

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 December 18, 2023, beginning at 6:00 PM in the Board Room, 515 Snow Road, Lansing, MI 48917.

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 Alicia Guevara Warren

- II. Special Presentation
 - A. Retirement Celebration - Mary Ann Martin

 - B. Elmwood Student Readers

- III. Correspondence

- IV. Public Comment for Agenda Items

- V. Board Member Comment

- VI. Approval of Agenda and Acceptance of all Reports into Discussion

Recommendation: To request a motion to approve the December 18, 2023 agenda as presented and accept all reports into discussion.

VII. Approval of Consent Agenda Items 4

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

Board Professional Development Meeting Minutes - November 13, 2023

Regular Board Meeting Minutes - November 20, 2023

Report #23-32, HR Personnel Report

Report #23-33, Finance Report

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

VIII. Committee Meetings

A. Finance & Facilities Committee Meeting Review

B. Teaching & Learning Committee Meeting Review

IX. Presentation of Reports

A. Waverly Board of Education Working Agreements

1. For Action - Report #23-34, Waverly Board of Education Working Agreements 20

Recommendation: To approve the proposed Board of Education Working Agreements as listed in Report #23-34, as presented.

B. Finance & Facilities

1. For Action - Report #23-35, 2022 Building and Site, Series I Abatement Award Recommendations. 21

Recommendation: To approve awards to the lowest responsible bidder(s) from the Bid Package - Asbestos Abatement, in accordance with Board Policy 6320 (Purchasing).

2. For Action - Report #23-36, Special Election on Tuesday, May 7, 2024 25

Recommendation: To approve the resolution to call for a special election to be held on May 7, 2024 for the purpose of asking voters to approve additional funding to complete our capital improvement projects.

3. For Action - Report #23-37, Auditorium Bid Package 30

Recommendation: To approve awards to the lowest responsible bidder(s) from the Auditorium Bid Package, as per the summary presented, in accordance with Board Policy 6320 (Purchasing).

C. Teaching & Learning

1. Waverly High School 2024-25 Program of Studies,, First Reading - Proposed Changes 36

X. Superintendent's Report

XI. Public Comment - Open Comment for District Related Items

XII. Other Board Business

XIII. Adjournment

Minutes of Special Meeting (Board Professional Development)

The Board of Trustees Waverly Community Schools

A Special (BOE Professional Development) meeting of the Waverly Community Schools Board of Education was held Monday, November 13, 2023 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present: Alicia Guevara Warren
 Amy Krause
 Cathy Pike
 Vince Perkins
 Debbie Lopez
 Holly Nester
 Mary Ann Martin

Staff Present: Kelly Blake, Superintendent
 Chris Huff, Director of Teaching & Learning
 Micky Savage – Director of Human Resources
 Evan Nuffer, Director of Finance & Operations

The meeting was called to order at 4:00 pm by President Guevara Warren.

Evan Nuffer, Director of Finance & Operations, updated the board on bond activities.

The Board of Education:

- Reviewed proposed working norms and finalized a list that will be adopted the Board.
- The self-assessment data and prioritized areas of growth. The Board determined the top 3 goals.
- Reviewed and will develop protocols to create a plan to work on the identified protocols.

Superintendent Blake reviewed her 2023-24 goals for the board for review in aligning with Board priorities.

The meeting was adjourned at 7:02 pm.

Minutes of Regular Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The regular monthly meeting of the Waverly Community Schools Board of Education was held on Monday, November 20, 2023 in the Waverly Board of Education Meeting Room, located at 515 Snow Rd., Lansing, MI 48917. President Guevara Warren called the meeting to order at 6:00 PM. The pledge to the flag was led by Waverly student Sarai Lopez.

Members Present: Alicia Guevara Warren
 Vince Perkins
 Deborah Lopez
 Cathy Pike
 Holly Nester
 Amy Krause

Members Absent: Mary Ann Martin

Staff Present: Kelly Blake, Superintendent
 Evan Nuffer, Director of Finance & Facilities
 Chris Huff, Director of Teaching & Learning
 Jon Harpst, Director of IT
 Ann Marie Lindsay
 Tony Terranova
 Bernard Colton
 Molly Francis
 Doreatha Rusher
 Allison Orwat
 Susan Ruegsegger
 Chuck Tolhurst
 Kandy Hannula

Special Presentation

31aa Mental Health & Safety Presentation – Director of Finance & Operations, Evan Nuffer, gave a presentation on the proposed 31aa Mental Health & Safety for Waverly Community Schools, which includes:

- Continued employment of our current mental health specialists to provide crucial support for our staff and students.
- Safety training for staff.
- Upgraded district hand-held radio system.
- Continued upgrades for technology security.

Correspondence:

None

Public Comment for Agenda Items:

Parents Sahidi Castillo and Anibal Vazquez discussed concerns regarding their students' educational program.

Board Member Comment:

Member Pike:

- Enjoyed the High School Fall play and would like to have the student performers come to a board meeting to discuss the production.

Member Perkins:

- Congratulated Christina Lounds and Todd Stiles on their retirement from Waverly Community Schools.

Member Nestor:

- Requested an update regarding the parent concern that was discussed at this meeting.

Member Guevara Warren:

- Also enjoyed the High School Fall play and wants to work on promoting the arts at Waverly.
- Thanked the BOE members for attending the Board PD on 11/13/23 and that they engaged in self-assessment, which was very insightful.
- An Advocacy & Outreach committee will be developed to help promote community involvement in our district.
- Prioritize how we are engaging in data driven decision making.
- Will be meeting with the Superintendent to formalize board working agreements, developing the new committee and the new BOE operating procedures being developed.

Member Lopez:

- Congratulated the Waverly Marching Band on winning the lighting contest at 2023 Silver Bells in the City.

Approval of Agenda and Acceptance of Reports

A motion was presented by Member Nester and supported by Member Perkins to adopt the November 20, 2023 agenda as presented and accept all reports into discussion.

Motion PASSED

Vote: Ayes – 6; Nays – 0; Absent – 1 Member Martin

Approval Consent Agenda Items

A motion was presented by Member Perkins and supported by Member Pike to approve the consent agenda as presented.

Motion PASSED
Vote: Ayes – 6; Nays – 0; Absent –1 Member Nester

Committee Meetings

The Finance Committee will review their November 2023 meeting at the December 18th regular board of education meeting.

PRESENTATION OF REPORTS

Finance and Facilities

For Action – Report #23-29, Greater Lansing Regional Committee Membership

A motion was presented by Members Lopez and supported by Member Krause to adopt the GLRC membership resolution.

Motion PASSED
Vote: Ayes – 6; Nays – 0; Absent –1 Member Martin

Personnel and Policy

For Action – Report #23-30, Membership in Western Michigan Health Insurance Pool

A motion was presented by Member Pike and supported by Member Perkins to approve membership in the WMHIP.

Motion PASSED
Vote: Ayes – 6; Nays – 0; Absent –1 Member Martin

For Action – Report #23-31, Expanding, Enhancing Emotional Change Interagency Agreement

A motion was presented by Member Guevara Warren and supported by Member Pike to approve the interagency agreement with E3, as presented.

Motion PASSED
Vote: Ayes – 6; Nays – 0; Absent –1 Member Martin

Superintendent’s Report:

Superintendent Blake:

- Met with Delta Township representatives and our architect regarding the Multi-Generational Center and have been in contact with MDHHS regarding stipulations as to when contracts need to be issued and funds need to be spent. Design development will start soon.
- Middle School construction will begin in January 2024 along with the High School auditorium.

