

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 9, 2024, 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 Presentations
 - A. Board Member Recognition
 - Holly Nester
 - Amy Krause

 - B. Bond Update

- III. Correspondence

- IV. Public Comment for Specific Agenda Items Only
Per Board of Education Policy 167.3, each statement made by a participant shall be limited to four (4) minutes duration. If an interpreter is used, participants will be limited to eight (8) minutes.

- V. Board Member Comment

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

Recommendation: To request a motion to approve the December 9, 2024 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 a separate action.

Discipline Hearing Student A Meeting Minutes - 11-15-24

Discipline Hearing Student B Meeting Minutes - 11-15-24

Discipline Hearing Student C Meeting Minutes - 11-15-24

Discipline Hearing Student C Closed Session Meeting Minutes - 11-15-24

Discipline Hearing Student D Meeting Minutes - 11-15-24

Discipline Hearing Student D Closed Session Meeting Minutes - 11-15-24

Regular Meeting Minutes - 11-18-24

Closed Session Meeting Minutes - 11-18-24

Report #24-32, Personnel Recommendations

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

VIII. Committee Meetings

Odd Months - September, November, January, March, May

Policy

Finance & Facilities

Teaching & Learning

Even Months - October, December, February, April, June

Capital Improvements

Advocacy & Outreach

Special Education

IX. Presentation of Reports

A. Personnel & Policy

1. For Action - Report #24-33, Second Reading Policy - Volume 39.1

19

Recommendation: To request a motion to adopt the proposed Volume 39.1 policies as presented.

- B. Teaching & Learning 20
1. Waverly High School 2024-25 Program of Studies,, First Reading - Proposed Changes
- X. For Action - Report #24- 34, High School Out of State Field Trip, May 2025 55

Recommendation: To approve the Waverly High School Music Trip to Cedar Point in May 2025.

- XI. Superintendent's Report
- XII. Public Comment - Open Comment for District Related items
Per Board of Education Policy 167.3, each statement made by a participant shall be limited to four (4) minutes duration. If an interpreter is used, participants will be limited to eight (8) minutes.
- XIII. Adjournment

Minutes of Special Meeting (Student Discipline)

The Board of Trustees Waverly Community Schools

A Special (Student Discipline) meeting of the Waverly Community Schools Board of Education was held Friday, November 15, 2024 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present: Amy Krause
Vince Perkins
Deborah Lopez
Ty Loggins

Members Absent: Alicia Guevara Warren
Holly Nester
Cathy Pike

Staff Present: Kelly Blake, Superintendent
Shawn Lewis, Director of School Culture
Bernard Colton, Middle School Principal
Ann Marie Lindsay

Others Present: Student and Guardian

The meeting was called to order at 1:01 pm by Vice President Lopez.

Superintendent Blake requested the addition of an out of state athletic trip be added to the meeting for board approval.

A motion was presented by Member Perkins and supported by Member Krause to add this item to the agenda for vote.

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

A motion was presented by Member Perkins and supported by Member Krause to approve the out of state athletic trip.

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The Student Discipline meeting was called to order at 1:03 pm by Vice President Lopez.

All in attendance introduced themselves.

Vice President Lopez asked if the guardian of Student A wanted a closed or opened session for the purpose of a student discipline hearing. Guardian A requested an open session.

Shawn Lewis reviewed the charges against Student A as well as the state guidelines on student discipline and proposed student discipline resolution.

Middle School Principal, Bernard Colton, reviewed the events of the day in question and presented all evidence.

The Board of Education members asked Student A questions regarding the day in question and other clarifying questions.

A motion was presented by Member Perkins and supported by Member Krause to meet in closed session under section 8(e) of the Open Meetings Act, for the purpose of student disciplinary deliberation.

Roll Call Vote: A. Krause – Yes
 V. Perkins – Yes
 D. Lopez – Yes
 T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The Board entered into closed session at 1:13 pm.

The Board returned to open session at 1:32 pm.

