

Agenda of Regular Meeting

The Board of Education Waverly Community Schools

A Regular Meeting of the Board of Education of Waverly Community Schools will be held February 8, 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/85355452764?pwd=N2MvM25vQU9HQUh3bGRrWU5lbkpiZz09>

Meeting ID: 853 5545 2764

Passcode: 268203

One tap mobile

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Meeting ID: 853 5545 2764

Passcode: 268203

Find your local number: <https://waverlyschools-net.zoom.us/j/kw5brdgp3>

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

Recommendation: *To request a motion to approve the February 8, 2021 agenda as presented and accept all reports into discussion.*

- VI. Approval Consent Agenda Items***
- 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 Rescheduled Meeting Minutes - January 25, 2021 3
 2. Report # 20 - 45, Human Resources Report, Personnel Recommendations
 3. Report # 20 - 46, Finance Report, January 2021
- Recommendation:** *To request a motion to approve the consent agenda as presented.*
- VII. Committee Reports
- VIII. Presentation of Reports
- A. Personnel & Policy
- B. Finance & Facilities
1. For Action - Report #20-47, 2021 Building and Site Bonds Series IV Bond Sale Resolution 22
- Recommendation:** *To request a motion to approve the resolution to accept the offer from PNC Bank to purchase the 2021 Building and Site, Series IV Bonds for the fixed rate identified in the attached bid term sheet.*
- C. Teaching & Learning
1. For Action - Report # 20 - 48, Reconfirmation of Monthly Extended COVID-19 Learning Plan
- Recommendation:** *To request a motion to approve Report #20 - 48, the Reconfirmation of Monthly Extended COVID-19 Learning Plan.*
2. For Action - Report #20-49, Approval of Waverly High School 2021-22 Program of Studies 37
- Recommendation:** *To request a motion to approve the Waverly High School 2021-22 Program of Studies as presented.*
- IX. Superintendent's Report
- X. Public Comment - Open Comment for District related items
- XI. Other Board Business
- XII. Adjournment

Minutes of Regular Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The RESCHEDULED regular meeting of the Waverly Community Schools Board of Education was held online Monday, January 25, 2021, via Zoom. Board President Mary Ann Martin called the meeting to order at 6:31 PM and the pledge to the flag was led by High School Principal Chris Huff.

Members Present: Mrs. Mary Ann Martin
Mrs. Holly Nester
Mrs. Amy Krause
Mrs. Rhonda Sosnowski
Mr. Christopher Beasley
Mrs. Alicia Guevara Warren
Ms. Tamia McClain

Members Absent:

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
Chris Smith
Matt Oppenheim
Jennifer Wagemaker
Brooke Coffey
Craig Paksi
Todd Simon
Mary Whittet
Terri Collett-Such
Najeema Inman
Chelsea Ott
Natalie Queen
Andrea Dutcher
Johanna Germain
Kathrine Kelley-Hart

Karen Holmes
Nealie Holmes
Colleen Weinfeld
Andrea Almaguer-Ortega
Laurie Swisk
Mary Lunetta
Leslie Murray
Michelle Gillespie
Margot Bensinger
Michelle Wanbaugh
Edwina Riddle
Traci Carter

Others Present: Eric Fitton
Brad Przystas
Mike Fedewa
Debbie Lopez
Billie Carrera

Organizational Meeting Activities

Superintendent Blake reviewed the process of the yearly board organizational activities; Election of Board Officers and Board Member Committee Appointments. Nominations were made and accepted for Board of Education Officer positions of President, Vice President, Secretary, Treasurer and Vice Secretary/Treasurer.

For Action – Report #20 – 38, Election of Board Officers/Slate of Officers

A motion was presented by Member Krause and supported by Member Beasley to approve the slate of officers as follows for 2021:

President – Mary Ann Martin
Vice President – Holly Nester
Secretary – Amy Krause
Treasurer – Christopher Beasley
Vice Secretary/Treasurer – Tamia McClain

Motion PASSED

Vote: Ayes – 7, Nays – 0

For Action – Report #20 – 39, Board Member Committee Appointments

A motion was presented by Member Nester and supported by Members Beasley and McClain to approve the 2021 Board Member Committee assignments as follows:

Personnel & Policy Advisory Committee – Holly Nester, Alicia Guevara Warren, Tamia McClain

Finance & Facilities Advisory Committee – Mary Ann Martin, Chris Beasley, Amy Krause

Teaching & Learning Advisory Committee – Holly Nester, Chris Beasley, Alicia Guevara Warren

Sinking Fund Advisory Committee – Amy Krause, Holly Nester, Tamia McClain

MASB Delegate – Alicia Guevara Warren

MASB Alternate – Chris Beasley

MASB Lansing Region Representative – Amy Krause

MASB Lansing Region Alternate – Tamia McClain

ISOA Representative – Mary Ann Martin

ISOA Alternate – Holly Nester

Township Liaisons:

Delta/Lansing – Alicia Guevara Warren

Windsor/Watertown – Holly Nester

Parliamentarian – Holly Nester

Motion PASSED

Vote: Ayes – 7, Nays – 0

Correspondence: None

Public Comment, including the Reconfirmation of the District's Extended COVID-19

Learning Plan:

Mr. Michael Fedewa expressed concern with the current learning plan and would like to see more structure for the students. Mr. Fedewa would like to see a more traditional learning environment, students to return face to face, before March 1st.

Superintendent Blake stressed the district's concern for the continued safety of our staff and students as being the number one priority and the decisions to date have been very difficult. The district follows the MI Safe Start Plan and monitors the cases per million as well as positive case percentages closely to help with these learning decisions. Decisions were based on there being no vaccine available and now that there is one for our staff, we will develop learning plans with this in mind.

Mr. Eric Fitton asked if there would be revised metrics in case COVID cases spike or don't continue to decrease.

Superintendent Blake stated that the metrics will be monitored closely and revised as appropriate.

