

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 January 12, 2026, 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 - Alicia Guevara

- II. Election of Presiding Officer 5

- III. Organizational Meeting Activities 6
 - A. For Action - Report #25-32, Election of Officers 6
Recommendation: To request a motion to accept Report #25-32, the Slate of Officers as presented.

 - B. For Action - Report #25-33, Board Member 2026 Committee Appointments 12
Recommendation: To request a motion to approve Report #25-33, Board Member 2026 Committee Appointments.

- IV. Special Presentations
 - A. School Board Recognition
 - B. Construction Update - Barton Malow

V. Correspondence

- VI. 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.

VII. Board Member Comment

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

Recommendation: To request a motion to approve the January 12, 2026 agenda as presented and accept all reports into discussion.

- IX. Approval of Consent Agenda 15
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.

Regular Meeting Minutes - December 8, 2025
Closed Session Meeting Minutes - December 8, 2025
Report #25-34, HR Personnel Report
Report #25-35, Finance Report

Recommendation: To approve the consent agenda as presented.

- X. Committee Meetings
Meet Odd Months - September, November, January, March, May
Finance & Facilities
Teaching & Learning

Meet Even Months - October, December, February, April, June
Advocacy & Outreach - To report in January
Special Education

XI. Presentation of Reports

A. Teaching & Learning

1. For Action - Report #25-36, Approval of Waverly High School 2026-27 Program of Studies - 2nd Reading 29

Recommendation: To request a motion to approve Report

#25-36 , the 2026-27 Waverly High School Program of Studies, as presented.

B. Personnel & Policy

1. For Action - Report #25-37, Ratification of Master Agreement - Waverly Educational Support Personnel Association. 65

Recommendation: To approve Report #25-37, the tentative agreement as negotiated between WESPA and the Board of Education as presented.

- C. For Action - Report #25-38, High School Overseas Trip to Ireland 115

Recommendation: To approve the Waverly High School Overseas Trip to Ireland with Grand Ledge High School from June 21, 2027 to June 29, 2027.

D. Finance & Operations

1. For Action - Report #25-39, Technology Equipment Purchase - American Office Solutions (AOS) 119

Recommendation: To approve the purchase of technology equipment (copier equipment) from AOS, in accordance with Board Policy 6320 (Purchasing).

2. For Action - Report #25-40, Furniture Purchase - High School 121

Recommendation: To approve the purchase of furniture from Wiser Contract Furnishings, LLC and KI, as per provided quotes and in accordance with Board Policy 6320 (Purchasing).

XII. Superintendent's Report

- XIII. 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 shall be limited to eight (8) minutes.

XIV. Other Board Business

XV. Adjournment



Book	Policy Manual
Section	0000 Bylaws
Title	ORGANIZATIONAL MEETING
Code	po0151
Status	Active
Adopted	June 14, 2004
Last Revised	March 18, 2024
Last Reviewed	March 18, 2024

0151 - **ORGANIZATIONAL MEETING**

The Board of Education shall organize annually not earlier than January 1st immediately following an election held on a November regular election date and not later than the first regular meetings in January at a meeting held for that purpose. The meeting shall be called to order by the ranking officer of the preceding Board who shall serve as presiding officer until the election of a temporary chairperson, who shall in turn serve until the election of a President.

Revised 11/10/08

Revised 12/14/09

Revised 3/18/24

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**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 12, 2026**

Report #25-32

Subject: Election of Officers

Policy 0152 – Bylaws of the Board – states:

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

Election of officers shall be by a majority of the full Board (4 votes). Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

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

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

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

0171.1 - PRESIDENT

The President of the Board of Education shall:

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

0171.2 - VICE-PRESIDENT

The Vice-President of the Board of Education shall:

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

0171.3 - **SECRETARY**

The Secretary of the Board of Education shall:

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

0171.4 - **TREASURER**

The Treasurer of the Board of Education shall:

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

0171.5 - **VICE SECRETARY/TREASURER**

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

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

SLATE OF OFFICERS & TRUSTEES MOTION:

Report #25-32

President: _____

Vice President: _____

Secretary: _____

Treasurer: _____

Vice Secretary/Treasurer: _____

Trustee: _____

Trustee: _____

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

VOTE: Ayes: _____ Nays: _____

Motion: _____

Board of Education Election of Officers Process

- Nomination for Office
- Acceptance of Nomination
- If more than one person is nominated/accepts, then a vote by anonymous individual votes – Must have 4 votes
- All five (5) offices are voted upon and become a slate of candidates
- Motion to accept the slate, with support
- Vote on the motion
- If motion passes, officers are elected
- If motion fails, process begins again

BOARD OF EDUCATION OFFICER NOMINATIONS

President: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for President? _____

President: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for President? _____

Vice President: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Vice President? _____

Vice President: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Vice President? _____

Secretary: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Secretary? _____

Secretary: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Secretary? _____

Treasurer: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Treasurer? _____

Treasurer: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Treasurer? _____

Vice Secretary/Treasurer: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for Vice Secretary/Treasurer? _____

Vice Secretary/Treasurer: Member _____ nominated Member _____

Member _____ do you accept the nomination? _____

Any other nominations for vice Secretary/Treasurer? _____

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 12, 2026**

Report #25-33

FOR ACTION

Subject: Board Member Appointments

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

Advisory Committees:

- Personnel & Policy
- Finance & Facilities
- Teaching & Learning
- Capital Improvement Projects Committee
- Advocacy and Outreach Committee
- Special Education Committee

MASB Delegate/Alternate

MASB LRN Representative/Alternate

ISOA Representative/Alternate

Township Liaison:

- Delta/Lansing
- Windsor/Watertown

Parliamentarian

Statement of Purpose/Issue:

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

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION COMMITTEES
January 1, 2026 – December 31, 2026**

PERSONNEL & POLICY ADVISORY COMMITTEE:

Name: _____
Name: _____
Name: _____

FINANCE & FACILITIES ADVISORY COMMITTEE:

Name: _____
Name: _____
Name: _____

TEACHING & LEARNING ADVISORY COMMITTEE:

Name: _____
Name: _____
Name: _____

CAPITAL IMPROVEMENT PROJECTS ADVISORY COMMITTEE:

Name: _____
Name: _____
Name: _____

ADVOCACY & OUTREACH COMMITTEE:

Name: _____
Name: _____
Name: _____

SPECIAL EDUCATION COMMITTEE:

Name: _____
Name: _____
Name: _____

MASB – Delegate: _____

MASB – Alternate: _____

MASB – Legislative Relations Network – Representative: _____

MASB – LRN – Alternate: _____

ISOA Representative: _____

ISOA – Alternate: _____

Township Liaisons:

Delta/Lansing - _____

Windsor/Watertown - _____

Parliamentarian: _____

Minutes of Regular Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The regular monthly meeting of the Waverly Community Schools Board of Education was held on Monday, December 8, 2025 in the Waverly Board of Education Meeting Room, located at 515 Snow Rd., Lansing, MI 48917. President Guevara called the meeting to order at 6:02 PM. The pledge to the flag was led by Member Lenneman.

Members Present: Alicia Guevara
 Deborah Lopez
 Vince Perkins
 Cathy Pike
 Ty Liggons
 Emily Lenneman

Student Representative: Vivian Wolfe

Members Absent: Andrea Torres

Special Presentations:

Superintendent Mitcham recognized Waverly High School student, Juniper Tyler, for being an outstanding Waverly Warrior. The Lansing State Journal published an article about all of her accomplishments.

Superintendent Mitcham recognized the Waverly Marching Band for winning the Best Illuminated Large School Band category at the 2025 Silver Bells in the City Parade.

Correspondence:

None

Public Comment for Agenda Items:

None

Board Member Comment:

Member Lenneman:

- Proud of our students who continually achieve outstanding accomplishments

Member Liggons:

- Very impressed with our marching band.

Member Lopez:

- Our marching band is great and so is the jazz band, who will be performing again this year at Sparrow Hospital for staff and patients.

Member Perkins:

- Congratulations to our band and Mr. Gorbe, who gives a large amount of his time to help our band be so successful.
- Shout-out to Superintendent Mitcham for helping at Winans last week to cover where needed.
- Shout-out to our varsity boys basketball team, having a successful start to the season.

Member Pike:

- The presentations were great today and so proud that Chris Tyler is one of our teachers.
- Attended the Mid-Michigan Symphony performance.
 - Shout out to our students Camryn Murray and Rashad Long

Student Representative Vivian Wolfe:

- Thanked Mrs. Shawn Lewis for agreeing to meet with the students at the High School in January.
- It was great to be part of Silver Bells in the City once again.

Member Guevara:

- It's great to hear of our student accomplishments and welcomes everyone to bring these items to the board for recognition.
- Grateful for our community, staff, administration, students and other board members.

Approval Agenda and Accept all Reports into Discussion

A motion was presented by Member Liggons and supported by Member Lenneman to approve the agenda as presented and accept all reports into discussion.

Motion PASSED

Vote: Ayes – 6 ; Nays – 0; Absent – 1, Member Torres

Approval Consent Agenda Items

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

Motion PASSED

Vote: Ayes – 6 ; Nays – 0; Absent – 1, Member Torres

Committee Meetings

- Finance & Facilities
 - Committee Chair, Cathy Pike, reviewed the November meeting:
 - Multi-year budget projections
 - 2024-25 energy report
 - Bond budgets for each projects

- Teaching & Learning
 - Committee Chair, Cathy Pike, reviewed the November meeting:
 - Different processes for feedback that can be gathered to include all interested parties (student, teacher, parent)
 - Create Parent Blackboards with resources for parents needing support with the content of the curriculum.
 - Academic goals
 - Staff survey results

Presentation of Reports

For Action – Report #25-31, Policy, Second Reading, Volume 40.1

Member Lopez requested the removal of policy 2266 from this approval report for more Policy Committee discussion.

A motion was presented by Member Perkins and supported by Member Pike, to adopt the policies listed in report #25-31, with the exception of policy 2266.

Motion PASSED

Vote: Ayes – 6 ; Nays – 0; Absent – 1, Member Torres

For Discussion – 2026-27 Program of Studies – First Reading

High School Principal, Tony Terranova, reviewed the proposed 2026-27 High School Program of Studies, which included new courses offered, updated course descriptions, etc. New courses are created by staff and student request, and offered with enough student enrollment.

This item will be brought for adoption at the January 2026 regular board of education meeting.

Superintendent's Report:

Superintendent Mitcham:

- Reviewed his 90-day plan:
 - Meet with board members, cabinet members, building administration, leaders from WEA, WESPA, Teamsters, staff members, students and community members.
 - Reviewing the 2024-2029 Strategic Plan

Public Comment – Open Comment for District Issues

The following individuals gave a public comment:

- Student August Sanchez spoke of the need for multiple librarians at Waverly Middle School and High School.

Other Board Business

None

A motion was presented by Member Perkins and supported by Member Lenneman to enter into closed session for the purpose of the Superintendent Evaluation and reviewing attorney/client privileged information under Section 8(H) of the Open Meetings Act .

Roll Call Vote: Cathy Pike – Yes
Vince Perkins – Yes
Deborah Lopez – Yes
Alicia Guevara – Yes
Ty Liggons – Yes
Emily Lenneman - Yes

Motion PASSED

Vote: Ayes – 6 ; Nays – 0; Absent – 1, Member Torres

The board exited to closed session at 7:13 pm.
The board returned to open session at 8:26 pm.

A motion was presented by Member Pike and supported by Member Perkins to approve an Effective Rating for Superintendent Mitcham.

Motion PASSED

Vote: Ayes – 6 ; Nays – 0; Absent – 1, Member Torres

The meeting adjourned at 8:27 pm.

Respectfully submitted,

Vince Perkins, Secretary
aml

WAVERLY COMMUNITY SCHOOLS BOARD OF EDUCATION
REGULAR MEETING
January 12, 2026
Report #25-34

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

A. Employment – Administrator

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

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

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Connie Kelly	FS3 Playground/Lunch Aide	Elmwood Ele	\$14.15/hr	1/5/2026
Allyson Pierce	Special Ed Para Educator	Elmwood Ele	\$21.92/hr	1/5/2026
Jade Thompson	FS3 Playground/Lunch Aide	Colt ECEC	\$14.15/hr	1/5/2026

D. Resignation – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
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E. Resignation – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
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F. Staff Transfer

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Katey Stine	HS Attendance/Discipline Secretary	Elmwood Head Secretary	12/8/2025
Sabria Webb	Elmwood Head Secretary	Elmwood Elementary	1/5/2026
Chelsea Martinez	FS3 MS Kitchen Helper	FS2 Kitchen Lead East	1/5/2026
Ken Evans	HS Behavior Para Educator	Secondary Safety/Stu Relations Para	1/20/2026
William Watkins	HS Behavior Para Educator	Secondary Safety/Stu Relations Para	1/20/2026
Sasha Jones	HS Behavior Para Educator	Secondary Safety/Stu Relations Para	1/20/2026
Aaron Wresinski	HS Behavior Para Educator	Secondary Safety/Stu Relations Para	1/20/2026

G. Retirement – Administration

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
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H. Retirement – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
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I. Retirement – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Marjorie Barrette	Bus Driver	Transportation	1/8/2026

J. Termination

<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
JANUARY 12, 2026**

Report #25-35

FOR ACTION***

Subject:

Finance Report

Recommendation:

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

Financial Report:

The cash balance as of November 30, 2025, was \$5,761,856.63. Receipts during December, consisting of State aid, property taxes and other revenues/transfers-in in the amount of \$7,025,470.83 minus disbursements during December of \$4,514,518.45, left the district with a General Fund cash balance, as of December 31, 2025, of \$8,272,809.01.

2025-26 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$4,192,925. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Student Activity Fund revenues/transfers-in exceed expenditures/transfers-out by \$22,985. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Sinking Fund revenues exceed expenditures by \$573,200. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$307,644. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

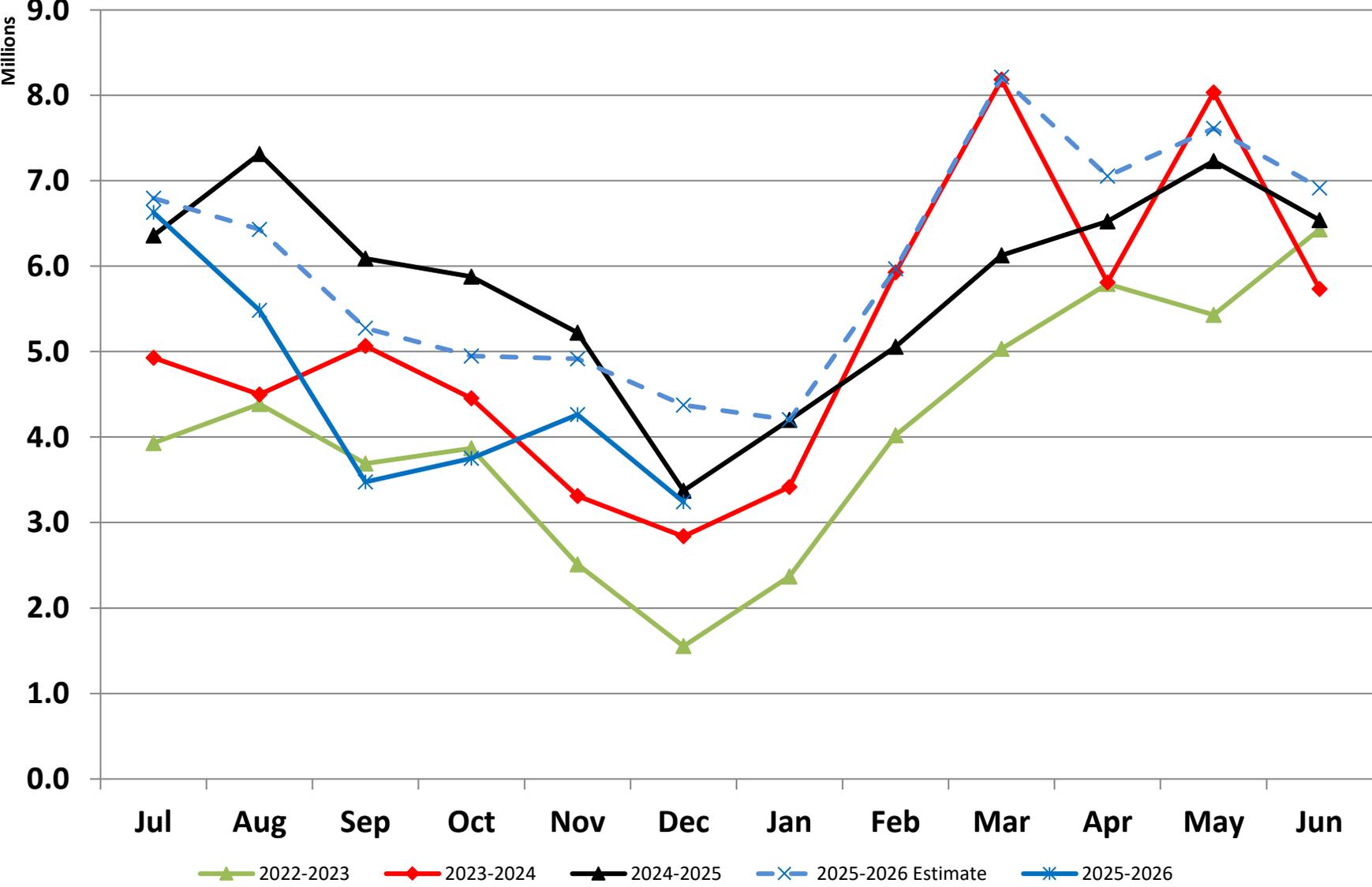
The balance of the 2024 Building and Site, Series II Bonds remaining to be allocated, including \$4,042,791 of accrued interest/change in market value, is \$2,630,183. A summary of life-to-date activity is included in the supporting documentation