Superintendent Blake read the proposed Student Discipline Board Resolution for Student A.

A motion was presented by Member Liggons and supported by Member Perkins to approve the Board Resolution for Student Discipline for Student A.

Vote: A. Krause – Yes
V. Perkins – Yes
D. Lopez – Yes
T. Liggons - Yes

Motion PASSED

**Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren,
Nester and Pike**

The meeting adjourned 1:36 pm.

Respectfully submitted,

Vincent Perkins, Secretary
aml

Minutes of Special Meeting (Student Discipline)

The Board of Trustees Waverly Community Schools

A Special (Student Discipline) meeting of the Waverly Community Schools Board of Education was held Friday, November 15, 2024 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present: Amy Krause
Vince Perkins
Deborah Lopez
Ty Loggins

Members Absent: Alicia Guevara Warren
Holly Nester
Cathy Pike

Staff Present: Kelly Blake, Superintendent
Shawn Lewis, Director of School Culture
Bernard Colton, Middle School Principal
Ann Marie Lindsay

Others Present: Student and Guardian

The meeting was called to order at 1:48 pm by Vice President Lopez.

All in attendance introduced themselves.

Vice President Lopez asked if the guardian of Student B wanted a closed or opened session for the purpose of a student discipline hearing. Guardian B requested an open session.

Shawn Lewis reviewed the charges against Student B as well as the state guidelines on student discipline and proposed student discipline resolution.

Middle School Principal, Bernard Colton, reviewed the events of the day in question and presented all evidence.

The Board of Education members asked Student B questions regarding the day in question and other clarifying questions.

A motion was presented by Member Perkins and supported by Member Liggons to meet in closed session under section 8(e) of the Open Meetings Act, for the purpose of student disciplinary deliberation.

Roll Call Vote: A. Krause – Yes
 V. Perkins – Yes
 D. Lopez – Yes
 T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The Board entered into closed session at 1:59 pm.
The Board returned to open session at 2:11 pm.

Superintendent Blake read the proposed Student Discipline Board Resolution for Student B.

A motion was presented by Member Perkins and supported by Member Krause to approve the Board Resolution for Student Discipline for Student B.

Vote: A. Krause – Yes
 V. Perkins – Yes
 D. Lopez – Yes
 T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The meeting adjourned 2:16 pm.

Respectfully submitted,

Vincent Perkins, Secretary
aml

Minutes of Special Meeting (Student Discipline)

The Board of Trustees Waverly Community Schools

A Special (Student Discipline) meeting of the Waverly Community Schools Board of Education was held Friday, November 15, 2024 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present: Amy Krause
Vince Perkins
Deborah Lopez
Ty Loggins

Members Absent: Alicia Guevara Warren
Holly Nester
Cathy Pike

Staff Present: Kelly Blake, Superintendent
Shawn Lewis, Director of School Culture
Bernard Colton, Middle School Principal
Ann Marie Lindsay

Others Present: Student and Guardian

The meeting was called to order at 2:31 pm by Vice President Lopez.

All in attendance introduced themselves.

Vice President Lopez asked if the guardian of Student C wanted a closed or opened session for the purpose of a student discipline hearing. Guardian C requested a closed session.

A motion was presented by Member Perkins and supported by Member Krause to meet in closed session under section 8(e) of the Open Meetings Act, for the purpose of a student disciplinary hearing.

Roll Call Vote: A. Krause – Yes
V. Perkins – Yes
D. Lopez – Yes
T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The Board entered into closed session at 2:33 pm.

The Board returned to open session at 3:12 pm.

Superintendent Blake read the proposed Student Discipline Board Resolution for Student C.

A motion was presented by Member Perkins and supported by Member Krause to approve the Board Resolution for Student Discipline for Student C.

Vote: A. Krause – Yes
V. Perkins – Yes
D. Lopez – Yes
T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The meeting adjourned 3:19 pm.

