



Waverly Community Schools

Regular Meeting

Monday, May 24, 2010 7:30 PM

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 May 24, 2010, beginning at 7:30 PM in the Waverly Middle School Little Theatre, 620 Snow Road.

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

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

- I. Call to Order and Pledge to the Flag - President John Broughton
- II. Special Presentation
 - A. Recognition of Student Representative Megan Mahoney
- III. Correspondence - Secretary Mary Ann Martin
- IV. Public Comment
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Meeting Agenda
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**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 10, 2010**

Opening of Meeting

The regular meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:30 p.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. John Broughton, President
Mr. Britt Slocum, Vice President
Mrs. Mary Ann Martin, Secretary
Mrs. Fonda Brewer-Williams, Treasurer
Mrs. Kim Smith, Vice Secretary-Treasurer
Mr. Calvin Jones, Trustee
Mr. Mike Knaggs, Trustee (arrived at 8:06 p.m.)

Staff Present:

Dr. Thomas J. Pillar, Superintendent
Mrs. Jacklin Blodgett, Asst. Superintendent for Finance & Personnel
Mrs. Dorothy Blackwell, Director of Curriculum
Mr. Rob Spagnuolo, Director of Business & Operations
Renee Sarafin
Patty Little
Thom Glasovatz
Beth D'Mello
Randee Smith
Gretchen Mikula
Michelle Frederick
Mary Herrbach
Todd Simons
Chris Huff
Becky McQuillan
Vickie Tisdale
Chris Holman
Barb Knighton
Shawn Talifarro
Jenny Spurbeck
Dave Pike
Tracy Thomas
Rebecca Pease

Others Present:

Tiffany Scott
Ann Noel
Paul Noel
Arnold Weinfeld
Michael Nguyen
Maya Garrett
Kevin Spraker
Justin Buck
Jasmine Scott
Rita Eljbeily
Mary Jo White
Mimi Patterson

Pledge

Leading the pledge of allegiance were Winans elementary students Rita Eljbeily, Justin Buck, Jasmine Scott, Kevin Spraker, Maya Garrett, and Michael Nguyen.

Special Presentation

The special presentation featured Winans Elementary students and their service to community. Teacher and Student Council advisor, Barb Knighton, stated this year was the first time in many, many years without a Safety Patrol at the Elementary buildings. Unfortunately, Safety Patrol was one of the recent budget cuts. However, the 4th grade team at Winans felt strongly that the 4th grade students still needed to have the opportunity, experience and responsibility of holding Service to Community and leadership positions within the school. Mrs. Knighton worked with principal Shawn Talifarro, social worker Carmon Mobley and other staff members to create and define six different jobs that students could hold throughout the school year. Some are old familiar jobs and some are new to Winans this year.

In the fall, students have the opportunity to fill out a job application, complete with experience and references to apply for the position of their choice. Then, throughout the year, they must maintain appropriate academics, behavior and attendance to keep their job.

Michael Nguyen is a library helper. He reported Mrs. Whittet, the school librarian, is in charge of training and scheduling the library helpers. The library helpers do several jobs during their weekly time. They put the books away on the shelves, help to check books back into the library and they check out new books to each student.

Maya Garrett is a Neon Negotiator. She reported the Neon Negotiators go through a week of training in the fall to learn how to best help other kids solve problems. Then, they take turns being able to help other students and bring them back together as friends.

Kevin Spraker is a kindergarten helper. He reported the kindergarten helpers go to Mrs. Germain's room at noon to help the students get cleaned up and go to KAP. Then they walk with them in the hallways to make sure they get there safely.

Justin Buck is a news reporter. He reported the news reporters go to the office first thing every morning. Their job is to help Mrs. Gibbs, the secretary, with the morning announcements. They are responsible for leading the Pledge of Allegiance and the Winans Quality pledge. They also tell everyone about the birthdays for each day. The news reporters make announcements about popcorn days, special events and important news.

Jasmine Scott is on flag duty. She reported students who have flag duty go to the office every afternoon to help Miss Tammy, the custodian, take down the flag. Sometimes they have other students from the class help as well. After the flag is down it needs to be folded up and put away until the next day.

Rita Eljbeily is a bus helper. She reported the bus helper job was developed with Mrs. Bates, the speech teacher. The bus helper has two main jobs. First, about 10 minutes before the bell rings, they go to the kindergarten and pick up any students that ride on their bus. Then they take them out to the bus and make sure they are on safely. Finally, they stand by the door of the bus with a sign to help all other bus riders find the right bus. The sign has a different color and shape so even if the bus number changes, the color and shape don't!

Principal Shawn Talifarro invited Board members to the Winans annual family council potluck on May 26th at 6:00 p.m.