- Reviewed the Continuity of Learning Plan, December 2023 Update, which is available for review on the district website.
- A large amount of student participated in wrestling and basketball try-outs and beginning competition in December 2023.
- December 20th is the yearly music collage which includes all of our performing art programs.
- School is in session until Friday, December 22nd. Winter break is from December 25, 2023 – January 7, 2024.
- Emily Partridge is the new district Auditorium Manager.
- Due to holidays, the January 2024 board meeting will be held on January 22nd and the February 2024 meeting will be held on February 12th.
- Mid-Winter break is February 19 – 23, 2024.

Public Comment – Open Comment for District Issues

None

Other Board Business:

None

The meeting adjourned at 6:39 pm.

Respectfully submitted,

Vincent Perkins, Secretary
aml

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION REGULAR MEETING
December 18, 2023

Report #23-32

Subject: Personnel Report

A. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Jeff Boyer	Math Teacher	Middle School	MA Step 12/\$75,795	12/4/2023

B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
William Bills	Regular Back-Up Bus Driver	Service Bldg.	\$19.00/hr	11/20/2023
Breanna McGuire	Instructional Para Educator	Colt ECEC	\$17.02/hr	11/27/2023
Debra Maloney	Food Service Lunch Aide	Elmwood	\$13.40/hr	11/29/2023
William Watkins	Behavior Para Educator	High School	\$17.02/hr	12/18/2023

C. Resignation – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Susan Ruegsegger	School Nurse	District	12/1/2023
Greta Kearns-Boyd	2 nd Grade Teacher	Elmwood	12/8/2023
Catherine Duke	Science Teacher	Middle School	12/31/2023
Rebecca Newcombe	5 th Grade Teacher	East Intermediate	12/22/2023
Kimberly Fiero	School Nurse	District	12/11/2023

D. Resignation – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Mildred Nettles	Food Service	Elmwood Elementary	12/22/2023

E. Staff Transfer

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Sara Bacon	Associate Child Care	Lead Child Care Colt	12/4/2023

F. Retirement– Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
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**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2023**

Report #23-33

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 October 31, 2023, was \$5,618,178.88. Receipts during November, consisting of State aid, property taxes and other revenues/transfers-in in the amount of \$6,839,037.68 minus disbursements during November of \$6,430,568.01, left the district with a General Fund cash balance, as of November 30, 2023, of \$6,026,648.55.

2023-24 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$2,208,688. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2023-24 Student Activity Fund revenues/transfers-in exceed expenditures/transfers-out by \$5,529. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2023-24 Sinking Fund revenues exceed expenditures by \$464,882. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2023-24 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$331,004. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2021 Building and Site, Series IV Bonds remaining to be allocated, including \$37,167 of accrued interest, is \$142,314. A summary of life to date activity is included in the supporting documentation

The balance of the 2022 Building and Site, Series I Bonds remaining to be allocated, including \$2,058,798 of accrued interest/change in market value, is \$0. A summary of life to date activity is included in the supporting documentation

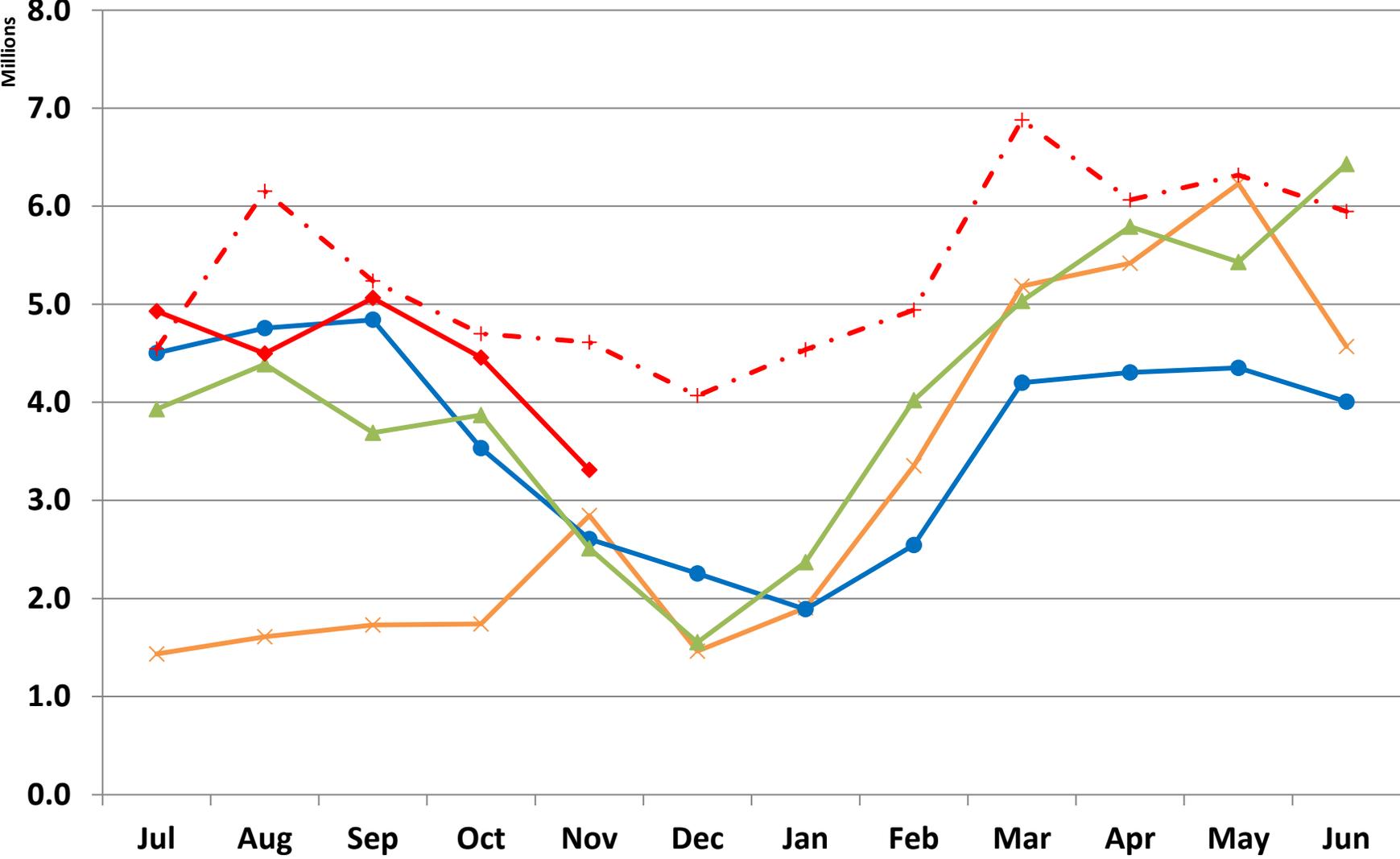
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended November 30, 2023

Balance on Hand October 31, 2023	5,618,178.88
Revenues	
State Aid	3,889,990.30
Taxes	6,595.68
Other Revenue	453,378.74
Interfund Transfers In	2,489,072.96
State Aid Note Proceeds	-
	<u>6,839,037.68</u>
Disbursements	
Payroll and Related Liabilities	(3,779,308.87)
Other Expenditures	(2,651,259.14)
State Aid Repayment	-
	<u>(6,430,568.01)</u>
Prior Month Adjustments - November 2023	-
Balance on Hand November 30, 2023	<u><u>6,026,648.55</u></u>
PNC Bank - General	2,939,175.23
MILAF	1,618,894.51
PNC Bank - Payroll	1,468,578.81
Comerica - Checking	-
	<u><u>6,026,648.55</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2023