Waverly Community Schools

Finance Committee - Cash Position Report
For the Month Ended December 31, 2025

Balance on Hand November 30, 2025	5,761,856.63
Revenues	
State Aid	3,092,368.82
Taxes	550,422.89
Other Revenue	665,474.24
Interfund Transfers In	2,700,000.00
State Aid Note Proceeds	-
	<u>7,008,265.95</u>
Disbursements	
Payroll and Related Liabilities	(3,760,063.29)
Other Expenditures	(754,455.16)
State Aid Repayment	-
	<u>(4,514,518.45)</u>
Prior Month Adjustments - December 2025	17,204.88
Balance on Hand December 31, 2025	<u><u>8,272,809.01</u></u>
PNC Bank - General	6,412,132.42
MILAF	1,588,218.87
PNC Bank - Payroll	272,457.72
Comerica - Checking	-
	<u><u>8,272,809.01</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2025

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	10,745,037	4,790,114	(5,945,454)	55.4%
State sources	32,559,556	10,844,236	(21,706,510)	66.7%
Federal sources	781,175	177,876	(576,968)	76.4%
Intergovernmental	4,773,209	706,485	(4,066,724)	85.2%
Transfers In	125,000	-	(125,000)	100.0%
Total revenue	48,983,977	16,518,711	(32,420,655)	66.2%
Expenditures				
Current:				
Instruction:				
Basic program	16,923,805	7,112,690	(9,853,722)	58.1%
Added needs	10,081,124	3,778,545	(6,137,976)	61.9%
Total instruction	27,004,929	10,891,235	(15,991,697)	59.5%
Support Services:				
Pupil	4,069,536	1,543,775	(2,373,875)	60.6%
Instructional staff	2,873,618	1,245,159	(1,789,591)	59.0%
General administration	460,807	323,327	(216,777)	40.1%
School administration	3,286,120	1,509,951	(1,782,681)	54.1%
Business	699,187	349,275	(363,518)	51.0%
Operations and maintenance	4,857,683	2,212,842	(2,821,998)	56.0%
Pupil transportation services	1,497,907	781,262	(914,381)	53.9%
Central	1,187,298	672,096	(566,329)	45.7%
Other	326,967	210,024	(115,485)	35.5%
Total support services	19,259,123	8,847,710	(10,944,636)	55.3%
Athletics	745,363	341,738	(437,202)	56.1%
Community services	-	4,080	4,080	0.0%
Welfare Activities	-	-	-	0.0%
Non Publics	13,608	590	(7,713)	92.9%
Facility Acquisition	-	-	-	0.0%
Debt service:				
Principal	-	-	-	0.0%
Interest	-	-	-	0.0%
Capital outlay	2,000	56,475	34,646	-158.7%
Payments to other public schools	1,852,471	569,809	(1,284,272)	69.3%
Total expenditures	48,877,494	20,711,636	(28,626,794)	58.0%
Excess of Revenue (Under)Over Expenditures	106,483	(4,192,925)	(3,793,861)	
Transfers Out	1,100,000	-	(1,100,000)	100.0%
Change in Fund Balance	(993,517)	(4,192,925)	(2,693,861)	
Favorable Expenditure Variance (1.5%)	733,162			
Projected Change in Fund Balance	(260,354)			
Fund Balance - Beginning of year	10,043,259			
Fund Balance - End of year	9,782,905			
	20.0%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2025

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	172,456	112,230	(60,226)	34.9%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	1,000	1,000	0.0%
Transfers In	-	-	-	0.0%
Total revenue	172,456	113,230	(59,226)	34.3%
Expenditures				
Student Activities	108,104	50,261	(57,842)	53.5%
Athletics	58,298	33,984	(24,314)	41.7%
Total expenditures	166,401	84,245	(82,156)	49.4%
Excess of Revenue (Under)Over Expenditures	6,055	28,985	22,930	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	6,055	28,985	22,930	
Fund Balance - Beginning of year	364,713			
Fund Balance - End of year	370,768			

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2025

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	1,218,543	574,561	(643,982)	52.8%
State sources	-	2,110	2,110	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	1,218,543	576,671	(641,872)	52.7%
Expenditures				
Current:				
Support Services - Business	-	3,471	3,471	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	-	3,471	3,471	0.0%
Excess of Revenue (Under)Over Expenditures	1,218,543	573,200	(645,343)	
Transfers Out	-	-	-	
Net Change in Fund Balance	1,218,543	573,200	(645,343)	
Fund Balance - Beginning of year	5,398,905			
Fund Balance - End of year	6,617,448			

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2025

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	30,000	25,009	(4,991)	16.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	1,100,000	-	(1,100,000)	100.0%
Total revenue	1,130,000	25,009	(1,104,991)	97.8%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	-	-	-	0.0%
Support Services - Transportation	-	288,910	288,910	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	43,742	43,742	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	-	332,652	332,652	0.0%
Excess of Revenue (Under)Over Expenditures	1,130,000	(307,644)	(1,437,644)	
Transfers Out	-	-	-	
Net Change in Fund Balance	1,130,000	(307,644)	(1,437,644)	
Fund Balance - Beginning of year	1,197,935			
Fund Balance - End of year	2,327,935			

Waverly Community Schools

2022 Building and Site Bonds, Series II

Budget Summary

As of December 31, 2025

	Budget	Actual	Encumbered	Balance Remaining
Construction				
New Construction	17,907,799	1,273,564	1,327,392	15,306,843
Remodeling	22,940,298	17,702,429	28,219,175	(22,981,307)
Site Improvements	2,696,609	1,152,935	688,676	854,998
Construction Base Budget Subtotal	43,544,706	20,128,928	30,235,243	(6,819,465)
Instructional Technology				
Computers and Mobile Devices	598,414	52,042	0	546,372
Audio / Visual	996,982	392,462	373,277	231,243
Instructional Technology Subtotal	1,595,396	444,503	373,277	777,615
Loose Furnishings and Equipment				
Non-Instructional Computers and Mobile Devices	272,130	-	-	272,130
Non-Instructional Audio / Visual	290,215	171,888	19,099	99,229
Furnishings, Fixtures and Equipment (FF&E)	1,912,269	1,447,214	155,474	309,582
Loose Furnishings and Equipment Subtotal	2,474,614	1,619,102	174,572	680,940
District				
Buses	674,918	-	-	674,918
Contingency	1,380,499	-	2,211,810	(831,311)
Election/Issuance Costs	829,463	252,597	-	576,866
General Conditions	1,055,897	879,979	230,149	(54,231)
Architect and Engineering Fees	2,775,410	325,756	264,924	2,184,730
A/E Reimbursables	462,568	104,782	35,293	322,494
Technology Design	251,083	96,213	(1,612)	156,482
Construction Mgr	3,238,964	910,798	1,126,286	1,201,880
District Subtotal	10,668,802	2,570,124	3,866,851	4,231,827
Bank Interest/Proceeds	(283,526)	(4,042,791)	-	3,759,265
Totals	57,999,992	20,719,866	34,649,943	2,630,183
Underwriters Discount	1,154,642	1,154,642	-	1
Grand Total	59,154,634	21,874,508	34,649,943	2,630,183

Waverly Community Schools
Building and Site Bonds - May 2021 Authorization
Budget Summary - All Series
As of December 31, 2025

	Budget	Actual	Encumbered	Balance Remaining
Construction				
New Construction	17,907,799	1,890,997	1,327,392	14,689,410
Remodeling	66,679,663	58,406,818	28,195,425	(19,922,581)
Site Improvements	7,189,565	7,513,236	688,676	(1,012,347)
Construction Base Budget Subtotal	91,777,027	67,811,052	30,211,493	(6,245,518)
Instructional Technology				
Computers and Mobile Devices	3,943,267	1,673,336	(0)	2,269,931
Audio / Visual	2,831,354	1,437,362	373,277	1,020,715
Instructional Technology Subtotal	6,774,621	3,110,697	373,277	3,290,647
Loose Furnishings and Equipment				
Non-Instructional Computers and Mobile Devices	618,614	-	-	618,614
Non-Instructional Audio / Visual	290,215	171,888	19,099	99,229
Furnishings, Fixtures and Equipment (FF&E)	6,012,398	4,058,993	155,474	1,797,931
Loose Furnishings and Equipment Subtotal	6,921,227	4,230,881	174,572	2,515,774
District				
Buses	1,124,864	-	-	1,124,864
Contingency	1,454,692	38,928	2,235,561	(819,797)
Election/Issuance Costs	1,787,689	511,045	-	1,276,644
General Conditions	2,099,386	2,356,253	230,150	(487,016)
Architect and Engineering Fees	5,901,198	5,662,268	378,997	(140,067)
A/E Reimbursables	913,401	985,188	36,697	(108,483)
Technology Design	817,208	646,000	184,758	(13,550)
Construction Mgr	6,439,865	5,163,669	2,458,655	(1,182,459)
District Subtotal	20,538,303	15,363,350	5,524,817	(349,864)
Bank Interest/Proceeds	(1,011,178)	(7,796,157)	-	6,784,979
Totals	125,000,000	82,719,822	36,284,160	5,996,018
Underwriters Discount	1,609,442	1,609,442	-	1
Grand Total	126,609,442	84,329,263	36,284,160	5,996,019

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 12, 2026**

Report #25-36

FOR ACTION

Subject:

2026-27 Program of Studies – 2ND READING

Recommendation:

The Superintendent recommends the Board of Education approve the 2026-27 Waverly High School Program of Studies.

Statement of Purpose:

Each year, the Board of Education approves the WHS Program of Studies after it has been updated, revised and modified based on State of MI statute and trends in course work.

Budget Impact:

No budget impact

Strategic Plan:

Strategic Goal Statement: Teaching and Learning: We will create safe, predictable, consistent, and equitable learning environments in which all students thrive academically, socially and emotionally.

2026-27

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 Castele, Athletic Director

Guidance/Counseling Staff

Kristen Gazley
Ezekiel Moreno
TBA

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 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

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/AP Cybersecurity 2 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.

Intro to Ceramics**Elective 1 Semester**

Recommended: *Art 1*

Introduction to Ceramics is a semester-long course designed to introduce students to the fundamental techniques, processes, and concepts of working with clay. Building upon the foundational art knowledge gained in Art 1, this course will allow students to explore clay as a three-dimensional form and a medium for artistic expression. Students will learn hand-building methods such as pinch, coil, and slab construction, as well as basic ceramic vocabulary and safety procedures for the studio and kiln. We will explore the elements of art (such as form and texture) and the principles of design (such as balance and proportion) as tools for planning and creating functional and sculptural ceramic works.

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.

Sewing and Creative Design A and B**Elective 1 Semester**

Recommended: *9-12th Grade*

Sewing and Creative Design is a hands-on, project-based course that introduces students to the art, history, and practice of clothing construction and creative apparel design. Students will learn foundational sewing skills, safe and effective use of equipment, pattern reading, fabric selection, and garment construction techniques. Through upcycling and redesign projects (e.g. theatrical costume construction/redesign), students will apply principles of sustainability, creativity, and problem-solving to transform existing materials into functional and expressive new pieces.

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: Algebra 1 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. This class counts as a 4th year Math class.

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 & Employability Skills**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. **This course will assist the student in learning skills necessary to become 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.**

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.

Graphic Novels/Comics as Contemporary Literature**Elective 1 Semester****Recommended:** *9th, 10th, 11th or 12th Grade*

Students will read a variety of texts, including superhero stories, historical narratives, and personal memoirs, all presented through the medium of graphic novels/comics. Along the way, they will analyze how visual and textual elements work together to create meaning, tone, and theme. In addition to critical reading and discussion, students will engage in creative projects such as designing panels, storyboarding, or creating their own short comics, which reinforce literary analysis skills in a new medium. By the end of the course, students will develop both a deeper appreciation for visual storytelling and the ability to critically interpret multimodal texts.

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 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.

Algebra I Honors

1 Year

Recommended: *Placement*

This course is designed for the college-bound student who demonstrates strong mathematical ability and a high level of motivation. Honors Algebra I extends beyond the standard Algebra I curriculum with increased depth, rigor, and pace. Students will explore linear, quadratic, and exponential relationships; systems of equations; and functions through analytical, graphical, and real-world applications. Students will also explore data and statistics, focusing on interpreting data, modeling relationships, and strengthening reasoning and problem-solving skills. Students who successfully complete this course with a grade of C or higher will be prepared to take Honors 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 students. Students will learn music theory and will investigate the history of various genres of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in 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.

Advanced Physical Education

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Elective 1 Semester

Recommended: *Team Sports, General Physical Education, Personal Conditioning, or Walking for Fitness*

This advanced Physical Education course is designed for highly motivated students who have a strong foundation in fitness and sports and wish to pursue physical activities tailored to their individual interests and goals. Moving beyond traditional curriculum, this course empowers you to design and execute your own personalized physical activity plan. Students will choose from a wide range of options—from advanced skill development in a favorite sport to specialized conditioning, or focused training in areas like strength training, basketball, volleyball, or distance running. The course focuses on self-directed learning, goal setting, time management, and demonstrating proficiency in your chosen area. You will be responsible for maintaining detailed activity logs, setting measurable fitness or performance goals, and submitting regular progress reports, culminating in a final presentation or project that demonstrates your learning and achievements. This structure allows our most advanced PE students to excel and deepen their passion for physical wellness.

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).

Sports Officiating**1 Semester Elective****Recommended:** 9th, 10th, 11th or 12th grade

This course is for the student who has an interest in learning the rules and techniques required for officiating as a part-time or full-time vocation. Students will acquire knowledge of sport rules, regulations and to develop skills in officiating selected sports. Students will gain the knowledge to become a certified Michigan High School Athletic Association Official through the MHSAA Legacy program, which is the goal of the course. The program allows students to accept paid officiating assignments while still in high school upon passing the MHSAA Test.

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 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.

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. The continued building of reading, writing, research, and oral presentations skills will be emphasized. Reading materials in this course will be at ~~high-school~~ **grade** 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 materials will be at the ~~high-school~~ **grade** level.

Honors World History/Geography

1 Year

Recommended:** ~~One semester of~~ U.S. History/Geography, **Departmental Approval

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. ***This rigorous course is targeted toward students who have the skills to pursue Advanced Placement options.***

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 nation, states, and communities.

Honors Government

1 Semester

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

Honors Government is a course designed for students in the 11th or **12th** 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 nation, states, and communities. This course will require advanced reading, writing, discussion, and critical thinking skills.

Advanced Placement Government and Politics

1 Year

Recommended: *Department Approval, 10th, 11th or 12th Grade, U.S. History/Geography, World 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 U.S. 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

Elective 1 Year

Recommended: *10th, 11th or 12th Grade, U.S. History/Geography, Department Approval*

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, 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. 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***

Grade Level: 10th, 11th or 12th

Recommended: *Department Approval; 10th, 11th, or 12th Grade 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 U.S. and World History classes which are often limited due to time constraints. The course will start by laying the groundwork 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 multimedia capstone project which will be an investigation that integrates historiography and oral history into a topic of their choosing.

U.S History Through Film

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~~ During the semester, students will learn the history behind, view, and analyze history as presented in ~~8-10 films based on the American experience~~. 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.~~

World History Through Film

Elective 1 Semester

~~In this elective course, the class will examine history through the lens of a camera. During the semester, students will learn the history behind, view, and analyze history as presented in films based on events that took place outside of the United States. 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.~~

Global Studies

Elective 1 Semester

Recommended: *Completion of U. S. History/Geography and World History/Geography*

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 U.S. History from multiple perspectives to arrive at a plural and multicultural understanding of U.S. 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/Geography and World History/Geography*

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:** **Department Approval;** *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:** U.S. 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 two 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 Department 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 thousands of free courses available for online learning. The focus of these courses is enrichment and not intended for academic credit for college.