Respectfully submitted,

Vincent Perkins, Secretary
aml

Minutes of Special Meeting (Student Discipline)

The Board of Trustees Waverly Community Schools

A Special (Student Discipline) meeting of the Waverly Community Schools Board of Education was held Friday, November 15, 2024 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present: Amy Krause
Vince Perkins
Deborah Lopez
Ty Loggins

Members Absent: Alicia Guevara Warren
Holly Nester
Cathy Pike

Staff Present: Kelly Blake, Superintendent
Shawn Lewis, Director of School Culture
Bernard Colton, Middle School Principal
Ann Marie Lindsay

Others Present: Student and Guardian

The meeting was called to order at 3:28 pm by Vice President Lopez.

All in attendance introduced themselves.

Vice President Lopez asked if the guardian of Student D wanted a closed or opened session for the purpose of a student discipline hearing. Guardian D requested a closed session.

A motion was presented by Member Perkins and supported by Member Krause to meet in closed session under section 8(e) of the Open Meetings Act, for the purpose of a student disciplinary hearing.

Roll Call Vote: A. Krause – Yes
V. Perkins – Yes
D. Lopez – Yes
T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The Board entered into closed session at 3:28 pm.

The Board returned to open session at 3:44 pm.

Superintendent Blake read the proposed Student Discipline Board Resolution for Student D.

A motion was presented by Member Krause and supported by Member Perkins to approve the Board Resolution for Student Discipline for Student D.

Vote: A. Krause – Yes
V. Perkins – Yes
D. Lopez – Yes
T. Liggons - Yes

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 – Members Guevara Warren, Nester and Pike

The meeting adjourned 3:47 pm.

Respectfully submitted,

Vincent Perkins, Secretary
aml

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 18, 2024 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 6:03 PM. The pledge to the flag was led by Student Representative Wallace Malone.

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

Members Absent: None

Student Representative: Wallace Malone

Staff Present: Kelly Blake, Superintendent
 Shawn Lewis, Director of School Culture
 Micky Savage, Director of Human Resources
 Jon Harpst, Director of Technology
 Chris Huff, Director of Teaching & Learning
 Tiffany Wright, Director of Student Services
 Anthony Terranova
 Bernard Colton
 Becky Hager
 Doreatha Rusher
 Allison Orwat
 Kysha Crenshaw
 Ann Marie Lindsay
 Waverly WEA & WESPA Staff
 Waverly Community Members

Correspondence:

Secretary Perkins referenced an email the Board of Education received a letter which will be forwarded to all board members.

Public Comment for Agenda Items:

None

Board Member Comment:

Member Krause:

- Construction on the Middle School and High School looks great.
- Congratulated Members Pike and Liggons on their reelection to the Waverly Board of Education.

Member Pike:

- The Middle School and High School construction does look great.
- Very proud to have been involved in the bond procedure and meetings and the process to design the buildings to keep our students and staff safe.
- The high school office is very impressive.
- Attended the drama club productions and had an amazing time.
- Recapped communication from a former Waverly graduate, which includes appreciation for books in our libraries that weren't available in other places and hopes Waverly will continue the current diversity in literature and language for all students.

Member Perkins:

- Congratulated Members Pike and Liggons on their reelection to the Waverly Board of Education.

Member Lopez:

- Congratulated Members Pike and Liggons on their reelection to the Waverly Board of Education.
- Thanked Holly Nester and Amy Krause for their years of dedication serving on the Waverly Board of Education.
- Very happy to service on this board of education and is impressed with the wonderful work on the board.

Member Nester:

- Congratulated Members Pike and Liggons on their reelection to the Waverly Board of Education.
- Has enjoyed being on the Waverly Board of Education and is confident the hard work and dedication will continue with the new board.

Member Liggons:

- Met with the Black Student Union regarding careers and hopes to meet with student government also.
- Excited for the upcoming Waverly basketball season.

Student Representative Wallace Malone:

- The high school office is amazing.

