. record and sign the minutes of meetings, orders, resolutions, and other proceedings of the Board in proper record books;
- C. be the chief election officer of the District with authority to delegate election duties to a member of the administrative staff;
- D. prepare the annual report of the District and other reports required by the State Board;
- E. preserve and file copies of reports, books, papers, and other documents belonging to the office of the secretary or to the School District, and deliver them to a successor in office;
- F. perform other duties required by law or by the Board.

0171.4 - **TREASURER**

The Treasurer of the Board of Education shall:

- A. have care and custody of all monies of the School District and the Treasurer shall deposit funds of the District with a bank or banking corporation or trust company designated by the Board in the proportion and manner directed by the Board;
- B. keep proper books of account;
- C. keep an account of interest received from invested school funds, and credit interest received to the appropriate fund accounts;
- D. pay out funds for the purposes specified by law, or, in the case of gifts or donations for the purposes for which the money is given or donated, on proper orders signed by the Secretary and countersigned by the President of the Board;
- E. perform other duties the Board may prescribe in its bylaws relating to the administration of School District funds.

0171.5 - **VICE SECRETARY/TREASURER**

The Vice Secretary-Treasurer of the Board of Education shall:

- A. perform other duties appropriate to the offices of Secretary and Treasurer as the Board determines;
- B. in case of vacancy in the office of Secretary or Treasurer, succeed to the office of Secretary or Treasurer for the balance of the unexpired term.

SLATE OF OFFICERS & TRUSTEES MOTION:

President: _____

Vice President: _____

Secretary: _____

Treasurer: _____

Vice Secretary/Treasurer: _____

Trustee: _____

Trustee: _____

A motion was made by Member _____ and supported by Member _____ to accept the slate of officers.

Discussion:

VOTE: Aays: _____ Nays: _____

Motion: _____

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 25, 2021**

Report #20-39

FOR ACTION

Subject: Board Member Appointments

The Superintendent recommends the Board of Education authorize the Board President to appoint Board Members to the following:

Advisory Committees:

- Personnel & Policy
- Finance & Facilities
- Teaching & Learning
- Sinking Fund

MASB Delegate/Alternate

MASB LRN Representative/Alternate

ISOA Representative/Alternate

Township Liaison:

- Delta/Lansing
- Windsor/Watertown

Parliamentarian

Statement of Purpose/Issue:

By changing the annual election to November, the Board will elect new officers and make appointments at the first meeting held in January each year.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION COMMITTEES
January 1, 2021 – December 31, 2021**

PERSONNEL & POLICY ADVISORY COMMITTEE:

Name: _____

Name: _____

FINANCE & FACILITIES ADVISORY COMMITTEE:

Name: _____

Name: _____

Name: _____

TEACHING & LEARNING ADVISORY COMMITTEE:

Name: _____

Name: _____

Name: _____

SINKING FUND ADVISORY COMMITTEE:

Name: _____

Name: _____

Name: _____

MASB – Delegate: _____

MASB – Alternate: _____

MASB – LRN – Representative: _____

MASB – LRN – Alternate: _____

ISOA Representative: _____

ISOA – Alternate: _____

Township Liaisons:

Delta/Lansing - _____

Windsor/Watertown - _____

Parliamentarian: _____

Minutes of Regular Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The regular meeting of the Waverly Community Schools Board of Education was held online Monday, December 14, 2020, via Zoom. Board President Mary Ann Martin called the meeting to order at 6:30 PM and the pledge to the flag was led by Member Melissa Sherry.

Members Present: Mrs. Mary Ann Martin, President
Mrs. Holly Nester, Vice President
Mrs. Amy Krause, Secretary
Mrs. Melissa Sherry, Vice Secretary/Treasurer
Mrs. Rhonda Sosnowski, Trustee
Mrs. Alicia Guevara Warren, Trustee

Members Absent: Mr. Chris Beasley, Treasurer

Staff Present: Kelly Blake, Superintendent
Evan Nuffer, Director of Finance
Dr. Lara Slee, Director of Teaching & Learning
Matthew Corliss, Director of Human Resources
Tiffany Wright, Director of Special Services
Ann Marie Lindsay
Chris Huff
Mike Moreno
Molly Francis
Shawn Lewis
Vickie Tisdale
Tim Lyman
Tony Terranova
Jeremy Miller
Terri Collett-Such
Sue Ruegsegger
Matt Oppenheim
Natalie Queen
Dani Gimm-Bergh
Rachel Goodman
Diane Cardenas-Johnson
Heather Daggett

Others Present: Tamia McClain
Paul Twigg
Debbie Lopez
C Ervin

Correspondence: None

Public Comment: None

Board Member Comment:

Member Sherry expressed her gratitude to the Waverly Community for giving her the opportunity to service 2 terms on the Board of Education. She is proud of the progress made to improve services provided to our students, especially during this challenging time. She is also proud of district leaders, all staff and the Board for rallying together to provide continued high educational services to our students. Member Sherry also expressed gratitude to district leadership on their growth over the years in Waverly and the positive culture change within the district. It's nice to see staff excited about working in the district

Member Sosnowski wished everyone a Merry Christmas. She also thanked Member Melissa Sherry for her years of service on the Waverly Board of Education.

Member Nester wished everyone a Merry Christmas and Happy Holidays and hoped all were well.

Member Guevara Warren thanked everyone for their continued hard work and wished all Happy Holidays

Member Martin thanked Member Sherry for all her contributions and viewpoints to the Board of Education. Member Martin gave an overview of the December ISOA meeting and the benefits of a balanced calendar. She expressed a wish to discuss the possibility of a balanced calendar for Waverly Community Schools.

Adoption of Agenda, and Acceptance of Reports

A motion was presented by Member Sherry and supported by Member Guevara Warren to adopt the agenda as presented and accept all reports.

Motion carried. VOTE: AYES - 6; NAYS – 0
Absent – Member Beasley

Approval Consent Agenda

A motion was presented by Member Sherry and supported by Member Guevara Warren to approve the consent agenda as presented.

- 1.Regular Meeting Minutes – November 16, 2020
- 2.Special Meeting Minutes – November 19, 2020
- 3.Human Resources Report #20-32, Personnel Recommendations
- 4.Finance Report #20-33, November 2020
- 5.Gifts Report #20-34, Donation of Personal Protective Equipment

Motion carried. VOTE: AYES - 6; NAYS – 0
Absent – Member Beasley

Special Presentations:

Bond Update – Director of Finance & Operations, Evan Nuffer, gave an update on the proposed bond and provided an overview and summary of the Application for Preliminary Qualification of Bonds along with next steps of the bond process. A copy of the application is available for review by contacting the Superintendent’s office.

Human Growth & Development Update – Director of Teaching & Learning, Dr. Lara Slee, gave an update on the Human Growth & Development curriculum. The district is moving forward with the health curriculum for each building, although the structure will be modified to accommodate the online learning environment. No action is needed as there are no changes to the 2020-2021 program of studies approved by the Board of Education.

For Action – Board Report #20-35, Elmwood Chiller Replacement Bid Award

A motion was presented by Member Sherry and supported by Member Nester to approve Report #20-35, the Elmwood Chiller Replacement Bid Award to Johnson & Wood LLC, as presented.

Motion carried. VOTE: AYES - 6; NAYS – 0
Absent – Member Beasley

For Action – Report #20-36, Application for Preliminary Qualification of Bonds by the Department of Treasury

A motion to was presented by Member Nestor and supported by Member Guevara Warren to approve Report #20-36, approval of the Application for Preliminary Qualification of Bonds by the Department of Treasury, as presented.

Motion carried. VOTE: AYES - 6; NAYS – 0
Absent – Member Beasley

For Action - Monthly Extended COVID-19 Learning Plan Reconfirmation – Report #20-37

School Nurse, Susan Ruegsegger, gave an update on current COVID-19 data provided by the Michigan Department of Health and Human Service regarding trends of cases in our area.

Superintendent Blake reviewed results from a parent survey regarding preference of in-person learning, when possible, and continuing online learning. Data provides that the majority of families (64%) would prefer to continue with online learning. Superintendent Blake recommended that Waverly Community Schools remain in the mode of remote instruction until March 1, 2021. The top priority is to keep our students, staff and Waverly families healthy. When COVID metrics start to improve, the first goal will be to return K-4 students to the buildings as well as older students to participate in learning labs. Based on the data being tracked, it is projected that COVID cases will again spike after the holiday season.

Dr. Lara Slee, Director of Teaching and Learning, gave an update on student attendance and best practices of not moving students back and forth from online to in-person learning and the benefits of consistency. District Leaders continue to plan for when it is safe to have students return to in-person learning so the transition is as seamless as possible. The recommended

reconfirmed COVID-19 plan is available on the district website and included with a copy of the board minutes of this meeting.

Member Krause requested an update on staff members who tested positive for COVID-19 and if they were recovering. Member Krause also questioned committing to online through March 2021, as cases may reduce and it be safe to return to in-person. Member Krause requested data on the failing rate of high school students.

Principal Huff stated it is a high priority and is being monitored. He stated the High School is approximately 10% higher than normal, but down from 20% earlier in the school year. The high school department chairs are meeting regularly to develop a plans most beneficial for students. Teachers continue to reach out to students who need additional supports and develop learning plans designed to help students acquire credits for coursework.

Member Sosnowski commented she would prefer students back in-person, but that is not possible at this time. It causes students high anxiety to be in-person and knowing that there have been positive cases in their school building. Those students are then moved to remote learning and back to in-person again. Member Sosnowski also thanked administration, principals, teachers, custodians, and all others who are working so hard for students to learn online.

Member Martin noted that although she wants students back in-person, she supports online learning through March 1, 2021 as it gives families the opportunity to plan as well as stay safe. She also feels there will be an increase in COVID-19 cases after the Christmas holiday.

Member Guevara Warren agreed that online learning was the best option based on the current data provided by MDHHS. She requested an update on child care needs. It was confirmed that our Student Center is open and accommodating families, as well as students attending Woldumar Nature Center.

Superintendent Blake recommended the Board reconfirm the Extended COVID-19 Learning Plan as presented.

A motion was presented by Member Sherry and supported by Member Krause to reconfirm the Extended COVID-19 Learning Plan, Report #20-37.

**Motion carried. VOTE: AYES – 5
NAYS – 1 Member Krause
Absent – Member Beasley**

Superintendent's Report

Superintendent Blake:

Congratulated Athletic Director Scott Castele, who has been named the MIAAA Region 7 Athletic Director of the Year.

Congratulated High School math teacher, Chris Tyler and Team Channing Datum, representing Waverly High School, has been selected as a semi-finalist in the Modeling the Future challenge. This challenge is put on by the Actuarial Foundation. Waverly was the only team chosen from Michigan. Mr. Tyler is extremely proud of his students, Joy Eljbeily, Anna Tran, Travis Barker

and Dominique Pruitt-Wright, and wanted the Board to know they have represented Waverly well.

Thanked Member Melissa Sherry for her 8 years of service to Waverly Community Schools Board of Education, in various positions and on numerous committees. We value your input and appreciate her dedication to Waverly students and staff. You have been an asset to the Waverly Board of Education.

Public Comment – Open Comment for District Issues

Parent Debbie Lopez requested clarification regarding the suggested 5% or less of positive COVID cases before students should return to in-person and where that data is from. She also requested the data from the parent and teacher surveys. She requested the percentages by building from the parent survey. Ms. Lopez also feels mental health is important and keeping students consistently online or in-person, but not back and forth.

Other Board Business

Member Martin acknowledged Report #20-34, donation of personal protective equipment in the amount of \$37,498.50 from General Motors and Hanes via the Michigan Community Service Commission and passed thru Ingham ISD. The donations were received by Kyle Scriptor, Supervisor of Maintenance and Operations at Waverly Community Schools.

Adjournment at: 8:13 PM

Respectfully submitted,

A handwritten signature in cursive script that reads "Amy Krause".

Amy Krause, Secretary

aml

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
January 25, 2021

Report #20-40

Subject: Personnel Report*

A. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
Alan Richardson	Custodian	\$13.75/hr	01/06/2021

B. Resignation – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Mateo Palacios	High School Para Educator	Personal	01/22/2021
Martha Mailand	Food Service	Personal	02/26/2021
Paul Phillips	Elmwood Para Educator	Personal	01/15/2021

C. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Shelby Zick	Child Care Associate Teacher	Para Educator Elmwood	12/07/2021

D. Employee Recall

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
James Clyde	Para Educator	Middle School	01/04/2021
Vanessa Scruggs	Para Educator	East	01/04/2021

E. Retirement – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Reason</u>	<u>Effective</u>
Christina Alvarado	Teacher	East Intermediate	Personal	06/30/2021
Patricia Albright	Teacher	Colt ECEC & Winans Ele	Personal	06/30/2021

F. Retirement – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Reason</u>	<u>Effective</u>
Kim Dwyer	Custodian	East Intermediate	Personal	12/31/2020

G. Termination – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Kaylie Clark	Lay-Off Status	Other Employment	12/16/2020

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 25, 2021**

Report #20-41

FOR ACTION***

Subject:

Finance Report

Recommendation:

The Superintendent recommends the Board of Education review and approve the following report:

Financial Report:

The cash balance as of November 30, 2020 was \$4,877,631.49. Receipts during December, consisting of State Aid, property taxes, and other revenues in the amount of \$2,645,856.21 minus disbursements during December of \$3,733,896.68, left the district with a General Fund cash balance, as of December 31, 2020, of \$3,789,591.02, including \$1,500,000.00 from the issuance of a State Aid Note.