World Language

French I (First Year)

Elective 1 Year

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

1 Semester

Prerequisite: Approved by counseling department

The Student Instructional Supports course is designed for students who have traditionally faced academic challenges. This course provides targeted instruction and guidance to help students improve overall academic achievement. Students will engage in topics such as personal responsibility, goal setting, time management, and planning for future goals.

In addition to reviewing and completing Michigan Merit Curriculum Content Standards. The class also offers support for current coursework, allowing students to receive individualized assistance, dedicated time for study and preparation, as well as structured opportunities to reassess and demonstrate mastery of key concepts for their current coursework. To ensure continued growth, students may take this course multiple times, benefiting from ongoing access to academic resources and personalized support.

FLEX**1 Semester*****Prerequisite: None***

Students will receive instruction and guidance from the teacher of record to support their overall academic achievement. Topics will include social emotional learning, goal setting, academic advising and future goal planning. The class will also offer academic assistance for students to review and complete the Michigan Merit Curriculum Content Standards within their current coursework. The course offers 0 credits.

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

Honor Rolls will be published and awarded at the semester to students with a 3.0 or higher GPA.

To qualify for the 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 MEETING
JANUARY 12, 2026**

Report #25-37

FOR ACTION

Subject:

Ratification of Master Agreement – Waverly Education Support Personnel Association

Recommendation:

The Superintendent recommends the Board approve the tentative agreement as negotiated between the Waverly Education Support Personnel Association (“Bargaining Unit”) and the Board of Education as presented.

Statement of Purpose:

The Board of Education and the Bargaining Unit must both ratify the agreement in order for it to take effect as of the dates prescribed in the agreement.

Background Information:

The Board representatives and Bargaining Unit representatives reached a tentative agreement for a three-year contract on December 1, 2025. The agreement includes language changes reflected throughout the contract.

The economic proposal of the tentative agreement includes changes to salaries and benefits, including Holidays.

Budget Impact:

The estimated cost to the District will be approximately \$1,140,000.

Discussion of Options:

The Board may entertain a motion to ratify the contract as presented or reject the contract as presented and continue negotiations with the bargaining unit.

Rationale for Recommendation:

The bargaining unit did vote to ratify this contract. The administrative team assigned to negotiate the contract believe this is a fair contract negotiated in good faith between both parties.

ARTICLE 18: DURATION OF THE AGREEMENT

- A. This Agreement is entered into on July 1, 2025.

- B. Neither party shall have control over the selection of the bargaining representatives of the other party. It is recognized that not final agreement between the two parties may be executed without ratification by the Association and by the Board; but the parties mutually pledge that bargaining representatives shall be clothed with all necessary power to negotiate an Agreement.

This Agreement shall be binding upon the parties hereto, their successors and assigns.

Waverly Schools Board of Education

Waverly Education Support Professional Association

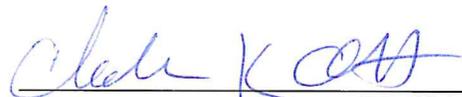
President



President

66

Vice-President



Waverly Education Support Professional
Association

Dated: _____

Dated: 12-19-25

MASTER AGREEMENT

between the

WAVERLY BOARD
OF EDUCATION

and the

WAVERLY EDUCATIONAL
SUPPORT PROFESSIONAL
ASSOCIATION

**July 1, 2025 –
June 30, 2028**

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ARTICLE 1: AFFILIATION

- A. The Waverly Educational Support Professional Association, an affiliate of the Michigan Education Association, shall hereafter be referred to as the Association. Employees covered by the terms of the Agreement shall hereafter be referred to as members of the Unit.
- B. The Waverly Board of Education, hereafter referred to as the “District” shall refer to the appropriate level of decision making within the management or policy making structure of the Waverly Community Schools.
- C. References to Superintendent shall include the Superintendent’s designee. The Superintendent shall inform the Association President of any designee selected by the Superintendent for purposes of administering this Agreement.

ARTICLE 2: RECOGNITION

- A. Pursuant to the Public Employment Relations Act as amended, the District hereby recognizes the Association as sole and exclusive bargaining representative for all permanently employed educational secretaries, elementary secretaries, administration assistants, registrars, technicians, special education Para Educators, elementary library media specialists (ELMS), instructional paraeducators, district para floater, English as a second language Para Educators, behavior interventionists, behavior Para Educators, GSRP third staff, GSRP Teacher Associates, all regular full-time food service personnel scheduled to a minimum of thirty (30) hours per week (as managers, department head/assistant managers, district lead/food preparation assistants, district food floater) and all regularly scheduled part-time food service personnel scheduled to work less than thirty (30) hours per week (as head cashiers, kitchen leads, district food floater, food service leaders, food service/cashier assistants and lunch/ playground assistants); excluding administrators, supervisory personnel, secretaries in the offices of the Superintendent and Human Resources, Business Office Accounting Specialists, temporary and substitute secretaries, student clerical employees, all other present District positions not included, all future personnel excluded by mutual agreement, secretarial, clerical personnel employed less than twenty (20) hours per week for their work year, food service supervisors, food service substitutes, temporary/casual help not employed on a regular basis, including temporary grant funded positions.

If a position is modified or if a new position is created the Board shall so notify the Association. Upon the request of the Association, the Board representatives and the Association representatives shall meet to negotiate whether the modified or new position is to be included in the bargaining unit. If it is determined that the position is to be included in the bargaining unit, the Classification Committee shall determine its classification placement. Any new salary placement shall only be retroactive to the date of the Association request for inclusion in the unit.

- B. Full-time bargaining unit members are defined as those members working six (6) or more hours per day, whether they work fifty-two (52) weeks or less than fifty-two (52) weeks per year. Part-time bargaining unit members are defined as those members working less than six (6) hours per day and work less than fifty-two (52) weeks per year.
- C. The District agrees not to negotiate regarding wages, hours or working conditions of members of the Unit with any organization other than the Association for the duration of this Agreement.
- D. This Agreement shall be binding on both parties and shall supersede any rules, regulations, practices or individual contracts which are contrary to the terms contained herein.

ARTICLE 3: MANAGEMENT RIGHTS

- A. The District retains all rights to manage and direct the Waverly Community Schools to the full extent authorized by law. These rights include, but are not limited to:
 - 1. The management and control of the Waverly Community Schools’ properties, facilities, and activities of employees during working hours.
 - 2. The management's rights to hire all employees in this Unit, determine qualifications and conditions for continued employment, dismissal, or demotion, or the promotion or transfer of all such employees.
 - 3. The management’s rights to determine the services, supplies, and equipment necessary to continue its operation, and to establish standards for their use and operation.
 - 4. The management’s rights to determine reasonable provisions for health, safety, and first aid of employees during hours of employment.
 - 5. The management’s rights to determine the size of the management organization, its functions, authority, amount of supervision and the table organization.
- B. The exercise of the powers, duties and responsibilities by the District; the adoption of policies, rules and regulations in furtherance thereof; and the use of judgment and discretion in connection therewith; shall be limited only by the specific and express terms of this Agreement and the laws which govern the Waverly Community Schools.
- C. An emergency manager appointed under the Local Government and School District Fiscal Accountability Act is authorized to reject, modify, or terminate this Agreement as provided in the Local Financial Stability and Choice Act, MCL 141.1501 et seq. This clause is included in the Agreement because its inclusion is required by state law.

ARTICLE 4: WORKING CONDITIONS

- A. Religious and political activities or the lack of such shall not be grounds for discipline or discrimination with respect to the employment of any employee so long as it does not adversely impact the educational environment and it comports with Board policy.
- B. The provisions of the Agreement and the wages, hours, terms and conditions of employment shall be applied following the Elliott-Larsen Civil Rights Act (ELCRA) of 1976 and as amended, without regard to race, religion, genetics, sexual orientation, gender identity, color, national origin, age, sex, height, weight, disability, marital or family status, ancestry or membership in, or association with, the activities of any employee organization.
- C. Full-time employees under this unit shall be provided two fifteen (15) minute rest breaks and a minimum of an uninterrupted thirty (30) minute lunch break each day. Four (4) or more hour food service employees shall be provided with one fifteen (15) minute rest period. A schedule for these breaks as well as the daily starting and ending time schedules shall be established with input from the employee. Breaks will not occur during the first half-hour or last half-hour of the workday unless agreed to by the employee. Lunch time will be mutually planned between the employee and his/her supervisor.
- D. Adult restrooms, lavatories and lounge facilities will be provided by the District. A room near the kitchen shall be made available to all food service employees for scheduled rest breaks and lunch breaks (prior approval shall be obtained from the kitchen manager for use by other groups for meetings at the designated room during scheduled breaks of the food service employees.) Parking facilities shall be made available. The Association shall have access to an informational board in each building. The District will provide electronic access to the timekeeping system for employees for timekeeping purposes.
- E. Full-time bargaining unit employees may receive preapproval for release time and expense reimbursement for the purpose of attending job related conference training sessions.
 - 1. The Conference Bank shall consist of eight thousand dollars (\$8,000.00) with the understanding that substitute costs will be subtracted from the fund. Bargaining unit employees who are approved to attend a conference shall be reimbursed up to a limit of five hundred ninety dollars (\$590) per conference.
 - 2. Within forty (40) days of the contract ratification, the Conference Bank Committee, consisting of two (2) bargaining unit employees appointed by the Association and two (2) administrators, shall meet to review and/or revise the criteria for the administration of the Conference Bank. The guidelines shall be distributed to all bargaining unit employees.
 - 3. The administration shall administer the Conference Bank in accordance with the established guidelines.

4. A bargaining unit employee whose conference request is denied under these guidelines may appeal the decision to the Bank Committee. The decision of the Committee shall be final and not subject to the grievance procedure.
 5. At the end of each school year, the Conference Bank Committee shall meet to review and revise the guidelines, as deemed necessary.
- F. The District recognizes its responsibility to provide reasonable support to all employees of the unit. Serious complaints by a student or parent directed toward employees of the unit that warrant investigation shall be promptly reported to the employee. In the case of assault on an employee or legal action brought against an employee in connection with job related action or responsibility, the Board at the employee's request shall provide legal counsel to advise the employee of his/her rights in connection with the handling of the incident with law enforcement and judicial authorities, so long as the employee is not at fault or engages in misconduct or violates the law.
- G. Employees shall report all conditions they believe to be recognized as hazardous to their health and safety to their supervisor. The District will investigate the reported hazards and report investigation results within ten (10) working days to the employee who filed the report. Identified hazards will be eliminated within a reasonable time period to maintain members' health and safety.
- H. When a student threatens the safety or security of staff, the incident shall be reduced to writing by the bargaining unit employee on a student misconduct form/log and submitted to the building administrator. Bargaining unit members assigned to instructional duties will have access to the behavioral reporting system to report incidents. The bargaining unit employee shall also inform the student's teacher of the incident. Food service employees will have access to a misconduct form at the beginning of each school year. The building administrator shall inform the bargaining unit employee when the incident has been addressed.
- I. Personnel File: Upon written request of the member, and pursuant to Public Act 397 of 1978, the District shall permit a member and/or the member's designated Association representative, access to and the right to inspect and acquire a copy of all materials in said member's personnel file except pre-employment materials received by the District. The inspection shall be in the presence of an authorized administrator. The District will provide a sign-in sheet in each member's personnel file, which shall be signed and dated by any person who reviews the file.

At the member's discretion, said member may be accompanied by an Association representative. The District may charge the member a fee for the actual cost of duplicating the information.

Employees shall be notified when material is placed in their personnel file. The employee shall have an opportunity to file a response and said response shall become part of the file.

Personnel records are intended for internal school use and as such are restricted according to law. In the event of legal action involving the school and the employee, the personnel file may become part of the proceedings. In the event that a court order is presented for information from the personnel file, the employee shall be notified by whom and for what reason the file was requested within seven (7) calendar days of receipt of the court order. Except as noted above, a copy of information from the employee personnel file may not be released without prior written permission of the employee unless release is required under the Freedom of Information Act. The employee shall be notified of the request at least five (5) working days prior to the release of the information. During the five (5) day period the employee may bring evidence as to why the material requested does not fall within the purview of the act.

- J. All bargaining unit employees working less than fifty-two (52) weeks shall be notified of their anticipated work schedule two weeks before their first scheduled work day before the opening of school. If the starting date of school has not been set by August 1, then employees shall be notified within five (5) work days of establishing the start date.

All full-time bargaining unit employees working less than fifty-two (52) weeks shall be scheduled to work the instructional days designated in the school calendar, and non-instructional and professional development days as delineated elsewhere in this Agreement.

- K. If the District determines that there is to be a reduction in hours or days in an employee's position, the District will seek input from the Association prior to implementation. If a reduction occurs the affected employee and Supervisor will meet to evaluate current and future job duties. In the event the District determines that there is to be a reduction in hours or days in a four or more hour employee's position that is not vacant, the least senior person in the classification as provided for in Article 8, Sections B, C and D, will be affected so long as the more senior employee is qualified for that position, unless the person in the reduced position waives the right to affect the least senior person. The District may deviate from the consideration of seniority in the reduction process when a less senior person is the only one qualified for the position involved. The final decision on the distribution of such work will be left to the District.

- L. In emergency situations, the parties recognize that it is not the role of bargaining unit employees to substitute for absent teachers, provided that such assignments shall be avoided as a common practice.

1. 60 Credit Hour Substitute Teaching Stipend: \$300.00.

Must sub in own building if asked for day-to-day subbing. Stipend will be paid in June, adjusted at semester only. In order to qualify for the 60 Credit Hour Stipend, employee must, by October 15 of any given year:

- Complete the District's application for the permit and stipend as provided by Human Resources

- Have official transcripts (with seal) from the college or university earned or a copy of their notarized teaching certificate on file with Human Resources by October 15 of any given year.
- Employee's background check information must be approved by the Michigan Department of Education (MDE) for issuance of permit. Employee may be required to provide additional documentation to MDE as requested by Human Resources.
- Background check must be approved by the Michigan Department of Education (MDE). Employee may be required to provide additional documentation to MDE as requested by Human Resources.

The District's Human Resource Office will process all paperwork to apply for the yearly teaching permit (*this is an annual requirement*). The State of Michigan will bill the District for the cost of the permit. Revocation of the application by MDE will result in the denial of your stipend. If you are not granted a permit by MDE you are not eligible to sub nor will you qualify for this stipend.

When an employee agrees to substitute as a certified/permitted teacher for a full or partial day, the employee will earn up to the district daily substitute teacher pay per day. Employee will be responsible to code their time in the payroll system as teacher sub for those hours.

Employees who work in another classroom as a paraprofessional do not qualify for the stipend or additional pay.

- M. A written job description, WESPA calendar, and placement letter that identifies the supervisor shall be given to each bargaining unit employee upon hire or prior to the start of the school year in order to facilitate the performance of her/his duties. These shall be reviewed at the time of evaluation in a conference with her/his immediate supervisor and no less than every three (3) years, or when significant changes occur in the duties of the job, or at any time a bargaining unit employee is reassigned to a new position.
- N. Guidelines will be developed by the administration in consultation with the Elementary Library Media Specialists (ELMS) to address circumstances under which the ELMS may or may not be expected to monitor students. Other bargaining unit members who are expected to monitor students on a regular basis may request similar guidelines which will be developed by the Administration in consultation with the Association.
- O. It is understood that employees may request a review of his/her current work load. This request will be made in writing to the supervisor with a copy to the Human Resources Office. Within ten (10) working days, the supervisor or designee will meet with the employee to discuss the work load. If the employee is not satisfied with the results, he/she may refer the issue to the Human Resources Office within five (5) working days. This

meeting shall be held within five (5) working days of receiving the request. The meeting will include the Director of Human Resources, the supervisor, the WESPA president and the affected employee.

If no resolution can be reached and the employee is working a minimum of twenty (20) hours, and the reason for the above meeting was precipitated by an increase in workload or a reduction in hours worked without a modification of the job responsibilities, a three-party hearing panel will be convened to resolve the matter. The panel will be comprised of one representative from the Association, one representative from the District, and a State Mediator.

If no consensus is reached by the panel, the Mediator shall issue a written recommended resolution to the Superintendent. Upon receipt of the recommended resolution, the Superintendent shall, within thirty (30) calendar days, either implement the recommended resolution, or issue a written statement as to why the recommended resolution is not acceptable. In the event the Superintendent implements the recommended resolution, it shall be final and binding upon all parties, including the employer, the Association, and the grievant(s). This procedure and an employee's workload challenge is not subject to the grievance procedures contained in Article 5.