Member Guevara Warren:

- Congratulated Members Pike and Liggons on their reelection to the Waverly Board of Education.

Approval of Agenda and Acceptance of Reports

President Guevara Warren requested the addition of Committee Reports to the agenda. A motion was presented by Member Liggons and supported by Member Lopez to approve the November 18, 2024 agenda as presented and accept all reports into discussion.

Motion PASSED

Vote: Ayes – 7 Nays – 0 Absent – 0

Approval Consent Agenda Items

A motion was presented by Member Lopez and supported by Member Krause to approve the consent agenda.

Motion PASSED

Vote: Ayes – 7 Nays – 0 Absent – 0

Committee Meetings

Policy and Personnel Advisory Committee

The Policy Committee met and will present the proposed Volume 39.1 updates.

Special Education Advisory Committee

Member Perkins reviewed the October committee meeting, including:

- Ableism and the steps to eliminate at Waverly Community Schools
- Shift mindsets while creating a more accessible environment for all students – least restrictive environment and inclusion
- The supports offered by Waverly for students to be meaningfully included
- The continued success of our students without disabilities while learning along side students with disabilities.

Advocacy & Outreach Advisory Committee

Member Nester reviewed the October committee meeting, including:

- Purpose of the committee and the desired outcome of the committee, goals and objectives.

PRESENTATION OF REPORTS

Policy and Personnel

For Review – Policy First Reading – Volume 39.1 Updates

Superintendent Blake reviewed the policies for first reading that were discussed by the Policy Committee. These policies will be brought for 2nd reading and action at the December 9, 2024 regular board meeting.

For Action – Report #24-31, E3 Interagency Agreement

A motion was presented by Member Liggons and supported by Member Lopez to approve the Interagency agreement with Expanding, Enhancing Emotion Health (E3).

Motion PASSED

Vote: Ayes – 7 Nays – 0 Absent – 0

Superintendent’s Report:

Superintendent Blake reported:

- Congratulated Member Pike and Member Liggons on their reelection to the Waverly Board of Education.
- Welcomed new board members Emily Lenneman and Andrea Torres.
- Attended the play and was very impressed with our students.
- The marching band performed for our veterans at One North during the annual breakfast and will again march in Silver Bells in the City on November 22nd.
- Elementary Robotics competition is Saturday, November 23rd at Waverly High School.
- Waverly Community Schools has been awarded a \$1.925 million dollar grant Healthy Schools Grant to improve health outcomes at school facilities. Evan Nuffer and Jeff Parks applied to the grant Indoor Air Quality Improvements (HVAC and air conditioning) section of the grant and Waverly was awarded. Thank you to Mr. Nuffer and Mr. Parks for their hard work on this award.

President Guevara Warren requested a motion to add the 2nd Public Participation to the current agenda after the

A motion was presented by Member Perkins and supported by Member Pike to approve the addition of the 2nd public comment section to the agenda.

Motion PASSED

Vote: Ayes – 7 Nays – 0 Absent – 0

Public Comment – Open Comment for District Issues

Public comments were made by:

- Community Member Lisa Parsons requested the first aide/CPR/defibrillator training for all coaches, not just the High School coaches.
- Ms. Parsons also voiced concern with the lack of communication from Waverly Middle School and the difficulty to reach anyone via phone or email there.
- WEA staff members Nicole Ohl-Shaw and Christopher Onze requested a change in policy 5830, student fund raising.

Other Board Business:

A motion was presented by Member Perkins and supported by Member Pike to enter into closed session for the purpose of discussing the Superintendent Evaluation.

Roll Call Vote:

Member Krause – Yes
Member Pike – Yes
Member Perkins – Yes
Member Lopez – Yes

Member Nester - Yes
Member Liggons - Yes
Member Guevara Warren

Motion PASSED

Vote: Ayes – 7 Nays – 0 Absent – 0

The board exited open session at 6:49 pm.
The board returned to open session at 7:08 pm.
The meeting adjourned at 7:08 pm.