2020-21 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$2,268,322. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2020-21 Student Activity Fund revenues exceed expenditures by \$7,032. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2020-21 Sinking Fund revenues exceed expenditures by \$295,086. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2020-21 Public Improvement Fund revenues/transfers-in exceed expenditures/transfers-out by \$93. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2019 Building and Site, Series III Bonds remaining to be allocated, including \$60,531 of accrued interest and proceeds from the sale of surplus equipment, is \$267,825. A summary of life to date activity is included in the supporting documentation

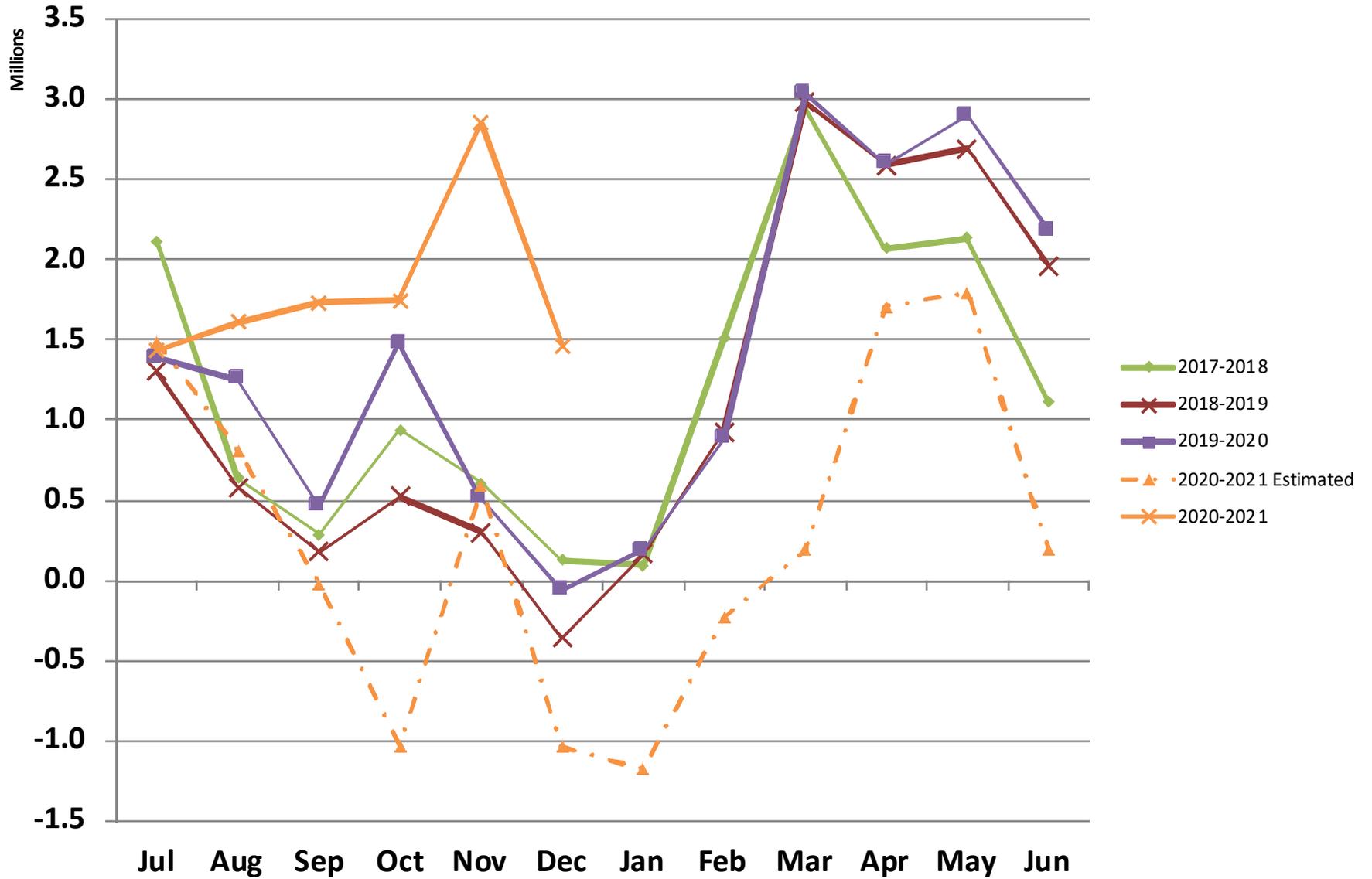
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended December 31, 2020

Balance on Hand November 30, 2020	4,877,631.49
Revenues	
State Aid	2,078,318.76
Taxes	351,686.93
Other Revenue	215,850.52
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>2,645,856.21</u>
Disbursements	
Payroll and Related Liabilities	(3,252,761.98)
Other Expenditures	(473,279.43)
State Aid Repayment	-
	<u>(3,726,041.41)</u>
Prior Month Adjustments During December 2020	(7,855.27)
Balance on Hand December 31, 2020	<u><u>3,789,591.02</u></u>
PNC Bank - General	3,713,219.11
MILAF	7,835.75
PNC Bank - Payroll	68,536.16
Comerica - Checking	-
	<u><u>3,789,591.02</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,485,511	4,254,964	(5,230,547)	55.1%
State sources	20,596,082	6,188,285	(14,407,797)	70.0%
Federal sources	1,147,806	1,094,177	(53,629)	4.7%
Intergovernmental	3,282,224	582,815	(2,699,409)	82.2%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	34,601,623	12,120,242	(22,481,381)	65.0%
Expenditures				
Current:				
Instruction:				
Basic program	15,131,640	5,717,066	(9,414,574)	62.2%
Added needs	5,115,691	1,899,858	(3,215,834)	62.9%
Total instruction	20,247,331	7,616,923	(12,630,408)	62.4%
Support Services:				
Pupil	3,156,839	1,404,413	(1,752,426)	55.5%
Instructional staff	1,413,894	652,167	(761,727)	53.9%
General administration	407,361	216,486	(190,875)	46.9%
School administration	2,451,937	1,248,842	(1,203,095)	49.1%
Business	571,551	258,212	(313,339)	54.8%
Operations and maintenance	3,571,208	1,485,995	(2,085,213)	58.4%
Pupil transportation services	1,111,291	426,946	(684,345)	61.6%
Central	609,643	335,954	(273,689)	44.9%
Other	91,792	47,053	(44,739)	48.7%
Total support services	13,385,516	6,076,069	(7,309,446)	54.6%
Athletics	657,670	226,266	(431,404)	65.6%
Community services	5,116	-	(5,116)	100.0%
Non Publics	15,234	58,304	43,070	-282.7%
Facility Acquisition	-	90	90	0.0%
Debt service:				
Principal	140,000	70,000	(70,000)	50.0%
Interest	6,300	3,500	(2,800)	44.4%
Capital outlay	-	56,478	56,478	0.0%
Payments to other public schools	1,026,958	280,934	(746,024)	72.6%
Total expenditures	35,484,124	14,388,564	(21,095,560)	59.5%
Excess of Revenue (Under)Over Expenditures	(882,501)	(2,268,322)	(1,385,821)	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(882,501)	(2,268,322)	(1,385,821)	
Favorable Expenditure Variance (1.5%)	532,262			
Projected Change in Fund Balance	(350,239)			
Fund Balance - Beginning of year	4,127,772			
Fund Balance - End of year	3,777,533			
	10.6%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	203,180	25,075	(178,105)	87.7%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	203,180	25,075	(178,105)	87.7%
Expenditures				
Student Activities	129,854	12,090	(117,764)	90.7%
Athletics	80,953	5,954	(74,999)	92.6%
Total expenditures	210,806	18,044	(192,763)	91.4%
Excess of Revenue (Under)Over Expenditures	(7,626)	7,032	14,658	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(7,626)	7,032	14,658	
Fund Balance - Beginning of year	194,565	194,565		
Fund Balance - End of year	186,939	201,597		

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	855,996	404,167	(451,829)	52.8%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	855,996	404,167	(451,829)	52.8%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	41,769	41,769	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	217,416	67,311	(150,105)	69.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	217,416	109,080	(108,336)	49.8%
Excess of Revenue (Under)Over Expenditures	638,580	295,086	(343,494)	
Transfers Out	-	-	-	
Net Change in Fund Balance	638,580	295,086	(343,494)	
Fund Balance - Beginning of year	769,071	769,071		
Fund Balance - End of year	1,407,651	1,064,157		

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	14,462	93	(14,369)	99.4%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	30,600	-	(30,600)	100.0%
Transfers In	-	-	-	0.0%
Total revenue	45,062	93	(44,969)	99.8%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	28,856	-	(28,856)	100.0%
Support Services - Transportation	277,143	-	(277,143)	100.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	305,999	-	(305,999)	100.0%
Excess of Revenue (Under)Over Expenditures	(260,937)	93	261,030	
Transfers Out	-	-	-	
Net Change in Fund Balance	(260,937)	93	261,030	
Fund Balance - Beginning of year	499,021	499,021		
Fund Balance - End of year	238,084	499,114		

Waverly Community Schools
2019 Building and Site Bonds, Series III
Budget Summary
As of December 31, 2020

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	-	-	-	-
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	-	-	-	-
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	22,277	-	(22,277)
Wireless Network	-	77,590	-	(77,590)
Phone System	-	-	-	-
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	99,867	-	(99,867)
Technology Equipment - Owner PO				
Computers/Mobile Devices	901,471	296,967	241,937	362,567
Servers/Backend Systems	-	-	-	-
Printers	81,929	82,404	-	(475)
AV Equipment	-	10,201	-	(10,201)
Non-Instructional Equipment (from FFE)	-	35,930	-	(35,930)
Tech Equipment Owner PO Subtotal	983,400	425,502	241,937	315,961
District				
Loose Equipment (Furniture & Transportation)	-	-	-	-
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	13,600	22,400	-	(8,800)
Field General Conditions	-	-	-	-
Architect	-	-	-	-
Tech Design/Construction Mgr	-	-	-	-
District Subtotal	13,600	22,400	-	(8,800)
Totals	997,000	547,769	241,937	207,294

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
JANUARY 25, 2021**

Report # 20-42

FOR ACTION

Subject:

Amendments to the Waverly Community Schools IRS Section 125 Cafeteria Plan

Recommendation:

The Superintendent recommends the Board of Education approve the resolutions to amend the Waverly Community Schools IRS Section 125 Cafeteria Plan, effective as of January 1, 2021 and authorize the Superintendent to execute each amendment.

Statement of Purpose:

The resolutions would modify the plan documents in the following respects

- 1) Modify the Health Care FSA to index the maximum carry over amount and to eliminate the requirement for a physician's prescription for the reimbursement of OTC medications
- 2) Add a grace period to the Dependent Care FSA
- 3) Adopt all of the temporary relief rules under the Consolidated Appropriations Act, except for the rule allowing unrestrained changes of elections.

Background Information:

Waverly Community Schools Cafeteria Plan is intended to allow employees to obtain certain health care benefits and dependent care assistance with tax-free contributions from the employee. The Cafeteria Plan has been modified throughout the years to reflect updated IRS regulations and changes in the health care plans and options offered by the District. Most recently, the District modified the IRS Section 125 Cafeteria Plan in 2018 to adopt changes to the medical benefit plan year.

Budget Impact:

Not applicable

Discussion of Options:

The Board has the following options:

- 1) Approve the resolution to amend the Waverly Community Schools Cafeteria Plan
- 2) Reject the resolution to amend the Waverly Community Schools Cafeteria Plan
- 3) Table the recommendation for further discussion

SECOND AMENDMENT TO
THE WAVERLY COMMUNITY SCHOOLS
HEALTH CARE FLEXIBLE SPENDING ACCOUNT PLAN

The Waverly Community Schools, a Michigan governmental entity (the “Employer”), having approved and adopted the Waverly Community Schools Health Care Flexible Spending Account Plan (the “Plan”) effective as of July 1, 2014, and having been first amended as of July 1, 2018, does hereby approve and adopt this Second Amendment to the Plan, effective as of January 1, 2021.

WHEREAS, the Employer wishes to amend the Plan to modify the rules regarding carry-over of year end account balances and reimbursement of over-the-counter medications.

NOW, THEREFORE, the Employer hereby adopts this Second Amendment to the Plan, as follows:

1. Section 2.11 is amended in its entirety to read, as follows:

2.11 Eligible Medical Expenses -- Amounts paid by a Participant while the Participant is participating in this Plan, and which are paid for medical expenses authorized under Code Section 213(d), including but not limited to over-the-counter medications (provided that over-the-counter items that are merely beneficial to the general health of an individual, as opposed to for the diagnosis, cure, mitigation, treatment, or prevention of disease, or for the purpose of affecting any structure or function of the body, are not Eligible Medical Expenses). Medical expenses paid or reimbursed by (1) any insurance policy or policies, whether owned by the Employer or the Participant, or (2) any federal or state health or accident plan, shall not be eligible for reimbursement under this Plan.

2. Section 4.7 of the Plan is amended in its entirety to read, as follows:

4.7 Carry-over of Unused Benefit. Notwithstanding section 4.6, a “Carry-Over Amount” consisting of the lesser of (1) any unused amounts of the Benefit elected by a Participant for the immediately preceding Plan Year or (2) the Maximum Carry-over Amount, may be carried over to the current Plan Year and used to pay or reimburse Eligible Medical Expenses of the Participant under the Plan incurred at any time during the current Plan Year. For purpose of this Section 4.7, the unused amount remaining as of the end of the immediately preceding Plan Year is the amount of Benefit elected by a Participant’s for such Plan Year that remains unused in the Participant’s Health Care Reimbursement Account after Eligible Medical Expenses for the Plan Year have been paid or reimbursed, including payment or reimbursement of claims for Eligible Medical Expenses submitted though the end of the Run-Out Period described in Section 4.6. The Carry-Over Amount will not count against or reduce the maximum allowed Benefit amount under Section 5.1 that is applicable to the current Plan Year. The “Maximum Carry-over Amount” is \$550 for the first Plan Year ending on or after the effective date of this Amendment. For Plan Years ending thereafter, the Maximum Carryover Amount shall be automatically adjusted in coordination with each published announcement by the Internal Revenue Service of an adjustment

to the permissible maximum carryover amount, so that the Maximum Carryover Amount permitted under the Plan shall be equal to such permissible maximum carryover amount.

Any unused amount of Benefit in excess of the Carry-over Amount that remains unused in a Participant's Health Care Reimbursement Account as of the end of the immediately preceding Plan Year (including the Run-Out Period for such Plan Year) shall be deemed forfeited. In addition, the unused amount of the Benefit elected by a Participant that remains in the Participant's Health Care Reimbursement Account as of termination of employment shall be deemed forfeited (unless, if applicable, the employee elects COBRA continuation coverage with respect to the Plan).