- P. The District shall grant the Association seventy-two (72) hours per school year to conduct Association business. Specific times must be approved in advance by the supervisor. If a substitute is required, the Association shall reimburse the District per the substitute rate and those sums paid to the Office of Retirement Services for Association release time. Substitutes will be hired in half-day portions.
- Q. Co-op students shall not be allowed to perform bargaining unit work if it would result in a reduction of hours for bargaining unit members.
- R. Full-time and Para Educator bargaining unit employees shall be scheduled to work the same number of professional development days as scheduled to be worked by the teaching staff. Para Educators shall attend all scheduled professional development days/half-days unless excused by the Director of Human Resources or his/her designee. All full-time bargaining unit employees other than Para Educators shall attend professional development days/half-days at the direction of their supervisor. Such time will be reported on a timesheet and identified as staff development. Additional professional development time may be requested subject to the approval of their supervisor. Bargaining unit employees will be paid their regular hourly wage for all time they participate in professional development resulting from an administrative request or when the professional development occurs during the regular work day.

One (1) full day of staff development may be provided for part-time bargaining unit employees at the District's discretion. A day of staff development shall be similar in length to the employee's regular work day. Part-time bargaining unit employees are expected to attend staff development and shall be paid for those hours at their regular wage. Part-time bargaining unit employees may request additional professional development time subject

to the approval of their supervisor and such time shall be paid.

Professional Development and/or non-instructional workday activities may be developed and organized by the bargaining unit employees subject to the approval of the District. All such activities shall be connected to the District's strategic plan.

A bargaining unit employee shall be allowed to apply for personal professional development equivalent to a minimum of one (1) work day based on his/her regular hours of work. Funding for personal professional development shall be covered as described in Article 4, Section E, subsection 1. The bargaining unit employee must have prior approval for the professional development from the Human Resources Office. The professional development must be job related and the employee must provide documentation of successful completion of the professional development. After completing the personal professional development, the bargaining unit employee may be excused from a District scheduled professional development day and be allowed to work at his/her work station.

The member must request in writing to be excused through the Human Resources Office at least two (2) weeks prior to the professional development day. It is understood that the granting of such a request is at the District's discretion.

- S. Bargaining unit employees shall not be expected to provide clerical and/or other services for employees on sabbatical leave or building level committee/department chair work that is otherwise compensated.
- T. When an administrator temporarily approves a bargaining unit employee to work another job the employee shall be paid the rate for that job or his/her own rate, whichever is higher for all time worked in the temporary assignment (excluding training periods). It shall be the responsibility of the bargaining unit employee to record on his/her time sheet when he/she does temporary work in a higher classification.
- U. Bargaining unit employees, who have instructional responsibilities, shall receive day-to-day direction from their instructional leader(s). The administrator will resolve conflicts with assignments.

V. Food Service Personnel

- 1. Full-time food service employees shall be scheduled to work as a minimum, the number of days students are in attendance as specified in the school calendar and two (2) workdays before the first day of student attendance. Workdays for full-time food service employees shall not be abbreviated due to planned scheduled half-day instruction. A normal workday for a full-time food service employee will not be adjusted by reassigning the employee to work outside his/her normal work hours for the purpose of avoiding the payment of overtime.

Part-time food service employees shall be scheduled to work as a minimum, the number of days equal to the days student lunches are to be served and two (2)

workdays of their regularly scheduled hours which, at the District's discretion, can be either or both worked before the beginning or after the student attendance days.

The supervisor may schedule additional day(s) as needed after the last day of student lunches for all food service employees, for the purpose of kitchen/cafeteria cleanup.

If a food service bargaining unit employee needs additional time to complete assignments during the school year, he/she shall first meet with his/her supervisor. Additional work time for part-time food service employees must be authorized by either the building administrator or the food service director. If such requested work time is not authorized, than food service employees may file a written appeal to the Director of Human Resources. All additional time worked shall be paid at the employee's regular rate of pay, including overtime if applicable.

2. Within the first month on the job, part-time food service employees new to a position (new hires or current employees transferring into a different assignment) shall receive the equivalent of two (2) days training based on the hours of the new position, at the position's regular rate of pay.
3. Part-time food service employees shall not be removed from their regular assignment for the purpose of providing breaks except in emergency situations. Break aide work shall only occur outside of regularly scheduled work hours and unit employees shall receive their regular rate of pay for time worked.
4. If the work hours of a food service position are reduced below that which would place the position in the bargaining unit or if the position falls outside of the unit due to subcontracting, the work load of remaining food service bargaining unit employees shall not be increased unless their hours are increased.
5. Non-probationary food service employees covered by this Agreement working three (3) or more hours per day shall receive seventy dollars (\$70.00) yearly to purchase appropriate footwear. Uniforms will be provided for full-time employees. Cloth aprons shall be provided for Food Service Leaders, Head Cashiers, and Food Service/Cashier Assistants. Plastic aprons shall be provided for all Lunch Assistants. An adequate supply of linens will be provided on a weekly basis to effectively complete cleaning assignments.
6. All work menus will be reviewed by the Central Kitchen manager at least three (3) working days prior to publication.
7. A food service employee will be present whenever persons other than bargaining unit food service personnel are using the Central Kitchen.
8. Supervision of students during inclement weather will conform with the Board Administrative Guideline 5360 – Recess Guideline for Harsh Weather.

W. Para Educators/Behavior Interventionist

1. Para Educators will be scheduled to work the first teacher workday, and as a minimum, the number of days students are in attendance as specified in the school calendar. Workdays for Para Educators shall not be abbreviated due to planned scheduled half-day instruction. If the supervisor feels additional workdays are needed he/she/they may complete an additional work hour request form to be submitted to the Human Resources Office for consideration.

Behavior interventionists shall work as a minimum the number of days students are in attendance as specified in the school calendar. Behavior interventionists may attend the first teacher workday and shall notify the building principal of his/her intent. Workdays for behavior interventionists shall not be abbreviated due to planned scheduled half-day instruction. If the supervisor feels additional workdays are needed he/she/they may complete an additional work hour request form to be submitted to the Human Resources Office for consideration.

2. In recognition of additional responsibilities, special education Para Educators who are assigned by an administrator to work one-on-one with a student shall be paid an hourly premium in the amount of fifty cents (\$0.50) per hour. If the assignment is shared with another Para Educator, each will be entitled to the hourly premium for the hours he/she works as an individual Para Educator.

An additional fifty cents (\$0.50) per hour will be paid to Para Educators working with medically fragile students (Tracheostomy, Colostomy, Feeding Tube, Ventilator, mechanically assisted toileting and other life-threatening conditions to be determined by the Human Resource and Special Education Departments in conjunction with the School Nurse).

If the assigned student should be absent on any given day, the assigned Para Educator(s) will be reassigned within his/her classification in conjunction with the instructional leader and the building principal. If the assigned student's absence should extend for more than three (3) days, then the assigned Para Educator will not be eligible for premium pay until the one-on-one assignment resumes.

3. At the request of the instructional leader, and subject to the approval of the Building Administrator, special education Para Educators, who work one-on-one with a student, will be included in IEP meetings and staffings during the school day.
4. If an instructional leader or building administrator requests that a ParaEducator/Behavior Interventionist be present at a parent-teacher conference, IEPC, and/or staffing outside of the normally scheduled day, subject to the building administrator's or designee's prior approval, the staff member may attend the requested meeting, and in such event the staff member shall be paid at their regular rate of pay.

5. To facilitate better communication regarding their students, special education Para Educators may be given one (1) additional hour per week outside their regular workday to consult with their instructional leader. The instructional leader and the Para Educator will mutually agree as to when the additional time will be scheduled.
 6. Qualifications – Title I Para Educators:
 - a) The District shall pay on a one-time basis the Work Keys Assessment or an equivalent assessment fee for any Para Educator taking the test. Payment will come from the Para Educator’s professional development funds. If funds are not available, then payment shall be made upon request to the Human Resources Office. Employees shall successfully pass the assessment prior to being transferred to the Title 1 position.
 7. Para Educators, who are required to lift and/or physically move students more than 50 pounds, will work with the building administrator to obtain the necessary assistance to address safety concerns resulting from the lifting/moving of the student. If a solution cannot be found, then it shall be referred to the Director of Human Resources and the WESPA President for resolution.
- X. If a bargaining unit employee fails to report to work without notification to the District for three (3) or more consecutive work days, he/she will be considered to have abandoned his/her position. Exceptions to this may be granted by the Director of Human Resources if the employees can show good cause for failure to notify the District.
- Bargaining unit employees shall provide ten (10) working days notice prior to retiring or resigning.
- Y. Employees required to participate in training to gain necessary certification at the District’s expense shall be expected to complete the testing requirements for the certification. The District shall pay for the cost of the testing. It is understood there will be no punitive or disciplinary measures taken if the employee does not pass the test, but the employee shall have the opportunity to retest at District expense.
- This provision does not apply to mandatory drug testing requirements related to the employee’s position. The District shall pay for the testing, but if the employee tests positive, then appropriate disciplinary measures will be implemented. The employee shall have the opportunity to voluntarily commit to a rehabilitation program at his/her expense. If the employee successfully completes the rehabilitation program, then he/she shall be placed on a year’s probation with random drug testing requirements.
- Z. All employees covered by this Agreement shall be required to participate in direct deposit. A direct deposit statement of earnings and deductions will be emailed to each employee every two weeks.

ARTICLE 5: GRIEVANCE PROCEDURE

- A. A grievance is defined as, and limited to, an alleged violation, misinterpretation or misapplication of a specific provision of this Agreement. Any employees of the unit or the Association may file a grievance.
- B. The term "days" shall be defined as workdays; exclusive of holidays and weekends, provided for the unit by this Agreement. The number of days at each level are maximums. The time limits may be extended by mutual written agreement.
- C. If appropriate action is not taken by the grievant within the time limit specified, the grievance will be deemed settled on the basis of the disposition of the preceding level.
- D. The grievance shall be submitted in writing and shall include the following:
 - 1. A statement of the facts alleging the violation.
 - 2. The date of the alleged violation.
 - 3. The specific section of this Agreement which is alleged to have been violated.
 - 4. The specific belief which will resolve the grievance.
 - 5. The name(s) of the aggrieved party.
 - 6. Appropriate transmittal signatures and dates.
- E. Neither party shall be restricted as to representatives included in the grievance procedure.
- F. Informal Procedure.

Prior to initiating formal grievance procedures, the aggrieved party shall attempt to seek resolution with the appropriate supervisor.

G. Formal Grievance Procedure

1. Level One - Supervisor's Level

Within ten (10) days of the alleged violation of this Agreement or of the grievant's knowledge of its occurrence, whichever is first, the aggrieved party shall submit a written grievance to the immediate supervisor. Within five (5) days of receipt of the written grievance, the supervisor shall schedule a Level One meeting. In the event a Level One meeting is not scheduled within the five (5) day limitation, Level One shall be waived and the grievance referred to Level Two. Within five (5) days of the meeting on the grievance, the supervisor shall render a decision in writing, transmitting a copy to the Association, the aggrieved party, and to the Human Resources Office.

2. Level Two - Superintendent's Level

If the decision of the supervisor is unsatisfactory to the grievant, the Association, within five (5) days of receipt of the supervisor's decision, shall transmit to the Human Resources Office the Level One decision, and their statement of intent to file Level Two.

Within ten (10) days of receiving the Level Two grievance, the Human Resources Office shall schedule a Level Two meeting.

Within five (5) days of the meeting on the grievance, the District shall render a decision in writing, transmitting a copy to the Association and to the aggrieved party.

3. Level Three – Mediation

If the grievance is not resolved at Level Two, or if no written response is made within five (5) days of the meeting on the grievance, the grievance will be submitted to the Michigan Employment Relations Commission ("MERC") for mediation. A copy of the filing will be provided to the Superintendent by the Association. If satisfactory resolution is achieved through mediation, the resolution shall be final and binding upon the parties. If no satisfactory resolution can be reached, each side will terminate mediation through written notification to the other party.

4. Level Four- Binding Arbitration of Grievance

a. In the event no satisfactory resolution is reached through mediation, the Association may submit the grievance within fifteen (15) days to binding arbitration provided written notice of the request for submission to arbitration is delivered to the District within ten (10) days after the date of the issued written decision under Level Three. The arbitrator shall be selected by mutual agreement or if the parties cannot agree, the arbitrator shall be selected by the American Arbitration Association in accordance with its rules which shall likewise govern the arbitration hearing.

b. Neither party shall be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other.

c. The Arbitrator shall have the power and authority to resolve such grievance only to the extent as set forth herein.

(1) It is expressly agreed that the power and authority of the Arbitrator shall be limited to determining if an alleged violation, misinterpretation and/or misapplication of a specific provision of this Agreement has occurred and to awarding relief consistent with and within specific provisions of this Agreement. The Arbitrator shall have no power to add to, subtract from, or modify any terms or

conditions of this Agreement.

- (2) No decision of the Arbitrator in any one case shall require retroactive adjustment in any other case.
 - (3) The Arbitrator shall have no power to: establish salary schedules; set or alter hourly rates, determine clerical classification; or set aside the decision of the District in regard to promotion, demotion, provided just cause is shown, termination, provided just cause is shown, evaluation or lay-off. This shall not limit the Arbitrator from ruling on a procedural violation of the negotiated Agreement.
 - (4) The Arbitrator shall not have authority to rule in any case or disagreement currently under review by a court of jurisdiction. Should a case or disagreement be submitted by the Association or any one or more of its members to any commission as well as to arbitration whichever decision is made first shall be binding. The Association and its members agree to withdraw the other filing.
- d. The decision of the Arbitrator shall be final and binding upon both parties so long as the ruling of the Arbitrator does not exceed the limitations expressly agreed to herein.
 - e. Notwithstanding the rules of the American Arbitration Association, the parties agree that the fees and expenses of the arbitrator shall be shared equally by the Board and the Association. All other expenses shall be borne by the party incurring them and neither party shall be responsible for expense of witnesses called by the other.
- H. Failure to institute a grievance or appeal a decision within the time specified shall be deemed acceptance of the decision at that level. Should the aggrieved party withdraw a grievance at any level all further proceedings shall be barred. Should the grieved party leave the employ of the District all further proceedings on said grievance shall be barred unless the claim involves a financial remedy directly benefiting the grievant regardless of his/her employment status or possible reinstatement due to a violation of a procedural right established by an expressed provision of this Agreement.
- I. One (1) member of the unit, presumably the grieved party, will be allowed to participate in a grievance at the arbitration level with no loss of pay provided the arbitration hearing does not exceed one day.
- J. No grievance shall be filed for or by any member of the unit after the effective date of his/her resignation.
- K. Any grievance filed during the life of this Agreement shall be processed through the steps of this procedure regardless of whether such time required may go beyond the expiration date of this Agreement.

L. Miscellaneous

1. A grievance may be withdrawn at any level without prejudice or record.
2. No reprisals of any kind shall be taken by or against any party of interest or any participant in grievance procedure by reason of such participation.
3. Access shall be made available to records and all pertinent information (other than confidential personnel files) used in the determination and processing of the grievance.
4. Nothing contained herein shall be construed to prevent any individual employee from presenting a grievance and having the grievance adjusted without intervention of the Association, if the adjustment is not inconsistent with the terms of this Agreement, providing that the Association has been given opportunity to be present at such adjustment.

ARTICLE 6: PROMOTION, TRANSFER, DEMOTION AND DISMISSAL

- A. The District reserves the right to transfer bargaining unit employees within their major work group (secretarial/clerical, Para Educator, technical, and food service) so long as there is no loss of annual salary resulting from a reduction in wages and/or work year for the duration of the assignment.
- B. Employees of the unit normally assigned to specific locations may expect to enjoy continuity within work group assignments. Involuntary transfers shall not take place without prior discussion with the affected employee in a confidential meeting which any objections to the assignment by the employee shall be considered before the final decision is made. The final decision shall remain with the District. Notifications shall be made outside of student contact time.
- C. The District recognizes the desirability of the promotion of members to positions in the District.
 1. A position is considered vacant when it is newly created, a bargaining unit member quits or retires, a bargaining unit member is discharged, or when a bargaining unit member transfers or is promoted, and the District intends to fill the position.
 2. Notice of new or vacant bargaining unit positions of fifteen (15) or more hours per week shall be announced by the District either through an internally distributed publication or by posting the notice in all District buildings for a period of five (5) working days prior to filling the position. If the internal candidates are equally acceptable according to the posting expectations, to the interview team, and to the supervisor, the candidate with the most seniority will be chosen.