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,538,439	4,125,080	(5,413,359)	56.8%
State sources	31,467,600	6,950,115	(24,517,485)	77.9%
Federal sources	2,571,666	16,513	(2,555,153)	99.4%
Intergovernmental	4,057,720	628,365	(3,429,355)	84.5%
Transfers In	125,000	-	(125,000)	100.0%
Total revenue	47,760,425	11,720,073	(36,040,352)	75.5%
Expenditures				
Current:				
Instruction:				
Basic program	18,246,155	4,928,274	(13,317,881)	73.0%
Added needs	8,044,082	2,266,930	(5,777,153)	71.8%
Total instruction	26,290,238	7,195,204	(19,095,034)	72.6%
Support Services:				
Pupil	5,259,270	1,205,187	(4,054,084)	77.1%
Instructional staff	2,978,182	1,006,406	(1,971,776)	66.2%
General administration	425,529	231,414	(194,115)	45.6%
School administration	2,996,981	1,170,581	(1,826,400)	60.9%
Business	591,575	200,412	(391,163)	66.1%
Operations and maintenance	4,239,857	1,446,000	(2,793,857)	65.9%
Pupil transportation services	1,319,128	418,557	(900,571)	68.3%
Central	996,662	437,070	(559,592)	56.1%
Other	307,004	104,835	(202,169)	65.9%
Total support services	19,114,188	6,220,461	(12,893,728)	67.5%
Athletics	721,373	267,363	(454,010)	62.9%
Community services	-	-	-	0.0%
Welfare Activities	-	517	517	0.0%
Non Publics	4,665	-	(4,665)	100.0%
Facility Acquisition	-	-	-	0.0%
Debt service:				
Principal	-	-	-	0.0%
Interest	-	-	-	0.0%
Capital outlay	7,500	19,279	11,779	-157.1%
Payments to other public schools	1,462,424	225,937	(1,236,487)	84.6%
Total expenditures	47,600,388	13,928,761	(33,671,627)	70.7%
Excess of Revenue (Under)Over Expenditures	160,037	(2,208,688)	(2,368,726)	
Transfers Out	1,100,000	-	(1,100,000)	100.0%
Change in Fund Balance	(939,963)	(2,208,688)	(1,268,726)	
Favorable Expenditure Variance (1.5%)	714,006			
Projected Change in Fund Balance	(225,957)			
Fund Balance - Beginning of year	8,140,837			
Fund Balance - End of year	7,914,880			
	16.6%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2023

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	172,456	69,848	(102,609)	59.5%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	1,000	1,000	0.0%
Transfers In	-	-	-	0.0%
Total revenue	172,456	70,848	(101,609)	58.9%
Expenditures				
Student Activities	108,104	33,291	(74,812)	69.2%
Athletics	58,298	32,027	(26,270)	45.1%
Total expenditures	166,401	65,319	(101,083)	60.7%
Excess of Revenue (Under)Over Expenditures	6,055	5,529	(526)	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	6,055	5,529	(526)	
Fund Balance - Beginning of year	300,246			
Fund Balance - End of year	306,301			

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2023

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	1,053,282	464,952	(588,330)	55.9%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	1,053,282	464,952	(588,330)	55.9%
Expenditures				
Current:				
Support Services - Business	-	70	70	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	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	-	70	70	0.0%
Excess of Revenue (Under)Over Expenditures	1,053,282	464,882	(588,400)	
Transfers Out	-	-	-	
Net Change in Fund Balance	1,053,282	464,882	(588,400)	
Fund Balance - Beginning of year	3,114,928			
Fund Balance - End of year	4,168,210			

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2023

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	50,000	23,176	(26,824)	53.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	1,100,000	-	-	0.0%
Total revenue	1,150,000	23,176	(26,824)	2.3%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	-	-	-	0.0%
Support Services - Transportation	-	354,180	-	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	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	-	354,180	-	0.0%
Excess of Revenue (Under)Over Expenditures	1,150,000	(331,004)	-	
Transfers Out	-	-	-	
Net Change in Fund Balance	1,150,000	(331,004)	-	
Fund Balance - Beginning of year	2,068,613	2,068,613		
Fund Balance - End of year	3,218,613	1,737,609		

Waverly Community Schools

2021 Building and Site Bonds, Series IV

Budget Summary

As of November 30, 2023

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	2,625,538	2,365,725	117,825	141,988
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	2,625,538	2,365,725	117,825	141,988
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	663	-	(663)
Wireless Network	-	-	-	-
Phone System	-	750	-	(750)
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	1,413	-	(1,413)
Technology Equipment - Owner PO				
Computers/Mobile Devices	507,752	607,191	-	(99,439)
Servers/Backend Systems	-	-	-	-
Printers	-	3,455	-	(3,455)
AV Equipment	-	27,264	-	(27,264)
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	507,752	637,909	-	(130,157)
District				
Loose Equipment (Furniture & Transportation)	-	5,436	-	(5,436)
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	155,116	36,211	-	118,905
Field General Conditions	-	-	-	-
Architect	-	19,988	-	(19,988)
Tech Design/Construction Mgr	146,594	146,594	-	-
District Subtotal	301,710	208,229	-	93,481
Totals	3,435,000	3,213,276	117,825	103,899
Bank Interest/Proceeds				38,415
Total Available				<u>142,314</u>

Waverly Community Schools
2022 Building and Site Bonds, Series I
Budget Summary
As of November 30, 2023

	Budget	Actual	Encumbered	Balance Remaining
Construction				
New Construction	-	-	-	-
Remodeling	40,518,555	11,386,583	36,641,010	(7,509,038)
Site Improvements	3,741,170	3,751,364	3,755,543	(3,765,737)
Construction Base Budget Subtotal	44,259,725	15,137,947	40,396,553	(11,274,775)
Instructional Technology				
Computers and Mobile Devices	1,468,271	845,083	-	623,188
Audio / Visual	1,802,135	352,270	1,154,331	295,534
Instructional Technology Subtotal	3,270,406	1,197,353	1,154,331	918,722
Loose Furnishings and Equipment				
Non-Instructional Computers and Mobile Devices	73,904	-	-	73,904
Non-Instructional Audio / Visual	-	-	-	-
Furnishings, Fixtures and Equipment (FF&E)	4,021,389	793,786	15,291	3,212,313
Loose Furnishings and Equipment Subtotal	4,095,293	793,786	15,291	3,286,217
District				
Buses	449,946	-	-	449,946
Contingency	2,361,738	38,928	1,892,476	430,334
Election/Issuance Costs	839,463	712,248	-	127,215
General Conditions	994,618	563,248	877,043	(445,673)
Architect and Engineering Fees	2,753,715	3,184,596	(430,881)	-
A/E Reimbursables	431,821	469,608	161,201	(198,989)
Technology Design	393,305	302,383	90,922	(0)
Construction Mgr	3,050,990	2,339,078	711,912	-
District Subtotal	11,275,596	7,610,090	3,302,672	362,834
Bank Interest/Proceeds	(446,265)	(2,058,798)	-	1,612,533
Totals	62,454,756	22,680,378	44,868,847	(5,094,470)

Waverly Community Schools
Building and Site Bonds - May 2021 Authorization
Budget Summary - All Series
As of November 30, 2023