Staff member Theresa Collett-Such thanked the Board of Education and Kelly Blake for their leadership during this difficult time and continued commitment to student and staff safety.

Board President Mary Ann Martin thanked everyone for their comments and assured all that the safety of everyone involved is the top priority. She stated she values our teachers, students and all staff.

Staff member Andrea Almaguer-Ortega asked if lunch would be served at school.

Superintendent Blake stated plans are being made for meal distribution either at school or to be picked up at the end of the day to take home. K – 4 class sizes are being developed with the average of 15 students per class and masks will be worn during class.

Board Member Comment:

Member Sosnowski thanked Kelly Blake, the teachers and principals for all the work they have done, are doing and will continue to do for our students. She appreciates them all.

Member Guevara Warren stated she is grateful and thankful for the Waverly leadership of all employee groups to keep our students safe. She thanked parents and students for continuing in the online learning environment, which is not easy at times.

Member Beasley thanked Waverly staff for the continued work being done to ensure the safety of our students, the continued monitoring of the metrics and making the best decisions based on the information at hand. Staff is greatly appreciated.

Member McClain thanked Kelly Blake for her constant diligence in communicating with the community, reaching out to health experts in order to make informed decisions and always striving to keep all involved safe. She thanked Kelly Blake for her leadership through crisis.

Member Krause thanked leadership for their continued dedication to our students and staff safety.

Member Nester thanked administration and teachers for their continued hard work this school year. The teachers have been wonderful. She also thanked the students for understanding the difficulty teachers have in this unique teaching environment. Everyone is working together to make this year as successful as possible.

Member Martin agreed with all board member comments. She acknowledged the difficulty for our teachers for the challenging online learning environment and making it such a success. She thanked Kelly Blake, the principals, administrators for being so caring and giving and Waverly is fortunate to have such wonderful leadership.

Adoption of Agenda, and Acceptance of Reports

A motion was presented by Member Beasley and supported by Member Sosnowski to adopt the agenda as presented and accept all reports.

Motion PASSED

Vote: Ayes - 7; Nays – 0

Approval Consent Agenda

A motion was presented by Member Nester and supported by Member Beasley to approve the consent agenda as presented.

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

Motion PASSED

Vote: Ayes - 7; Nays – 0

Special Presentations:

School Board Recognition – Superintendent Kelly Blake thanked the Waverly Board of Education for their service to our district and let them know how much they are appreciated in this year full of challenges and how they’ve persevered to help make Waverly a success. We appreciate all the support our Board of Education has given the staff in helping make difficult decisions and working to problem solve. Waverly Community Schools is lucky to have each of you on our Board of Education.

For Action – Board Report #20-42, Amendments to the Waverly Community Schools IRS Section 125 Cafeteria Plan

A motion was presented by Member McClain and supported by Members Krause and Beasley to approve Report #20-42, the resolution 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.

Motion PASSED

Vote: Ayes - 7; Nays – 0

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

A motion was presented by Member Nester and supported by Member Guevara Warren to request a motion to approve Report #20-43, 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.

Motion PASSED

Vote: Ayes - 7; Nays – 0

For Action - Monthly Extended COVID-19 Learning Plan Reconfirmation – Report #20-44

Superintendent Blake reviewed the current Monthly Extended COVID-19 Learning Plan. Tracking of metrics will continue and the advice of our county health experts will be followed. If chosen in a parent survey, grades K-4 will return to the buildings March 1, 2021 or remain

online through the end of the school year. Guidelines will be followed closely to keep students as safe as possible. If chosen in a parent survey, grades 5-12 will return to the buildings April 12, 2021 or continue with remote learning for the remainder of the year. Guidelines will be followed to keep students as safe as possible. Bus transportation will be provided to qualified residents and routes are currently being developed. The recommended reconfirmed COVID-19 plan is available on the district website and included with a copy of the board minutes of this meeting.

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

A motion was presented by Member Guevara Warren and supported by Member Krause to reconfirm the Extended COVID-19 Learning Plan, Report #20-44.

Motion PASSED

Vote: Ayes - 7; Nays – 0

For Discussion – First Reading of 2021-2022 Waverly High School Program of Studies

High School Principal Chris Huff gave a presentation on the proposed 2021-22 Waverly High School Program of Studies. This item will be brought for second reading and action at the February 8, 2021 Regular Waverly Board of Education meeting.

Superintendent's Report

Superintendent Blake praised Waverly Food Service for their uninterrupted meal service for our students, even during the holiday break. Due to the winter weather that is expected the next 2 days, food service pick up will be moved to Wednesday 1/27/21.

Superintendent Blake expressed sadness at the passing of one of our Waverly employees, Beckett Gimm-Bergh, Transportation Supervisor. Beckett was a great asset to Waverly Community Schools and will be greatly missed throughout the district. We will provide any support his family may need during this difficult time.

Public Comment – Open Comment for District Issues

None

Other Board Business

Member Sosnowski expressed condolences in the loss of Beckett Gimm-Bergh. Both Members Sosnowski and Krause had the opportunity to work with Beckett and the Waverly bus drivers are very sad at this loss.

Member Krause asked if service/memorial arrangements had been made and to be informed when finalized. Superintendent Blake stated that due to COVID-19 restrictions, a memorial service would take place at a later date and she would provide that information when received from the family.

President Martin also expressed condolences to the Gimm-Bergh family for this tragic loss and stressed to everyone to not take another day for granted.

Adjournment at: 8:20 PM

Respectfully submitted,

A handwritten signature in cursive script that reads "Amy Krause". The signature is written in a dark ink and is positioned below the text "Respectfully submitted,".