- a. When a new position is created, the Association will be made aware of the new position prior to posting the position.
 3. When an employee of another bargaining unit is assigned job duties in the WESPA bargaining unit for medical reasons and then returns to his/her regular position, the District will evaluate the work that was being done by that employee and, if needed, create a WESPA Unit position as outlined in paragraph two (2) and according to the Recognition Clause.
 4. When a vacancy exists of fifteen (15) or more hours per week and the District decides to fill the position, procedures will begin within thirty (30) working days to fill the position. Candidates applying for a position agree to abide by the terms and conditions of the posting and job description. Bargaining unit employees will be given an interview for a position before the position is opened to an external candidate, provided the bargaining unit employee meets the minimum qualifications of the job posting or is able to demonstrate comparable work experience as it relates to the posting. If both an internal and external candidate are equally qualified according to the posting expectations, the internal candidate will be offered the position. If another candidate is chosen, the bargaining unit member(s) who interviewed for the position upon his/her request will be given advice including any skills needed to improve his/her opportunity for advancement.
 5. Bargaining unit members possessing the advertised qualifications who wish to be considered for a position excluded from the bargaining unit shall be granted an interview with the appropriate supervisor.
 6. When filling a position within the bargaining unit which is regularly scheduled for more than two (2) hours per day, the District shall request that a WESPA member from the building be a part of the interview team. If a member from the building is not available, then the supervisor may contact the WESPA President and request another WESPA member be present. If there is only one (1) internal applicant, then an interview team need not be convened. The WESPA member shall maintain confidentiality during and after the interview process.
- D. Those employees of the unit normally employed less than fifty-two (52) weeks and laid-off bargaining unit members shall notify the Human Resources Office in writing on or before June 15 of each school year of their desire to be considered a candidate for a position that may open during the summer months for which they are qualified. Should a vacancy occur during their off time, the District shall notify the individual member and it shall be the responsibility of the member of the Unit to be available for an interview on a reasonable date established by the District. In the event the individual member is not available for the interview, the lack of the opportunity to interview is not grievable.
- E. No employee shall be discharged, disciplined or demoted without just cause.

Twenty (20) or more hour employees shall have the right to an appeal meeting with the

Superintendent or his/her designee prior to demotion or dismissal. A written request for appeal shall be filed by the employee not later than three (3) days (excluding Saturday, Sunday and holidays) following receipt of written notice of demotion or dismissal. The written statement based on the appropriate action taken shall include one or more of the following:

1. A statement of the expectations not being met or not having been met.
2. Necessary corrective action with a statement or appropriate assistance to be provided or having been provided.
3. An established date at which time the deficiency shall be remedied, or shall have been established for remedy.
4. The penalty for failure to correct the deficiency.

In the event an appeal to the Superintendent is made, the time period for filing any grievance on the matter shall be extended until after the Superintendent concludes the hearing.

F. Disciplinary action shall be defined as any written warning, reprimand or suspension.

G. Progressive Discipline

1. Alleged breaches of proper conduct and reasons for possible disciplinary action shall be reported promptly to the employee involved. The Board will follow a policy of progressive discipline subject to the procedures listed below which includes verbal warning, written warning, reprimand, suspension and discharge as a last resort. The employee shall be given notice of the allegations and an opportunity to respond before any discipline is imposed.
2. The point of initiation of any disciplinary action shall be determined by the severity of the employee's behavior. A supervisor/administrator receiving a complaint about an employee's performance shall bring it to the employee's attention within five (5) working days of receipt of the complaint. The employee shall receive a copy of the written complaint and shall be given an opportunity to respond to it before disciplinary action is taken.
3. Warnings and reprimands shall be discussed privately between the employee and the Administrator, except when either party requests the presence of an Association and/or Administration representative. Before any meeting is called from which disciplinary action may result, the employee shall be notified and shall be entitled to have a representative of the Association. If an Association representative is requested to be present, no longer than two (2) working days may lapse before such meeting is held unless an extension is agreed to be the mutual consent of both parties.

4. Neither party shall delay discussion of a warning or reprimand for more than five (5) working days from the date of the incident except by mutual consent.

H. Suspension means the temporary removal of an employee for disciplinary reasons or until a situation which exists can be reviewed and considered by the Director of Human Resources. An employee may be suspended with pay under this section for investigation which may not necessarily result in disciplinary action. In case of such suspension, the Superintendent or his/her designee shall provide a meeting within five (5) working days of notification of the suspension, for the purpose of reviewing the reason for the suspension and notifying the employee of the anticipated date of completion of the investigation. An employee shall not be suspended for more than thirty (30) working days without pay for an infraction.

1. Suspension With Pay

Employees suspended under this provision shall be suspended from their assignment with pay for, but not limited to, the following reasons:

- a. Investigation of charges against an employee.
- b. Pending and during trial on criminal charges against an employee.
- c. Pending and during internal dismissal proceedings against an employee.

2. Suspension Without Pay

Employees may be suspended from their assignment without pay or terminated for, but not limited to, the following reasons:

- a. Criminal conviction concerning theft, dishonesty, moral turpitude or use of drugs, which cause detriment to the school district and students (where applicable) and affects the employee's job performance.
- b. Insubordination.
- c. Misuse or under the influence of alcohol or any controlled substances on campus.
- d. As a progressive disciplinary action due to a series of like offenses for which less severe penalties have been rendered.
- e. As a result of an internal investigation.

ARTICLE 7: EVALUATION

- A. The evaluation of a bargaining unit employee will be conducted by a supervisor, or that supervisor's designee, whose position will be designated in the bargaining unit employee's assignment letter.
- B. For all bargaining unit employees, evaluations shall consist of formal and informal observation of bargaining unit employee work. Each bargaining unit employee will be evaluated at least once every three (3) years. If the evaluation shows unacceptable work, follow-up evaluations will be conducted in accordance with the administrator's improvement plan. Observations shall be for periods of time that accurately samples the bargaining unit employee's work. All formal observations of the work of each bargaining unit employee shall be conducted in person and with the full knowledge of the bargaining unit employee. If a bargaining unit employee is not evaluated as provided in this Section, then his/her performance shall be deemed to be satisfactory.
- C. For all bargaining unit employees, all evaluations shall be reduced to writing and a copy given to the bargaining unit employee within ten (10) days of the evaluation conference with the administrator. If the bargaining unit employee disagrees with the evaluation, he/she may submit a written response which shall be attached to the file copy of the evaluation in question. If an administrator believes a bargaining unit employee is doing unacceptable work, the reasons therefore shall be set forth in specific terms, as shall identification of the specific ways in which the bargaining unit employee is to improve, and of the assistance to be given by the Employer towards that improvement.
- D. Following each formal evaluation of bargaining unit employee, which shall include a conference with the evaluator, the bargaining unit employee shall sign and be given a copy of the evaluation report prepared by the evaluator. In no case shall the bargaining unit employee's signature be construed to mean that he/she necessarily agrees with the contents of the evaluation. A bargaining unit employee may submit additional comments to the written evaluation if he/she so desires. All written evaluations are to be placed in the bargaining unit employee's personnel file.
- E. In the event a bargaining unit employee is not continued in employment, the employer will advise the bargaining unit employee of the specific reasons therefore in writing.
- F. Bargaining unit employee evaluation forms will be developed in consultation with the Association prior to implementation.

ARTICLE 8: SENIORITY, LAY-OFF AND RECALL

- A. Seniority
 - 1. Seniority shall be defined as length of continuous services in the employ of the District as an employee of this unit from the first day of employment while actively

performing the duties assigned. Should two or more employees of the Unit have the same first day of employment for purposes of seniority the date of notification by the District of appointment to the position shall prevail. If the letters of appointment have the same date, then a drawing shall be held to determine placement on the seniority list, with the first name drawn to receive the higher seniority placement. Such drawing will take place within thirty (30) days of hire.

The Human Resources Director shall conduct the drawing in the presence of the Association President or designee.

- a. Employees who leave the bargaining unit to take a position of supervision with the Waverly Community Schools, may return to the bargaining unit with the same seniority held prior to leaving the bargaining unit.
 - b. It is expressly understood that probationary employees in the unit shall not have seniority until the completion of their probationary period, and upon the completion of their probationary period their seniority shall be retroactive to their first day of employment as per A.4.a. of this Article.
2. Seniority shall be lost and the employment relationship terminated under the following conditions:
- a. The employee voluntarily discontinues employment.
 - b. The employee is dismissed under provisions of Article VII of this Agreement.
 - c. An employee lay-off extends beyond three (3) years from the date of effective lay-off.
 - d. Failure of the employee to return to work within ten (10) days of being provided a notice of recall to any position covered by this Agreement
3. During September of each year, the District will prepare a seniority list for WESPA employees. Said list will be distributed to WESPA leadership via email and kept on file in the Human Resources Office.
4. Probationary Period
- a. A bargaining unit employee filling a vacancy shall have a thirty (30) work day probationary period and a new employee hired into the unit shall be considered probationary for the first sixty (60) days worked. The probationary period may be extended by the parties and the member advised of areas which need improvement.
 - b. During this probationary period, the employee and the immediate supervisor shall meet at least once to discuss any questions, concerns, or

other aspects of work in the new position that either may care to discuss. This discussion shall be without any prejudice to the rights of either the employee or the District to determine at the end of the probationary period that the promotion is not satisfactory.

- c. New employees shall be covered by insurance, sick leave benefits, and personal business days from the date of active employment, but shall be excluded from all other provisions of the Agreement until placed on permanent status.
- d. All newly hired bargaining unit employees may be given a mentor within their work group to shadow on the job for five (5) workdays. The mentor will be paid a stipend of \$20/day up to a maximum of five (5) days (\$100) for training the newly hired employee. Mentors will be selected by building administration and Human Resources in consultation with Union Leadership. A list of mentor trainers within each building will be provided to the Association.

B. Layoff and Recall - Special Education, English As a Second Language Para Educators, Behavior Interventionist, Instructional Para Educators, District Para Floater, Behavior Para Educators, GSRP Third Staff, GSRP Teacher Associate, , Secretaries/Technicians, and Food Service Employees

- 1. In the event the District determines that a layoff of personnel is necessary, an employee affected by layoff may exercise seniority employment rights over the person with the least District seniority, by notifying the Human Resources Office in writing no later than five (5) work days after receiving District notice of layoff, and subject to the following provisions:
 - a. The affected employee shall be placed in a position for which he/she is qualified within the same classification. The position selected shall be one which is held by the least senior District employee possessing equivalent hours.
 - b. If there is not a position available in the same classification for which the employee is qualified, then the employee shall be placed in the least senior position with equivalent hours in the next lower classification, provided he/she is qualified and has the seniority to displace the employee holding the position. If there is no one the employee can displace in that classification, the affected employee will be placed in a position with equivalent hours in the next lower classification, provided he/she is qualified and has the seniority to displace the employee holding the position.
 - c. The District may deviate from the consideration of seniority in the layoff

and/or recall process for Para Educators when a less senior person is the only one qualified for the position involved.

- d. An employee may choose to accept a position with less than equivalent hours to avoid layoff.
- e. “Qualified” shall be defined as including successful performance on a District assessment, record of past performance including attendance, job-related experience, training, educational requirements, relevant job qualifications established by the posting, and any state or federal regulations.
- f. “Equivalent hours” shall be defined as full-time or part-time. Fifty-two week employees shall be excluded.
- g. In the event the District determines that a layoff of twenty (20) or more hour food service employees is necessary, all layoffs shall first be made from within the lower sub classification on the basis of least seniority. Employees from the higher sub classifications may then be reassigned, if necessary, to positions within the next lower sub classifications on the basis of least seniority. If further layoffs are still necessary, employees will be laid off in order of least seniority.

In the event less than twenty (20) hour food service employees are to be laid-off, they shall have the right to displace other less than twenty (20) hour food service personnel. They shall be able to first displace a person within their classification with less seniority. If such a position does not exist, then they shall displace a less senior person in the next lower sub-classification.

- 2. The District shall provide employees with a lay-off notice twenty-one (21) calendar days prior to the effective day of layoff when the layoff notice occurs after the start of the school year and before October 1, and fourteen (14) calendar days prior to the effective date of the lay-off thereafter, except that five (5) days notice shall be required for a temporary lay-off or shift in schedule due to work stoppages by other employee unions.
- 3. Recall of employees shall be in reverse order of layoff to positions within the classification from which they were laid-off provided they are qualified for the position.
- 4. It is to be recognized that Para Educators/Behavior Interventionists may not bump or be bumped by secretarial/clerical, technical, or food service personnel.

It is to be recognized that food service personnel may not bump or be bumped by secretarial/clerical, Para Educator, or technical personnel.

- C. CPI training will be mandatory for all bargaining unit employees. CPR/First Aid training will be available for bargaining unit employees to attend.
- E. When there is more than one position eliminated in the same classification, the least senior employee shall be the first to receive notice of layoff and all other notices of layoff will be given in reverse seniority order with the most senior employee being the last to receive notice of layoff.
- F. Laid off or reduced employees will be given the first opportunity to substitute in unit positions within their skill area if they have given prior notice to the Human Resources Office of their desire to substitute.

If a bargaining unit employee is reassigned due to the elimination of his/her position, and the position is reinstated within an 18 month period, the employee would have the right to return to his/her former position if he/she had put forth his/her best effort to be successful in the new position.

- G. If a vacancy occurs and there is a laid off, qualified, a bargaining unit employee within the major classifications of secretarial, Para Educator, or food service, with greater seniority than all other bargaining unit member internal applicants, then he/she shall first be recalled to the vacancy.
- H. Laid-off bargaining unit employees may apply for vacancies outside of their major classification. Qualified laid-off bargaining unit employees shall be recalled prior to filling vacancies with external applicants.
- I. Laid-off bargaining unit employees shall notify the Human Resources Office of any change of address.

ARTICLE 9: SCHOOL CLOSING

- A. Whenever students are not in attendance due to inclement weather for state-waived hours, bargaining unit employees will not report to work. Employees regularly scheduled to work shall be paid the normal day's pay even though no work is performed. If a food service employee is required to work for the purposes of catering obligations, he/she will be compensated at a rate of one and one half his/her normal hourly wage for all hours worked. After the state-waived hours, less than fifty-two (52) week employees will report for the designated make-up hours.
- B. In the event students are sent home early due to building emergency conditions including unsafe and/or unsanitary conditions, and other employees in that building are sent home or to another building, bargaining unit employees shall be released upon completion of their responsibilities and the approval of their supervisor. Under these conditions there will be no reduction in pay. If the school is closed during the school day due to inclement weather, bargaining unit employees will be excused by the Administrator as soon as they have completed their responsibilities, including supervision of students. Under these conditions,

there will be no reduction in pay.

- C. A bargaining unit employee who previously arranged to use a paid leave day when school is closed for the reasons stated above shall suffer neither loss of leave time nor loss of salary.

ARTICLE 10: PAID LEAVES OF ABSENCE

A. Sick Leave

- 1. Sick Leave Accumulation: For twenty (20) or more hour employees, sick leave of ten (10) days per year for less than fifty-two (52) week employees and twelve (12) days per year for fifty-two (52) week employees shall be credited to the sick leave account of each employee on July 1 of each year. This benefit will be prorated for employees hired after July 1 for fifty-two (52) week employees and September 1 for less than fifty-two (52) week employees. Sick leave will also be prorated when an employee who has been credited with sick leave at the beginning of the year resigns or is terminated during that year, based on his/her service during that year. Unused sick leave days shall accumulate without limitation.

All leave time will be reported in hours. For twenty or more hour employees sick leave of the equivalent of ten (10) days of scheduled hours (7.25 hours per day times 10 = 72.50 hours sick leave) for less than 52 week employees and for 52 week employees sick leave of the equivalent of twelve (12) days of scheduled hours 8 hours per day times 12 = 96 hours sick leave).

- 2. Uses of Accumulated Sick Leave
Notwithstanding any contrary Agreement language, if the Michigan Earned Sick Time Act (“ESTA”) is in effect, the first 72 hours of paid sick leave may be used for any ESTA purpose each ESTA year (i.e., each school year), with those 72 leave hours subject to the ESTA conditions.

The District maintains a paid personal leave program for members of the unit. The following paid leaves shall be charged against the employee's accumulated sick leave and shall be granted for the following reasons:

- a. The illness, injury, or disability of the employee.
- b. Ten (10) days per year for illness of a family member or dependent.
- c. Five (5) days per death of family member or dependent. Family members shall include grandparents, grandchildren, aunts, uncles, parents including step-parents, spouse, children including step-children, in-laws and siblings. Additional days may be requested from the unit member’s immediate supervisor. The first three (3) days of sick leave used under this provision shall not affect the member’s sick leave incentive plan payment.

- d. One (1) day for attendance at funerals of persons outside the extended family. If additional time is needed, it may be requested from the unit employee's immediate supervisor.
- e. Any employee absent due to disability, compensable under the Michigan Workers Compensation Law, shall receive a paid benefit equal to the difference between daily salary as of the date of disability and the Workers Compensation payment. Payments shall be limited to the monthly value of the employee's accumulated sick leave. Accumulated sick leave will be reduced in accordance with payment.
- f. A sick leave incentive plan of \$500 will be established annually for each full-time bargaining unit employee, to be used as an incentive for good attendance. \$50.00 will be subtracted from the incentive plan for each sick day used (7.25 or 8.0 hours, depending on employee's schedule) by the bargaining unit employee up to ten (10) equivalent days. (remainder of article remains unchanged).