A participant's unused Benefit at the end of the immediately preceding Plan Year may be used (a) to pay Eligible Medical Expenses incurred during such Plan Year, but only if claimed during the Run-Out Period described in Section 4.6 (in effect retroactively reducing the unused amount as of the end of such prior Plan Year) or (b) for expenses that are incurred at any time in the current Plan Year. For purposes of administration, the Plan shall treat reimbursements of all claims for Eligible Medical Expenses that are incurred during the current Plan Year as reimbursed first from a Participant's unused Benefit for the current Plan Year and, only after exhausting the Participant's current Plan Year Benefit, as then reimbursed from the Participant's Carry-Over Amount. Any Carry-Over Amount that is used to reimburse an Eligible Medical Expense incurred during the current Plan Year (a) shall reduce the amount available to pay prior Plan Year Eligible Medical Expenses submitted during the Run-Out Period, (b) must be counted against the Carry-Over Amount, and (c) cannot exceed the permitted Carry-Over Amount.

2. Except as specifically affected by this Second Amendment, all terms and provisions of the Plan, as previously amended, shall remain in full force and effect, the same and unchanged. Notwithstanding the preceding sentence, the amendment to Section 4.7 shall be treated as overridden by the Temporary Amendment to the Restated Waverly Community Schools Cafeteria Plan for the duration of the temporary rules described therein.

IN WITNESS WHEREOF, the Employer has caused this Second Amendment to be executed on the ____ day of January 2021.

WAVERLY COMMUNITY SCHOOLS

a Michigan governmental entity

By: _____

Its: Superintendent

SECOND AMENDMENT TO
THE RESTATED WAVERLY COMMUNITY SCHOOLS
DEPENDENT CARE ASSISTANCE PLAN

The Waverly Community Schools, a Michigan governmental entity (the “Employer”), having approved and adopted the Restated Waverly Community Schools Dependent Care Assistance Plan (the “Plan”) effective as of July 1, 2005, and having been first amended as of July 1, 2018, does hereby approve and adopt this Second Amendment to the Plan, effective as of January 1, 2021.

WHEREAS, the Employer wishes to amend the Plan to modify the rule regarding end of year account balances.

NOW, THEREFORE, the Employer hereby adopts this Second Amendment to the Plan, as follows:

1. Section 4.6 of the Plan is amended in its entirety to read, as follows:

4.6 Grace Period; End of Year Claims. Notwithstanding anything contained herein to the contrary, amounts remaining in a Participant’s Dependent Care Reimbursement Account shall not be forfeited until the expiration of a grace period immediately following the end of each Plan Year. The grace period shall apply to all Participants in the Plan. Eligible Dependent Care Expenses under this Plan incurred during the grace period may be paid or reimbursed from benefits or contributions remaining unused at the end of the immediately preceding Plan Year. The grace period shall commence on the first day immediately following the expiration of the Plan Year and shall expire on the fifteenth day of the third calendar month next following the end of the Plan Year. Any Participant who has unused benefits or contributions to a Dependent Care Reimbursement Account from the immediately preceding Plan Year, and who incurs Eligible Dependent Care Expenses during the grace period, may be paid or reimbursed for those expenses from the unused benefits or contributions as if the Eligible Dependent Care Expenses had been incurred in the immediately preceding Plan Year. However, during the grace period, the Plan shall not cash-out or convert unused benefits or contributions to any other taxable or nontaxable benefit. A Participant may submit claims for reimbursement of Eligible Dependent Care Expenses incurred through the expiration of the grace period until the end of the second full calendar month next following the month within which the grace period expires (the “run-out period”). Any balance remaining in a Participant’s Dependent Care Reimbursement Account after the payment of all claims properly submitted with respect to a Plan Year (plus the grace period), on or before the end of the run-out period will be deemed forfeited.

2. Except as specifically affected by this Second Amendment, all terms and provisions of the Plan, as previously amended, shall remain in full force and effect, the same and unchanged.

IN WITNESS WHEREOF, the Employer has caused this Second Amendment to be executed on the _____ day of January 2021.

WAVERLY COMMUNITY SCHOOLS
a Michigan governmental entity

By: _____

Its: Superintendent

**TEMPORARY AMENDMENT
TO THE
RESTATED WAVERLY COMMUNITY SCHOOLS
CAFETERIA PLAN**

Notwithstanding anything contained in the Restated Waverly Community Schools Cafeteria Plan, including but not limited to the Waverly Community Schools Health Care Flexible Spending Account Plan (the “Health Care FSA”) and the Restated Waverly Community Schools Dependent Care Assistance Plan (the “Dependent Care FSA”) (collectively referred to herein as the “Plan”), to the contrary, and in accordance with Division EE, Title II, Section 214 of the Consolidated Appropriations Act, 2021 (the “Act”), and subject to any further guidance published or to be published under the Act, the Board of the Waverly Community Schools hereby adopts the following temporary amendments to the Plan.

(a) **CARRYOVER FROM 2020 PLAN YEAR.** For the Plan Year ending in 2020, a Participant with any unused benefits or contributions remaining in the Participant’s accounts under the either or both of the Health Care FSA and the Dependent Care FSA, as the case may be, may carry over such unused benefits or contributions such Plan Year to the Plan Year ending in 2021.

(b) **CARRYOVER FROM 2021 PLAN YEAR.** For the Plan Year ending in 2021, a Participant with any unused benefits or contributions remaining in the Participant’s accounts under the either or both of the Health Care FSA and the Dependent Care FSA, as the case may be, may carry over such unused benefits or contributions such Plan Year to the Plan Year ending in 2022.

(c) **EXTENSION OF GRACE PERIODS.** For the Plan Year ending in 2020 and 2021, the grace period under Section 4.6 of the Dependent Care FSA shall be extended to 12 months after the end of each such Plan Year, with respect to unused benefits or contributions remaining in a Participant’s accounts under the Dependent Care FSA.

(d) **POST-TERMINATION REIMBURSEMENTS FROM THE HEALTH CARE FSA.** The Health Care FSA shall continue to reimburse from unused benefits or contributions any Employee who ceases to be a Participant in the Health Care FSA during calendar year 2020 or 2021 through the end of the Plan Year during which such Employee’s participation ceased.

(e) **SPECIAL CARRY FORWARD RULE FOR THE DEPENDENT CARE FSA WHERE A DEPENDENT HAS AGED OUT DURING PANDEMIC.**—

(1) **IN GENERAL.**—In the case of any Eligible Employee under the Dependent Care FSA, Section 21(b)(1)(A) of the Code shall be applied by substituting “age 14” for “age 13” for purposes of determining the Eligible Expenses which may be paid or reimbursed with respect

to such Employee under the Dependent Care FSA referred to in paragraph (3)(A) with respect to such Employee during:

- (A) the plan year described in paragraph (3)(A), and
- (B) in the case of an employee described in paragraph (3)(B)(ii), the subsequent Plan Year.

(2) APPLICATION TO SUBSEQUENT PLAN YEAR LIMITED TO UNUSED BALANCE FROM PRECEDING PLAN YEAR.—Paragraph (1)(B) shall only apply to so much of the amounts paid for Eligible Expenses with respect to the Dependents referred to in paragraph (3)(B) as does not exceed the unused balance described in paragraph (3)(B)(ii).

(3) ELIGIBLE EMPLOYEE.—For purposes of this Section, the term “Eligible Employee” means any Employee who—

- (A) is enrolled in the Dependent Care FSA for the last Plan Year with respect to which the end of the regular enrollment period for the Plan Year was on or before January 31, 2020, and
- (B) has one or more Dependents (as defined in Section 152(a)(1) of the Code) who attain the age of 13,
 - (i) during such Plan Year, or
 - (ii) in the case of an Employee who (after the application of this section) has an unused balance in the Employee’s account under the Dependent Care FSA for such Plan Year (determined as of the close of the last day on which, under the terms of the plan, claims for reimbursement may be made with respect to such plan year), the subsequent Plan Year.

These temporary provisions shall apply only during the Plan Years and periods specified herein, and thereafter these temporary provisions shall be of no further force or effect.

Except as specifically affected by this Temporary Amendment, all of the terms and provisions of the Plan, as amended, shall remain in full force and effect, the same and unchanged.

IN WITNESS WHEREOF, the Employer has caused this Temporary Amendment to be executed on the _____ day of January, 2021.

WAVERLY COMMUNITY SCHOOLS
a Michigan governmental entity

By: _____

Its: Superintendent

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 25, 2021**

Report #20-43

FOR ACTION

Subject:

Special School Election on Tuesday, May 4, 2021

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to call for a special election to be held on May 4, 2021

Statement of Purpose:

The purpose of the special election is to ask voters to approve a bond project.

Budget Impact:

The board of education shall borrow the sum of One Hundred Twenty-Five Million Dollars with a maximum number of years the bonds of any series may be outstanding, exclusive of any refunding, is thirty (30) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 5.79 mills.

Historical Perspective:

The existing debt millage levy to retire the outstanding debt obligations of the district, originally issued in 2000 and 2013, is 6.40 mills. The proposed debt millage levy reflects a no tax rate increase in comparison to the existing debt millage levy.

Discussion of Options:

The Board of Education can entertain a motion to adopt the resolution as presented, or reject the resolution.

Strategic Plan Reference:

As the heart of the community, our mission is to educate and prepare each student to achieve her or his academic best, develop character, become a lifelong learner and contribute as a citizen of our global society.

Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan (the “District”)

A rescheduled regular meeting of the board of education of the District (the “Board”) was held:

in the _____, within the boundaries of the District,

electronically through Zoom with identification number 851 0242 2594, passcode 316329, meeting link <https://waverlyschools-net.zoom.us/j/85102420594?pwd=dzFEMXIWYlo4RHB0Yncvblk2a0xRQT09> _____

on the 25th day of January, 2021, at 6:30 o’clock in the p.m. (the “Meeting”)

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS:

1. In the opinion of this Board it is necessary and expedient to ask voters whether to approve a bond project consisting of erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites.

2. This Board estimates the necessary cost of the project to be One Hundred Twenty-Five Million Five Hundred Ninety Thousand Three Hundred Eighty-Seven Dollars (\$125,590,387).

3. It will be necessary for the District to borrow the sum of One Hundred Twenty-Five Million Dollars (\$125,000,000) and issue the bonds of the District therefor, the remaining funds to be derived from the investment of the bond proceeds.

4. This Board intends to submit a proposition at a special election to be held on Tuesday, May 4, 2021.

5. On or before 4:00 p.m. on Tuesday, February 9, 2021, the Board shall certify any ballot proposition to be submitted to the voters at such election to the election coordinator or coordinators designated to conduct elections within the District (the “Election Coordinator”).

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A special election of the school electors of the District be called and held on Tuesday, May 4, 2021.

2. The proposition to be voted on at the special election shall be stated on the ballots in substantially the form as set forth in Exhibit A.

3. The Election Coordinator is requested to:

a. Utilize _____, a newspaper published or of general circulation within the District, for publication of notices in accordance with the election law requirements.

b. Utilize ballot proposition summary information, as prepared by legal counsel, in the forms of the notices of last day of registration and election in substantially the form as set forth in Exhibit B attached hereto.

c. Provide a proof copy of the ballot to the District and its legal counsel in sufficient time to allow the ballot to be proofread prior to printing.

4. This Board estimates the period of usefulness of the improvements for which bonds of the District in the amount of One Hundred Twenty-Five Million Dollars (\$125,000,000) are to be issued to be not less than thirty (30) years.

5. The Secretary of this Board is hereby authorized and directed to file a copy of this resolution with the Election Coordinator and with any Election Clerk or clerks designated to conduct elections within the District by 4:00 p.m., on Tuesday, February 9, 2021.

6. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice

of the Meeting was given to the public pursuant to the provisions of the “Open Meetings Act” (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

CJI/keh

EXHIBIT A

WAVERLY COMMUNITY SCHOOLS BONDING PROPOSAL

Shall Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, borrow the sum of not to exceed One Hundred Twenty-Five Million Dollars (\$125,000,000) and issue its general obligation unlimited tax bonds therefor, in one or more series, for the purpose of:

erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites?

The following is for informational purposes only:

The estimated millage that will be levied for the proposed bonds in 2022 is 4.12 mills (\$4.12 on each \$1,000 of taxable valuation) for a -0- mill net increase over the prior year's levy. The maximum number of years the bonds of any series may be outstanding, exclusive of any refunding, is thirty (30) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 5.79 mills (\$5.79 on each \$1,000 of taxable valuation).

The school district does not expect to borrow from the State to pay debt service on the bonds. The total amount of qualified bonds currently outstanding is \$0. The total amount of qualified loans currently outstanding is \$0. The estimated computed millage rate may change based on changes in certain circumstances.

(Pursuant to State law, expenditure of bond proceeds must be audited and the proceeds cannot be used for repair or maintenance costs, teacher, administrator or employee salaries, or other operating expenses.)