	Budget	Actual	Encumbered	Balance Remaining
Construction				
New Construction	17,591,703	-	-	17,591,703
Remodeling	62,733,996	11,386,583	36,641,010	14,706,403
Site Improvements	6,545,176	3,751,364	3,755,543	(961,731)
Construction Base Budget Subtotal	86,870,875	15,137,947	40,396,553	31,336,375
Instructional Technology				
Computers and Mobile Devices	3,943,267	845,083	-	3,098,184
Audio / Visual	2,776,267	352,270	1,154,331	1,269,666
Instructional Technology Subtotal	6,719,534	1,197,353	1,154,331	4,367,850
Loose Furnishings and Equipment				
Non-Instructional Computers and Mobile Devices	618,614	-	-	618,614
Non-Instructional Audio / Visual	290,215	-	-	290,215
Furnishings, Fixtures and Equipment (FF&E)	6,012,398	793,786	15,291	5,203,322
Loose Furnishings and Equipment Subtotal	6,921,227	793,786	15,291	6,112,151
District				
Buses	1,124,864	-	-	1,124,864
Contingency	6,415,931	38,928	3,673,459	2,703,544
Election/Issuance Costs	1,787,689	712,248	-	1,075,441
General Conditions	2,099,386	563,248	877,043	659,095
Architect and Engineering Fees	5,643,198	3,184,596	2,458,602	-
A/E Reimbursables	913,401	469,608	232,508	211,285
Technology Design	817,208	302,383	528,375	(13,550)
Construction Mgr	6,439,865	2,339,078	4,034,150	66,637
District Subtotal	25,241,542	7,610,090	11,804,136	5,827,316
Bank Interest/Proceeds	(753,178)	(2,058,798)	-	1,305,620
Totals	125,000,000	22,680,378	53,370,311	48,949,311

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
NOVEMBER 20, 2023**

Report #23-34

FOR ACTION

Subject:

Waverly Community School Board of Education Working Agreements

Recommendation:

The Superintendent recommends the Board of Education approve the following working agreements:

- Keep our focus on the best interests of our students staff and community
- Work toward the future – learning from the past
- When there is a difference of opinion, we debate the facts and avoid personality conflicts
- Be generous and presume positive intent
- Treat each other with respect – never dismiss or devalue others
- Actively listen to all ideas – come with an open mind and listen to understand
- All voices are heard/Step up, Step back
- Build upon the ideas of others and look for common ground
- Use ‘out of the box’ thinking
- No surprises
- Be authentic
- Be mindful of body language and facial expressions
- Come to all meetings prepared
- Avoid using jargon and acronyms

Statement of Purpose:

The purpose of the agreement is to have the Waverly Board of Education take action on adopting the listed working agreements as guidelines to use when serving as a Waverly Board of Education member during a scheduled Board of Education meeting or professional development sessions.

Budget Impact:

There is no budget impact.

Background Information:

Waverly Community Schools Board of Education members attended a professional development session with MASB, to work to establish some operating procedures and grow as a working board.

Rationale for Recommendation:

The Board of Education seeks to work on establishing operating procedures throughout the 23-24 academic year, in order to function efficiently and effectively as a Board of Education.

Strategic Plan Reference:

Waverly Community Schools Strategy Plan Strategy Goal 3: Strategic Goal Statement: Waverly Community Schools will improve the efficiency of communication throughout the district and community in order to gain meaningful input, participation, and shared partnerships with all stakeholders.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2023**

Report #23-35

FOR ACTION

Subject:

2022 Building and Site, Series I Asbestos Abatement Award Recommendations

Recommendation:

The Superintendent recommends the Board of Education approve awards to the lowest responsible bidder(s) from the Bid Package – Asbestos Abatement, in accordance with Board Policy 6320 (Purchasing).

Statement of Purpose:

The purpose of the Bid Package – Asbestos Abatement was to receive competitive pricing for all labor, materials, equipment and all other services necessary to abate the asbestos from the High School and Middle School prior to any construction activities taking place in asbestos containing areas.

Background Information:

On May 4, 2021 a special election was held for the purpose of proposing a ballot question to authorize Waverly Community Schools to borrow the sum of \$125,000,000 and issue its general obligation unlimited tax bonds therefor, in one or more series for the purpose of erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites. The ballot proposal having received sufficient votes was approved.

On Thursday, November 2, 2023 the Asbestos Abatement Bid Package was released with responses due on Friday, November 17, 2023. A summary of the bid responses is attached for reference. Satisfactory post bid interviews were conducted with the apparent low bidder(s) to ensure compliance with bid specifications.

Budget Impact:

The total cost of the recommendation for this bid package, including contingency, is Four Hundred Fifty-One Thousand Two Hundred and 00/100 Dollars (\$451,200.00). The contract will be funded entirely by the proceeds from the 2022 Building and Site, Series I bonds.

Discussion of Options:

The Board may entertain a motion to take one of the following actions:

- 1) Accept the bid recommendation, as presented
- 2) Reject all the bids, and reissue a new Invitation to Bid
- 3) Table the recommendation for further discussion



NOVA
ENVIRONMENTAL, INC.
5300 PLYMOUTH ROAD
ANN ARBOR, MICHIGAN 48105
734-930-0995

November 27, 2023

Mr. Kyle Scriptor
 Waverly Community Schools
 Maintenance Supervisor
 515 Snow Road
 Lansing, MI 48917

RE: Contractor Selection

Dear Mr. Scriptor:

As you are aware, abatement work has to be performed as part of the renovation activities at Waverly High School and Waverly Middle School. The present projects involve the removal of flooring, doors and door frames and caulks.

The following is Nova Environmental, Inc.'s recommendation regarding the selection of the asbestos abatement Contractor for the Waverly Community Schools project.

BID NO.	Building(s)	Contractor	Bid Amount	Alternate #1	Total
1	Waverly High School and Waverly Middle School	Total Environmental Services	\$405,300.00	5,900.00	\$411,200.00

A \$20,000.00 allowance has been added to the High School and a \$20,000.00 allowance has been added to the Middle School bringing the total bid amount to **\$451,200.00**

This recommendation is based upon the following factors:

1. The bid from the Contractor was the low bid.
2. The Contractor has performed similar projects in numerous school districts.
3. The Contractor should be able to provide a safe and effective project within the time parameters of the specification.
4. Nova has met with the Contractor and they have the equipment, manpower, and knowledge to complete the projects as specified in the bid documents.

For the above noted reasons, Nova recommends the bid proposals from the above noted Contractor be accepted for the project in Waverly Community Schools. This recommendation is conditioned upon proper submittals from the company in keeping with the requirements of the bid documents and the contract between the School District and the Contractor being mutually agreed upon.

If you have any questions or if I can be of further service, please contact me.

Thank you,
 NOVA ENVIRONMENTAL, INC.





WAVERLY COMMUNITY SCHOOLS
Waverly High School and Waverly Middle School
Asbestos Abatement Bid Tabulation
November 17, 2023

Contractor	Bid Bond	Familial stmt	Iran Stmt	Addendum #1	Bid 1 Waverly High School & Waverly Middle School	Bid 1 Waverly HS Alternate 1
Qualified Abatement Services	✓	✓	✓	✓	\$740,000.00	\$3,800.00
Total Environmental Services	✓	✓	✓	✓	\$405,300.00	\$5,900.00
GFL Environmental	✓	✓	✓	✓	\$517,264.00	\$3,156.00 23
Quality Environmental Services	✓	✓	✓	✓	\$480,000.00	\$5,000.00

Total Environmental Services, L.L.C.

1950 Clinton St.
Toledo, Ohio 43607

Waverly Community Schools
515 Snow Rd.
Lansing, MI 48917

Asbestos Abatement for 2024 - 2025 Renovations – Schedule of Values

Waverly High School:

Base Bid with Allowance: \$178,150.00

24

Waverly Middle School:

Base Bid with Allowance: \$227,150.00

Total: \$405,300.00

We look forward to working with Waverly Community Schools and Nova Environmental, Inc. on this project. If you have any questions, please contact us at any time.