Amy Krause, Secretary

aml

Extended COVID-19 Learning Plan
Version: Strict Adherence to Legislation
Reconfirmation Meeting
Required Every Month After Initial Plan Approval

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for January 25, 2021

Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 20/21 school year:

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

Recommendation:

As a district, we have worked to keep families informed about COVID learning decisions and data with as much forewarning and transparency as possible. Our decisions have evolved as new information is shared by our area health officials. In recent meetings with county health officials, it has become increasingly clear that with the availability of the vaccine, we do not have to respond as stringently to our defined COVID-19 metrics. We want the COVID metrics to continue to decrease, but vaccine availability is a helpful safeguard for our most vulnerable adult staff members at Waverly Community Schools. We will continue to track COVID metric data, but will not make our final decisions about dates to return to school buildings based solely on these metrics.

Current Plan:

K-4 Students and Intensive Resource Room students: Parents have been surveyed, and students will return to in-person learning on Monday, March 1 OR they will continue remote learning for the remainder of the school year. If returning to the buildings, students and staff will be required to wear masks throughout the school day. We will keep students in their cohort groups as much as possible. Students will attend school for 4 hours (i.e. 8:45-12:45 or 9:00-1:00),

five days per week. Core academic learning will take place during these four hours. Students will participate in special classes (art, PE, technology, music) asynchronously in the afternoons.

5-12 Students: Parents will be surveyed, and students will return to in-person learning on April 12, 2021 or continue with remote learning for the remainder of the year. 5-12 students will attend school for 4 hours each day (mornings), five days per week. Exact hours will be determined when the K-4 bus routes are completed. Students and staff will be required to wear masks.

-WCS has a process which we work through with the County Health Departments when we have either a COVID exposure or COVID case. The decisions that are made are case dependent. Each building has defined a “sick” area where students can wait for parent/guardian pick up if they become ill during the school day.

-Transportation will be offered to qualified resident students. Students are required to wear a mask on the bus at all times.

-Online learning schedules will remain the same.

-Students who continue with remote learning will still be able to pick up food each Tuesday at WHS.

-Students who are returning to in-person learning will eat lunch at school each day OR take home a sack lunch.

-We will ask parents to fill out a quick health survey each day their child attends school.

-More detailed safety and mitigation details are listed in our ECOL on the district website.

Document Public Comments:

Mr. Michael Fedewa expressed concern with the current learning plan and would like to see more structure for the students. Mr. Fedewa would like to see a more traditional learning environment, students to return face to face, before March 1st.

Mr. Eric Fitton asked if there would be revised metrics in case COVID cases spike or don't continue to decrease.

Review Weekly 2-Way Interaction Rates

Date	District Percentage
12/07 - 12/11	98%
12/14 - 12/18	99%
01/04 - 01/08	98%
01/11 - 01/15	97%

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
February 8, 2021

Report #20-45

Subject: Personnel Report*

A. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Vanessa Scruggs	East Intermediate Para Educator	High School Para Educator	02/08/2021

B. Retirement – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Reason</u>	<u>Effective</u>
Anthony Walker	Teacher	High/Middle School Teacher	Personal	06/30/2021

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 8, 2021**

Report #20 -46

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 December 31, 2020 was \$3,789,591.02. Receipts during January, consisting of State Aid, property taxes, and other revenues in the amount of \$4,912,667.07 minus disbursements during January of \$2,876,562.08, left the district with a General Fund cash balance, as of January 31, 2021, of \$5,825,696.01, including \$1,500,000.00 from the issuance of a State Aid Note.

2020-21 General Fund revenues/transfers-in exceed expenditures/transfers-out by \$3,804. 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 \$18,269. 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 \$492,000. 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 \$105. 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 \$60,542 of accrued interest and proceeds from the sale of surplus equipment, is \$256,868. A summary of life to date activity is included in the supporting documentation

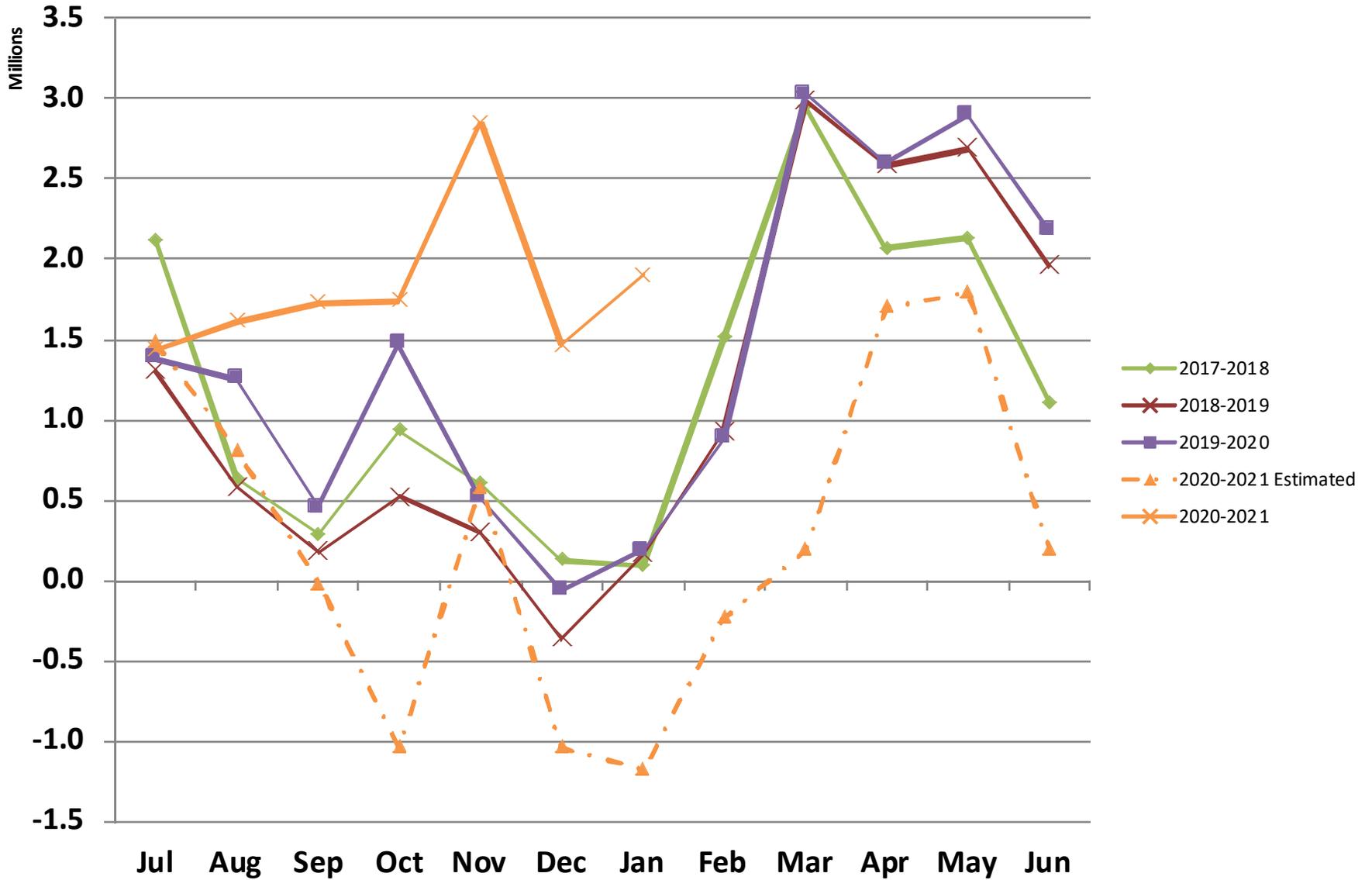
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended January 31, 2021