EXHIBIT B

**SUMMARY OF BALLOT PROPOSITION TO BE INSERTED IN THE
NOTICES OF LAST DAY OF REGISTRATION AND ELECTION:**

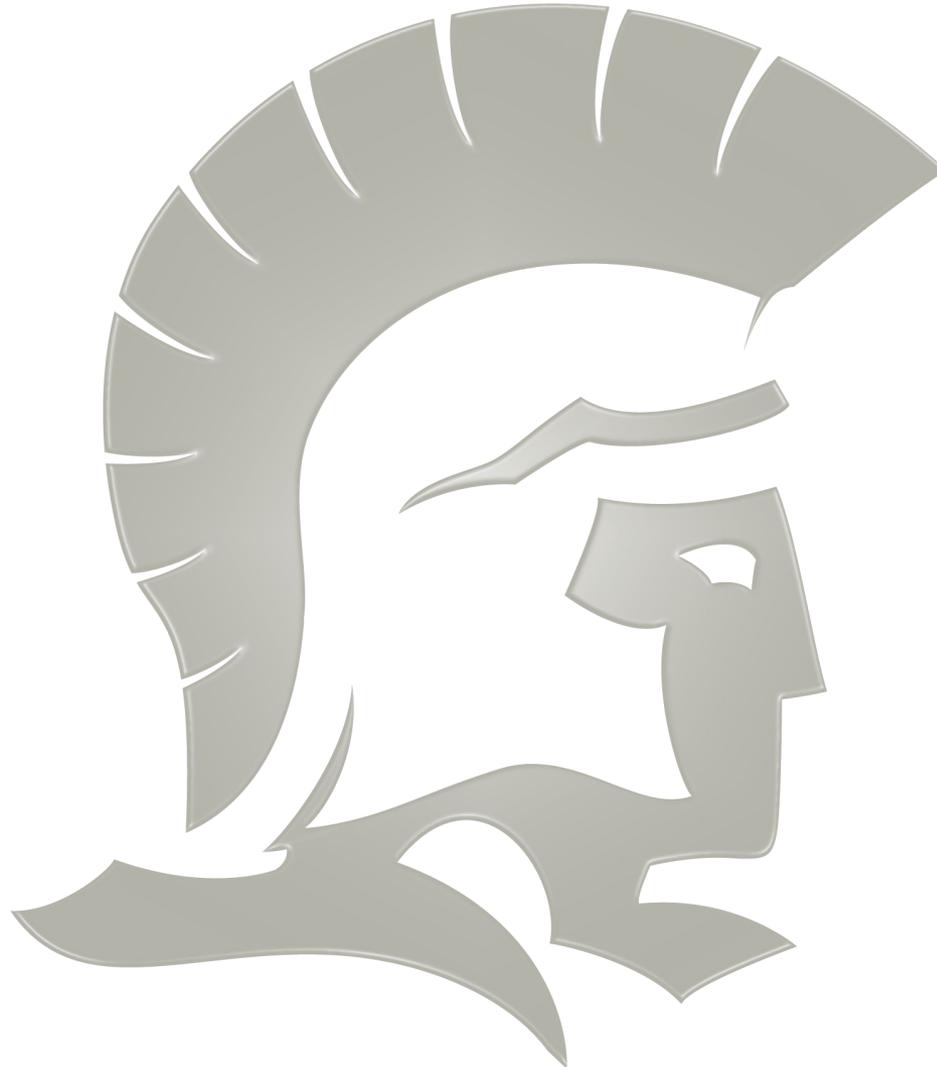
**WAVERLY COMMUNITY SCHOOLS
GENERAL OBLIGATION UNLIMITED TAX BOND PROPOSAL
FOR BUILDING AND SITE PURPOSES IN THE AMOUNT OF
NOT TO EXCEED \$125,000,000**

Full text of the ballot proposition may be obtained at the administrative offices of Waverly Community Schools, 515 Snow Road, Lansing, Michigan 48917-4502, telephone: (517) 321-7265.

PLEASE TAKE FURTHER NOTICE THAT THE BONDS OF THE SCHOOL DISTRICT, IF APPROVED BY A MAJORITY VOTE OF THE ELECTORS AT THIS ELECTION, WILL BE GENERAL OBLIGATION UNLIMITED TAX BONDS PAYABLE FROM GENERAL AD VALOREM TAXES.

WHS Program of Studies

2021-2022





Updates

- ✓ Computer Science 1 & 2, AP Computer Science allowed to count as a 4th year Math Credit
- ✓ Updates to Wilson Talent Center offerings
- ✓ Remove Life Management classes
- ✓ Wellness and Intervention options



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Graduation Requirements

Graduation Requirements

In accordance with WCS Board Policy 5460

Classes of 2020, 2021, & 2022	Classes of 2023 and beyond
<p>23 Credits required for Graduation*</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 5 from Elective offerings (including PRIDE) ✓ Take Michigan Merit Exam** 	<p>24 Credits required for Graduation*</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 4 from Elective offerings ✓ 2 from PRIDE Period ✓ Take Michigan Merit Exam**

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Elective Offerings– 5 or 4 Credits*

In addition to the Michigan Merit Curriculum, Waverly Community Schools seeks to offer students a well-rounded educational experience and prompt students to explore areas of interest. A variety of elective credits are available from each curricular department at WHS. **Credit for PRIDE shall be included as an Elective Credit for the classes of 2020, 2021, and 2022.**

Class of 2020, 2021, & 2022: must earn 5 Elective Credits (including PRIDE)*

Class of 2023 and beyond: must earn 4 Elective Credits (not including PRIDE)

PRIDE Period – 2 Credits (Class of 2023 and beyond)*

PRIDE Period provides students the opportunity to pursue academic opportunities for support, acceleration, and enrichment. Beginning with the 2019-2020 school year PRIDE shall be a quarter-credit class per semester. **Students in the classes of 2023 and beyond must earn 2 PRIDE credits.** If credit is not earned for PRIDE Period, a student may exchange a successfully completed Elective course to meet this requirement.

* DUE TO THE COVID-19 PANDEMIC AND REMOTE LEARNING DURING THE 2020-2021 SCHOOL YEAR PRIDE PERIOD WAS NOT OFFERED.

- ✓ The Class of 2022 must have earned 4.5 Elective Credits and 22.5 Credits overall
- ✓ The Classes of 2023 and 2024 must have earned 1.5 PRIDE Credits and 23.5 Credits overall

** DUE TO THE COVID-19 PANDEMIC THE SPRING 2020 MICHIGAN MERIT EXAM WAS CANCELED.

- ✓ The MME requirement is waived for the Class of 2021
- ✓ If Spring 2021 MME is also cancelled the MME requirement will also be waived for the Class of 2022



Graduation Requirements

Grad Requirements until 2019

- ✓ 18 MMC Credits
- ✓ 5 Elective Credits
- ✓ PRIDE Period considered elective

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE	PRIDE	PRIDE	PRIDE



Graduation Requirements

Class of 2023 and Beyond

- ✓ 18 MMC Credits
- ✓ 4 Elective Credits
- ✓ 2 PRIDE Period credits (1/4 per semester)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (.5)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)



COVID Adjustments

2020 – 2021:

Remote Learning

Daily Schedule does ***not***
include PRIDE Period



COVID Adjustments

Class of 2021 (23 Credits Required):

9th 17-18	10th 18-19	11th 19-20	12 th 20-21
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (Elective)	PRIDE (Elective)	PRIDE (.5)	PRIDE (.5)
(7 Credits)	(7 credits)	(6.5 Credits)	(6 Credits)

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****Recommending adjustment to 4.5 Elective/22.5 Total**



Graduation Requirements

Class of 2022 (23 Credits Required):

9 th 18-19	10 th 19-20	11 th 20-21	12 th 21-22
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (Elective)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)
(7 Credits)	(6.5 Credits)	(6 Credits)	(6.5 Credits)

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****Recommending adjustment to 4.5 Elective/22.5 Total**



Graduation Requirements

Class of 2023

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (.5)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)

46

****Recommending adjustment to 1.5 PRIDE/23.5 Total**



Graduation Requirements

Class of 2024

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (.5)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)

47

****Recommending adjustment to 1.5 PRIDE/23.5 Total**



Graduation Requirements

Summary

Classes of 2021 & 2022:

Recommending adjustment to

4.5 Elective/22.5 Total

Classes of 2023 & 2024:

Recommending adjustment to

1.5 PRIDE/23.5 Total



Graduation Requirements

SPRING 2020 MME Canceled

- ✓ Make up was optional since in-person
- ✓ Recommend waiving requirement for Class of 2021
- ✓ Recommend waiving requirement if 2021 MME canceled for Class of 2022



Next Steps...

- ✓ For BOE Consideration (Jan/Feb)
- ✓ See you next month for final approval!

Meanwhile...

Scheduling for next school year will begin.

2021-22

Program of Studies



Waverly High School

**160 Snow Road
Lansing, MI 48917
(517) 323-3831**

Administration

Christopher Huff, Principal
Dr. Dan Kemsley, Asst. Principal
Tony Terranova, Asst. Principal
Scott Castele, Athletic Director

Guidance/Counseling Staff

Stephanie Brokstad
Tonya Droessler
Kristen Gazley



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Waverly High School Program of Studies

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals

The Academic/Career Plan

All high school students in Waverly Community Schools are to determine a career path and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, are integrated with a variety of career exploration opportunities. Career speakers, research projects, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals.

The Waverly High School counseling program continues to offer career exploration opportunities through a career path focus. The counseling office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post-secondary connection in their chosen path.

During each of their high school years, students meet with school staff to review their academic experience, and to discuss their educational plans. The school counselor, administrators, college adviser and teachers are available to assist students as they explore options and make program decisions.



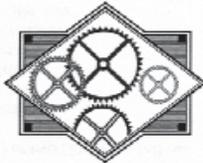
Arts & Communications



Business, Management, Marketing & Technology



Human Services



Engineering, Manufacturing & Industrial Technology



Health Sciences



Natural Resources

Career Paths

The Waverly High School program of studies is designed to offer students a path to success. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Career Path Partnership

The Waverly Community Schools career readiness approach represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Wilson Talent Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

The Waverly Community Schools are committed to a quality instructional program. We are proud of our schools, our teachers, and most of all our students. We wish for all students' success during their high school careers and beyond.

The Career Paths

Arts and Communications

The fine arts and communications path will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

Business, Management, Marketing, and Technology

The business services technology path is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Engineering/Manufacturing and Industrial Technology

The engineering and industrial path is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Health Sciences

The health science path is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Human Services

The human services path is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Natural Resources and Agri-Science

The natural resources and agri-science path is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Graduation Requirements

In accordance with WCS Board Policy 5460

Classes of 2020, 2021, & 2022	Classes of 2023 and beyond
<p>23 Credits required for Graduation *</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 5 from Elective offerings (including PRIDE) ✓ Take Michigan Merit Exam** 	<p>24 Credits required for Graduation *</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 4 from Elective offerings ✓ 2 from PRIDE Period ✓ Take Michigan Merit Exam**

The Michigan Merit Curriculum- 18 Credits

The Michigan Merit Curriculum (MMC) requires students to obtain a minimum of 18 credits for graduation. The MMC allows students to meet some requirements using alternative instructional delivery methods such as alternative course work. Those modifications are stated below. In addition, a **Personal Curriculum** may be requested for further modification to these requirements, and students who are successful in earning 77% on a comprehensive course exam (Test-Out) shall be awarded credit for that course. All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education, and may be acquired through the Career and Technical Education program, and integrated courses.

ENGLISH LANGUAGE ARTS 4 Credits

English Language Arts 9 English Language Arts 10	English Language Arts 11 English Language Arts 12
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MODIFICATIONS:

-only available to students with IEPs

MATHEMATICS 4 Credits

Algebra I Geometry	Algebra II One math course in final year of high school
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MODIFICATIONS:

-1 credit may be condensed into a ½ credit if all state standards are met in that ½ credit (allowing for 3.5 years of math)

-additional modifications available to students with IEPs

SCIENCE 3 Credits

Biology One additional science credit	Physics or Chemistry
--	----------------------

MODIFICATIONS:

-substitute CTE credit for 3rd credit of Science after the first two have been earned

-additional modifications available to students with IEPs

SOCIAL STUDIES 3 Credits

US History/Geography .5 Credit in Government	World History/Geography .5 Credit in Economics
---	---

MODIFICATIONS:

-1 credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Languages, or CTE. Government may not be exchanged.

-additional modifications available to students with IEPs

PHYSICAL EDUCATION & HEALTH (.5 Credits each) 1 Credit

MODIFICATIONS:

-½ PE credit may be earned through participation in district-approved extra-curricular activities that involve physical activity
-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.
-additional modifications available to students with IEPs

VISUAL, PERFORMING AND APPLIED ARTS **1 Credit**

MODIFICATIONS:
-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.
-additional modifications available to students with IEPs

LANGUAGE OTHER THAN ENGLISH **2 Credits**

Spanish **French** **American Sign Language**

In grades 9-12; OR an equivalent learning experience in grades K-12

MODIFICATIONS:
*-1 credit can be exchanged for additional credits in a **career** technical education program or an additional visual, performing and applied arts credit*
-additional modifications available to students with IEPs

ONLINE LEARNING EXPERIENCE Course or integrated into the students' learning experience

Elective Offerings– 5 or 4 Credits*

In addition to the Michigan Merit Curriculum, Waverly Community Schools seeks to offer students a well-rounded educational experience and prompt students to explore areas of interest. A variety of elective credits are available from each curricular department at WHS. **Credit for PRIDE shall be included as an Elective Credit for the classes of 2020, 2021, and 2022.**

Class of ~~2020, 2021, & 2022~~: must earn 5 Elective Credits (including PRIDE) *
Class of 2023 and beyond: must earn 4 Elective Credits (not including PRIDE)

PRIDE Period – 2 Credits (Class of 2023 and beyond)*

PRIDE Period provides students the opportunity to pursue academic opportunities for support, acceleration, and enrichment. Beginning with the 2019-2020 school year PRIDE shall be a quarter-credit class per semester. **Students in the classes of 2023 and beyond must earn 2 PRIDE credits.** If credit is not earned for PRIDE Period, a student may exchange a successfully completed Elective course to meet this requirement.

*** DUE TO THE COVID-19 PANDEMIC AND REMOTE LEARNING DURING THE 2020-2021 SCHOOL YEAR PRIDE PERIOD WAS NOT OFFERED.**

- ✓ The Class of 2022 must have earned 4.5 Elective Credits and 22.5 Credits overall
- ✓ The Classes of 2023 and 2024 must have earned 1.5 PRIDE Credits and 23.5 Credits overall

**** DUE TO THE COVID-19 PANDEMIC THE SPRING 2020 MICHIGAN MERIT EXAM WAS CANCELED.**

- ✓ The MME requirement is waived for the Class of 2021
- ✓ If Spring 2021 MME is also cancelled the MME requirement will also be waived for the Class of 2022

Testing Out: Michigan Law for Testing Out of Courses

According to 380.1278(a) (4) (a) of the Michigan School Code, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State or on the assessment developed or selected for the subject area by the State or if the student earns a qualifying score as determined by the District on one of more assessments developed or selected by the school district that measures a students' understanding for the subject area content expectations or guidelines that apply to the credit. A qualifying score shall be 77% or greater on the assessment and/or performance task developed by the department to measure the cumulative standards of the course. Students requesting the opportunity to test-out must make their request by June 1st. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

Personal Curriculum

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). PC's are most appropriate for students desiring advancement or specialized content, students with IEP's, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student's post-secondary goals. PC's must be aligned to the student's EDP and career goals. Additionally, a PC assists students who need to individualize the requirements of the MMC in accordance to their IEP.