Class A and Classes I-III bargaining unit employees working less than thirty (30) hours per week, but at least twenty hours per week, shall have a \$375.00 sick leave incentive plan, with \$37.50 subtracted from the incentive plan for each sick day used by the bargaining unit employee up to ten (10) days.

The amount remaining in the incentive plan shall be paid to the bargaining unit employee by July 15

Full-time, fifty-two week, bargaining unit employee shall be able to use two (2) sick leave days before the subtraction of sick leave days begins to occur from their sick leave incentive plan.

- g. Part-time food service employees working twenty or more hours per week shall have a sick leave incentive plan of \$200.00 and shall have \$20.00 deducted for each day off work missed up to ten (10) days. The amount remaining in the incentive plan shall be paid to the bargaining unit employee by July 15.
- h. Bargaining unit employees working less than twenty hours per week shall receive a sick leave incentive plan at the end of the year, to be paid by July 15, if they miss five or less days of scheduled work based on working the full school year as follows:

\$100.00 for one (1) hour employees

\$200.00 for two (2) hour employees

\$300.00 for three (3) hour employees

\$325.00 for three and one-half (3.5) hour employees.

- i. It is the responsibility of each WESPA employee to verify their total hours worked in a pay period prior to submitting their timesheet. Once the timesheet is processed by payroll, no changes can be made. Any employee with unpaid time or missed punches in any pay period on a scheduled workday is ineligible for the incentive pay. Any bargaining unit employee hired after the school year begins shall receive a pro-rated sick leave incentive plan based on the number of months worked.
 - j. The sick leave incentive plan is not to be construed as bonus pay under the Family Medical Leave Act.
 - k. If the member is subject to a federal, state, or local quarantine or isolation order related to communicable diseases or has been advised by a healthcare provider to self-quarantine related to a communicable disease these protocols will be followed:
 - In order to receive sick leave benefits, members must produce one of the following: written federal, state or local quarantine order, documentation of communicable disease diagnosis (PCR test results from a medical provider, District administered test from school nurse or medical documentation from a physician's office), or a notice of exclusion from work due to communicable disease by the District.
 - While any communicable disease related sick days would still be charged to the member's sick leave allocation, all appropriately documented communicable disease related absences, as defined in Section 2 above, shall not be counted against the member for purposes of the sick leave incentive under Article 10, Section A-2 of the Master Agreement.
3. Paid leave is uninterrupted employment with all benefits continuing in full force. An employee having exhausted earned and accumulated paid sick leave (who is absent due to personal illness, injury or disability, immediate family illness or immediate family death) shall lose pay for each day and shall be placed on an unpaid extended illness leave, as provided for by Article XI, Section B. Sick leave days without pay shall not count toward the seventy-seven (77%) percent requirement for vacation pay.
 4. An employee with five (5) years of service shall be entitled to fifty (50%) percent value of unused sick leave to a maximum of three thousand (\$3,000) dollars upon retirement under the provisions of the Michigan Public Schools Employees

Retirement System (MPERS) from employment.

5. Employee attendance is important to the effective operation of the district. If there is a documented pattern of suspected sick leave abuse, the district shall implement progressive discipline as outlined in Article 6, Section G, beginning with a verbal warning.

B. Personal Leave

Three (3) days of leave of absence with pay for fifty-two (52) week employees, two (2) days for less than fifty-two (52) week full-time employees, and one (1) day for all other part-time employees who are scheduled to work at least two (2) hours or more per day, not chargeable against the employee's contract salary or sick leave allowance, shall be granted for personal business. A day is defined as the equivalent of an employee's regularly scheduled hours for one (1) day. Approval to be obtained through the administration and arrangements made at least one week in advance or sufficient time to obtain a substitute in case of emergency. Personal business days shall not be used to extend a holiday, vacation period or to extend a period when school is not in session.

Unused personal business days from the previous school year shall be added to accumulated sick leave at the beginning of each new school year.

C. Jury Duty

An employee who serves on jury duty will be paid the difference between his/her pay for that duty and his/her regular pay provided proof of service and pay is submitted. Jury service will not be charged to sick leave or vacation time. Employees who are credited with a half-day of jury service shall be expected to fulfill a half-day of work based on their scheduled work day and time already served in jury service.

D. Medical Disability Leave Connected with Childbirth

1. A full-time employee of the unit who is pregnant shall be absent for the period limited to medical disability in connection with childbirth as determined by the attending physician. Such absence is charged to her available sick leave and does not alter her employment status with the District.
2. The District reserves the right to be furnished with statements from the attending physician regarding the employee's physical condition and also when the employee would be able to return to work.
3. In the event a full-time employee who is pregnant requests a medical disability leave which would extend beyond the normal limits of such a leave either prior to the delivery or beyond the normal recovery period, the District shall receive a statement from the attending physician which cites the medical reason why the employee is unable to perform her normal duties. Failure of the employee to secure such a statement shall cause the

employee to forfeit sick leave during the period of disability.

ARTICLE 11: UNPAID LEAVES OF ABSENCE

A. Child Care Leave

A leave of absence shall be granted for twenty (20) or more hour employees with at least one (1) year of service, and less than twenty (20) hour employees with at least three (3) years of service, for the purpose of child care as follows:

1. An employee who is pregnant may be entitled to an unpaid leave of absence for the primary purpose of child care. Such leaves shall not extend longer than one (1) calendar year. Leaves of four (4) months or less shall entitle the employee to return to the same or equivalent position.

An employee may be entitled to an unpaid leave of absence for the primary purpose of caring for a child under five (5) years of age. Such leaves shall not extend longer than one (1) calendar year. Leaves of four (4) months or less shall entitle the employee to return to the same or equivalent position. The age limit as provided herein does not apply in the case of adoption.

2. Said employee shall notify the District in writing of his/her desire to take such leave and his/her intent to return and shall give such notice no less than forty-five (45) days prior to the date on which his/her leave is to begin. The written notice shall indicate the expected date of the start of the leave and shall state the anticipated date of return. The forty-five (45) day limit for prior notification may be waived by the District.
3. Seniority shall accumulate during such leave.
4. All fringe benefits shall be frozen at the existing levels except hospitalization, vision and dental insurance unless otherwise provided by the law. The employee has the option of continuing coverage of the insurance benefits at their own expense.
5. An employee returning from Child Care Leave of more than four (4) months as defined in Article 11, Section A.1. shall be entitled to return in accordance with provisions of Article 11, Section B.3.

B. Extended Illness Leave

1. For twenty (20) or more hour employees with at least one year of service, and less than twenty (20) hour employees with at least three (3) years of service, leaves for illness or injury of an employee extending beyond the period compensated under sick leave shall be provided, without pay, up to a period not to exceed one (1) year.

2. Proof of recovery may be required at the employee's expense prior to the return from extended illness leave. Such proof may be verified by a District named physician at District expense.
3. Upon return from leave, the employee shall be assigned to the same or equivalent position, if required by law. If possible, the employee shall notify the District thirty (30) days prior to the desired date of return.
4. An employee on extended illness leave shall receive the District contribution toward group insurance only until the end of the insurance contract year. Should the extended illness leave extend beyond the insurance contract year, the employee has the option of continuing the group insurance provided the employee assumes full responsibility for total premium.

C. Short Term Leave

Leaves of absence without pay may be granted by the District for good cause for a period of up to thirty (30) days, during which the employee shall continue to accumulate seniority. These leaves may be renewed or extended by mutual agreement of the District and the Association.

Such leaves will not be granted to enable an employee to actively seek other employment or perform a trial period for other employment.

D. Family Medical Leave Act (FMLA)

The District recognizes its responsibilities under the FMLA to provide leave and insurance benefits to bargaining unit members as provided under the Act. In the event a bargaining unit employee is provided leave for a qualifying event under FMLA which is greater than three (3) consecutive work days, a FMLA verification form will be expected. The District will provide the employee with the requisite FMLA verification form if the employee is at work prior to the onset of the leave. If the leave is unanticipated and the employee is not at work to receive the form, then the form shall be mailed to the employee for his/her doctor's completion. Routine illness such as colds and influenza shall not be considered qualifying events for the purpose of FMLA leave verification, but the days absent shall count toward FMLA leave used. All leaves provided under this contract for serious health conditions will run concurrently to any leave entitlement under FMLA. The FMLA leave year shall be calculated on a rolling-backward basis, except for military caregiving leave which must be calculated on a rolling-forward basis by law. An eligible bargaining unit employee may take FMLA leave intermittently for serious health conditions, for the care of a family member with a serious health condition, and for military leaves. FMLA leave may not be taken intermittently for other reasons except as required by law.

E. Educational Leave

A bargaining unit employee may be granted up to a one (1) year leave of absence for

educational purposes. During this leave the employee must enroll and attend classes on a more than a half-time basis. The employee shall file a plan of study with the Director of Human Resources. Seniority shall accrue during the leave. During the employee's leave, his/her position shall be filled with the understanding that it is a temporary position. The employee shall return to his/her position upon the completion of the leave or to an equivalent position based on his/her seniority if his/her position is eliminated. The employee may purchase benefits at the District rate. It is understood that this leave is in the sole discretion of the District.

ARTICLE 12: POSITION CLASSIFICATION

A. A Classification Review Committee (CRC) will be established to review and reassess the classification of bargaining unit positions. The committee will be composed of two (2) bargaining unit members to be selected by the Association; two (2) administrators; and may include an outside professional source to be determined by the District. The committee will meet to review the reclassification instrument and to recommend changes to the Board and the Association. The Classification Review Committee shall establish classification for all new positions and may redetermine classification for vacant positions (bargaining unit members who hold the same job title shall not suffer a loss of wages due to the reclassification of a position).

B. Job Classifications

Class A1:

Student Services Secretary - District
Secretary to Director of Teaching and Learning
Secretary to the Director of Special Education
Secretary-Service Building
Central Office Administrative Assistant
Library and Technology Services Secretary
Secretary to the Athletic Director
Head Secretary – High School

Class A:

ESL Para Educator
Assistant Technician – District-wide
Data Processor/Library Cataloger
Telecommunications/Theater/LITC Tech
Elementary Library Media Specialist (ELMS)
Head Secretary – Middle School
Head Secretary – East Intermediate
Head Secretary – Elementary
Student Services Secretary – High School
Behavior Interventionist – East Intermediate
Behavior Interventionist – High School
Behavior Interventionist – Middle School

Class I:

Secretary, Attendance/Discipline – High School
Assistant Secretary/ – High School
Library and S/SSC Technician – High School
Library Clerk—East Intermediate
Student Services Secretary – Middle School
Student Services Secretary – East Intermediate
Elementary Second Secretary Winans/Elmwood
GSRP Teacher Associate
Special Education Para Educator
Behavior ParaEducator

Class II:

Assistant Secretary – Middle School
General Secretary – East Intermediate
Accompanist
GSRP Third Staff
District ParaEducator
Instructional ParaEducator

Food Service Personnel:

FSA Assistant Manager
FS1 District Leads (HS), (HS) Food Preparation Assistants (salad, bakery, main);
District Floater
FS2 Kitchen Leads (MS, East, Elementaries)
FS3 Food Service Helpers; cashiers; lunch aide, playground assistants

- C. The following positions will be paid at the rate of the next lower classification if the employee in the position does not have an Associate's degree or equivalent as follows: Elementary Library Media Specialist - library technology; Processing Technician & Receptionist - library media. An employee shall be deemed to have the equivalent of an Associate's Degree when the employee has served in the position at the reduced rate for two (2) school years.
- D. All requests for reclassification must be received by the committee on or before March 1 of each year. Employees requesting a review shall be invited to be present at the beginning of the committee meeting to present their rationale for reclassification. The committee will report to the Board and the Association by May 1. All ratified changes shall be effective July 1.

All Requests to be reclassified from A to A1 will be able to take place once per contract year July 1 to June 30). The reclassification process will initially include a district administered assessment of skills. If the individual passes the assessment, they will be moved on to professional assessments administered by a 3rd party.

When the Administration determines that it shall impose significant changes in a job description of a position occupied within the bargaining unit, the Committee shall be convened upon request of the affected employee or the Administration. Any change in pay rate, as determined by the Committee, shall be effective retroactively to the time changes were made in upgrading the position, upon Board approval, and effective upon Board approval for changes made in downgrading the position.

The Classification Review Committee, when reviewing a position, shall give due credit for job responsibilities not found on the position's job description, which are routinely assigned to the incumbent by the employee's supervisor.

ARTICLE 13: COMPENSATION

A. Wages

The hourly wages of members of the Unit are set forth in Appendix "A" which is attached to and incorporated in this Agreement.

B. Longevity

1. All permanently employed bargaining unit employees shall be eligible for longevity payments.
2. Longevity payments shall be paid in a lump sum on the first pay period in December of each year, or upon the members' termination of employment, if not for cause, whichever is first.
3. Bargaining unit members' longevity pay shall be based on years of District employment within the bargaining unit as of the member's anniversary date of employment.
4. One year of service credit shall be defined as a full school day (or prorated in accordance with part-time employees) on all workdays for a school year. Those bargaining unit members who take legally authorized leave shall not be penalized for that portion of leave.

10-14 years of service	\$500.00
15-19 years of service	\$750.00
20 or more years of service	\$1,200.00

- C. Full-time employees who work less than fifty-two (52) weeks have the option of being paid in either twenty-one (21) pay periods or having their pay prorated to twenty-six pay periods. Employees must inform the payroll office in writing as to how they want to be paid by July 1 or upon hire for new employees. The district will continue to pay the employee in the same manner from year to year unless it employee wishes to change to the other option.

- D. Pay periods shall not be less than twice a month.
- E. Payment for work in excess of forty (40) hours per week will be paid in accordance with prevailing law. All hours worked, including overtime, must be submitted to the employee's immediate supervisor on a timesheet.
- F. Less than fifty-two (52) week bargaining unit members shall be given preference over other applicants for any extra summer employment in their job category.
- G. Bargaining unit members who achieve one of the MSBO "specialist" designations or the Michigan ESP certification will be awarded a stipend of \$2,084 annually, paid in equal payments of \$1,042 each December 31 and June 30.

In order to continue to receive this payment, the members must maintain their certification. If the certification lapses, the payment will be immediately discontinued.

- H. In the event of a verified overpayment in salary or benefits made under the terms of this Agreement, the bargaining unit member shall be responsible for repayment to the District. The District and the member shall make a good faith effort to establish a mutually agreeable repayment plan. If the parties are unable to reach an agreement on a repayment schedule within a reasonable period of time, the District may initiate repayment through payroll deduction in accordance with the provisions of MCL 408.477. In the event that a bargaining unit member is separating or has separated from employment from the District, the District may deduct any overpayment from a member's final paycheck as permitted by MCL 408.477.

ARTICLE 14: BENEFITS

A. Insurance

1. The District shall offer a Medical Benefit Plan Coverage compliant with the Patient Protection and Affordable Care Act, Public Act 152 of 2011 (as amended), and the IRS Code, including all requirements necessary to avoid penalties, taxes, or fines attributable to the Board. Should the plan fail to comply with the PPACA, PA 152, or the IRS Code, the parties will meet immediately to choose compliant Medical Benefit Plan Coverage. If a plan has not been chosen within thirty (30) days, the District shall select an alternative compliant plan(s), which shall include at least one compliant plan from the then-current insurance provider (if such a plan exists), and the Association may select one of the available compliant plans.

The District's monthly insurance premium/medical benefit Plan cost contribution to eligible employees shall be the applicable Public Act 152 of 2011 hard cap, expressed as a monthly amount (the statutory hard cap divided by 12 months).

January 1, 2025 – December 31, 2025
Single Subscriber: \$643.18/month
Two Person Subscriber: \$1,345.10/month
Full Family Subscriber: \$1,754.15/month

January 1, 2026 – December 31, 2026
Single Subscriber: \$661.84/month
Two Person Subscriber: \$1,384.12/month
Full Family Subscriber: \$1,805.03/month

After December 31, 2026, the District will pay the hard cap amounts as determined by PA 152. If PA 152 is amended, repealed, or no longer in effect, then the most recent hard cap amounts shall be increased by four percent (4%) annually.

The District's monthly contribution shall be applied to the monthly premium costs of the offered plans. If the District's monthly premium contribution to an IRS qualified high deductible health plan (HDHP) should exceed an employee's monthly premium cost, the District shall provide the remaining amount in said employee's Health Savings Account (HSA).

Eligible employees enrolling in health insurance shall pay any additional Medical Benefit Plan costs which exceeds the Board's contribution through payroll deduction. The employee's payment amount shall be the difference between the actual Medical Benefit Plan cost and the Board's contribution amount. These payments will be spread over the number of months containing pay periods for the fiscal year that the subscriber has elected in twice monthly payments; however, in no instance shall the Board provide any employee pre-payment (a loan of money) to cover the individual's portion of the Medical Benefit plan costs.