Balance on Hand December 31, 2020	3,789,591.02
Revenues	
State Aid	2,023,259.31
Taxes	1,579,670.78
Other Revenue	1,309,544.72
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>4,912,474.81</u>
Disbursements	
Payroll and Related Liabilities	(2,438,420.15)
Other Expenditures	(438,141.93)
State Aid Repayment	-
	<u>(2,876,562.08)</u>
Prior Month Adjustments During January 2021	192.26
Balance on Hand January 31, 2021	<u><u>5,825,696.01</u></u>
PNC Bank - General	5,750,288.28
MILAF	7,836.02
PNC Bank - Payroll	67,571.71
Comerica - Checking	-
	<u><u>5,825,696.01</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,485,511	5,882,200	(3,603,311)	38.0%
State sources	20,596,082	8,239,901	(12,356,181)	60.0%
Federal sources	1,147,806	1,145,325	(2,481)	0.2%
Intergovernmental	3,282,224	1,615,143	(1,667,081)	50.8%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	34,601,623	16,882,569	(17,719,054)	51.2%
Expenditures				
Current:				
Instruction:				
Basic program	15,131,640	6,859,215	(8,272,424)	54.7%
Added needs	5,115,691	2,247,372	(2,868,320)	56.1%
Total instruction	20,247,331	9,106,587	(11,140,744)	55.0%
Support Services:				
Pupil	3,156,839	1,691,283	(1,465,556)	46.4%
Instructional staff	1,413,894	740,389	(673,505)	47.6%
General administration	407,361	238,170	(169,191)	41.5%
School administration	2,451,937	1,434,181	(1,017,756)	41.5%
Business	571,551	316,198	(255,353)	44.7%
Operations and maintenance	3,571,208	1,702,473	(1,868,735)	52.3%
Pupil transportation services	1,111,291	500,815	(610,476)	54.9%
Central	609,643	372,713	(236,930)	38.9%
Other	91,792	47,154	(44,638)	48.6%
Total support services	13,385,516	7,043,375	(6,342,140)	47.4%
Athletics	657,670	246,776	(410,894)	62.5%
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	-	62,399	62,399	0.0%
Payments to other public schools	1,026,958	287,735	(739,223)	72.0%
Total expenditures	35,484,124	16,878,765	(18,605,359)	52.4%
Excess of Revenue (Under)Over Expenditures	(882,501)	3,804	886,305	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(882,501)	3,804	886,305	
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 January 31, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	203,180	37,764	(165,416)	81.4%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	203,180	37,764	(165,416)	81.4%
Expenditures				
Student Activities	129,854	13,541	(116,313)	89.6%
Athletics	80,953	5,954	(74,999)	92.6%
Total expenditures	210,806	19,495	(191,311)	90.8%
Excess of Revenue (Under)Over Expenditures	(7,626)	18,269	25,895	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(7,626)	18,269	25,895	
Fund Balance - Beginning of year	194,565	194,565		
Fund Balance - End of year	186,939	212,834		

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2021

	Original Budget	Actual	Over (Under) % Budget	Available
Revenue				
Local sources	855,996	601,080	(254,916)	29.8%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	855,996	601,080	(254,916)	29.8%
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	492,000	(146,580)	
Transfers Out	-	-	-	
Net Change in Fund Balance	638,580	492,000	(146,580)	
Fund Balance - Beginning of year	769,071	769,071		
Fund Balance - End of year	1,407,651	1,261,071		

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	14,462	105	(14,357)	99.3%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	30,600	-	(30,600)	100.0%
Transfers In	-	-	-	0.0%
Total revenue	45,062	105	(44,957)	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)	105	261,042	
Transfers Out	-	-	-	
Net Change in Fund Balance	(260,937)	105	261,042	
Fund Balance - Beginning of year	499,021	499,021		
Fund Balance - End of year	238,084	499,126		

Waverly Community Schools
2019 Building and Site Bonds, Series III
Budget Summary
As of January 31, 2021

	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	547,732	2,140	351,599
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	676,267	2,140	304,993
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	798,534	2,140	196,326

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 8, 2021**

Report #20-47

FOR ACTION

Subject:

2021 Building and Site Bonds Series IV Bond Sale Resolution

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to accept the offer from PNC Bank to purchase the 2021 Building and Site, Series IV Bonds for the fixed rate identified in the attached bid term sheet.