Requesting a Personal Curriculum

1. Initiation: parents/legal guardians, emancipated students, or school personnel may initiate a PC by contacting the student's counselor or special education case load manager
2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student. The PC request is presented to team members for review and approval.
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP.
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

Personal Curriculum Modifications

Please visit this link for the latest information regarding PC modifications:

http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf

Course Descriptions

Art Education

Art Department Objectives

To help each student understand the creative process.

1. To help each student develop technical competence with visual art materials.
2. To give each student a sound foundation in the elements and principles of design.
3. To help each student develop his/her expressiveness to the extent of his/her ability.
4. To help each student understand the place of visual arts in our society and world culture.

Art 1

Elective 1 Semester

Art 1 is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques.

Drawing practice and skills building are incorporated into each task as knowledge and competence in this area is essential in the planning and execution of each assignment.

Art 2-D

Elective 1 Semester

Recommended: *Art-1 or Department Approval*

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art 1, while connecting art to aspects of artists and cultures. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements of design with a concentration in the use of many two-dimensional materials: pencils, charcoal, pen and ink, paper, paint, etc.

Art 3-D

Elective 1 Semester

Recommended: *Art-1, or Department Approval*

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art 1. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper mache', metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

Art-Advanced

Elective 1 Semester

Recommended: *Art-1 and one of the following-Art 2-D, Art 3-D, Photography (min. B-) and Department Approval*

Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art 1, Art 2-D, and Art 3-D, and photography. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

Art History

Elective 1 Semester

Prerequisite: Art-1., Art 2D/3D

Students will understand the visual arts in relation to art history and cultures. Students will apply their skills they learned in Art 1, Art 2D/3D to engage in the process of creating a variety of art forms with various media while connecting their art to aspects of historical art styles and movements.

Art-Portfolio

Elective 1 Semester

Recommended: Art-Advanced, (min. B-) and Department Approval

Art-Portfolio is a course for the serious art student that intends to pursue a career in the field of art. The student artist will discuss, design, and develop a plan for the semester with the instructor. Students will be required to enter a number of competitions. All work handed in must be "exhibit ready."

Art-Portfolio may be repeated for full credit with departmental approval.

Photography

Elective 1 Semester

Recommended: 11th & 12 Grade

This course is designed to educate students on operation and techniques of a camera. Students will study composition, lighting, and thematic development of imagery. Students experiment with alternative methods of photography, such as pinhole cameras, digital negatives, and photo editing. It is recommended that each student have access to a digital camera.

Career and Technical Education

Accounting 1

Elective 1 Semester

This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship. ***This course qualifies as a 4th year math credit option**

Accounting 2

Elective 1 Semester

Recommended: Accounting 1

This course expands upon already established principles of Accounting 1. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

***This course qualifies as a 4th year math credit option**

Personal Finance 1 & 2

Elective 1 Semester

Recommended: 10th-12th Grade or Algebra I Credit

These courses focus on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, purchasing cars and houses, leasing cars, renting apartments and houses, healthcare, budgeting, taxation, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included. Personal Finance 1 will be first semester, Personal Finance 2 will be second semester. Students may take Personal Finance 2 without taking Personal Finance 1

***This course qualifies as a 4th year math credit option**

Computer Science 1

Elective 1 Semester

Based on the “Computer Science Discoveries” curriculum from Code.org, Computer Science 1 takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

****This course qualifies as a 4th year math credit option***

Computer Science 2

Elective 1 Semester

Recommended: Computer Science 1 or Instructor Approval

Based on the “Computer Science Principles” curriculum from Code.org, Computer Science 2 introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computer Science 2 complements Computer Science 1 with a deeper focus on concepts such as how the internet works and the societal impacts of computer science. The course works for beginners and students with experience in our other courses.

****This course qualifies as a 4th year math credit option***

Advanced Placement Computer Science

Elective 1 Year

Recommended: Computer Science 1 & 2 or Instructor Approval

This course introduces foundational concepts of computer science and explores computing’s impact on the world. It focuses on creative problem solving and real-world applications. The course teaches use of computational tools to analyze and develop computational artifacts and computational thinking practices including abstraction, collaborative problem solving, and communication. This course is designed to support student preparation of the project required to be submitted to the College Board and prepares them for the end of the year exam.

****This course qualifies as a 4th year math credit option***

Computer Media

Elective 1 Semester

Recommended: Grades 10th-12th

This course is an introduction to the integration of text, graphics, animation, sound, and video under the control of the computer. The emphasis will be student designed media productions applicable to course work, teacher projects, and out-of-school projects. Group, team, and individual projects will be required.

Broadcasting

Elective 1 Semester

Recommended: Digital Film Making and Instructor Approval

Students may enroll in this course as a continuation of Digital Film Making and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Digital Film Making.

Digital Filmmaking

Elective 1 Semester

Students will gain and understanding of the filmmaking process from conceiving the film idea to showing the final product. Initially, students will learn the basic grammar of film and the conventions of media writing. Students, individually and collaboratively, will learn how to write, story board, and plan various digital narratives, from commercials to short narrative films. The course will consist of 5-6 projects all progressive leading up to a final semester project, the full production of a narrative film.

Leadership

Elective 1 Semester

Recommended: Grades 11th or 12th

The students in this course will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

LINKS/Peer to Peer

Elective 1 Semester

Prerequisite: Approval from school administration. Students must fill out an application and complete an interview to be considered.

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers. The program is designed for high school aged students interested in learning about students with special needs, and about individual students within Waverly High School. The students work together in an integrated, positive fashion, to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Peer to Peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied learning in a non-traditional manner. This course may be taken as a .5 semester course, and may be taken every year/semester as approved by school administration and staff.

Work Experience

Elective 1 Semester

This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway/choice goals and your current job.

Student Requirements:

- Updated Educational Development Plan (EDP) with career goals indicated.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

Online Learning/Late Arrival/Early Dismissal

Elective 1 Semester

Online Learning gives students the opportunity to take classes that they cannot access through traditional enrollment. Students will be enrolled into courses approved by the Michigan Department of Education. A listing of these courses can be found at www.michiganvirtual.org. Instruction and assessment is delivered by the online instructor, and WHS staff monitor the student's progress through the course.

English

English Lab

Elective 1 Year

Recommended: Department Approval

This course is designed for students who are reading below grade level. Students in this course focus on both fiction and non-fiction reading as they study vocabulary, reading and comprehension strategies, and fluency exercises. Students are progress monitored throughout the course to assess their growth or areas of needed focus.

English 9 Lit & Comp

1 Year

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. This year-long course presents literature in thematic units and includes novels, short stories, poetry, plays, and essays. The yearlong theme, "Life is a series of transitions involving growth and change," acts as an umbrella over the semester and quarter themes. The writing framework, which is tied in with the literature, provides students with many different writing experiences that include personal writing, subject writing, reflective writing, creative writing, and academic writing. Paragraph construction and full paper development will be emphasized. Speech and listening activities are integrated into thematic units. Many different speech activities will be included such as impromptu, presentations, and formal speeches.

Honors English 9 Lit & Comp

1 Year

Recommended: Placement Test and Department Approval

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long course functions on

the same framework as English 9 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 10 Lit & Comp

1 Year

Recommended: English 9

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, "The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group." Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature. Speech and listening activities are integrated into the units. Students will also do several formal speeches.

Honors English 10 Lit & Comp

1 Year

Recommended: English 9 and Department Approval

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long class functions on the same framework as English 10 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

Honors English 11 - Classical Literature

1 Year

Recommended: English 9 and English 10

This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

English 11 - Modern Literature

1 Year

Recommended: English 9 and English 10

This year-long course focuses on modern literature (1950 to the present) and its relationship to social and political issues. Unit themes include modern lit heroes, science fiction, fantasy, and protest movements: Vietnam and feminism. The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions and oral presentations.

English 11 - World Literature

1 Year

Recommended: English 9 and English 10

This year-long course integrates reading, writing, listening, and speaking. The literature will include different genres (both contemporary and classical) that focus on the themes "Heroes" and "Observing Human Inhumanity." The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions, oral presentations, and performance of literature.

English 12

1 Year

Recommended: English 9, 10 and 11

This course will present diverse literature and will include novels, short stories, poetry, plays, essays, and other non-fiction. This course will cover a wide range of writing tasks, including essays of various types, as well as some creative and reflective writing. Students who take this course will also benefit from a review of the

English grammar and conventions that were covered in English 9, 10, and 11. Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to their reading. The writing framework will provide students with many different writing strategies and experiences that will allow them to use the writing process. Full essay development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided in the following areas: sentence structure, punctuation, subject-verb agreement, pronoun-antecedent agreement, verb tense, modifiers, paragraphing, revising, and editing.

Honors English 12

1 Year

Recommended: English 9, 10 and 11

Honors English 12 will offer some of the best reading available today. The list includes classics like Fitzgerald's *The Great Gatsby* and William's *A Streetcar Named Desire*. The course will focus on several different genres, including novels, biographies, dramas, short stories, essays, and poetry. Seniors will respond to, discuss, analyze, and write about the literature they read with a quality that can be considered consistent with a graduating senior. College Prep English 12 is also designed to prepare students for the type of writing they will be expected to do in college classes. During the semester, they will write a variety of expository papers (all 3 to 7 pages long), including persuasive essays, research papers, and literary analyses. Students will also be writing in class essays and updating their academic/professional portfolios.

Advanced Placement (AP) English

1 Year

Recommended: English 9, 10, 11 and Department Approval

Advanced Placement English has a two-fold purpose; to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college course. If students pass the national AP English Exam, they may earn college credit. The learning for this class begins in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students' eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

Advanced Oral Communication

Elective 1 Semester

Recommended: English 10

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

Literature Through Film

Elective 1 Semester

This course is designed for students who have an interest in the art of story-telling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

Creative Writing

Elective 1 Semester

This course is designed to encourage students to communicate through writing. Like music and painting, creative writing can be a tremendous source of personal satisfaction to those who will practice its use. Here, students are familiarized with some of the basic types of writing, such as short stories, essays, and poems. They also analyze some of the component parts of writing such as local color, character sketches, figures of speech, and plot outlines.

Conspiracy Theories in History and Literature

Elective 1 Semester

~~This course will examine conspiracy theories throughout history, including, but not limited to, the JFK Assassination, Area 51, the Lincoln Assassination, the 9/11 World Trade Center attack, and those contained in the novel The DaVinci Code. Students will read and analyze these theories and either de-bunk or confirm them. Students will regularly be asked to respond in writing to clarify their thoughts and ideas and will also work in groups to discover new theories and to offer explanations for them with the use of presentation software.~~

Writing for Publication- Yearbook

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

This year long course will focus on the computer design and layout of Waverly's Iliad. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours will be required beyond class time to produce this publication. This course may be repeated for credit as a student moves up the editorial ladder.

Writing for Publication- Newspaper

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's Pleiad. Students will become part of a teamwork approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

Eastern Literature and Application Lab

Elective 1 Semester

~~This course is designed to combine literature, journaling, and movement in order to introduce the rich history of the yogic tradition, promote vibrant physical and mental health, and connect students to mindfulness practices which will serve them far beyond the mat. Using various texts, students will study the philosophy and history of yoga and will keep an interactive notebook to record key concepts as well as their individual experiences. The aim of this course is to introduce students, safely and ethically, to the basic postures, breathing techniques, relaxation methods, and benefits of yoga and meditation. Through the learning lab, students will begin to incorporate movement in order to experience the benefits of yoga and tuning in to the breath.~~

Life Management

Cooking for Singles

Elective 1 Semester

~~This is a course designed to help students plan and prepare quick dishes with emphasis on acquiring basic skills in cooking/baking. Various cuisines such as Mexican, Italian, and Oriental will be studied.~~

Creative Cooking

Elective 1 Semester

~~This course is designed to challenge students cooking/baking skills with emphasis on appearance and flavor. A majority of the class will consist of students developing their own recipes.~~

Recommended: Grades 11th or 12th

~~Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.~~

Mathematics

Math Lab

Elective 1 Year

This course is designed to support students in developing and enhancing their math ability. The instructional focus emphasizes a tutorial approach, with students gaining the opportunity to remediate skills, sharpen test-taking strategies for the SAT, and focus on problem-solving strategies. Instruction is tailored to the needs of individual students as it relates to the standards of Algebra and Geometry.

Algebra I

1 Year

Recommended: Placement, Pre-Algebra

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

Geometry

1 Year

Recommended: Applied Geometry or Algebra I

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting to geometry state and national core objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Basic Algebra II or Algebra II the following year. Those students who receive an A or B may choose to take Honors Algebra II.

Honors Geometry

1 Year

Recommended: Placement, Algebra I

This course is designed for the college bound student who ranks high in mathematical proficiency. Basic skills are reviewed and extended with new concepts being developed. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. Those students who complete this course successfully may choose to take Honors Algebra II.

Intermediate Algebra II

1 Year

Recommended: Algebra I and Geometry

This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and integrated with previously taught Algebraic concepts. Among the topics included are functions, geometric figures, transforming graphs, vectors, statistics, and logic.

Honors Algebra II

1 Year

Recommended: Geometry

This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical system, with some proof included. Other topics developed will be functions, function

transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems of equations.

Algebra II with Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II

This course is designed for the college bound student who has average or above average achievement in Algebra II. The course is divided into two main parts: (1) trigonometry and (2) survey of higher mathematics. Trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle. Many properties are discussed as well as logarithms, equations, identities, and graphs. The survey section deals with a variety of topics, including special theorems, polynomials, coordinate geometry, and conic sections.