Thank you,



Andrew Wolniewicz

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2023**

Report #23-36

FOR ACTION

Subject:

Special School Election on Tuesday, May 7, 2024

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to call for a special election to be held on May 7, 2024

Statement of Purpose:

The purpose of the special election is to ask voters to approve additional funding to complete our capital improvement projects.

Budget Impact:

The board of education shall borrow the sum of Eight Million Twenty Thousand Dollars with a maximum number of years the bonds of any series may be outstanding, exclusive of any refunding, is fifteen (15) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 0.63 mills.

Historical Perspective:

The existing debt millage levy to retire the outstanding debt obligations of the district, originally issued in 2022, is 6.40 mills. The proposed debt millage levy reflects a no tax rate increase in comparison to the existing debt millage levy. As property values have increased, the amount of revenue generated by the existing debt millage levy has increased, allowing the district to issue additional debt for an anticipated 0 mill net increase over the current levy.

Rationale for Recommendation:

In 2021 the voters approved a \$125 million bond proposal. The planned scope of work for this authorization included a 4% annual inflationary estimate on the cost of construction. Actual inflation has exceeded this estimate and the cost of construction is creating a shortfall of funds available to complete the full scope of work originally planned with the 2021 ballot proposal. This new ballot proposal of \$8,020,000 represents 6.4% of the original request. The District has been fiscally responsible in implementing the planned scope of work to date and expects this request will be sufficient to complete the remaining scope of work.

Discussion of Options:

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

Strategic Plan Reference:

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

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

A regular meeting of the board of education of the District (the “Board”) was held in the Board of Education Meeting Room, within the boundaries of the District, on the 18th day of December, 2023, at 6:00 o’clock in the p.m. (the “Meeting”).

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

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

2. This Board estimates the necessary cost of the project to be Eight Million One Hundred Twenty-Nine Thousand Seven Hundred Eighteen Dollars (\$8,129,718).

3. It will be necessary for the District to borrow the sum of Eight Million Twenty Thousand Dollars (\$8,020,000) and issue the bonds of the District therefor, the remaining funds to be derived from the investment of the bond proceeds.

4. This Board intends to submit a proposition at a special election to be held on Tuesday, May 7, 2024.

5. On or before 4:00 p.m. on Tuesday, February 13, 2024, the Board shall certify any ballot proposition to be submitted to the voters at such election to the election coordinator or coordinators designated to conduct elections within the District (the “Election Coordinator”).

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A special election of the school electors of the District be called and held on Tuesday, May 7, 2024.

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

3. The Election Coordinator is requested to:

- a. Utilize Lansing State Journal, a newspaper published or of general circulation within the District, for publication of notices in accordance with the election law requirements.
 - b. Utilize ballot proposition summary information, as prepared by legal counsel, in the forms of the notices of last day of registration and election in substantially the form as set forth in Exhibit B attached hereto.
 - c. Provide a proof copy of the ballot to the District and its legal counsel in sufficient time to allow the ballot to be proofread prior to printing.
4. This Board estimates the period of usefulness of the improvements for which bonds of the District in the amount of Eight Million Twenty Thousand Dollars (\$8,020,000) are to be issued to be not less than thirty (30) years.
5. The Secretary of this Board is hereby authorized and directed to file a copy of this resolution with the Election Coordinator and with any Election Clerk or clerks designated to conduct elections within the District by 4:00 p.m., on Tuesday, February 13, 2024.
6. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board’s minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the “Open Meetings Act” (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

CJI/keh

EXHIBIT A

WAVERLY COMMUNITY SCHOOLS BOND PROPOSAL

Shall Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, borrow the sum of not to exceed Eight Million Twenty Thousand Dollars (\$8,020,000) and issue its general obligation unlimited tax bonds therefor for the purpose of:

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

The following is for informational purposes only:

The estimated millage that will be levied for the proposed bonds in 2026 is 0.26 mill (\$0.26 on each \$1,000 of taxable valuation) for an anticipated 0 mill net increase over the prior year's levy. The maximum number of years the bonds may be outstanding, exclusive of any refunding, is fifteen (15) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 0.63 mill (\$0.63 on each \$1,000 of taxable valuation).

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

EXHIBIT B

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

**WAVERLY COMMUNITY SCHOOLS
GENERAL OBLIGATION UNLIMITED TAX BOND PROPOSAL
FOR BUILDING AND SITE PURPOSES IN THE AMOUNT OF
NOT TO EXCEED \$8,020,000**

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

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

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2023**

Report #23-37

FOR ACTION

Subject:

Construction Award Recommendations

Recommendation:

The Superintendent recommends the Board of Education approve awards to the lowest responsible bidder(s) from the Auditorium Bid Package, as per the attached summary, in accordance with Board Policy 6320 (Purchasing).

Statement of Purpose:

The purpose of the Auditorium Bid Package was to receive competitive pricing for renovations including architectural, mechanical, electrical and finish upgrades throughout the auditorium. Theatre lighting and A/V upgrades are also included.

Background Information:

On February 25, 2019 the Board approved a resolution to create a public improvement fund as authorized by 1943 PA 177. The Board appropriates funds from the General Fund to the Public Improvement Fund for the purpose of acquiring, constructing, extending, altering, repairing, or equipping public improvements or buildings of the District.

The State School Aid Act includes \$3.0 million for the 2023-24 school year for renovation planning and construction capital costs for a high school auditorium.

Budget Impact:

The total cost of this recommendation is Six Million Two Hundred Thirty Thousand Eight Hundred Forty-Six and 00/100 Dollars (\$6,230,846.00), including contingency and general conditions. The contracts will be funded by the Public Improvement Fund and the appropriations under section 61n of the State School Aid Act.

Discussion of Options:

The Board may entertain a motion to take one of the following actions:

- 1) Accept all bid recommendations, as presented
- 2) Accept or reject each bid individually with a separate motion for each bid category
- 3) Reject all the bids, and reissue a new Invitation to Bid
- 4) Table the recommendation for further discussion



December 8, 2023

Mr. Evan Nuffer
 Director, Finance and Operations
 Waverly Community Schools
 515 Snow Rd.
 Lansing, Michigan 48917

RE: Waverly High School Auditorium Renovation

Dear Mr. Nuffer,

Bid documents were issued for Waverly High School Auditorium Renovation. This work includes mechanical and electrical upgrades along with Architectural updates. Theater Lighting and A/V upgrades are also included. In addition to contacting known interested bidders, bids were advertised on the state bid website, in the local newspaper, and with Barton Malow's online planroom. Bids were received and publicly read October 4, 2023.

The General Trades bid category was rebid. Bids for the General Trades Rebid were received December 6, 2023.

Bid Evaluation Summary and Recommendations

The attached bid tabulation indicates the bid pricing received. After a review of the bid proposals received, post bid interviews were conducted with the low bidders to verify the proposal was inclusive of the scope of work and schedule.