Respectfully submitted,

Vince Perkins, Board Secretary
aml

WAVERLY COMMUNITY SCHOOLS
 BOARD OF EDUCATION
 REGULAR MEETING
 December 9, 2024

Report #24-32

Subject: Personnel Report
All Individuals listed on this report have completed the required background check

A. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
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B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Sabrina Martinez	Food Service Lunch Aide FS3	Elmwood Ele	\$14.15/hr	11/13/2024
Seaira Pitts	Special Ed Para Educator	Winans Ele	\$19.25/hr	12/3/2024

C. Resignation – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Ashley Holmes	Science Teacher	High School	11/29/2024
Kaylie Cano	Special Ed Teacher	Winans Elementary	12/20/2024

D. Resignation – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Daryl Harris	Class C Custodian	High School	12/2/2024

E. Staff Transfer

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
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F. Termination - Non-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 9, 2024
Report #24-33

SUBJECT: POLICY – **Second Reading**

RECOMMENDATION:

The Superintendent recommends the Board of Education move the policy updates listed below to second reading.

Volume 38, No. 2

Revised Policy - 1130	EDGAR – Conflict of Interest
Revised Policy – 3110	EDGAR – Conflict of Interest
Policy – 3120.08	Employment of Personnel for Co-Curricular/Extra-Curricular Activities
Revised Policy – 4110	EDGAR – Conflict of Interest
Revised Policy – 5330.02	Opioid Antagonists
Revised Policy – 5340	Student Accidents
Policy 5460	Graduation Requirements
Revised Policy – 5500	Student Conduct
Revised Policy – 6110	EDGAR – Grant Funds
Revised Policy – 6111	EDGAR – Internal Controls
Revised Policy – 6112	EDGAR – Cash Management of Grants
Revised Policy – 6114	EDGAR – Cost Principles – Spending Federal Funds
Revised Policy – 6325	EDGAR – Procurement – Federal Grants/Funds
Revised Policy – 6550	Travel Payment & Reimbursement
Revised Policy – 7310	EDGAR – Disposition of Surplus Property
Revised Policy – 7450	Property Inventory
New Policy - 7540.09	Artificial Intelligence
Revised Policy – 8321	Criminal Justice Information Security (Non-Criminal Justice Agency)

2025-26

Program of Studies



Waverly High School

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

Administration

Tony Terranova, Principal
Jekeia Murphy, Assistant Principal
Christopher Smith, Assistant Principal
Scott Castelee, Athletic Director

Guidance/Counseling Staff

Stephanie Brokstad
Tonya Droessler
Kristen Gazley

Table of Contents

Waverly High School Program of Studies	3
The Academic/Career Plan	3
Career Paths	4
Career Path Partnership	4
The Career Paths	5
Arts and Communications	5
Business, Management, Marketing, and Technology	5
Engineering/Manufacturing and Industrial Technology	5
Health Sciences	5
Human Services	5
Natural Resources and Agri-Science	5
Graduation Requirements	6
Course Descriptions	8
Art Education	8
Career and Technical Education	9
English	11
Mathematics	15
Music	17
Physical Education	19
Science	20
Social Studies	23
World Languages	26
Special Services	28
Career & Technical Education Programs	29
Interdepartmental Courses	31
Academic Regulations	32
Waverly High School Mission Statement	36
Waverly Community Schools Mission Statement	36
Notice Regarding Non-Discrimination Policy	36

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.

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.

Career Zones-The six Michigan Career Zones are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Some careers may have connections to more than one pathway.

There are six zones identified for Michigan that are designed to cover all career opportunities and reflect these critical characteristics:

- Encompass the entire spectrum of career options available to students
- Share common characteristics for careers within each zone
- Provide opportunities for all students and all ability levels
- Offer significant potential for knowledge and skill transferability within the zone
- Encompass the full range of work requirements within each zone from basic entry level to more advanced.