Pre-Calculus

1 Year

Recommended: Honors Algebra II or Algebra II

This course is an extension of Honors Algebra II and is intended for those who are college bound and possess a strong background in mathematics. This course contains five main units; trigonometry, special theorems, and functions, polynomials, analytical geometry and preview of calculus.

Advanced Placement (AP) Calculus

1 Year

Recommended: Trigonometry

AP Calculus is a course in elementary functions, differential calculus, and integral calculus. The course will deal with the properties and limits of algebraic, trigonometric, exponential, and logarithmic functions. The study of differential calculus will include anti-derivative, application of anti-derivative, techniques of integration, the definite integral, and applications of the integral.

Advanced Placement (AP) Statistics

1 Year

Recommended: Honors Algebra II or Algebra II

This year-long course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It's intended for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning ability. The main conceptual themes are exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study). Anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Students are expected to take the Advanced Placement exam in May. Successful completion of this exam may result in a credit for a one-semester introductory college statistics course.

Discrete Mathematics

Elective 1 Year

Recommended: Algebra II

Discrete mathematics is a course designed to follow Algebra II or Trigonometry. The goal of this course is to offer a broad overview of all the discrete mathematics topics as outlined by the state and national (MCTM & NCTM) standards. Discrete Mathematics introduces the six unifying themes for a discrete math course as specified by NCTM; modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction. The course contains numerous examples of social and political relevance using technology, charts, graphs, photos, and actual newspaper clippings.

Statistics

Elective 1 Year

Prerequisite: Intermediate Algebra II or higher

The purpose of the Probability and Statistics Curriculum is to encourage student awareness of the importance of mathematics in the modern world. This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The course will cover basic statistical concepts that will prepare the student to take a college-level statistics course in the future. Students will explore and analyze data by observing patterns or the absence of patterns, interpret information from graphical and tabular displays, apply appropriate statistical models to infer information from data, and learn to use technology in solving statistical problems.

Stock Market Math 1 & 2

Elective 1 Semester

Stock Market Math will focus on the basics of how the Stock Market works and give student an opportunity to strengthen their math skills using real-world scenarios. Students will measure the rise and fall of the market, analyze industry trends, and learn how to read and create balance sheets. Stock Market Math 1 will provide the back ground knowledge needed to be an effective investor. Stock Market Math 2 will include an investment simulation.

Music

Images (SSA)

Elective 1 Year

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of both serious and popular music. Students will perform in various concerts and festivals during the day and evening as a part of the requirement of the class. This course will be all treble voices. Students may participate in Solo and Ensemble Festival.

Visions (SATB)

Elective 1 Year

Prerequisite: Audition or approval of director.

Visions is an intermediate choir, offering the extension of basic musicianship that members will have acquired previously. Continued work on vocal production and sight-singing, and increased difficulty of repertoire will differentiate Visions from Images. All students will be required to perform in an evening concert each marking period and choral festival once or twice during the school day. Members of Visions will be encouraged to participate in Solo and Ensemble Festival.

Honors Chorale: Reflections

Elective 1 Year

Prerequisite: Audition, Minimum 1 year of Images and/or Visions, Juniors and Seniors only

This course is designed for the advanced vocal student who has learned the fundamentals of proper voice and tone production. Literature is advanced and ranges from baroque to pop. This class performs about 30 or 40 times a year and some dancing is required. This choir participates in local and state festivals. A strong background of music theory is needed. Course work consists of regular rehearsals, rehearsals outside of class time; attendance at concerts and festivals. The course of study includes technical development, music theory, history, and appreciation, of many musical styles. Further development of chamber music skills will be stressed. Students are expected to perform at Solo and Ensemble Festival.

Concert Orchestra

Elective 1 Year

Prerequisite: Audition

Concert Orchestra is a course designed for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in orchestra festivals, concerts, and other performances that may arise for this ensemble. Membership is open to high school orchestra students by successful completion of eighth grade orchestra and/or recommendation of the director. Except for string bass players, students are expected to own their own instruments.

Festival Orchestra

Elective 1 Year

Prerequisite: Audition

Festival Orchestra is a course designed for advanced instrumental music students. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in orchestra festivals, concerts, solo and ensemble, sectionals, pit orchestra, and other performances that might arise for this ensemble. Except for string bass players, students are expected to own their own instruments.

Concert Band

Elective 1 Year

Prerequisite: Audition

This is a course for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in band festivals, concerts, marching band (and band camp), and pep bands. Other performance opportunities include jazz band, solo and orchestra. Membership is open to high school band students by successful completion of eighth grade band and/or recommendation of the director. Except for a few of the larger instruments, students are expected to provide their own instruments.

Symphonic Band

Elective 1 Year

Prerequisite: Audition

This is a course for the advanced instrumental music student. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in band festivals, concerts, solo and ensemble festival, sectionals, marching band (and band camp), and pep bands. In addition, the top seats in each section perform in the Orchestra for honors credit. Other performance opportunities include jazz band and pit orchestra. Except for a few of the larger instruments, students are expected to provide their own instruments.

Jazz Band

Elective 1 Year

Prerequisite: Audition

This course is open to students who play an instrument in the standard jazz band instrumentation; saxophone, trumpet, trombone, guitar, piano, drum set, bass. Students will learn to perform music from the jazz/swing idiom and will learn the basics of improvisation. Students will be expected to participate in all scheduled concerts, festivals, and civic events. Advanced members of the ensemble may be selected to participate in Jazz Combo. Concurrent enrollment in band required for wind and percussion players; band, orchestra or choir for guitar, bass, or piano players.

Songwriting

Elective 1 Semester

Students taking this class will learn and practice the art of writing songs of any and all genres. Students must have a way to accompany themselves for the songs they write. Students will analyze songs and use their analysis to aid in their own songwriting. Songwriting involves writing lyrics, melodies, harmonies, and arranging. Each week students will share their progress with the class, and will keep a journal about their songwriting process. Throughout the semester, students will learn how to collaborate with musicians, produce their songs, and will learn about the business of music, such as how to publish, promote, and protect their creative works. An informal class performance will conclude the semester

Physical Education

The Physical Education program is designed to expose students to a wide range of activities, give students alternatives within those activities, and let students decide what they want to take within those alternatives. The Physical Education Department feels that physical education can contribute to a student's growth in many ways. These are: learning to work with and help others, enjoy physical activity and learn skills for their leisure time, aid in development and growth of the body and physical coordination, learn to work independently, learn a respect for others rights, and learn to take responsibility for their own actions. There are many ways that growth and learning in these areas can be encouraged and allowed. Some of the opportunities we present students with are; a chance for active participation, chances to make decisions, independent work time, working in small and large groups, setting their own goals, talking about seeing and thinking how their actions can detract from or enhance the class and class members, planning class activities, setting up and dismantling equipment. Physical fitness as well as proper nutrition is emphasized in each of our offerings. Included in the content are Physical Activities (i.e. individual, team, and water activities) and units in Physical Fitness, Nutrition, Reproductive Health, Disease, Safety/Accident Prevention, First Aid, and Substance Abuse Education.

General Physical Education

Required 1 Semester

This is a beginning course in physical education. The emphasis is on lifetime activities including both fitness and sports. Fitness activities focus on strength, cardiovascular endurance, flexibility and agility. Sports activities include individual and team aspects.

Health Education

Required 1 Semester

This course is designed to combine comprehensive health education with the practice of skills and activities necessary for good communication, making responsible decisions about managing one's body functions to promote a better quality of life, and appreciation of health as it affects one physically, emotionally, intellectually, and socially.

Personal Conditioning

Elective 1 Semester

Recommended: General Physical Education

This course is designed to introduce students to a variety of weight and aerobic exercises. Students will participate in an instructor-led circuit weight training program three days a week. The other two days will consist of a running/flexibility program, and team sports. The course will stress proper technique and the benefits of an aerobic/resistance program. Students will leave with the understanding of the value of an exercise program to their lifelong health.

Team Sports

Elective 1 Semester

Recommended: General Physical Education

This is a semester course where the student has the opportunity to participate in a variety of team games and fitness activities. Techniques in skills and strategies will be developed along with the rules. In addition, the positive effects of proper nutrition combined with a good exercise program will be stressed.

Movement Fundamentals

Elective 1 Semester

A course to develop coordination, strength, endurance, and movement fundamentals. Physical fitness through aerobics, Zumba, cardio circuits, yoga, stretching, class games, and gymnastic skills will be stressed. In addition, the positive effects of proper nutrition combined with an appropriate exercise program will be emphasized. **This class covers the Michigan Merit Curriculum Standards and may be used toward a student's Physical Education graduation requirement.**

Unified Physical Education

Elective 1 Semester

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified is a gateway for further participation in Special Olympics programs and events. Unified integrates physical activity, fitness, sports, health, wellness, nutrition and student leadership into the class and broader school community.

Advanced Personal Conditioning

Elective 1 Semester

Prerequisite: PE and Health Education. This course is open for male and female athletes. Non-athletes are welcome in to the class upon approval of instructor and counselor, should numbers allow.

This is an intense course designed to meet the needs of the serious athlete. This course will provide each individual with programs that will develop significant strength gains while improving individual's cardiovascular level as well. Discussion regarding proper nutrition, rest and dietary supplements will be addressed as well as the dangers associated with the use of illegal muscle enhancing drugs. Monthly testing in the areas of strength, vertical jump, speed and agility will be recorded and evaluated. Form running in addition to advanced running techniques will be taught as part the speed development unit. Responsibility to scholastic achievement, leadership, sportsmanship and career direction are also critical aspects of course content. Student/athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school.

Science

Physical Science (Physics/Chemistry)

1 Year

Grade Level: 9th

Prerequisite: Concurrently enrolled in Algebra 1

The Physical Science content of the course is selected to meet state science standards, to prepare students for the state proficiency test, and to provide the basic content knowledge that will be built upon in more advanced science courses in high school. This course will cover basic concepts in physics, chemistry, and earth science, along with an investigation of the nature of science and the problem solving approach of engineering. It specifically includes: patterns among chemical elements; chemical bonding and reactions; nuclear chemistry; motion and forces; energy; electromagnetic waves; and electricity.

Biology with Earth Science

1 Year

Grade Level: 10th

Prerequisite: Adequate progress in Physical Science

This class is aligned with the State of Michigan Next Generation Science Standards for Biology. In addition to an introduction to scientific instruments and methods, the course includes such topics as cellular biology, biochemistry, genetics, evolution, ecology, physiology and significant laboratory work. This class will also draw connections to basic Earth systems.

Earth, Atmosphere, and Space Science

1 Year

Grade Level: 11th

Prerequisite: Adequate progress in Biology

This class is aligned with the State of Michigan Next Generation Science Standards for EARTH SCIENCE in Physics and Chemistry. This class is ONLY for students who do NOT plan to take Physics and/or Chemistry but are still required the opportunity to master these standards.

Chemistry with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. In addition to an introduction to scientific instruments and methods, the course includes the structure of matter, chemical bonding, chemical reactions, and acids and bases. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as $D = m/V$ for any of the variables. This class will also draw connections to basic Earth systems.

Honors Chemistry

1 Year

Grade Level: 9th – ONLY if concurrently in Geometry; 10th or 11th

Prerequisite: Demonstrated competency in Biology AND Algebra 1 AND Teacher Recommendation

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. The course is designed for the college bound student that is interested in a rigorous, fast paced, accelerated, and challenging course. **This course is a requirement for students who plan to take an AP science course.**

Physics with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Physics. This course is an introduction to the concepts of Physics through examples, laboratory experiences, and demonstrations. Topics include motion, energy, fluids, gravity, light, sound, electricity, magnetism, and others. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve

equations such as $F = ma$ for any of the variables. This class will also draw connections to basic Earth systems.

Honors Physics

1 Year

Grade Level: 11th or 12th

Prerequisite: Demonstrated competency in Honors Chemistry, competency or concurrently enrolled in Algebra 2 with Trigonometry.

Honors Physics is a course for mathematically capable students interested in the details of the physical world around them. Like our Physics course, this is a broad survey of the physical world, but the emphasis is placed on calculation and problem solving. It includes a study of classical mechanics, energy, the behavior of solids and fluids, waves, sound, electricity and magnetism, circuitry (primarily DC and digital), light, and optics. Also included are such 20th century theories as Big Bang cosmology, Einstein's relativity theories, and a brief introduction to quantum mechanics. Those students interested in taking the AP Physics exam will be prepared to do so, but will need to do some additional study. ***This course qualifies as a 4th year math credit option.**

Advanced Placement (AP) Chemistry

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and concurrently in Algebra II

This course is designed to be the equivalent of a university level first-year general chemistry course. Students should attain an understanding of fundamental chemical principles and a competence in dealing with chemical problems. This course should contribute to the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. The student will be encouraged, but not required, to take the Advanced Placement examination in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college chemistry. The student may be placed in an advanced course upon entering college.

Advanced Placement (AP) Biology

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and/or Physics

This course is designed to be the equivalent of a university level first-year general biology course. The student will be encouraged, but not required, to take the Advanced Placement exam in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college biology. The student may be placed in an advanced course upon entering college.

Principles of Geology and Meteorology

Elective 1 Year

Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry and/or Physics

The content of this course will emphasize the following concepts: Human Interaction with the Geosphere; Basic Principles of Geology; Mineral/Rock forming processes; Earth's Internal Structure; Seismology; Plate Tectonics; Volcanology; Geologic Formations and The Geologic Time Scale; Atmospheric heat transfer; Severe weather; Cloud formation; Adiabatic cooling and adiabatic temperature changes; Thermodynamics; Carbon cycle; Fluid Dynamics; El Nino and La Nina; Seawater density and salinity; Oceanic currents and layering; and Climate change. The student with a strong interest in these subjects or in exploring careers in one of the earth sciences, as well as students who wants to broaden their science education should consider this course.

Human Anatomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This course looks at the basic biological concepts of structure and function of the human body. A look into the body systems, such as cardiovascular, respiratory nervous, digestive, muscular and skeletal, integumentary, immune, urinary, reproductive, and endocrine will be explored.