Statement of Purpose:

Having previously authorized the sale of unlimited tax bonds, the proceeds of which will be used for the purpose of acquiring and installing instructional technology for school buildings; equipping and re-equipping school buildings for instructional technology; partially remodeling, equipping and re-equipping and furnishing and refurbishing school facilities; purchasing school buses; and developing, improving and equipping sites, the Board desires to accept the pricing on the sale of the aforementioned bonds.

Budget Impact:

There is no impact to the General Fund of the District.

Historical Perspective:

Under the terms of Public Act 451 of 1976, as amended, the School District is authorized to issue bonds. The District previously authorized bonds in the amount of \$10,535,000 on July 17, 2013 for Series I related activities, \$3,500,000 on April 18, 2016 for Series II related activities and \$1,000,000 on February 11, 2019 for Series III related activities.

Discussion of Options:

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

Rationale for Recommendation:

On May 7, 2013 a special election was held for the purpose of proposing a ballot question to authorize Waverly Community Schools to borrow the sum of \$18,470,000 and issue its general obligation unlimited tax bonds therefor, in one or more series. The ballot proposal having received sufficient votes was approved. In order to begin work for the fourth series of the project, we must obtain bond proceeds to fund the project.

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
RESOLUTION AUTHORIZING THE ISSUANCE OF BONDS
AND OTHER MATTERS RELATING THERETO**

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

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

- in the _____, within the boundaries of the Issuer,
- electronically through Zoom Meetings with identification number <https://waverlyschools-net.zoom.us/j/85355452764?pwd=N2MvM25vQU9HQUh3bGRrWU5lbkpiZz09>
Meeting ID: 853 5545 2764
Passcode: 268203 _____

on the 8th day of February, 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. On May 7, 2013, the qualified electors of the Issuer voted in favor of bonding the Issuer for the sum of not to exceed Eighteen Million Four Hundred Seventy Thousand Dollars (\$18,470,000), the proceeds to be used for the purpose of acquiring and installing instructional technology for school buildings; equipping and re-equipping school buildings for instructional technology; partially remodeling, equipping and re-equipping and furnishing and refurbishing school facilities; purchasing school buses; and developing, improving and equipping sites (the “Project”); and

2. It has been determined by the Board of the Issuer that there be issued at this time a fourth series of bonds in an aggregate principal amount not to exceed Three Million Four Hundred Thirty-Five Thousand Dollars (\$3,435,000) (the “Bonds”); and

3. The Issuer has the opportunity to directly and privately place the Bonds with a sophisticated investor or commercial bank, PNC Bank, National Association, Lansing, Michigan (the “Purchaser”); and

4. The Issuer has received proposed parameters from Baker Tilly Municipal Advisors, LLC (the “Financial Advisor”) regarding the private placement of the Bonds; and

5. The Purchaser has presented to the Issuer the terms to purchase the Bonds (the “Bond Bid”), which is attached hereto as Exhibit B; and

6. Prior to the issuance of bonds, the Issuer must either achieve qualified status or secure prior approval of the Bonds from the Michigan Department of Treasury (the “Department of Treasury”) pursuant to Act 34, Public Acts of Michigan, 2001, as amended.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The fourth series of Bonds of the Issuer aggregating the principal sum of Three Million Four Hundred Thirty-Five Thousand Dollars (\$3,435,000) shall be issued for the purpose of funding a portion of the Project. The Bonds shall be designated 2021 School Building and Site Bonds, Series IV.

2. The Issuer hereby accepts the Bond Bid and awards the sale of the Issuer’s Bonds to the Purchaser.

3. The Bonds shall be dated February 25, 2021; shall be fully registered bonds as to principal and interest; shall be numbered consecutively in the direct order of maturity from 1 upwards; and shall bear interest at the fixed rate of 1.436% per annum.

4. The Bonds shall consist of a single term Bond. The Bonds are issuable in minimum denominations of \$100,000 and multiples of \$5,000 over \$100,000, not exceeding the aggregate principal amount for each maturity, and shall have mandatory redemption payments as follows:

<u>Redemption Dates</u>	<u>Principal Amounts</u>
May 1, 2022	\$1,445,000
May 1, 2023 (maturity)	1,990,000

with interest thereon payable on November 1, 2021, and semiannually thereafter on May 1 and November 1 in each year.

5. The Bonds will not be subject to redemption prior to maturity.

6. The Bonds and the interest thereon shall be payable in lawful money of the United States of America at PNC Bank, National Association, Lansing, Michigan, or such other bank or trust company as may be designated by the Superintendent of the Issuer (the “Superintendent”) and approved by the Board at a future date (herein called the “Paying Agent”), which shall act as the paying agent and bond registrar, on each semiannual interest payment date and the date of each principal maturity.

7. The Paying Agent shall keep or cause to be kept, at its principal office, sufficient books for the registration and transfer of the Bonds, which shall at all times during normal business hours be open to inspection by the Issuer; and, upon presentation and surrender for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, transfer or cause to be transferred on said books, the Bonds as herein provided.

Any Bond may be transferred upon the books required to be kept pursuant to this section by the person in whose name it is registered, in person or by a duly authorized agent, upon surrender of the Bond for cancellation, accompanied by delivery of a duly executed written

instrument of transfer in a form approved by the Paying Agent. Whenever any Bond or Bonds shall be surrendered for transfer, the Issuer shall furnish or cause to be furnished a sufficient number of manual or facsimile executed Bonds and the Paying Agent shall authenticate and deliver a new Bond or Bonds for like aggregate principal amount. The Paying Agent shall require the payment of any tax or other governmental charge required to be paid with respect to the transfer to be made by the bondholder requesting the transfer.