Correspondence

Member Martin reported all Board members had received several emails.

Public Comment

Addressing the Board during Public Comment were Renee Sarafin, Chris Huff, and Mary Herrbach.

Student Representative Report

None.

Board Member Comment

Member Smith reported Colt Elementary will be hold its Mini Relay for Life on May 14th. Money raised will be donated to the American Cancer Society. She said she will be there walking and contributing. Member Smith said she loved the Winans' kids presentation, noting you can't go wrong with a Winans' kid. Member Smith remarked about all of the end-of-the-year activities, saying it is an exciting time.

Member Martin reported she received an email including a childcare flyer announcing summer programs. She said it sounds like lots of fun and was trying to think of kids that could go. Member Martin reported she attended the ISOA meeting last Wednesday. There was an update on negotiations in the area and Superintendent Dave Chapin of East Lansing reported ISD superintendents met in two places to experience distance learning. He also reported the Superintendent's Round Table is working on consolidation of services. Mrs. Martin is representing Waverly on a related committee that starts meeting in June. Member Martin stated she enjoyed attending the high school National Honor Society induction. She also said she enjoyed the students from Winans. Member Martin announced she read the book "Braids" by Robert Munsch to all students at Winans and shared background of the book.

Member Slocum stated the Winans children were cute and hilarious and said their efforts are directly related to the Character Clusters of respect, honesty, responsibility and caring. He reported he also attended the National Honor Society induction and presented a speech with about six minutes notice. Member Slocum reported he also attended the band extravabandza, which he described as a powerhouse concert of the concert, jazz, and symphony bands. Member Slocum announced Simon Purdy, 2006 Waverly graduate, was a featured speaker at Lake Superior State University's commencement. Simon graduated summa cum laude with a 3.97 GPA. His brother Mike is a Waverly Top 10 graduate this year.

Member Brewer-Williams apologized for missing a couple of meetings as she was out of town on business. She congratulated Mrs. Talifarro, Mrs. Knighton and the Winans 4th grade students for the outstanding presentation and Windemere View for being named a "Green School". Member Brewer-Williams announced a series of events for the Jasmine Miles Memorial Foundation. On Thursday, May 13th there will be a Legends Talent Show at the Middle School. Saturday, May 15th is the annual memorial walk. A scholarship from monies raised through these events will be presented on Senior Honors Night to a Waverly student. Member Brewer-Williams reported she attended the K-12 Education breakfast at the Kellogg Center. There were speakers from the Junior Achievement program who talked about how they have incorporated into local schools. Chris Holman, entrepreneur, was the keynote speaker.

Member Jones thanked Mrs. Talifarro for the fine presentation and the Interact Club for the mosaic in front of the high school.

Adoption of Agenda

A motion was presented by Member Slocum and supported by Member Martin. MOTION: The Board of Education adopt the meeting agenda as presented.

Motion carried. VOTE: AYES – 6; NAYS – 0. (Member Knaggs absent).

*****Approval of Minutes**

The minutes of the special meeting of April 19, 2010; the regular meeting of April 19, 2010; two special meetings of April 21, 2010; the special meeting of April 27, 2010; the special meeting of April 28, 2010; the special meeting of April 29, 2010; the special meeting of May 3, 2010; the special meeting of May 4, and the special meeting of May 7, 2010 were approved as presented.

Textbook Adoption for High School Introductory Physics – Report #09-45- For Action

A motion was presented by Member Martin and supported by Member Brewer-Williams. MOTION: The Board of Education adopt the textbook *Holt Physics* published by Holt McDougal, a division of Houghton-Mifflin Harcourt, copyright 2009.

Motion carried. VOTE: AYES – 7; NAYS – 0.

Adoption of the K-4 EnvisionMATH digital and text program 0 Report #09-46 – For Action

A motion was presented by Member Jones and supported by Member Slocum. MOTION: The Board of Education adopt the K-4 EnvisionMATH digital and text program, published by Pearson.

Motion carried. VOTE; AYES – 7; NAYS – 0.

*****Financial Recommendation – Report #09-47 – For Action**

The treasurer’s report was approved as presented.

Authorization of Notification of Layoff – Report #09-48 – For Action

A motion was presented by Member Slocum and supported by Member Martin. MOTION: The Board of Education authorize the layoff for certified and support staff.

Jacklin Blodgett stated contracts call for notice to be given to staff in a certain timeframe. Situations can change and employees can always be recalled.

Motion carried. VOTE: AYES – 7; NAYS – 0.

Personnel Summary – For Information

The Personnel Summary included the retirement of Elmwood ELMS, Gail Arndt, after ten years of service. Also included were middle school and high school coaching assignments.