- a. Employees excluding temporary grant funded positions, regularly scheduled to work at least thirty (30) hours per week shall be entitled to a proportionate share of the maximum premium established above to be contributed toward payment of the employees' chosen health insurance program. Employees hired before July 1, 2016 who work at least twenty (20) hours per week shall also be entitled to the benefit plan. The proportionate share shall be determined by the ratio of the number of hours the employee is normally scheduled to work to thirty (30) hours.
- b. Any amounts exceeding the employer's subsidy shall be payroll deducted. An open enrollment period shall be provided whenever the contribution subsidy amount changes for the group. The employer shall formally adopt a qualified plan document which complies with Section 125 of the Internal Revenue Code. All cost relating to the implementation and administration of benefits under this program shall be borne by the employer.
- c. The District will provide a three hundred fifty dollar (\$350) cash option in

lieu of health benefits. All employees as a condition to receiving cash in lieu must first provide documentation that they otherwise receive health insurance that meets the value and coverage requirements of the Affordable Care Act. The cash option shall be to invest in tax-exempt options on a salary reduction assignment basis, including variable options available through MEA Financial Services or to receive as cash. The amount of the cash payment received may be applied by the bargaining unit member to a tax-deferred annuity or a 403b Plan (if available) through a salary reduction agreement.

- d. Subject to any requirements of the above-identified insurance plans, employees shall be immediately eligible to participate in the health care insurance programs identified in sections a. and b.

Dental Insurance

The District's dental insurance program shall be subject to the following conditions:

- a. Eligibility - Thirty (30) or more hour employees of the unit shall be provided single, self and spouse, self and children or full family coverage as needed. Employees hired before July 1, 2016 who work at least twenty (20) hours per week shall also be entitled to the benefit plan.

Vision

The District shall provide without cost to the thirty (30) or more hour employee MESSA PAK VSP2 Silver and will be part of a MESSA PAK. Employees hired before July 1, 2016 who work at least twenty (20) hours per week shall also be entitled to the benefit plan.

Life Insurance

The District shall provide without cost, to the thirty (30) or more hour employee, MESSA PAK life insurance in the amount of twenty-five thousand dollars (\$25,000). The terms and conditions of the insurance coverage will be based on the terms and conditions of the policy issued by the carrier. Employees newly hired by the Board shall be eligible for Board paid life insurance premiums upon acceptance of written application by the carrier on the first day of the month following the month work commenced.

The District shall provide without cost to less than thirty (30) hour employees, MESSA PAK life insurance in the amount of fifteen thousand dollars (\$15,000). Employees hired before July 1, 2016 who work at least twenty (20) hours per week shall also be entitled to the benefit plan.

In the event of voluntary resignation or job abandonment, the District contribution

toward employee group insurance shall be discontinued as of the last day of the month. In the event of an employee termination, the District contribution toward employee group insurance shall be discontinued as of the effective date of termination.

The provision of the above insurance shall be subject to the rules and regulations of the underwriters.

Changes in family status shall be reported by the employee to the Human Resources Office within thirty (30) days of such change. The employee shall be responsible for any overpayment of premiums made by the Board in her/his behalf for failure to comply with this paragraph.

B. Holidays

1. Bargaining unit employees shall receive regular day's pay for the holidays listed below provided:
 - a. The employee has worked scheduled hours the entire day on the last day scheduled for his/her classification prior to the holiday and the first day scheduled for his/her classification after the holiday, unless such failure was excused by the principal/supervisor and Human Resources or unless the holiday fell during the employee's scheduled vacation period.

2. The holidays covered by this Article are as follows:

Less than 52 week employees who work less than 20 hrs/wk	Less than 52 week employees who work 20 or more hrs/wk	52 week employees
	Labor Day	Labor Day
Thanksgiving Day	Thanksgiving Day	Thanksgiving Day
	Day after Thanksgiving	Day after Thanksgiving
Christmas Eve	Christmas Eve	Christmas Eve
Christmas Day	Christmas Day	Christmas Day
	New Year's Eve	New Year's Eve
New Year's Day	New Year's Day	New Year's Day
Martin Luther King Day	Martin Luther King Day	Martin Luther King Day
President's Day	President's Day	Presidents' Day
Memorial Day	Memorial Day	Memorial Day
		Juneteenth*
		Independence Day

*if the holiday falls on a scheduled workday

3. The fifty-two (52) week employees will not be expected to work the workday prior to Christmas nor the workday prior to New Year's Day except when the holiday falls on Thursday, in which case the Friday after would be substituted in each case for the day prior. If the holiday falls on Monday, the Tuesday after Monday will be substituted in each case for the day prior if school is in session. When the legal holiday occurs on Saturday, the holiday will be observed on the preceding Friday unless school is in session, then Monday will be substituted; or when the holiday falls on Sunday, the following Monday will be observed.
4. In addition to the holidays listed in Subsection 2, full-time bargaining unit members shall have one paid contract day per year to be used at their discretion. This day cannot be used on professional development days. This day shall only be used on non-student attendance days, such as half-days students are not present and employees are scheduled to work such as Winter, Mid-Winter, Spring and Summer breaks. All such requests shall be granted unless the scheduling of such a day would severely hinder school operations. If the day cannot be scheduled, the employee shall receive a regular day's pay for the day not used, to be paid no later than July 1.
5. On the Tuesday preceding Thanksgiving, if students are in attendance for ½ day, all full-time bargaining unit employees shall work ½ day and shall receive wages for a full day.
6. On the Friday preceding December winter break, if students are in attendance for ½ day, all full-time bargaining unit employees shall work ½ day and shall receive wages for a full day.

C. Vacations

All leave time will be reported in hours.

1. Vacation shall be credited at the beginning of the year. The schedule of vacation benefits is as follows:

Fifty-two (52) week secretaries

Less than 1 year.....	8 days (64 hours)
1 year to less than 5 years	15 days (120 hours)
5 years to less than 9 years.....	20 days (160 hours)
9 years or more.....	22 days (176 hours)

2. All ten month secretaries, when transferring to a fifty-two (52) week employee position, shall receive the vacation days to which he/she is entitled, pro-rated according to the vacation time allotted per C.1. above. Vacation pay for less than fifty-two (52) week secretaries will be paid in a lump sum with the last payperiod.

Secretaries working less than fifty-two (52) weeks will use their vacation days

when they are not regularly scheduled to work. Vacation days may be used during regular scheduled working days when special permission is obtained in advance.

Fifty-two (52) week secretaries may accrue any unused vacation days earned in a school year and the unused days will be rolled over into the next school year. Accumulation may not exceed more than two (2) years accrued time. If a vacation request for a fifty-two (52) week secretary is not granted, the secretary may appeal the decision to the Human Resource Office.

Any yearly accrued vacation at the time of termination shall be paid on a prorated basis. If a bargaining unit member has used more vacation than earned, the member will repay the district for time taken.

3. Vacation pay shall consist of a continuation of the prescribed salary for the period of the vacation.
4. To be eligible for full vacation pay, a secretary must have been paid for seventy seven (77%) percent of his/her scheduled time during the past year. Eligible employees who fail to meet this requirement shall receive a pro-rated vacation benefit based upon the number of hours paid.
5. A vacation day will not be charged against an employee on vacation leave if for some reason, school is not in session on that day or days.
6. Accrued vacation at the time of layoff may be used, paid-out, or banked at the employee's discretion. Vacation time banked shall be lost if the employee is not recalled.

D. Retirement

1. A twenty (20) or more hour employee covered by the Unit who retires, having reached the minimum age of fifty (50), and who has ten (10) years of employment within the District, under the provisions of the Michigan Public Schools Employees Retirement System (MPSERS) shall receive a retirement payment of one hundred dollars (\$100.00) per year of employment with the consolidated Districts and with the Waverly Community Schools. Maximum payment shall be three thousand dollars (\$3,000.00).

A less than twenty (20) hour employee covered by the Unit who retires, having reached the minimum age of fifty (50), and who has ten (10) years of employment within the District, under the provisions of the Michigan Public Schools Employees Retirement System (MPSERS) shall receive a retirement payment of fifty dollars (\$50.00) per year of employment with the consolidated Districts and with the Waverly Community Schools. Maximum payment shall be one thousand dollars (\$1,000.00).

- 2. The benefits will be paid at the conclusion of the last year of employment on or before July 1. To be eligible for July 1 payment, notice of retirement shall be provided no less than thirty (30) days prior to July 1.
 - 3. In case of death of an employee while still actively employed by the District, the approved retirement shall be paid to the designated beneficiary
- E. The Board shall reimburse employees for mileage accrued when his/her personal vehicle is used to travel on a scheduled regular basis between work locations. The employee shall be reimbursed at the current IRS rate per mile.
- F. Loss or Damage of Personal Property
 If a bargaining unit member's personal property is lost or damaged as a direct result of their job duties, they may submit a request to the Director of Human Resources for consideration of reimbursement to repair or replace the item (Over \$30 in value). This provision shall not apply to items damage as a result of normal wear and tear.

ARTICLE 15: CONTINUITY OF OPERATIONS

The Association shall not, at any time so long as this Agreement is in effect, authorize, sanction or condone, nor will any bargaining unit member take part in any strike, slow-down, stoppage, sit-in, or picketing of the Waverly Community Schools. The Association further agrees that it will not, nor will any bargaining unit employee support or recognize any such activities by other bargaining units. In the event of any such action on the part of an individual bargaining unit employee, the Association officers will immediately post notices and release public statements advising that such action is unlawful, in violation of this Agreement, and unauthorized by the Association. Should the Association not adhere to and abide by the provision, it shall be liable for any and all damages, injuries, and costs incurred by the District. The District shall have the right to discipline, including discharge, any bargaining unit member for taking part in any violation of this provision.

ARTICLE 16: SCOPE OF THIS AGREEMENT

This Agreement shall supersede all practices, policies and agreements in effect or which shall have occurred prior to its ratification, when such practices, policies or agreements are in conflict with specific provisions of this Agreement.

ARTICLE 17: MISCELLANEOUS PROVISIONS

- A. Copies of this Agreement shall be posted on the District website.
- B. If any provision of the Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other

provisions or application shall continue in full force and effect.

- C. Any employee of the unit shall submit to a physical or psychiatric examination at the request of the District as a condition of continued employment due to circumstances related to job performance. The District reserves the right of selection of the doctor or agency conducting the examination and agrees to underwrite all costs for such examination. An employee may seek a second opinion at his/her own expense for the District's consideration.

- D. A bargaining unit employee designated by the school administrator, who in good faith administers medication to a pupil in the presence of another adult pursuant to written permission of the pupil's parent(s) or guardian and in compliance with the instructions of a physician shall not be liable in a criminal action or for civil damages as a result of the administration, except for an act of omission amounting to gross negligence or willful or wanton misconduct. All medication shall be clearly marked and kept in its original pharmacy container. A locked space shall be provided for the storage of all medication. It is understood that in an emergency that threatens the life or health of a pupil another adult need not be present to administer the prescribed medication. The Board shall provide appropriate training for members designated to dispense medication. All bargaining unit employees who need to be will be trained every other year on the dispensing of medication. Newly employed bargaining unit employees will be trained within thirty (30) days of their start date and will not dispense or assist in the dispensing of medication until trained. Training in the dispensing of medication shall be considered as professional development. If training occurs outside of normal work hours, then the bargaining unit employees will be paid their regular hourly rate. Refer to Board Policy 5330-for additional guidance.

- E. When an employee has a serious unresolved dispute/conflict with another staff member, the problem shall be reduced to writing and presented to the building administrator. The building administrator shall attempt to resolve the problem. If resolution cannot be reached at the building level, then the involved parties shall be referred to the District's dispute resolution program. If resolution cannot be reached with the assistance of the program, then the bargaining unit member(s) may appeal the matter to the Superintendent or his/her designee for resolution. The Superintendent's resolution shall be binding upon the parties.

- F. Upon written authorization from the bargaining unit member, the Employer shall make payroll deduction for MEA-sponsored Financial Services programs, MESSA programs not fully District-paid, annuities, credit union, savings bonds, charitable donations or any other plans or programs jointly approved by the Association and the Employer.

Nothing in this Article shall be interpreted or applied to require deduction of membership dues, service fees, or employee contributions to political action funds of the Association.

- G. This Agreement incorporates the Agreement reached by the parties on all agreed issues, which were subjects of negotiations. During the term of this Agreement, neither party will be required to negotiate with respect to any such matter whether or not covered by this Agreement and whether or not within the knowledge of contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

ARTICLE 18: DURATION OF THE AGREEMENT

- A. This Agreement is entered into on July 1, 2025.

- B. Neither party shall have control over the selection of the bargaining representatives of the other party. It is recognized that not final agreement between the two parties may be executed without ratification by the Association and by the Board; but the parties mutually pledge that bargaining representatives shall be clothed with all necessary power to negotiate an Agreement.

This Agreement shall be binding upon the parties hereto, their successors and assigns.

Waverly Schools Board of Education

Waverly Education Support Professional Association

President

President

Vice-President

Waverly Education Support Professional Association

Dated: _____

Dated: _____

APPENDIX A: WAGES

2025-2026 WAGES

2025-2026 Secretarial/Para Educator/Technical Schedule (effective 7/1/2025)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
A1	\$24.08	\$25.39	\$26.10	\$27.11
A	\$21.66	\$22.88	\$23.48	\$24.31
I	\$19.90	\$21.36	\$21.74	\$22.57
II	\$18.42	\$19.62	\$20.23	\$21.02

2025-2026 Food Service Schedule (effective 7/1/2025)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
FSA	\$18.13	\$18.78	\$19.37	\$20.15
FS1	\$17.13	\$17.78	\$18.37	\$19.15
FS2	\$16.78	\$17.49	\$18.08	\$18.86
FS3	\$15.15	\$16.38	\$16.98	\$17.75

2026-2027 WAGES

2026-2027 Secretarial/Para Educator/Technical Schedule (effective July 1, 2026)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
A1	\$24.73	\$26.04	\$26.75	\$27.76
A	\$22.31	\$23.53	\$24.13	\$24.96
I	\$20.55	\$22.01	\$22.39	\$23.22
II	\$19.07	\$20.27	\$20.88	\$21.67

2026-2027 Food Service Schedule (effective July 1, 2026)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
FSA	\$18.78	\$19.43	\$20.02	\$20.80
FS1	\$17.78	\$18.43	\$19.02	\$19.80
FS2	\$17.43	\$18.14	\$18.73	\$19.51
FS3	\$15.80	\$17.03	\$17.63	\$18.40

2027-2028 WAGES

2027-2028 Secretarial/Para Educator/Technical Schedule (effective July 1, 2027)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
A1	\$25.38	\$26.69	\$27.40	\$28.41
A	\$22.96	\$24.18	\$24.78	\$25.61
I	\$21.20	\$22.66	\$23.04	\$23.87
II	\$19.72	\$20.92	\$21.53	\$22.32

2027-2028 Food Service Schedule (effective July 1, 2027)				
Classification	First 3 Months	4-12 Months	Beginning of Second Year	Beginning of Third Year
FSA	\$19.43	\$20.08	\$20.67	\$21.45
FS1	\$18.43	\$19.08	\$19.67	\$20.45
FS2	\$18.08	\$18.79	\$19.38	\$20.16
FS3	\$16.45	\$17.68	\$18.28	\$19.05

Educational Credit: Bargaining unit members holding an Associate's Degree at the time of hire, shall be placed at "Beginning of Second Year" of the applicable Salary Schedule.

Bargaining unit members holding a Bachelor's Degree at the time of hire, shall be placed at "Beginning of Third Year" of the applicable Salary Schedule.

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**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 12, 2026**

Report #25-38

FOR ACTION

Subject:

Student Trip - Out of State Overseas trip to Ireland with Grand Ledge High School

Recommendation:

Superintendent recommends approval of Overseas trip to Ireland from June 21, 2027 to June 29, 2027.

Background Information:

Waverly students will experience another culture and greatly expand their world knowledge than can be done in a traditional classroom setting.

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: EF overseas trip to Ireland with Grand Ledge High School

Proposed Departure Date: June 21, 2027 Return Date: June 29, 2027

Proposer: Nicole Ohl-Shaw Position: Teacher, Waverly High School

Date by which response is needed: asap Proposal Date: December 10, 2025

A. Purpose

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

This is an overseas trip to Ireland with Grand Ledge High School staff, students, and parents along with any interested staff, students, and parents from Waverly

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

Traveling to another country gives students the opportunity to experience another culture and greatly expands their world knowledge much more than can be done in a traditional classroom experience

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3. In what ways will the students benefit?