8. If any Bond shall become mutilated, the Issuer, at the expense of the holder of the Bonds, shall furnish or cause to be furnished, and the Paying Agent shall authenticate and deliver, a new Bond of like tenor in exchange and substitution of the mutilated Bond, upon surrender to the Paying Agent of the mutilated Bond. If any Bond issued under this resolution shall be lost, destroyed or stolen, evidence of the loss, destruction or theft and indemnity may be submitted to the Paying Agent, and if satisfactory to the Paying Agent and the Issuer, the Issuer at the expense of the owner, shall furnish or cause to be furnished, and the Paying Agent shall authenticate and deliver a new Bond of like tenor and bearing the statement required by Act 354, Public Acts of Michigan, 1972, as amended, being sections 129.131 to 129.134, inclusive, of the Michigan Compiled Laws, or any applicable law hereafter enacted, in lieu of and in substitution of the Bond so lost, destroyed or stolen. If any such Bond shall have matured or shall be about to mature, instead of issuing a substitute Bond, the Paying Agent may pay the same without surrender thereof.

9. The President and Secretary are authorized to provide the Bonds in conformity with the specifications of this resolution by causing their manual or facsimile signatures to be affixed thereto, and upon the manual execution by the authorized signatory of the Paying Agent if so required by the Issuer, the Treasurer is authorized and directed to cause said Bonds to be delivered to the Purchaser upon receipt of the purchase price and accrued interest, if any.

In the discretion of the President and Secretary, blank bonds with the manual or facsimile signatures of the President and Secretary of the Board affixed thereto, may be delivered to the Paying Agent for safekeeping to be used for registration and transfer of ownership.

10. There is hereby created a separate depository account to be kept with a bank located in the State of Michigan and insured by the Federal Deposit Insurance Corporation, previously approved as an authorized depository of funds of the Issuer, to be designated 2021 SCHOOL BOND DEBT RETIREMENT FUND (hereinafter referred to as the "DEBT RETIREMENT FUND"), all proceeds from taxes levied for the fund to be used for the purpose of paying the principal and interest on the Bonds authorized herein as they mature or are redeemed. Upon receipt of the Bond proceeds from the sale of the Bonds, the accrued interest, if any, shall be deposited in the DEBT RETIREMENT FUND. DEBT RETIREMENT FUND moneys may be invested as authorized by law.

Commencing with the 2021 tax levy, there shall be levied upon the tax rolls of the Issuer in each year for the purpose of the DEBT RETIREMENT FUND a sum not less than the amount estimated to be sufficient to pay the principal and interest on the Bonds as such principal and interest fall due, the probable delinquency in collections and funds on hand being taken into consideration in arriving at the estimate. Taxes required to be levied to meet the principal and interest obligations may be without limitation as to rate or amount, as provided by Article IX, Section 6, of the Michigan Constitution of 1963.

11. The Treasurer is hereby authorized and directed to cause a separate account to be created and designated 2021 CAPITAL PROJECTS FUND, with the _____ of _____, Michigan (the “CAPITAL PROJECTS FUND”), to which the proceeds of the Bond issue are to be credited. The Treasurer is further directed to cause the proceeds from the sale of the bonds to be deposited into the hereby established CAPITAL PROJECTS FUND.

12. The Bonds shall be in substantially the form attached hereto as Exhibit A.

13. Based upon information provided by the Issuer’s Financial Advisor and the Issuer’s own evaluation, a negotiated sale through a private placement allows flexibility in the timing, sale and structure of the Bonds in response to changing market conditions.

14. The Superintendent, or designee if permitted by law, is authorized to:

- A. File with the Department of Treasury an application for approval to issue the Bonds, if required, and to pay any applicable fee therefor and, further, within fifteen (15) business days after issuance of the Bonds, file any and all documentation required subsequent to the issuance of the Bonds, together with any statutorily required fee.
- B. Make application for municipal bond insurance if, upon advice of the financial consulting firm of the Issuer, the purchase of municipal bond insurance will be cost effective. If pursued, the premium for such bond insurance shall be paid by the Issuer from Bond proceeds.

15. The Superintendent is further authorized and directed to select a bond insurer, accept a commitment therefore and authorize payment of a bond insurance premium to insure any or all of the Bonds if recommended in writing by the Financial Advisor.

16. The officers, agents and employees of the Issuer are authorized to take all other actions necessary and convenient to facilitate the sale and delivery of the Bonds.

17. Thrun Law Firm, P.C., is appointed as bond counsel for the Issuer with reference to the issuance of the Bonds authorized by this resolution. Further, Thrun Law Firm, P.C., has informed this Board that it represents no other party in the issuance of the Bonds.

18. The financial consulting firm of Baker Tilly Municipal Advisors, LLC, is appointed as financial consultant to the Issuer with reference to the issuance of the Bonds herein authorized.

19. The Board covenants to comply with existing provisions of the Internal Revenue Code of 1986, as amended (the “Code”), necessary to maintain the exclusion of interest on the Bonds from gross income.

20. The Issuer designates the Bonds of this issue as “qualified tax-exempt obligations” for purposes of deduction of interest expense by financial institutions under the provisions of the Code. In making said designation, the Board determines that the reasonably anticipated amount of tax-exempt obligations which will be issued by the Issuer or entities which issue obligations on

behalf of the Issuer during calendar year 2021 will not exceed \$10,000,000, excluding only those tax-exempt obligations as permitted by Section 265(b)(3)(C)(ii) of the Code.

21. The advance payment for the Project is approved, and monies are authorized to be advanced from monies on hand in the General Fund, which monies will be repaid to the General Fund from the proceeds of the Bonds when received. The Issuer shall reimburse the General Fund not earlier than the date on which the expenses are paid and not later than the later of:

- A. the date that is eighteen (18) months after the expenses are paid, or
- B. the date the Project is placed in service or abandoned, but in no event more than three (3) years after the expenses are paid.

22. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution are 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/klg

EXHIBIT A

**[No.]
UNITED STATES OF AMERICA
STATE OF MICHIGAN
COUNTIES OF INGHAM, EATON AND CLINTON
WAVERLY COMMUNITY SCHOOLS
2021 SCHOOL BUILDING AND SITE BOND, SERIES IV
(GENERAL OBLIGATION - UNLIMITED TAX)**

Rate Maturity Date Date of Original Issue CUSIP No.

REGISTERED OWNER:
PRINCIPAL AMOUNT:

WAVERLY COMMUNITY SCHOOLS, COUNTIES OF INGHAM, EATON AND CLINTON, STATE OF MICHIGAN (the "Issuer"), promises to pay to the Registered Owner specified above, or registered assigns, the Principal Amount specified above in lawful money of the United States of America on the Maturity Date specified above, with interest thereon, from the Date of Original Issue until paid at the Rate specified above on the basis of a 360-day year, 30-day month, payable on _____, 20 ____, and semiannually thereafter on the first day of _____ and _____ of each year (the "Bond" or "Bonds"). Mandatory redemption payments, other than the final mandatory redemption payment, and interest payments are payable by check, draft, or wire transfer to the Registered Owner at the registered address shown on the registration books of the Issuer kept by the Issuer or its designee as of the close of business on the 15th day of the month preceding any interest payment date. The final payment of principal on this Bond is payable to the Registered Owner upon presentation and surrender hereof to the Issuer. The Issuer may hereafter designate a paying agent/bond registrar for the Bonds by notice mailed to the Registered Owner not less than sixty (60) days prior to any interest payment date.

This Bond is a single, fully registered, nonconvertible bond constituting the entire series of bonds issued in the original principal amount of \$3,435,000. The Bonds are the fourth series of bonds to be issued from a total amount of not to exceed \$18,470,000 authorized by the Issuer. The Bonds are issued under and in pursuance of the provisions of Act 451, Public Acts of Michigan, 1976, as amended; Act 34, Public Acts of Michigan, 2001, as amended; a majority vote of the qualified electors of the Issuer voting thereon at an election duly called and held on May 7, 2013; and a resolution duly adopted by the Board of Education of the Issuer on February 8, 2021, for the purpose of authorizing issuance of the Bonds by the Issuer.

The series of Bonds of which this is one is issued for the purpose of acquiring and installing instructional technology for school buildings; equipping and re-equipping school buildings for instructional technology; partially remodeling, equipping and re-equipping and furnishing and refurbishing school facilities; purchasing school buses; and developing, improving and equipping sites.

The Issuer has pledged its full faith, credit and resources for the payment of the principal and interest on the Bonds. The Bonds of this issue are payable from ad valorem taxes, which may

be levied without limitation as to rate or amount as provided by Article IX, Section 6 of the Michigan Constitution of 1963.

MANDATORY REDEMPTION

This Bond is a single term Bond subject to mandatory redemption, in part, by lot, on the redemption dates and in the principal amounts set forth below and at a redemption price equal to the principal amount thereof, without premium, together with interest thereon to the redemption dates.

<u>Redemption Dates</u>	<u>Principal Amounts</u>
May 1, 2022	\$1,445,000
May 1, 2023 (maturity)	1,990,000

OPTIONAL REDEMPTION

Bonds of this issue are not subject to redemption at the option of the Issuer prior to maturity.

This Bond is registered as to principal and interest and is transferable as provided in the resolutions authorizing the Bonds only upon the books of the Issuer kept for that purpose by the Paying Agent, by the Registered Owner hereof in person or by an agent of the Registered Owner duly authorized in writing, upon the surrender of this Bond together with a written instrument of transfer satisfactory to the Paying Agent duly executed by the Registered Owner or agent thereof and thereupon a new Bond or Bonds in the same aggregate principal amount and of the same maturity shall be issued to the transferee in exchange therefor as provided in the resolutions authorizing the Bonds, and upon payment of the charges, if any, therein provided. The Bonds are issuable in minimum denominations of \$100,000 and multiples of \$5,000 over \$100,000, not exceeding the aggregate principal amount for each maturity

It is hereby certified and recited that all acts, conditions and things required to be done, to happen, and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed in due time, form and manner, as required by law.

This Bond shall not be deemed a valid and binding obligation of the Issuer in the absence of authentication by manual execution hereof by the authorized signatory of the Paying Agent.

IN WITNESS WHEREOF, Waverly Community Schools, Counties of Ingham, Eaton and Clinton, State of Michigan, by its Board of Education, has caused this Bond to be signed in the name of the Issuer by the manual or facsimile signature of its President and countersigned by the manual or facsimile signature of its Secretary as of February 25, 2021, and to be manually signed by the authorized signatory of the Paying Agent as of the date set forth below.

WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND
CLINTON
STATE OF MICHIGAN

Countersigned

By _____
Secretary

By _____
President

CERTIFICATE OF AUTHENTICATION

Dated:

This Bond is one of the Bonds described herein.
(Name of Bank)
(City, State)
PAYING AGENT

By _____
Authorized Signatory



ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto _____
_____ the within Bond and does hereby irrevocably constitute and
appoint _____ attorney to transfer the Bond on the
books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____

NOTICE: The assignor's signature to this assignment must
correspond with the name as it appears upon the face of the
within Bond in every particular without alteration or any
change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by an eligible guarantor institution participating in a Securities
Transfer Association recognized signature guarantee program.

The Paying Agent will not effect transfer of this Bond unless the information concerning the
transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners if the Bond is held by joint
account.)

PLEASE INSERT SOCIAL SECURITY NUMBER OR
OTHER IDENTIFYING NUMBER OF ASSIGNEE

(if held by joint account, insert number
for first named transferee)

EXHIBIT B

[BOND BID FOLLOWS]



Douglas C. Barcy
Senior Vice President
PNC Bank
120 N. Washington Square
Lansing, MI 48933
Office: (517) 334-5226
Fax: (517) 334-5489

February 5, 2021

Evan Nuffer, Director of Finance
Administration Office
Waverly Community Schools
515 Snow Road
Lansing, MI 48917

Dear Mr. Nuffer:

PNC Bank, National Association ("Bank") is pleased to make the following Direct Purchase Bank Qualified, Tax-Exempt Bond commitment to Waverly Community Schools ("School" or "Borrower").