2011-2012 Schools of Choice Recommendation – Report #09-49 – For Action

A motion was presented by Member Brewer-Williams and supported by Member Jones. MOTION: The Board of Education approve participation in the limited Schools of Choice program [Sections 105 and 105 (c)] for the 2010-2011 school year as follows:

Kindergarten	62
First Grade	12
Second Grade	27
Third Grade	28
Fourth Grade	28
Fifth Grade	13
Sixth Grade	14
Grades 7-12	School of Choice is not recommended. Tuition enrollment is available.

Motion carried. VOTE: AYES – 7; NAYS – 0.

Ingham Intermediate School District General Education Fund 2010-2011 Proposed Budget – For Discussion

The Ingham ISD General Education Fund proposed budget for 2010-2011 was presented for discussion. Section 624 of the Revised School Code, as amended, requires the intermediate school district to submit its budget to the local school boards on or before May 1st of each year. The local school districts must do the following on or before June 1st: 1) review the proposed intermediate school district budget; 2) adopt a resolution expressing the board's support for or disapproval of the proposed budget; and 3) if the Board disapproves of the budget, submit to the intermediate school board any specific objections and proposed changes the constituent board has to the budget.

The report will be presented to the Board on May 24th for action.

Superintendent's Report

Dr. Pillar reported with school closing one month from today, there are many upcoming end-of-the year events and activities scheduled. Becky will prepare a list of all known events this week. Here are two that are important for all Board members:

- Senior Honors Night - Thursday, June 3rd - 7:00-9:00 p.m. - WHS Auditorium
- Commencement - Sunday, June 6th - 1:00 p.m. - MSU Auditorium

Dr. Pillar announced the May 24th and June 14th Board meetings will be held at the Waverly Middle School Little Theatre beginning at 7:30 p.m.

Dr. Pillar reported high school students will be busy taking AP exams this week.

Dr. Pillar reported staffing is taking place for next school year, noting there are a lot of variables to consider.

Dr. Pillar reported we are concluding Data Days in the buildings, which involves gathering data so we can begin to tailor interventions so students can be more successful.

Dr. Pillar announced reports were submitted to AdvancEd on May 1st so that we can maintain district-wide accreditation.

Dr. Pillar reported a district marketing committee of staff, residents, and students has been formed. Eldon McGraw is leading this group in the development of short and long-term goals.

Dr. Pillar reported Kindergarten Roundup has gone well at schools. We are rolling out the red carpet for families and will maintain contact throughout the summer.

Dr. Pillar he was the speaker at the National Junior Honor Society induction on one of the nights Board members were involved in the superintendent search. Seventy-nine middle school students were inducted in a ceremony held at the Waverly High School auditorium.

Dr. Pillar announced that on Tuesday and Wednesday there will be "meet and greet" opportunities at 6:00 p.m. in the Board Room. Each day one of the final two candidates for the position of superintendent will be in the district. Interviews will follow the "meet and greet" at 7:00 p.m. Rob Spagnuolo is serving as the official host when the candidates visit the district.

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May 10, 2010

Public Comment

Addressing the Board during Public Comment were Renee Sarafin, Arnold Weinfeld and Alexander Woods.

Other Board Business

Member Knaggs apologized for being late.

Member Smith announced Waverly will be playing in Homerun for Hope, a baseball tournament at Cooley Law Stadium on Saturday, May 15th. Tickets are \$5 each.

Member Brewer-Williams congratulated the teachers during teacher appreciation week.

Member Martin also thanked the teachers, noting she respects each and every one and truly values the job they do.

Adjournment

The meeting adjourned at 8:42 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary

***Consent Agenda

rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
May 11, 2010**

Opening of Meeting

The special meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:03 p.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. John Broughton, President
Mr. Britt Slocum, Vice President
Mrs. Mary Ann Martin, Secretary
Mrs. Fonda Brewer-Williams, Treasurer
Mrs. Kim Smith, Vice Secretary-Treasurer
Mr. Calvin Jones, Trustee
Mr. Mike Knaggs, Trustee

Staff Present:

Rhonda Sosnowski
Pam Hawkins
Marty Coates
Jacklin Blodgett
Tracy Thomas
Shawn Talifarro
Vickie Tisdale
Chris Holman
Mary Herrbach
Colleen Weinfeld
Matt Oppenheim
Nancy Breen
Becky McQuillan
Gretchen Mikula
LuAnn Stuitable
Rebecca Pease

Others Present:

Dr. Debra Jones, Candidate
Mr. Richard Dunham, MASBN Consultant
Thad Jones
Tammie Fields
Tami Wesley
Elaine Noffze
Marie Papciak
Jerome Papciak
Neal Stuitable
Mark Tisdale

Purpose

The purpose of the meeting was the second interview of Dr. Debra Jones, candidate for the position of Superintendent.