Based upon the evaluation of the project team we present the following companies for consideration by the administration and Board of Education:

Category	Contractor	Base Bid	Alt 3	Alt 12	Alt CM3	Vol Alt.	Total
Demo	Blue Star, Inc.	\$144,950					\$144,950
Concrete	Moore Trospen Construction	\$130,000					\$130,000
Masonry	BNE	\$239,000					\$239,000
Steel	Howard Structural Steel	\$286,335					\$286,335
Flooring	Superior Floor Coverings LLC	\$103,100					\$103,100
Paint	Niles Construction Services	\$99,000				(\$10,000)	\$89,000
Wood Flooring	Star Flooring Corporation	\$263,000				(\$214,000)	\$49,000
Theater Seating	Irwin Seating Company	\$209,585					\$209,585
Fire Suppression	Great Lakes Fire Protection, Inc.	\$69,070				(\$4,500)	\$64,570
Mechanical	Advantage Mechanical Group	\$949,000				(\$7,500) (\$10,000)	\$931,500
Mech. Controls	SC Technologies (Summit)	\$50,400					\$50,400
Electrical	Centennial Electric LLC	\$1,331,700				(\$30,000)	\$1,301,700
Audio / Visual	Parkway Electric & Communications	\$297,620					\$297,620
General Trades	Dobie Construction	\$1,877,000	(\$285,000)	\$112,000			\$1,704,000
						TOTAL	\$5,600,760
						G/C's at 2.25%	\$126,017
						Contingency at 9%	\$504,068
						Total Award	\$6,230,846



A brief description of the Accepted Alternates:

Alternate 3: Provide framing and drywall for theater walls in lieu of plastic laminate paneling.

Alternate 12: Provide scaffolding for all trades to use to reach the ceiling heights.

Alternate CM3: Deduct for Lifts (use scaffolding instead)

There were also numerous voluntary alternates.

Upon approval by the Board of Education, Barton Malow will issue a contract to the approved bidder. If you have any questions, please call me at (586) 524-1396.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Sifferman", with a long horizontal flourish extending to the right.

Eric Sifferman
Project Manager
Barton Malow Builders

WAVERLY COMMUNITY SCHOOLS: Waverly High School Auditorium

Bid Package Name	Vendor Name	Base Bid	ALT 1	ALT 2	ALT 3	TOTAL WITH ALTERNATES	Comments
Demolition	Blue Star, Inc.	\$144,950	\$6,900		(\$2,500)	\$149,350	
Demolition	Reese Contracting, Inc.	\$158,000				\$158,000	
Demolition	Trumble Group	\$174,000	\$6,000		(\$2,000)	\$178,000	
Demolition	Asbestos Abatement Inc.	\$198,949	\$6,125			\$205,074	
Demolition	Christman Constructors, Inc.	\$320,700	\$5,200		(\$17,000)	\$308,900	
Concrete	Moore Trosper Construction	\$130,000				\$130,000	
Masonry	Davenport Masonry	\$149,800				\$149,800	Incomplete Bid
Masonry	BNE	\$239,000				\$239,000	
Masonry	Schiffer Mason Contractors, Inc.	\$239,900				\$239,900	
Masonry	Grit Services	\$266,000				\$266,000	
Steel	James Steel Inc.	\$263,600				\$263,600	Incomplete Bid
Steel	Howard Structural Steel	\$286,335				\$286,335	
General Trades	Dobie Construction, Inc.	\$1,978,000	\$16,800		(\$98,000)	\$1,896,800	General Trades to be Rebid
Resilient Flooring & Carpet	Integrity Interiors, Inc.	\$83,440	\$9,830			\$83,440	Incomplete Bid
Resilient Flooring & Carpet	Lansing Tile & Mosaic	\$107,475				\$107,475	They had \$24,000 on their bid form for EP-1. Added this to base bid.
Resilient Flooring & Carpet	Superior Floor Coverings LLC	\$103,100	\$8,000			\$111,100	
Resilient Flooring & Carpet	Shock Brothers Floorcovering, Inc.	\$108,500				\$108,500	
Painting	Niles Construction Services	\$99,000	\$4,000		(\$10,000)	\$93,000	
Painting	Murray Painting Co	\$118,084	\$2,150		(\$8,500)	\$111,734	
Painting	B&J Painting, Inc.	\$150,511	\$4,400		(\$8,000)	\$146,911	
Painting	Halligan Painting Inc.	\$172,600	\$7,770	\$3,110	(\$12,200)	\$171,280	
Wood Flooring	Kuhn Specialty Flooring	\$129,900				\$129,900	VA#1 - Deduct (\$10,800). Use maple wood flooring in lieu of specified Polyonyx.
Wood Flooring	Star Flooring Corporation	\$263,000				\$263,000	VA#1 - Deduct (\$64,000). Use maple wood flooring in lieu of specified Polyonyx. VA#2 - Deduct (\$214,000). Sand and refinishing existing stage floor & paint black. VA#3 - Add \$24,000. Pour a leveling cap if concrete subfloor is not within tolerance.
Stage Rigging	StageRight Corporation	\$50,377				\$50,377	Bid not complete - just for pit filler.
Fixed Audience Seating	Irwin Seating Company	\$209,585				\$209,585	
Fire Suppression	Great Lakes Fire Protection, Inc.	\$69,070	\$2,450	\$8,840	(\$4,500)	\$75,860	
Fire Suppression	Hunter-Prett Company	\$168,540		\$65,000	(\$34,500)	\$199,040	
Mechanical	Ecker Mechanical	\$933,200	\$6,500			\$939,700	VA#1 - Deduct (\$50,000). Testing and balancing
Mechanical	Advantage Mechanical Group	\$949,000	\$20,000		(\$7,500)	\$961,500	VA#1 - Deduct (\$10,000). Multiple contract discount.
Mechanical	Pleune Service Company, Inc.	\$957,225			(\$18,000)	\$939,225	VA#2 - Deduct (\$43,300). Mechanical demo by others.
Mechanical	Gunthorpe Plumbing & Heating, Inc.	\$1,185,920	\$8,880		(\$70,000)	\$1,124,800	
Mechanical Controls	SC Technologies (Summit)	\$50,400				\$50,400	

Electrical	Centennial Electric LLC	\$1,331,700	\$33,700	(\$30,000)	\$1,335,400
Electrical	Superior Electric of Lansing, Inc.	\$1,638,000	\$52,000	(\$8,000)	\$1,682,000
Theatre Audio Visual	Parkway Electric & Communications LLC	\$297,620			\$297,620
Theatre Audio Visual	Advanced Lighting & Sound	\$312,500			\$312,500
Theatre Audio Visual	KLA Laboratories, Inc.	\$349,303			\$349,303 Excluded P & P Bonds
Theatre Audio Visual	SoundCom Systems	\$356,965			\$356,965
Theatre Audio Visual	Acorn Sound Technology	\$357,711			\$357,711
Theatre Audio Visual	TEL Systems	\$383,301	\$398		\$383,698

WAVERLY COMMUNITY SCHOOLS: Waverly High School Auditorium General Trades Rebid

Bid Package Name	Vendor Name	Base Bid	ALT 1	ALT 2	ALT 3	ALT 4	ALT 5	ALT 6	ALT 7	ALT 8	ALT 9	ALT 10	ALT 11	ALT 12
General Trades	Graham Construction	\$1,838,371	\$16,316		(\$22,944)	\$162,017	\$225,597	\$225,597		(\$72,207)	(\$19,081)			\$121,872
General Trades	Dobie Construction, Inc.	\$1,877,000	\$22,500		-\$285,000	-\$179,000	\$207,000	\$207,000		-\$56,600	-\$16,000			\$112,000
General Trades	Moore Trospen Construction Company	\$2,360,000	\$73,400		(\$242,600)	(\$119,600)	\$226,700	\$226,700		(\$59,500)	(\$14,300)			\$130,000

24-25 WHS Program of Studies





Lots of Updates!