The students will benefit by getting to participate in international travel and getting the opportunity to experience another culture

4. In what ways will the District benefit?

The District will benefit by the students who participate in the trip becoming more global citizens

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

The trip will be evaluated by getting feedback from the travelers who participate in the form of conversations as well as data collection (e.g., a Google Form about their experiences)

B. Students and Staff

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

Students in high school will be invited to attend the trip

2. How many students in total?

Unknown; depends on how many students sign up for the trip

3. How many students are currently experiencing academic problems?

This is a summer trip so students would not be enrolled in school during the time of the trip

4. Which staff member will be in charge?

Nicole Ohl-Shaw, WHS teacher

5. What previous experience has the staff member had in conducting overnight or extended field trips?

I have chaperoned international trips in 2018 (WWII trip to Europe), 2022 (Costa Rica), and 2024 (Peru); I led a small group of WHS students to France and Spain in 2024; I led a large group of WHS students, parents, and chaperones in 2026 (Italy)

6. What other staff members will be going?

A chaperone spot is created for every six travelers (so if enough students sign up, other chaperones will be required); we will be traveling with a group of teachers, students, and parents from Grand Ledge High School, led by former WHS teacher Todd Simon

7. How many chaperones, in addition to staff members, will be going?

See above

8. What are their names and affiliations with the students?

Unknown at this time; this information can be provided once students enroll in the trip

9. How many school days will be missed?

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No school days will be missed (this trip is planned for June of 2027)

10. How will teachers be advised in advance that the students will be out of school?

N/A

C. School Work

1. How will missed work be made up?

N/A

2. What special assistance will be provided to students with academic problems?

N/A

D. Itinerary

1. What is the destination?

Ireland

2. What will be the mode of transportation? What liability insurance does the carrier have?

Airfare is included in the cost of the trip, as well as any other transportation during the trip (buses, trains, etc); liability insurance is provided through the tour company (EF Tours)

3. Where will the group be housed and fed?

The group will be housed at hotels in the cities visited; breakfast and dinner are usually provided, and travelers are responsible for paying for their own lunches

4. What enroute or supplementary activities are planned?

EF Tours plans all enroute and supplementary activities

5. What arrangements have been made for dealing with emergency situations?

EF Tours provides 24/7/365 emergency assistance if the need arises

E. Finances

1. What is the estimated total cost and cost per student?

Depending on when students enroll, the cost per student is \$4439

2. What is the source of funds?

Families will be expected to pay for the trip (they can sign up and make monthly payments)

3. How will the funds be collected and safeguarded?

EF Tours collects the money directly through their website

4. How will any shortfall be made up or excess funds used?

N/A

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5. What provision has been made for students who are financially unable to pay any necessary costs?

Fundraising opportunities have been offered in the past, but the impetus is on the families to pay for the trip (which is an optional educational experience, not a required one)

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

We will hold meetings, communicate via email, and collect contact information that we have during the trip

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

This information will not be available until approximately one month before the trip occurs

3. What information will be provided to the media and the community?

We will be happy to share information about the students' experiences on the trip

Melissa O'Brien

12-11-25

Signature of the Requestor

Date

Approved:

Tom Penman

12-12-25

Principal

Date

Board of Education

Date

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
January 12, 2026**

Report #25-39

FOR ACTION

Subject:

Technology Equipment Purchase Recommendation

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of technology equipment from American Office Solutions (AOS), in accordance with Board Policy 6320 (Purchasing).

Statement of Purpose:

The purpose of this recommendation is replace copier equipment that has reached the end of its useful life.

Budget Impact:

The total cost of this recommendation is not to exceed One Hundred Fifteen Thousand Two Hundred Ninety-Eight and 00/100 dollars (\$115,298.00). The contract will be funded by the proceeds from the 2022 Building and Site, Series II bonds.

Historical Information:

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

Cooperative Purchasing saves schools time and money by providing bids compliant with the Revised School Code, allowing schools to buy without bidding independently.

Rationale for Recommendation:

The rationale for this recommendation is to replace the equipment which reached the end of its useful life and negotiate a new copier maintenance agreement which lowers the cost of ongoing maintenance due to a newer fleet of equipment.

Strategic Plan Reference:

We will enhance and implement the tools and instruction to develop each student's proficiency in 21st century technology.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 12, 2026**

Report #25-40

FOR ACTION

Subject:

Furniture Purchase Recommendation – High School

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of furniture from Wiser Contract Furnishings, LLC and KI, as per the attached quotes, in accordance with Board Policy 6320 (Purchasing).

Statement of Purpose:

The purpose of this recommendation is to purchase new furniture as part of the subcommittee recommendation for new classroom and office furniture.

Budget Impact:

The total cost of this recommendation is One Hundred Eighty Thousand Nine Hundred and 82/100 Dollars (\$180,900.82). The contract will be funded by the proceeds from the 2022 Building and Site, Series II bonds.

Historical Information:

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

A sub-committee was formed for the purpose of selecting new classroom furniture standards for the District. The committee worked with TowerPinkster to design furniture based on the committee's recommendations.

Cooperative Purchasing saves schools time and money by providing bids compliant with the Revised School Code, allowing schools to buy without bidding independently.

Rationale for Recommendation:

The rationale for this recommendation is to complete the purchase and installation of standardized classroom furniture in spaces that were initially designed to reuse existing furniture

ESTIMATE

Wiser Contract Furnishings, LLC
2506 Maplewood Dr. SE
Grand Rapids, MI 49506

kerrywiser@yahoo.com
+1 (616) 706-6375
www.wisercontractfurnishings.com



Bill to
Waverly Community Schools
515 Snow Road
Lansing, MI 48917

Ship to
Waverly Community Schools
515 Snow Road
Lansing, MI 48917

Estimate details

Sales Rep: Christian Wiser

Estimate no.: 1149
Estimate date: 12/09/2025
Expiration date: 01/09/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		UNET7362-ADJG4-WW050-S05	Plymouth 20x27x1.25 UNE-T Desk, Leg: Smooth Silver Adj., Top HPL: Walnut Grove (WW050-SD) Laminate, Edge: Slate Grey Armor Edge, Non-Marring Glide, 27.25"-39.25" Overall Height	230	\$211.40	\$48,622.00
2.		UNET7142-ADJG4-WW050-S05	ADA Rectangle 20x37x1.25 UNE-T Desk, Leg: Smooth Silver Adj., Top HPL: Walnut Grove (WW050-SD) Laminate, Edge: Slate Grey Armor Edge, Non-Marring Glide, 27.25"-39.25" Overall Height	22	\$243.10	\$5,348.20
3.		Installation	Installation of WB Furniture	1	\$12,600.00	\$12,600.00
4.		Installation	Installation of KI Furniture	1	\$13,950.00	\$13,950.00
5.		Recycling	Trash Removal/Recycling	1	\$495.00	\$495.00
6.		Equipment Rental	Telehandler Rental	1	\$1,495.00	\$1,495.00
					Subtotal	\$82,510.20
					Shipping	\$1,980.00
					Total	\$84,490.20

Accepted date

Accepted by



QUOTATION: 25TJU-775077/C

Waverly Community Schools: High School Add-on Chairs and Storage

Created: 12/3/2025 | Revised: 12/10/2025 | Valid Through: 1/9/2026





Waverly Community Schools: High School Add-on Chairs and Storage

Quote Number: 25TJU-775077/C

CREATED 12/3/2025 | REVISED 12/10/2025 | Valid Through 1/9/2026

PRODUCT TOTALS	\$94,077.50
See Quote Detail Summary	\$2,333.12
GRAND TOTAL	\$96,410.62

Contract Information:

OT0043776A Sourcewell #091423-KII Delv/Dropship

Requested Delivery Date: To be Determined

Sold To

Waverly Community Schools
515 SNOW RD
Lansing, MI 48917
P. (517) 321-7265 F. (517) 321-8577
Customer # 74424

End User

Waverly Community Schools
515 SNOW RD
Lansing, MI 48917
P. (517) 321-7265 F. (517) 321-8577

Ship To

To be Determined

Installation

To be Determined

Announcement:

KI will honor the stated prices detailed in this quote for 30 days of issue date. The corresponding purchase order must be received before the expiration date reflected in this quote. In the event laws, regulations, tariffs, or other mandates directly or indirectly increase KI's costs related to materials or operations, **KI reserves the right to include an applicable price adjustment and/or surcharge to open quotes or orders with ship dates more than 60 days out from receipt of purchase order.** If KI elects to the right to revise an order, KI will give the customer the option to accept the price adjustment and/or surcharge or cancel the order.

Client Notes:

KI is pleased to present the enclosed quotation. The following items are included:

- Quote
- Summary
- Itemized Quote
- Detailed PO requirements
- Product Options

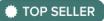
Sales Team:

Ethan Stefan
Sales Associate
Ethan.Stefan@ki.com

Trenton Udovich
Inside Sales Specialist
trenton.udovich@ki.com
920-468-2299



CREATED 12/3/2025
VALID THROUGH 1/9/2026
Prepared By Trenton Udovich
Quote Filename Waverly Community Schools: High School Add-on Chairs and Storage - 25TJU-775077/C

Line	Model		Qty.		Sell Price	Extended Total	TBD Options
1.1	RKV100H18BR	Ruckus,Stack Chair,w/Casters,Poly,Armless,18"H,w/Bookbag Rack	190		\$240.35	\$45,666.50	
		Poly Color Compliance to TB 117-2013 /NFR Poly NFR Black /PBL Frame Color Starlight Silver Metallic /SX Bookrack Color Rubber Ducky /BRRK Caster Option Carpet casters /CCC MK: D1.CH-1.A Price Description: Delivered/Open Market Lead Time: 2 - 4 Weeks; Ships from GREEN BAY, WI Please Note: Leadtime calculated on 12/10/2025 and is subject to change.					
1.2	RKV100H18BR	Ruckus,Stack Chair,w/Casters,Poly,Armless,18"H,w/Bookbag Rack	58		\$240.35	\$13,940.30	
		Poly Color Compliance to TB 117-2013 /NFR Poly NFR Black /PBL Frame Color Starlight Silver Metallic /SX Bookrack Color Rubber Ducky /BRRK Caster Option Hard floor casters /CHC MK: D1.CH-1.B Price Description: Delivered/Open Market Lead Time: 2 - 4 Weeks; Ships from GREEN BAY, WI Please Note: Leadtime calculated on 12/10/2025 and is subject to change.					
1.3	RTEAH607224-74P	Ruckus,Fixed Height Activity Table 29",Horseshoe,1-1/4"Top,74P Edge,60x72x24"	1		\$694.65	\$694.65	
		Edge Color River Cherry edge /ERY Laminate Laminate Grade 1 LAMG1 Laminate Finish Grade 1 KI standard laminates LAMGRD1STD Grade 1 KI standard laminates RIVER CHERRY LAM 7937-38 /LRY Base Finish Starlight Silver Metallic /SX Caster/Glides Casters/nylon glides /BCN MK: D2.T-2.C Price Description: Delivered/Open Market Lead Time: 5 - 7 Weeks; Ships from BONDUEL, WI Please Note: Leadtime calculated on 12/10/2025 and is subject to change.					
1.4	RKC541842OP	Ruckus,Single Faced,Cubby,3x3 Open Unit,54"Wx18"Dx42"H	16		\$1,121.45	\$17,943.20	
		Storage Base 4 black casters /4CW Laminate Laminate Grade 1 LAMG1 Laminate Finish Grade 1 KI standard laminates LAMGRD1STD Grade 1 KI standard laminates RIVER CHERRY LAM 7937-38 /LRY Edge Color River Cherry edge /ERY Paint Color Light Tone /LG MK: D3.STG-2.A Price Description: Delivered/Open Market Lead Time: 5 - 7 Weeks; Ships from PEMBROKE, ONT Please Note: Leadtime calculated on 12/10/2025 and is subject to change.					



CREATED 12/3/2025
VALID THROUGH 1/9/2026
Prepared By Trenton Udovich
Quote Filename Waverly Community Schools: High School Add-on Chairs and Storage - 25TJU-775077/C

Line	Model	Qty.	Sell Price	Extended Total	TBD Options
1.5	RKC541842DR-SLCKR Ruckus, Single Faced, Cubby, 3x3 w/3 Doors, Key Lock, Hinge Right, 54"Wx18"Dx42"H	11	\$1,439.35	\$15,832.85	
	  <ul style="list-style-type: none"> Pull Option Beveled pull Black /S6 Storage Base 4 black casters /4CW Laminate Laminate Grade 1 LAMG1 Laminate Finish Grade 1 KI standard laminates LAMGRD1STD Grade 1 KI standard laminates RIVER CHERRY LAM 7937-38 /LRY Edge Color River Cherry edge /ERY Paint Color Light Tone /LG Door Color Light Tone /FLG Lock Option Key alike - 3 locks (/KA) (LAST ORDER DATE 3/31/26) /KA Lock Color Black /BLL National Key Alike Key alike lock #101 /L101 <p> MK: D3.STG-3.A Price Description: Delivered/Open Market Lead Time: 5 - 7 Weeks; Ships from PEMBROKE, ONT Please Note: Leadtime calculated on 12/10/2025 and is subject to change. </p>				
Workgroup Product Subtotal				\$94,077.50	

Quote Summary

Product SubTotal: \$94,077.50
Surcharge \$2,333.12
Estimated Sales Tax: See Notes
Quote Total: \$96,410.62

NOTES:

- Images shown above are intended for approximate visual reference only and may not represent the exact models, numbers, descriptions or options selected. Refer to the model number/description/options shown for full product specifications.
- Sales Tax (For Shipment within the United States Only): Estimated sales/use tax will be calculated when order is entered. It is the customer's responsibility to pay any applicable sales/use tax due upon invoicing. A customer will not be charged sales tax if (1) a Resale Certificate, (2) an Exempt Organization Certificate, or (3) a Direct Pay permit is on file with KI's Finance Department. If no certificate is on file, the appropriate sales/use tax rate in effect at shipment will be applied and tax will be added to the customer's invoice.

PROJECT LEAD TIME SUMMARY:

- Manufacturing lead time begins once the order is complete and acknowledged. Delivery dates are determined per order based on the longest lead time per shipping location and are confirmed on the order acknowledgement.
- | <u>Shipping Location</u> | <u>MFG Lead Time Range</u> |
|--------------------------|----------------------------|
| GREEN BAY, WI | 2 - 4 Weeks |
| BONDUEL, WI | 5 - 7 Weeks |
| PEMBROKE, ONT | 5 - 7 Weeks |
- Lead times are subject to change based on quantities, manufacturing capacity and surface material selections. Laminate and/or fabrics outside the standard KI in grade program may have extended lead time.
 - For more information or questions regarding delivery consolidation, contact KI Customer Service.



Customer represents that the product information contained within this quote is complete and accurate. Changes to quantities and/or options/finishes will affect this quote. If applicable, other charges such as freight, tax, installation and/or delivery fees may be added at time of order.

Sales resulting from purchase orders issued by the customer to KI (Whether related to this quotation or otherwise) are governed and controlled by the Terms and Conditions found at www.KI.com/terms

Prepared by Trenton Udovich
Market Code: 2=2=K-12

Opportunity #: 775077

Quote Filename: Waverly Community Schools: High School Add-on Chairs and Storage - 25TJU-775077

Final Considerations:

To ensure your Purchase Order (PO) is processed quickly and efficiently, please adhere to the following requirements:

1. All purchase orders must be issued to KI or KI c/o the dealer with this address:
KI
1330 Bellevue Street
Green Bay, WI 54302
2. The following items must be included on all purchase orders:
 - Sold To/Bill To Information: complete legal name, address, telephone number and fax number
 - Ship To Information: complete legal name, address, contact name, contact phone number
 - Purchase Order Number: a customer-specific identifier, typically a sequential purchase order number or requisition number
 - Issue Date: date the purchase order was issued
 - Sales Tax: applicable sales tax will be added upon KI invoicing. If tax exempt, customer must provide or have the tax exempt certificate on file at KI
 - Purchase Order Total: total of all items and services included on the purchase order
 - Authorization: signature of authorized purchasing agent or buying entity
 - Order Details: reference a fully optioned KI quote (ex: 11KGH-85432) or include all the information listed below
 - Quantity of each item
 - Complete model number, including all finish and option information (by line item)
 - Net purchase price (by line item)
 - Extended net purchase price (all line items)
 - Any additional applicable charges (ex: installation and/or delivery charges)
 - Contract name and/or number if pricing is based on a contract reference
3. Signatures on a quote or a worksheet cannot be accepted as a purchase order.
4. In the event that you do not have a formal Purchase Order process, please contact your KI Sales Representative or call 1-800-424-2432, and we will assist you with creating a PO.

We appreciate your cooperation in providing us with all the required information listed above on your Purchase Order. Complete information helps us serve you better. Thank you for your order.

Purchase Orders that do not meet these requirements will be placed on hold until complete information is received by KI. Purchase orders on hold are not released to manufacturing or assigned a delivery date. KI order lead times begin once the order is released to manufacturing.