The Career Paths Zones

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
- ✓ Complete your Educational Development Plan

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.

-additional modifications available to students with IEPs

World History/Geography
.5 Credit in Economics

3 Credits

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

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

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 with 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 caseload 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.

Unified Art

Elective 1 Semester

Recommended: *9-12th Grade*

Unified Art is an introductory art course that combines students with intellectual disabilities and students without disabilities for experiences related to visual arts. Art brings people together. Unified Art does just that, too and much more. Unified Art will break down stereotypes about people with intellectual disabilities in a really fun way. Unified Arts creates a unique artistic experience through the use of modified art opportunities. This class is designed to emphasize the following areas: teamwork, discipline, technical skill, design, composition, leadership, problem solving, conceptual thinking, creativity, aesthetics, safety, and visual culture while exploring different art making methods. These experiences create a culture of inclusion and foster understanding among students of all abilities. Unified Art is dedicated to promoting social inclusion through shared abilities and common experiences in class. Having art in common is just one more way that preconceptions and false ideas are swept away. Unified Art will include leadership roles. Through the YAC (Youth Activity Committee) all students will discuss different disabilities and unique characteristics of all students around them to bring together our community and school population. This class will create a safe environment that allows for growth as a student and as an artist. The hope is that all students will find appreciation for art and embark on a journey of self-respect, self-reflection, growth, tolerance, and artistic success. This class provides instruction in basic and beginning techniques for creative art making.

Career and Technical Education

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***

Advanced Placement Cybersecurity 2: Cybersecurity Fundamentals

Elective 1 Year

Recommended: 10-12th Grade

Career Kickstart Cybersecurity 2: Cybersecurity Fundamentals, the second course in the Cybersecurity Pathway, is a full-year course covering foundational cybersecurity concepts and skills. It is equivalent to a collegiate Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries faced by organizations and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; response; and recovery. Students will research emerging trends in cybersecurity and get hands-on experience implementing security protocols

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 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.

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-School Media

Elective .5 or 1 Year

Recommended: *Grades 10th – 12th*

Basic journalism writing skills will be the focus throughout this writing course. Students will also focus on learning the computer design and layout of Waverly High School's chosen school media. 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 to lead the production process. Several computer programs used in publishing will be taught. The students will also focus on the business side of production. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet publication's deadlines. This course may be repeated for credit as students move 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 antiderivative, application of antiderivative, 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.

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 the 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.

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.

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.

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. **Through the YAC (Youth Activity Committee) all students will discuss different disabilities and unique characteristics of all students around them to bring together our community and school population.**

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 (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, and chemistry, 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.

Physics with Earth Science

1 Year

Grade Level: 10th or 11th

~~Prerequisite: Biology with Earth Science AND Algebra I~~ **Prerequisite:** Biology with Earth Science and Algebra II or higher concurrently

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.

Advanced Placement (AP) Chemistry

1 Year

Grade Level: 11th or 12th

Prerequisite: 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: 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: 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.

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

Advanced Placement African American Studies

1 Year

Recommended: 10th, 11th or 12th Grade, US History/Geography

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

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.

Personal Finance 1 & 2

1 Semester

Recommended: 11th-12th Grade or Algebra I Credit

The course content focuses on economic systems and finances in relation to economics with a 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 mathematical 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 the first semester, Personal Finance 2 will be the second semester. Students may take Personal Finance 2 without taking Personal Finance 1

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

Advanced Placement (AP) U.S. History**Elective 1 Year***Grade Level: 11th or 12^h****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**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 Language

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.

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.

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.

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

Sports Medicine and Rehabilitation

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.

Interdepartmental Courses

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.

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.

Student Instructional Supports (24-25 Pilot)

1 Semester

Prerequisite: Approved by counseling department

Student Instructional Supports is a class for students who have traditionally struggled academically. Students will receive instruction and guidance from their teacher to support their overall academic achievement. Topics will include: personal responsibility, goal setting, time management, and future goal planning. The class will offer support for students to review and complete Michigan Merit Curriculum Content Standards. Students will also be given time to work on and receive assistance with their current coursework. The course may be taken multiple times.