- Removed Classes that have not had student participation to run the past several years.
- If interest again in the future-we will propose to the Board that the classes to be added back to the Program of Studies



Personal Finance–New Graduation Requirement

- Change in Michigan Merit Curriculum for the Class of 2028 and beyond.
- ½ Credit Now Required
- 18 Credits Still Required by the MME
- ½ Credit may be deducted from Visual and Performing Arts or World Language



CTE Dept-Updates

- Remove: Accounting 1 and 2, Computer Media, Broadcasting,
- Personal Finance: removed 10th grade recommendation
- AP Computer Science: added “Principles” to title to align with AP Format
- Clarify Work Experience Name/Credit: 5 hours of work per week per credit. Name changed to Work Based Learning



CTE Dept–New Courses

- **Advanced Placement Computer Science A:**

This course is designed to prepare students for the AP Computer Science A examination. The course emphasizes content comparable to a first college course in programming for Computer Science majors. Using the Java programming language, the course introduces program design including static and object-oriented programming. It also introduces data structures, searching and sorting algorithms, and algorithm comparison.

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

40

- **Video Game Programming:**

This course focuses on teaching skills required to program video games using the UNITY engine. The class will spend time covering the basics of programming, planning, designing, playtesting, and finishing a video game. The class will also cover information around careers that are available to those who are looking to pursue the industry after high school. Students will have the opportunity to certify in Unity by the end of the course. This class will help students develop and improve skills that are critical to programming.



English

- Remove: Advance Oral Communication
- Update: Writing for Publication (Newspaper)



Math

- Remove: Discrete Math



Music

- Remove: Concert and Festival Orchestra, Songwriting
- Add: Modern Band and Orchestra

Modern Band and Orchestra provides students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through teacher-guided group instruction, peer mentors, and self-teaching. Students who take Modern Band and Orchestra learn the basics of popular instruments such as drums, bass, guitar, keyboard, as well as music technology and production. Performance opportunities for Modern Band and Orchestra students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class



Physical Education

- Remove: Movement Fundamentals, Advanced Personal Conditioning
- Add: Physical Education: Walking for Fitness

Walking for Fitness is a beginner level physical education course that is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. This course is targeted for those students that need a Physical Education course for graduation but also looking for less intensity and competition. Students will be expected to participate in daily class walks indoor and outdoor weather permitting. We will track our progress with the use of technology in order to see our personal improvement throughout the semester. Athletic shoes are required for participation (No Crocs/Sandals/Slides/Boots).



Science

- Remove: Honors Chemistry, Honors Physics, Environmental Science, Astronomy, Botany
- Physical Science: align to Michigan Next Generation Standards, remove Earth Science
Specify: Semester 1 Chemistry, Sem. 2 Physics
- Biology: Allow 9th grade
- AP Chemistry/AP Bio: Update Prerequisites to Chemistry and/or Physics and Biology
- Human Anatomy: Update Prerequisites to Biology
- Robotics: Allow 10th grade



Social Studies

- Add: Advanced Placement Government and Politics:

This course is designed to engage students at the same level as an introductory college political science course on U.S. Government. It includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students will be expected to analyze, interpret, and apply political concepts, landmark cases, foundational documents, qualitative sources⁴⁶, and quantitative data visuals. Argumentative essays and a year-long Civic Engagement project will provide additional opportunities for sustained, real-world learning. The College Board/AP curriculum meets the MMC standards/curriculum for government requirement



World Language

- Remove: American Sign Language I and II



Special Services

- Remove: Community Based Vocational Education and Instruction, MI-Access Prep
- Life Skills: remove Basic from title.
- Add: Self Determination:

The course/class is targeted for younger high school students who require insight on positive social interactions with their peers and adults. There is a focus of everyday problem solving with a specific stated objective. The objective ranges from understanding self-awareness to the daily implementation of practical strategies used to problem solve. By giving students opportunities to verbally respond daily without infringing on their peers or adult's feelings, the students become more aware of positive and negative strategies that can be used within their space to enhance social interactions.

- Add: Life and Social Skills

A course designed to teach students about their disabilities, self-advocacy, rights, responsibilities and support available to them. Students will also increase independence based on individualized needs in areas such as communication, home skills, community, safety, medical, and more.



Career and Technical Programs

- Remove: The Early College at LCC-program no longer offered by LCC.
- Add: Eaton RESA Career Prep: Heavy Equipment Operation/Repair and Aviation Career



Interdepartmental Courses

- Remove: Test Prep 10/11, Credit Recovery, PRIDE Period.



Next Steps....

BOE Consideration (January)

Student scheduling for 24-25 begins (February)

2024-25

Program of Studies



Waverly High School

**160 Snow Road
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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

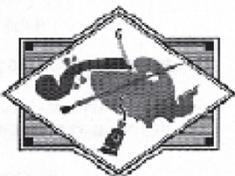
All high school students in Waverly Community Schools are to determine a career path and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility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



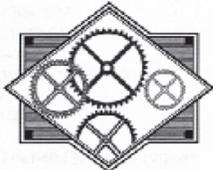
Arts & Communications



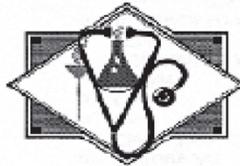
Business, Management, Marketing & Technology



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

22 Credits are required for Graduation

- 18 from the Michigan Merit Curriculum
- 4 from Elective offerings
- 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

English Language Arts 9
English Language Arts 10

MODIFICATIONS:

-only available to students with IEPs

English Language Arts 11
English Language Arts 12

4 Credits

MATHEMATICS

Algebra I
Geometry

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) **Personal Finance may be used for Senior Year Math Course.***

-additional modifications available to students with IEPs

Algebra II
One math course in final year of high school

4 Credits

SCIENCE

Biology
One additional science credit

MODIFICATIONS:

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

-additional modifications available to students with IEPs

Physics or Chemistry

3 Credits

SOCIAL STUDIES

US History/Geography
.5 Credit in Government

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.

World History/Geography
.5 Credit in Economics

3 Credits

-additional modifications available to students with IEPs

PHYSICAL EDUCATION & HEALTH (.5 Credit 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, CTE , or ½ credit in Personal Finance.*

-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. ½ Credit can be exchanged for Personal Finance.*

-additional modifications available to students with IEPs

PERSONAL FINANCE*

.5 Credit

***Class of 2028 and Beyond**

ONLINE LEARNING EXPERIENCE

Course or integrated into the students' learning experience

Elective Offerings

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.

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 or 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 December 1st or May 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). PCs are most appropriate for students desiring advancement or specialized content, students with IEPs, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student's post-secondary goals. PCs 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

1. To help each student understand the creative process.
2. To help each student develop technical competence with visual art materials.
3. To give each student a sound foundation in the elements and principles of design.
4. To help each student develop his/her expressiveness to the extent of his/her ability.
5. 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~~ 11th-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 Principles

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**

Advanced Placement Computer Science A

Elective 1 Year

Recommended: AP Computer Science Principles or Teacher Approval

This course is designed to prepare students for the AP Computer Science A examination. The course emphasizes content comparable to a first college course in programming for Computer Science majors. Using the Java programming language, the course introduces program design including static and object-oriented programming. It also introduces data structures, searching and sorting algorithms, and algorithm comparison.

***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.~~

Video Game Programming

Elective 1 Year

Recommended: 10th, 11th or 12th grade

This course focuses on teaching skills required to program video games using the UNITY engine. The class will spend time covering the basics of programming, planning, designing, playtesting, and finishing a video game. The class will also cover information around careers that are available to those who are looking to pursue the industry after high school. Students will have the opportunity to certify in Unity by the end of the course. This class will help students develop and improve skills that are critical to programming.

Digital Filmmaking

Elective 1 Semester

Students will gain an 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, storyboard, 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-Based Learning

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.
Every five hours of work equals one instructional hour (.5 credits).
- Required meetings with the assigned coordinator and employer.
- Signed timesheets 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 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 yearlong 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 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 course is designed for 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 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 .5 or 1 Year~~

~~**Recommended:** *Instructor Approval and Grades 10th - 12th*~~

~~Basic journalism writing skills will be the focus throughout this **year-long** 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 into the breath.