Environmental Science

Elective 1 Semester

Grade Level: 11th or 12

Prerequisite: Chemistry and/or Physics

This course is an intensive study into the interdisciplinary field of the study called environmental science. The goal in this course is to integrate the concepts of ecology and geology to come to an understanding of the natural world and the forces that affect it. Topics will also include a study of resource use and alternative energy development, both locally and globally, climate, oceanography and atmosphere and how they influence the environment.

Astronomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This is a rigorous course in descriptive astronomy. An overview of the field of astronomy will be presented and the basic principles of specialized topics such as measurement techniques, evolution and properties of stars, and the theories of the origin and organization of the universe. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Earth Science/Astronomy, including using, constructing, and reflecting on scientific knowledge.

Botany (with Ethnobotany Emphasis)

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course will also introduce students to the origins of many of the plants and plant products that are an important part of everyday life, and the ways that the development of different cultures has been influenced by plants throughout history. Topics covered include basic plant morphology, origins of major agricultural crops, economically important plant products, and medicinal and poisonous plants.

Introduction to Robotics

Elective 1 Semester

Grade Level: 11th or 12th

This course will focus on the basics of robotics and technology. Students will work in teams to design, construct, and program robots to complete in assigned tasks. Basic design skills, construction techniques, and programming are helpful but not required.

Introduction to Engineering

Elective 1 Semester

Grade Level: 10th, 11th or 12th

Introduction to Engineering is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communications methods, global and human impacts, engineering standards, engineering careers, and technical documentation. Introduction to Engineering gives students the opportunity to develop skills and an understanding of course concepts through project and problem-based learning.

Social Studies

U.S. History/Geography

1 Year

Recommended: Department Recommendation

U.S. History/Geography is a survey of 20th century U.S. History as an academic focus and the continued building of reading, writing, research and oral presentations skills will both be emphasized. Reading materials in this course will be at the high school level.

Honors U.S. History/Geography

1 Year

Prerequisite: Department Approval and 9th Grade standing

Honors U.S. History/Geography is a survey of 20th century U.S. History. Reading materials in this class will be above grade level. This rigorous course is targeted toward students who have the skills to pursue Advanced Placement options.

World History/Geography

1 Year

Recommended: One semester of U.S. History/Geography

World History/Geography is a survey of topics in world history and geography starting with the rise of Islam in 600 AD. World History/Geography will have an academic focus and continued building of reading, writing, research, and oral communication skills will be emphasized. Reading material will be at the high school level.

Honors World History/Geography

1 Year

Recommended: One semester of U.S. History/Geography

Honors World History/Geography is a rigorous survey of topics in world history starting with the rise of Islam in 600 AD with an emphasis on the use of primary documents, above grade level reading materials and the production of quality research papers and projects. Content knowledge will be the main focus of this course.

US Government

1 Semester

Recommended: U.S. History/Geography and at least one Semester of World History/ Geography

Government is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities.

Honors Government

1 Semester

Recommended: U.S. History/Geography, and at least one Semester of World History/Geography

Honors Government is a course designed for students in the 11th grade. The goal of the government course is for student to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities. This course will require advanced reading, writing, discussion and critical thinking skills.

Economics

1 Semester

Recommended: U.S. History/Geography and World History/Geography

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources.

Honors Economics

1 Semester

Prerequisite: U.S. History/Geography, World History /Geography

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources. This course is targeted toward students who are reading or have math skills at or above grade level.

Advanced Placement (AP) U.S. History

Elective 1 Year

Grade Level: 11th or 12th

Recommended: Honors U.S. History/Geography

Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well prepared students. It will appeal to students who have either a passion for the study of history or academically accelerated students who seek the challenge of an advanced placement course in U.S. History.

History of Your Life: 21st Century History

Elective 1 Semester

Recommended: Grade 9, 10

Welcome to the 21st Century! This course will supplement the curriculum of the required US and World History classes are limited in due to time constraints. The course will start by laying the ground work for study of history with a unit on historiography. Students will then delve into the 21st Century studying historical, political, economic, and cultural (including pop culture and music) events and trends. During this course, the students will study the basics of oral history and students will collect historical perspectives by conducting interviews with people who were primary resources to the history they are studying. Finally, students will produce a multi-media capstone project which will be an investigation that integrates historiography and oral history into a topic of their choosing.

History Through Film (US and World)

Elective 1 Semester

Recommended: Grade 9, 10

In this elective course geared toward younger students, the class will examine history through the lens of a camera. In an 18 week semester, students will learn the history behind, view, and analyze history as presented in 8-10 films. Students will learn how to watch film from a historian's perspective, analyze the content of each film for its historical accuracy and examine the historical context that surrounds each film. Students will complete a capstone project in lieu of a final exam where they will select three films to watch on their own and apply the critical viewing skills they have acquired.

Global Studies

Elective 1 Semester

Recommended: Completion of U. S. History and World History

Global studies employs 21st century learning methods to increase the global competence of the learners. Students choose globally focused topics of personal interest to pursue, work in collaborative groups to examine issues from a variety of perspectives and plan and implement school wide global learning events.

Race and Ethnic Studies of US History

Elective 1 Semester

Race and Ethnic Studies examines US History from multiple perspectives to arrive at a plural and multicultural understanding of US society. It introduces students to core concepts and methods used in the study of race and ethnic relations in the United States.

Topics in United States History

Elective 1 Semester

Recommended: Completion of U. S. History and World History

The emphasis of the Topics in United States History will change each semester based on the instructor assigned to teach the course. The assigned instructor will develop the course based on a special topic of interest. Examples of topics might be the Vietnam War and the 1960's, Role of Women in United States History, and Understanding the role of African Americans in the United States: The Great Migration and the Harlem Renaissance. The topics will change each semester so a student could choose to take this course numerous times.

Psychology

Elective 1 Semester

Recommended: Grades 11th or 12th

The field of psychology is a scientific study of the behavior of all living organisms. Since the subject is so broad, this course is limited to the study of human behavior with the major emphasis upon the development of the individual personality and his ability to function in his society.

Sociology

Elective 1 Semester

Recommended: Grades 11th or 12th

Sociology is a course designed for students in 11th or 12th grade. The goal of the Sociology course is for students to gain an increased understanding of the complex social world of which they are a part. Sociology will place emphasis on understanding the relationships between people, groups of people and various institutions in American and global societies. Sociology will reflect the emphasis on each of the four pillars of

the Framework for Social Studies Education in Michigan, Disciplinary Knowledge, Thinking Skills, Democratic Values and Citizenship Participation.

Advanced Placement (AP) Psychology

Elective 1 Year

Recommended: Grades 11th or 12th

Through the AP Psychology course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well-prepared students. In psychology we have inherently interesting subject matter, but the student's responsibility is to delve beyond the surface attraction of popular psychology and become true students of the discipline. This approach will make the learning experience quite rewarding.

Projects in Action in Government and Economics (PAGE)

Elective 1 Year

Recommended: Government and Economics

For students who have an interest in the functions of state government, this program is an experiential learning offering. Students will meet in the classroom setting under the direction of their Waverly High School instructor while at the same time participate in a hybrid internship program 2 days a week in downtown Lansing. **This course may run more than one class period per day.**

Interdisciplinary Seminar for Social Science Exploration

Elective 1 Semester

Recommended: Grades 12th or with Instructor Approval

We live in the 21st century and there are new ways of acquiring knowledge. The Interdisciplinary Seminar for Social Science Investigation is designed to expose students to new methods of information acquisition and challenge them to share new knowledge in a way that benefits themselves and others. A blended approach will allow students to pursue knowledge of personal interest while learning essential 21st century skills of communication, critical thinking, creativity and cultural awareness. Students will choose topics of personal interest to study using "Open Source" material from colleges and universities. There are 1,000's of free courses available for on-line learning. The focus of these courses is enrichment and are not intended for academic credit for college.

World Languages

American Sign Language I

Elective 1 Year

This course will cover basic vocabulary used in American Sign Language. Students will acquire a basic understanding of the deaf community, including different cultural norms, values, and beliefs, embraced by culturally deaf people in the United States. Students will be versed in Deaf history, as well as various other timelines, via documentaries and popular television media. Daily class routines focus on building student's receptive, expressive finger spelling, and signing skills. Daily lessons include introduction of new vocabulary, both in isolation, as well as conversationally. Every parameter must be written for each new sign learned.

American Sign Language II

Elective 1 Year

Prerequisite: ASL I

This course is based on a continuum of ASL I. Students will be introduced to more advanced vocabulary and conversational signing via personalized videos of interpreters and native signers. Student's performance is based on increased receptive and expressive ability in the context of natural conversation. A keen understanding and the use of personal pronouns, classifiers, tense, and idiomatic phrases are emphasized, as these are paramount in each student's ability to reach fluency.

French I (First Year)

Elective 1 Year

Recommended: should possess above average study and organizational skills

In French I, students will begin to develop listening comprehension, speaking, and writing skills through the study of situational vocabulary and basic grammatical structures. Through short reading selections students

will also begin to develop reading skills. Students will express themselves in the present and near future in both spoken and written forms of the language. Accurate pronunciation and intonation will be encouraged. The geographies and cultures of the contemporary Francophone world will be studied and compared and contrasted with our own.

French II (Second Year)

Elective 1 Year

Recommended: French I

This course is the continuation of French I. Students will be introduced to more complex conversational exchanges in which native speakers are speaking at a more normal conversational speed. As students develop their listening comprehension skills, their productive skills will also increase. Students will progress from “sentence-level” dialogues to “paragraph-level” conversations. More extensive reading practice will be included as well as a variety of writing opportunities which will improve writing skills. Students will continue a formal study of the grammar and syntax of the language, with special emphasis being placed on the use of the past tenses (*passé composé* and *imparfait*). Continued attention will be given to good pronunciation and intonation. The cultural material will be expanded to include brief historical overviews, as well as presentations of contemporary reality.

French III/IV (Third and Fourth Years)

Elective 1 Year

Prerequisite: French II

In the third and fourth years of French, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in French. Writing skills are further developed through original skits, stories, and children’s books. Reading skills are developed by reading several short stories and a novel. Students will continue to study the geography and culture of various French-speaking countries.

Spanish I (First Year)

Elective 1 Year

In first year Spanish, students will begin to develop listening and speaking skills. Reading and writing short phrases and passages will also be emphasized. Students will develop basic conversational skills through topical and situational vocabulary studies and the mastery of basic grammar structures. Students will learn to accurately use present tense verbs. Students will write and perform original skits. Language as communication will be continuously emphasized. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will study the geography and culture of various Spanish-speaking countries.

Spanish II (Second Year)

Elective 1 Year

Recommended: Spanish I

In second year Spanish, students continue to develop listening and speaking skills. Students continue to develop conversational skills through expanded vocabulary studies, situational vocabulary studies, and mastery of more complex grammar structures. Past and future verb tenses receive greater emphasis. Students begin to develop reading skills that will allow them to interpret short articles and stories based on lesson content as well as culture. As the year progresses, students will write compositions and will also write and perform original skits. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish III (Third Year)

Elective 1 Year

Recommended: Spanish II

In third year Spanish, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in Spanish. Writing skills are further developed through original skits, stories, and children’s books. Reading skills are

developed by reading several short stories and a novel. Students will periodically converse with native speakers of Spanish. Students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish IV (Fourth Year)

Elective 1 Year

Recommended: Spanish III or Equivalent

In fourth year Spanish, students develop extensive speaking, reading, and writing skills. The course focuses on communication in Spanish rather than translated English. Skills are reinforced and developed through the study of situational vocabulary, idiomatic expressions, a review of grammar structures, and vocabulary expansion. Listening and speaking skills are emphasized through conversation, a series of listening activities, a full length movie, and several contacts with native Spanish speakers. Reading skills are developed through several short stories and a novel. Writing skills are continually developed through grammar exercise, original skits, essays, and short stories. Students produce several short video segments to mark their progress throughout the year. Students will continue to study the geography and culture of various Spanish speaking countries. The class is conducted largely in Spanish.

Spanish V/VI (Fifth and Sixth Years)

Elective 1 Year

Prerequisite: Spanish IV or Teacher Approval

In the fifth and sixth years of Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. **Students may elect to take the Advanced Placement Standardized Test in May for college credit.**

Advanced Placement (AP) Spanish

Elective 1 Year

Recommended: Spanish IV or Teacher Approval

In AP Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. Students may elect to take the Advanced Placement Standardized Test in May for college credit.

Special Services

Employability Skills

1 Year

Prerequisite: Special Services Caseload

This course is designed to assist the student in learning skills necessary to becoming successfully employed. The areas of study include learning how to research careers, researching careers and post high school training, job shadowing, interviewing techniques, application process, effective communication skills, problem solving and working as a team member. The student will learn functional academic skills related to employability.

Basic Life Skills

1 Year

Prerequisite: Special Services Caseload

This course is designed to assist students in learning skills necessary for living independently. The areas of study include substance abuse awareness, reproductive health, personal health and safety, social skills, homemaking skills, and family living skills. Students will also learn about setting goals.

Learning Center

1 Year

Prerequisite: Special Services Caseload

This is a special education course designed to aid students with their mainstreamed courses. School study skills will be emphasized, including time management, test taking skills, listening skills, text usage, problem solving, and appropriate classroom behavior. Tutorial help will also be available for student's mainstreamed classes.

Community Based Vocational Education and Instruction Yearly Goals

.5 to 3.0 credits per semester

Prerequisite: Approval of Instructor and Caseload Teacher

This course is designed to teach students to establish transition goals which are needed to increase their independence in the areas of employment, adult living, recreation, post-secondary education, transportation/mobility. Community based activities will include unpaid/paid Work Based Learning (WBL) experiences and other types of instruction (such as use of public transit, banking, shopping, voting, exploration of community resources and linking with appropriate agencies). Instruction will focus on pre-employment/work activities, weekly/monthly planning, arranging transportation, paying bills, budgeting, menu planning, food preparation and clean-up. Transitional Community Living Experiences (TCLE) may be provided completely outside the building with approved service provider agreements and individualized student learning plans.