Terms not specifically covered or made definitive in this commitment or in the Borrower Request for Proposals are subject to mutual agreement between Bank and Borrower. This proposal will be subject to (a) the attached terms and conditions, which supersede all prior oral or written understanding between Bank and Borrower with regard to the transaction provided for herein and (b) documentation satisfactory in form and content to the Bank and its legal counsel.

Third parties should in no way rely on this letter and Bank is not liable for any actions taken by a third party because of their reliance on this letter.

Please indicate acceptance of the stated terms of this commitment by executing this letter and returning to us on February 9, 2021. If acceptance is not received by this date, this commitment will be considered canceled and void. Any revisions to this commitment letter must be approved by Bank in writing. Closing of this commitment is to take place on February 25, 2021.

Thank you for your consideration and I look forward working together on this financing.

Sincerely,

A handwritten signature in blue ink that reads "Douglas C. Barcy".

Douglas C. Barcy
Senior Vice President

Summary of Terms and Conditions

The undersigned hereby accepts the foregoing commitment from PNC Bank, National Association and the terms and conditions set forth herein, this _____ day of _____, 2021.

Waverly Community Schools, Counties of Ingham, Eaton and Clinton, State of Michigan

BY: _____
Name (Please Print)

Signature

TITLE: _____

DATE: _____

PNC Bank, National Association is pleased to provide the following direct purchase facility commitment to Waverly Community Schools subject to the terms and conditions herein and in the attached cover letter.

**Waverly Community Schools
Counties of Ingham, Eaton and Clinton
State of Michigan
2021 School Building and Site Bonds, Series IV
(General Obligation – Unlimited Tax)**

February 5, 2021

- Borrower:** Waverly Community Schools (“School” or “Borrower”)
- Purchasing Bank:** PNC Bank, National Association (“Purchaser” or “Bank”)
- Credit Facility:** Up to \$3,435,000 Tax-Exempt, Bank Qualified Direct Purchase Bond (“Bond” or “Credit Facility”)
- Purpose:** The Bonds are being issued for the purpose of acquiring and installing instructional technology for school buildings; equipping and re-equipping school buildings for instructional technology; partially remodeling, equipping and re-equipping and furnishing and refurbishing school facilities; purchasing school buses; and developing, improving and equipping sites.
- Security:** The Bonds are issued under the provisions of Act 451, Public Acts of Michigan, 1976, as amended. The Issuer has pledged the unlimited tax full faith and credit of the Issuer for the payment of principal and interest on the Bonds.
- Tax Treatment:** The Bond will be designated as a “Bank Qualified Tax-Exempt Obligation”.
- Prior Redemption:** The Bond is not subject to optional redemption prior to maturity.
- Interest Payments:** Interest will be payable semiannually commencing on November 1, 2021 and payable each May 1 and November 1 thereafter until maturity.
- Term Bond:** The Bond will have a stated maturity of May 1, 2023 with mandatory redemption payments as set forth below:
- | <u>Date</u> | <u>Amount</u> |
|--------------------|----------------------|
| May 1, 2022 | \$1,445,000 |
| May 1, 2023 | \$1,990,000 |
- Interest Rate:** The Bank’s fixed rate on the Bond is **1.436%** based on the expected closing date of February 25, 2021.
- Purchasers Discount:** \$3,000.00
- Conditions:** This proposal is subject to the following conditions:

- 1) The unqualified opinion of a nationally recognized legal counsel that is satisfactory to the Bank approving the legality and the Tax-Exempt status

Summary of Terms and Conditions

of the Bonds. Such opinion shall either be addressed to the Bank or a reliance letter shall be provided which states that the Bank may rely on the opinion of bond counsel.

- 2) An authorized officer of the Borrower shall execute the closing memorandum, settlement statement or other document (the "Closing Memorandum") authorizing the Bank to make wire transfers on the date of closing as set forth in the Closing Memorandum. Furthermore, the Borrower shall provide the Bank with a certified copy of the Borrower's resolution authorizing such officer to execute the Closing Memorandum and a copy of an incumbency certificate of the Borrower acceptable to the Bank which lists the name and title of all officers executing closing documents on behalf of the Borrower and confirming each officer's signature identification.
- 3) Documentation acceptable to the Bank and legal opinion will be at Borrower's expense.
- 4) Final draft of unexecuted documents shall be made available to Bank's legal counsel for review at least two (2) business days prior to closing.
- 5) An electronic copy of fully executed closing documents will be provided to the Bank one (1) business day prior to closing. A transcript of all original signed documents will be forwarded to the Bank within one (1) week from closing.
- 6) No Trustee or Paying Agent required
- 7) Optional Waiver of Book-Entry-Only: PNC Bank will purchase and hold the Bond until maturity. The Bond will not be remarketed.

Bank Counsel: Varnum Law Firm.

Governing Law: This term sheet shall be governed by the laws of the State of Michigan.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 8, 2021**

Report #20-49

FOR ACTION

Subject:

2021-22 Waverly High School Program of Studies

Recommendation:

The Superintendent recommends the Board of Education approve the 2021-22 Waverly High School Program of Studies.

Discussion of Options:

The Board of Education can entertain a motion to approve or reject the 2021-22 Waverly High School Program of Studies.

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 Castelee, 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



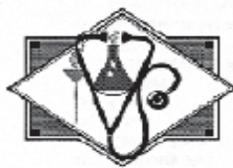
Business, Management, Marketing & Technology



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

Class of 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
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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
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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 & HEATLTH (.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 class of 2022.**

Class of 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.

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.

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, Patient Care Technican, 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
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

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