Narrative Literature in Video Games

Elective 1 Semester or 1 Year

Creatives are always discovering new ways to tell stories to their audience. Video games have been a growing genre of entertainment and storytelling since the early 90s. It continues to expand its influence as one of the most popular forms of entertainment for kids, teens, and adults. Many of these video games are narrative-based and allow the “reader” to progress through the story at their own pace while incorporating a higher level of interactivity, making engagement a necessity. Bringing this genre of modern and relatable texts into the classroom will give many students who have not responded to traditional texts a different and more familiar platform to practice the same skills that are applied to literary analysis. In addition, video games bring their own creative and interesting elements to storytelling that students can learn to enrich their understanding of how stories can be told.

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 the 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.

Advanced Placement (AP) Precalculus

1 Year

Recommended: *Algebra II or Algebra II with Trigonometry*

Students will apply the mathematical tools they acquire in real-world modeling situations. Students will examine functions through multiple representations. Students will gain a deeper understanding of functions by examining them graphically, numerically, verbally, and analytically. Students will develop rigorous symbolic manipulation skills needed for future mathematics courses. Students will engage in function building that does not reflect a static view of things but embodies how things change. Every function representation characterizes the way in which values of one variable simultaneously change as the values in another variable change. This

study of functions and their graphs as embodying dynamic covariation of quantities prepares students to understand an ever changing world.

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 students 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 background knowledge needed to be an effective investor. Stock Market Math 2 will include an investment simulation.

The Math of Data Science

Elective 1 Year

Recommend: *Algebra 1*

Students are introduced to data science and will learn to be data explorers. They will develop an understanding of correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments and more. Students will also be introduced to basic computer programming skills and machine learning. Students will not need to be advanced in math, but this course will help prepare students for AP Calculus, AP Statistics, AP computer science, careers in the humanities and STEM careers.

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 genres 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.~~

Modern Band and Orchestra

Elective 1 Year

Prerequisite: 9th, 10th, 11th, 12th Grade

Modern Band and Orchestra provides students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through teacher-guided group instruction, peer mentors, and self-teaching. Students who take Modern Band and Orchestra learn the basics of popular instruments such as drums, bass, guitar, keyboard, as well as music technology and production. Performance opportunities for Modern Band and Orchestra students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.

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 advanced instrumental music student. Students will learn music theory and will investigate the history of various genres 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 into 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 an 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.~~

Physical Education: Walking for Fitness

1 Semester Elective

~~*Prerequisite: 9th, 10th, 11th, or 12th grade*~~

~~Walking for Fitness is a beginner level physical education course that is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. This course is targeted for those students that need a Physical Education course for graduation but also looking for less intensity and competition. Students will be expected to participate in daily class walks indoor and outdoor weather permitting. We will track our progress with the use of technology in order to see our personal improvement throughout the semester. Athletic shoes are required for participation (No Crocs/Sandals/Slides/Boots).~~

Science

Physical Science (~~Physics/Chemistry Semester 1 Chemistry/Semester 2 Physics~~) 1 Year

Grade Level: 9th

Prerequisite: Concurrently enrolled in Algebra 1

~~This class is aligned with the State of Michigan Next Generation Science Standards for Physics and Chemistry. 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: ~~9th (with referral from 8th grade Science Teacher) or 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 or Physical Science/Biology 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~~ **Chemistry and/or Physics and Biology**

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 want to broaden their science education should consider this course.

Human Anatomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: ~~Chemistry and/or Physics~~ **Biology**

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 12th~~

~~**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 Biology

~~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: 10th, 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 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 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. This course will require advanced reading, writing, discussion and critical thinking skills.

Advanced Placement Government and Politics**1 Year****Recommended:** *10th, 11th or 12th Grade, US History/Geography*

This course is designed to engage students at the same level as an introductory college political science course on U.S. Government. It includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students will be expected to analyze, interpret, and apply political concepts, landmark cases, foundational documents, qualitative sources, and quantitative data visuals. Argumentative essays and a year-long Civic Engagement project will provide additional opportunities for sustained, real-world learning. The College Board/AP curriculum meets the MMC standards/curriculum for government requirement

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 be 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

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Elective 1 Semester

Recommended: Grade 9th, 10th

Welcome to the 21st Century! This course will supplement the curriculum of the required US and World History classes are limited 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 9th, 10th

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 the ability to function in 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.

Self Determination

1 Year

Prerequisite: Special Services Caseload

The course/class is targeted for younger high school students who require insight on positive social interactions with their peers and adults. There is a focus of everyday problem solving with a specific stated objective. The objective ranges from understanding self-awareness to the daily implementation of practical strategies used to problem solve. By giving students opportunities to verbally respond daily without infringing on their peers or adult's feelings, the students become more aware of positive and negative strategies that can be used within their space to enhance social interactions.

Life and Social Skills

1 Year

Prerequisite: Special Services Caseload

A course designed to teach students about their disabilities, self-advocacy, rights, responsibilities and support available to them. Students will also increase independence based on individualized needs in areas such as communication, home skills, community, safety, medical, and more.

~~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 eleven 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 Assistant, Patient Care Technician, Therapeutic Services)
Automotive Technology
Bioscience Careers
Business & Risk Management
Career Start
Construction Technology
Cosmetology
Criminal Justice (Law Enforcement)
Culinary Arts & Hospitality
Cybersecurity & Digital Forensics
Engineering Technology
Healthcare Foundations
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 associate's 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 2023-2024 course offerings are: Animal Science & Zoo Management, Heavy Equipment Operation **and Repair, and Aviation Career.**

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 Virtual Education

Virtual 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 Virtual 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 four 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: successfully completing Algebra I and 2 or Spanish 1 earning a proficient score on the final course exam.

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 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 six classes unless a medically documented condition prevents the student from doing so. Credit foray 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 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.

Transfer

Students' current grade from their old school will be equally calculated into their new WHS course when applicable. 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.

Exchange Students

Exchange students shall earn a Certificate of Attendance. Exchange students may fully participate in Honors and Graduation ceremonies but will not receive a Waverly High School diploma.

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.

GPA Scale

A = 4.0
A- = 3.67
B+= 3.33
B = 3.0
B- = 2.67
C+ = 2.33
C = 2.0
C- = 1.67
D+ = 1.33
D = 1.0
D- = 0.67 F
= 0.0

GPA Scale- AP Classes

A = 4.33

A- = 4.0 B+
= 3.67 B =
3.33 B- =
3.0 C+ =
2.67 C =
2.33 C- =
2.0 D+ =
1.67 D =
1.33 D- =
1.0 F = 0.0

“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.

Grade Change

Only the issuing teacher may change a grade. If the issuing teacher is not available the principal and a designated committee will make the determination. A grade should be changed within a reasonable time after the original grade is issued unless special circumstances are present.

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 four 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.

Academic Letter

Students who earn a (3.67) or better GPA for **both first and second** semesters of an academic year will earn an academic letter. These awards will be given out in the fall of the following school year. Please note the award is based on GPA for each semester, not a cumulative average for the school year.

Repeat Classes for Credit

If a student repeats a class then the grades for both instances will appear on the transcript. The student will receive credit toward graduation only once from the same class except: A) some classes may be repeated for credit due to nature of the class (i.e. PE), B) If the student passed the class with D- the first time and earns C+ or better the second time, double credit will be given toward graduation. Students may request the lower of two grades be deleted. The teacher may honor this request.

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
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