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.

Wilson Talent Center

Eligible juniors or seniors may enroll in the Career Center. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in WTC. 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. 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 earn a qualifying score on the AP Exam. Credits earned at other high schools 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

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
December 9, 2024**

Report #24-34

FOR ACTION

Subject:

Student Trip - Out of State (1 day) Field Trip to Cedar Point in Sandusky, Ohio.

Recommendation:

Superintendent recommends approval of the Music Program 1-day trip to Cedar Point trip on May 17, 2025.

Background Information:

Music Program PBIS students will spend a day at Cedar Point.

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPSType of Trip Field Trip to Cedar PointProposed Departure Date Sat. May 17, 2025 Return Date Sat. May 17, 2025Proposer Christopher Onze Position TeacherDate by which response is needed ASAP Proposal Date Mon. Nov. 17, 2024A. Purpose

1. What is the major place to be visited or event to be attended?

Cedar Point

2. How is the trip related to the educational program of the District?

56

PBIS-Students that participate in the music program successfully and with positive behavi

3. In what ways will the students benefit?

The students will have a fun reward for their positive behavior.

4. In what ways will the District benefit?

The district will be supporting an incentive that supports the students and their teachers.

5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Observationally and anecdotally. How many students remain in the program? Is their beha

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?

Middle school and high school students that are enrolled in a music class during the schoo

B. Students and Staff (cont'd)

2. How many students in total?
Approximately 200, depending on who signs up.
3. How many students are currently experiencing academic problems?
Academic success is one of the requirements, so zero.
4. Which staff member will be in charge?
Christopher Onze, David Gorbe, and Bridget Lindeman.
5. What previous experience has the staff member had in conducting overnight or extended field trips?
We have all chaperoned this trip before. Additionally, we have chaperoned trips to Orlando.
6. What other staff members will be going?
Potentially paraprofessionals depending on ada requirements.
7. How many chaperones, in addition to staff members, will be going?
We will invite parents to chaperone. The number will depend on how many sign up. In the
8. What are their names and affiliations with the students?
They are not signed up yet.
9. How many school days will be missed?
Zero.

57

10. How will teachers be advised in advance that the students will be out of school?
They won't be missing school.

C. School Work

1. How will missed work be made up?

They will not miss any work.

58

2. What special assistance will be provided students with academic problems?
Students must be passing their classes to attend.

D. Itinerary

1. What is the destination?
Cedar Point
2. What will be the mode of transportation? What liability insurance does the carrier have?
A coach bus and \$4 million in liability insurance.
3. Where will the group be housed and fed?
No housing required. Food for purchase in the park.

D. Itinerary (cont'd)

4. What enroute or supplementary activities are planned?
The coach bus has a video player.
5. What arrangements have been made for dealing with emergency situations?
All chaperones will be available for emergency situations. Additionally, students will be c
6. If tour guides are involved, what liability insurance do they carry?
N/A

59

E. Finances

1. What is the estimated total cost and cost per student?
\$125-\$150
2. What is the source of funds?
Fundraising opportunities and parent funding.
3. How will the funds be collected and safeguarded?
There is an online payment portal. No cash will be changing hands.
4. How will any shortfall be made up or excess funds used?
Students will pay directly. Any overpayments are returned to the students. Students that d
5. What provision has been made for students who are financially unable to pay any necessary costs?
We offer multiple fundraising opportunities.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?
Information will be relayed via email.

2. List telephone numbers at destination and where group will be housed.

N/A

3. What information will be provided to the media and the community?
There will be a social media post on the relevant pages.

Christopher Oniz

11/17/2024

Signature of the Requestor

Date

Approved:

[Signature]

Principal

Date

11-18-24

Date

Board of Education

Date

9/26/11