Math Fundamentals

1 Year

This course will emphasize basic math skills and their application in the real world. The focus will be on the extended grade level content objectives outlined by the state of Michigan and any individual IEP math goals

English Fundamentals

1 Year

The focus of this class will be remedial reading and writing instruction. In addition, speaking and listening skills will also be addressed. Class objectives will focus on the extended grade level content objectives outlined by the state of Michigan and any individual IEP Reading/Writing goals.

MI-Access Prep

1 year

MI-Access Prep will focus on three primary subject areas covered by the MI-Access test administered in the junior year of high school. The focus will rotate year by year between Science, World Geography, and US History/Civics/Economics

Career & Technical Education Programs

Wilson Talent Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The Wilson Talent Center (WTC) in Mason is Waverly's career and technical education training school. Students from Waverly and ten other school districts in Ingham County attend classes each day at WTC. WTC students create their futures in one of 19 career technical training programs. The skills and knowledge acquired in a WTC program can be transferred to an entry-level job or to post-graduate training in a technical school or college (80% of WTC graduates go on to college).

At the WTC, students learn how to develop a career plan, to set goals for a lifelong career, and how to get and keep a job. A variety of instructional materials are used, including modules (training packets), textbooks, lectures, videotapes, work experience, and hands-on practice. Students learn the skills that business and industry have identified as necessary for each occupation. Training is conducted in two sections each day; the first session meets from 8:15-10:30 a.m.; the second session meets from noon-2:15 p.m. Students stay at Waverly for half the day and spend the other half at the WTC in Mason. With careful planning, students can continue in a regular curriculum at Waverly and still enroll in a WTC program to receive high school credit and, in some programs, college credit.

There are many other benefits to attending the WTC whether a student attends for one to two years:

Career Planning - Students explore their personal and career potential through career counseling, interest surveys, and computerized decision making exercises.

Job Placement - WTC staff will help students prepare a resume', develop interviewing skills, and make connections with an Ingham County employer.

College Credit - 16 WTC programs have college credit partnerships upon successful completion

Assessment - An in-depth measurement of a student's abilities, aptitudes, and interests.

Co-op - For students recommended by their program teacher; earn money on the job while applying the skills learned in the classroom.

The Wilson Talent Center's course offerings are:

Advanced Healthcare (Medical Asst, ~~Cert Nursing Asst, Acute Care Asst~~ Patient Care Technician, Therapeutic Services)

Automotive Technology

BioScience Careers

Business & Risk Management

Career Start

Construction Technology

Cosmetology

~~Criminal Justice (Law Enforcement)~~

Culinary Arts & Hospitality

Cybersecurity & Digital Forensics

Engineering Technology

Healthcare Foundations

~~Law Enforcement~~

Manicuring

New Media

Precision Machining Technology

Programming & Mobile Applications

Welding Technology

Eaton RESA Career Preparation Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The Eaton RESA Career Preparation Center (CPC) is situated on the West campus of Lansing Community College. In addition, programs are also located at AIS Construction and Potter Park Zoo. Eaton RESA and the Career Preparation Center have partnered with Lansing Community College for over 38 years to offer Career Preparation programs to area high school students. By enrolling and successfully completing these programs, students will learn technical and employability skills, earn high school credit, and have an opportunity to earn college credit.

Successful graduates of the CPC programs have found employment in their program areas, entered into apprenticeship programs, continued at LCC to earn an associated degree, or transferred to universities to continue their education. Whichever of these goals you may have for yourself, Eaton RESA Career Preparation Center's instructors and staff are prepared to help you reach them. Students will have opportunities to participate in work based learning opportunities, Career and Technical Student Organizations, National Technical Honor Society and Career Development.

The Eaton RESA Career Preparation Center's 2020-2021 course offerings are:

Animal Science & Zoo Management

Heavy Equipment Operation

~~Heavy Equipment Repair~~

The Early College

The Early College at Lansing Community College is a three-year program for students entering grade 11 in the fall semester. The program has a STEM focus, a basis in science, technology, engineering and mathematics, with an emphasis on problem-based learning and inquiry. These fields prepare students for a wide range of careers and provide a solid foundation for many four-year college majors. Students begin their experience by taking core high school classes as well as participating in extensive success skill training in order to be prepared for the rigors of a college curriculum. In the middle of their first semester, students may become eligible to be credentialed for taking college classes to obtain at least 60 transferrable college credits or a minimum of 30 credits in a certificate program. Students also receive extensive career readiness and exploration learning experiences.

Students electing TEC graduate one year after their cohort. As this is the case TEC students forego being included in class rankings and other honors such as “Top Ten” as TEC presents its own honors program. TEC students may participate in Commencement with their cohort although they will not receive their diploma until all graduation requirements are completed through the TEC program.

Interdepartmental Courses

Test Prep 10/11

Elective 1 Semester

Prerequisite: Grades 10th or 11th

This course is designed to be successful on the SAT. The course covers all areas of the test: English, Mathematics, Reading, Science, and Writing. The subject instruction is the majority of the learning in the class; however, test-taking skill sets specific to the SAT will also be covered. The class begins with a full SAT pre-test and concludes with a full SAT post-test, both of which are mandatory for all students in the class. There will be other portions of practice tests given throughout the course as well. This course is CREDIT/NO CREDIT (no grades assigned), and students must completely meet the requirements in order to earn credit in the class-any missing assignments will result in a loss of credit.

Waverly Alternative Education

Alternative Learning provides students with an approach and an environment that are different from a traditional classroom setting. Students receive computer-assisted personalized instruction, individualized attention with a low student-to-instructor ratio and the freedom to work at their own pace.

Waverly Alternative Education students receive computer-assisted instruction that allows them to work at their own speed and skill level. Students are tested to determine their current skill level in each subject and work at exactly that skill level. Subjects and grade levels are customized for each student so that students can progress through each grade level based on their skills. Individualized computer-assisted instruction allows students to keep their progress private. While in the program, they can focus their attention on academic credit recovery, improved attendance and graduation.

Credit Recovery

Elective 1 Semester

This computer based course is designed to help students on their path to graduation. Students who have not earned credit in a core class are able to be placed in this course after school hours to recoup the credits lost in a previous semester. Students are allowed to work at their own pace. This is an after-school program.

Independent Study

Elective 1 Semester

Prerequisite: *Approved by parents, teacher, counselor/building administrator*

Independent Study is an opportunity for willing students to study topics of interest, improve skills, and/or develop projects in depth. The students will establish a study guide with the help of the independent study teacher. This guide will be followed as a plan to complete the study or project. Independent Study must be requested prior to the start of the semester.

English as a Second Language

Elective 1 Semester

Prerequisite: *Limited English Proficiency (LEP)*

An independent study, individually designed for students whose native language is not English, and who have limited English proficiency (LEP). This will serve students who are at risk of not succeeding in other classes due to lack of language skills. This course is carried on in a small, seminar setting.

Class sizes are approximately two to ten students. Grades are based on an A-F system. This course may be repeated.

Blended Learning

1 Semester

Prerequisite: *Approved by counseling department*

Blended Learning serves two purposes. First, it is a modern approach to repeating a class. Using online curriculum and instruction, students can demonstrate proficiency in the lessons and units they may have mastered the first time they took the course although they did not pass the entire class. This strategy allows students to be exempted from repeating segments they already know. Second, it is an avenue for students to take online classes through Michigan Virtual High School. The role of the instructor in Blended Learning is to support the student, provide opportunities for practice, and to monitor progress since the actual instruction is presented by the online modules.

PRIDE Period

Elective 1 Semester

This period is a class in which all WHS students are scheduled to be in at the same time each day. This allows students the flexibility to meet with teachers, complete assignments, explore career and college opportunities, study subjects that they may be interested in, and practice for the SAT or PSAT among other things. Clubs and organizations may choose to meet during this time. Special Presentations and events are also scheduled to occur during the PRIDE Period. Students are monitored in their PRIDE period for academic progress.

Academic Regulations

Credit/No Credit

The following guidelines must be followed:

1. Application for credit/no credit must be made within the first two weeks of each semester.
2. Final approval of this request will authorize "Credit" or "No Credit" for grades on the permanent record.
3. If a student is electing credit/no credit for a year-long course, he/she must complete a request form each semester.
4. The decision for credit/no credit is not reversible once it is approved.
5. Freshmen, sophomores, and juniors may take not more than one credit per year on a credit/no credit basis and not more than one course at a time. Seniors may take no more than two credits on a credit/no credit basis and not more than two per semester (See Honor Roll guidelines).
6. Teachers will be reminded of this decision one week prior to the end of the marking period so they can record grades accurately.

Dual Enrollment/Released Time Program

Qualifying students may be released from part of their regular high school day in order to attend classes at area colleges. Generally, students are limited to two hours of released school time while on this program. Waverly Community Schools covers a portion of tuition for these students. Any additional cost of attending is

the responsibility of the students/parents. For more information, obtain a copy of the program guidelines and an application from a counselor.

Earning Graduation Credits

Students completing a high school course before entering high school may receive a credit by: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam.

Wilson Talent Center

Eligible juniors or seniors may enroll in the Career Center. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in Career Center. Students may begin applying in December of their sophomore year.

AP Classes

In recognition of the district's commitment to run sections of AP Classes that may be smaller than other classes, students signing up for AP Classes must also show a commitment to the extra level of study. Therefore, **a student enrolled in AP Classes will not be allowed to drop the class(es) once the spring enrollment period has ended.** In order to earn college credits students must participate in the national AP exam (fee required). Students must be recommended by subject area teachers for AP courses

Class Load/Transfer of Credits/Diploma

During each semester of attendance at Waverly High School a student must enroll in seven classes unless a medically documented condition prevents the student from doing so. Credit for work done at other high schools, as well as credit for work study, Career Center, Lansing Community College, and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

Mid-Year Transfer

Students' current grade from their old school will be equally calculated into their new WHS course when appropriate. Students enrolling in courses in which there is insufficient time to earn credit shall be graded on a Credit/No Credit or Audit basis. Students transferring from a Homeschool situation must provide an official transcript from an accredited homeschool institution or earn a minimum grade of 60% on the final exam for the corresponding course.

Grading

Students will be graded and report cards distributed two times a year, at the end of each semester. The final semester grades are the only grades that are used for transcript purposes. If a student or parent has a concern about a grade they should first consult the teacher before contacting the administration.

Grading Scale

A 100-93 = 4.0	A- 92-90 = 3.67	
B+ 89-87 = 3.33	B 86-83 = 3.0	B- 82-80 = 2.67
C+ 79-77 = 2.33	C 76-73 = 2.0	C- 72-70 = 1.67
D+ 69-67 = 1.33	D 66-63 = 1.0	D- 62-60 = .67
	F 59-00 = 0	

Grading Scale- AP Classes

A 100-93 = 4.33	A- 92-90 = 4.0	
B+ 89-87 = 3.67	B 86-83 = 3.33	B- 82-80 = 3.0
C+ 79-77 = 2.67	C 76-73 = 2.33	C- 72-70 = 2.0
D+ 69-67 = 1.67	D 66-63 = 1.33	D- 62-60 = 1.0
	F 59-00 = 0	

"I" Grade

An “I” grade may be issued if a student’s absences leave a determination at grading time impossible or unfair.
“I” grades may be used at any grading time.
“I” grades must be changed within a semester or will become a failing grade.

Assessment Methodology/Tests

Assessments will be aligned with the High School Content Expectations and the Waverly Assessment Guidelines.

Schedule Adjustments

Once courses are selected, adjustment will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:

1. Incomplete schedules
2. Duplication of courses
3. Courses in incorrect sequence.
4. Students who lack a required course for graduation or grade level.
5. Acceptance to special programs (work experience, child development, etc.)
6. Re-enrollment in a course in which the student received a failing grade or no credit.
7. Misplacement due to inappropriate skill level for class

All students must attend the classes on their current schedule until the classes are rescheduled. Attendance records will be forwarded to the new class. All schedule change requests must be made within two weeks of the start of the semester.

Honor Roll Guidelines

There are three honor rolls, awarded at the semester, defined as follows:

- **4.0 Honor Roll** - student will have a grade point average of 4.0
- **3.5 Honor Roll** - students with a 3.5-3.9 GPA
- **3.0 Honor Roll** - students with a 3.0-3.4 GPA

To qualify for any Honor Roll, a student must be a full time student taking a minimum of four graded classes for the period covered by the Honor Roll.

Graduating With Honors

Students whose cumulative GPA is a 3.67 or higher will be awarded gold honors cords to wear at the graduation ceremony and shall be considered to be “Graduating with Honors”

Top Ten Qualifications

For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their sophomore year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. For each year of high school a minimum of 4 graded core classes (core classes include academic classes such as: Math, Science, Social Studies, English, & World Language), or 3 AP classes in a semester must be taken. Edgenuity classes do not qualify toward Top Ten status.

Waverly High School Mission Statement

The mission of Waverly High School is to educate and prepare all students to realize their individual potential and to be engaged as ethical contributors and life-long learners in our global society.

We will do this by providing a rigorous and relevant curriculum in a safe learning environment with a caring and committed staff who will work in concert with colleagues, students, families, and the community to achieve this mission

Waverly Community Schools Mission Statement

As the heart of the community our mission is to educate and prepare each student to achieve her or his academic best, become a lifelong learner and contribute as a citizen of our global society by committing ourselves to excellence in education characterized by:

- a safe environment
- rigorous curriculum
- quality instruction
- attention to individual needs

in partnership with the family and our diverse community.

Notice Regarding Non-Discrimination Policy

It is the policy of the Waverly Community Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, marital status, height, weight, or disability in its employment practice as well as in its educational programs, activities, and services. The board reaffirms its policy to comply with Title VI, The Age Act of 1975, The Americans with Disabilities Act of 1990, Title VII or the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Elliot-Larsen Civil Rights Act, and all other applicable federal and state laws and regulations prohibiting discrimination.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

High School Title IX Coordinators

Tiffany Wright

Matt Corliss

Waverly Community Schools

515 Snow Road

Lansing, MI 48917

(517) 321-7265

Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Age Act of 1975, should be directed to:

Section 504 Coordinator

Tiffany Wright

Waverly Community Schools

515 Snow Road

Lansing, MI 48917

(517) 321-7265