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May 11, 2010

Adjournment

The meeting adjourned at 8:25 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary

rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
May 12, 2010**

Opening of Meeting

The special meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:03 p.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. John Broughton, President
Mr. Britt Slocum, Vice President
Mrs. Mary Ann Martin, Secretary
Mrs. Fonda Brewer-Williams, Treasurer
Mrs. Kim Smith, Vice Secretary-Treasurer
Mr. Calvin Jones, Trustee
Mr. Mike Knaggs, Trustee

Staff Present:

Martha Coates
Rob Spagnuolo
Nancy Breen
Vickie Tisdale
Mary Herrbach
Gretchen Mikula
Shawn Talifarro
Rebecca McQuillan
Susan Ellsworth
Pam Hawkins
Tracy Thomas
Kristin Kochheiser
Rhonda Sosnowski
Colleen Weinfeld
Ginny Hager
Patty Rienstra
LuAnn Stuible
Arden LaMere
Matt Oppenheim
Rebecca McQuillan
Rebecca Pease

Others Present:

Ms. Susan W. Friend, Candidate
Mr. Richard Dunham, MASB Consultant
Marie Papciak
Jerome Papciak
Tammie Fields
Elaine Noffze
Neal Stuible

Purpose

The purpose of the meeting was the second interview of Ms. Susan Friend, candidate for the position of Superintendent.

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May 12, 2010

Adjournment

The meeting adjourned at 8:02 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary

rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
May 21, 2010**

Opening of Meeting

The special meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:16 a.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. John Broughton, President
Mr. Britt Slocum, Vice President
Mrs. Mary Ann Martin, Secretary (arrived 7:18 a.m.)
Mr. Calvin Jones, Trustee
Mr. Mike Knaggs, Trustee

Members Absent:

Mrs. Fonda Brewer-Williams, Treasurer
Mrs. Kim Smith, Vice Secretary-Treasurer

Staff Present:

Dr. Thomas J. Pillar, Superintendent
Ms. Jacklin Blodgett, Asst. Superintendent for Finance & Personnel

Purpose

The purpose of the meeting was discussion of the Race to the Top Grant Memorandum of Understanding.

Adoption of Agenda

A motion was presented by Member Jones and supported by Member Knaggs. MOTION: The Board of Education adopt the meeting agenda as presented.

Motion carried. VOTE: AYES – 5; NAYS – 0 (Member Brewer-Williams and Member Smith absent).

Discussion

Discussion was held regarding the Race to the Top Grant Memorandum of Understanding. By consensus, the Board agreed to have President John Broughton sign the document on the Board's behalf.

Board Member Comment

None

Public Comment

None

Other Board Business

None

Adjournment

The meeting adjourned at 7:28 a.m.

Respectfully submitted,

Mary Ann Martin, Secretary
rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
May 21, 2010**

Opening of Meeting

The special meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:30 a.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. John Broughton, President
Mr. Britt Slocum, Vice President
Mrs. Mary Ann Martin, Secretary
Mr. Calvin Jones, Trustee
Mr. Mike Knaggs, Trustee

Members Absent:

Mrs. Fonda Brewer-Williams, Treasurer
Mrs. Kim Smith, Vice Secretary-Treasurer

Staff Present:

Mr. Kevin Harty, Thrun Law Firm
Mr. Richard Dunham MASB

Purpose

The purpose of the meeting was discussion of the superintendent contract.

Adoption of Agenda

A motion was presented by Member Martin and supported by Member Slocum. MOTION: The Board of Education adopt the meeting agenda as presented.

Motion carried. VOTE: AYES – 5; NAYS – 0 (Member Brewer-Williams and Member Smith absent).

Discussion

Discussion was held regarding the Superintendent contract.

Board Member Comment

None

Public Comment

None

Other Board Business

None

Adjournment

The meeting adjourned at 8:28 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary
rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

**Subject: Textbook Adoption- Honors Trigonometry: Pre-calculus Graphical, Numerical, Algebraic
Copyright 2011**

Recommendation:

The Superintendent recommends the Board of Education adopt the Honors Trigonometry textbook, published by Pearson.

Statement of Purpose:

The current text is 14 years old, is outdated and needs to be replaced.

Budget Impact:

The expenditure is \$8729.60 for 80 books.

Historical Perspective:

The adoption of this text is for High School Honors Trigonometry (the pre-calculus course). This course is an intensive study prepared for students who intend to take AP calculus or calculus at the college level.

This text is part of a series that will continue into the calculus course offered at Waverly. The consistency will be beneficial for student learning. This text also has standardized test practice sections. This will be beneficial for junior students who take those standardized tests in March. The text will help the math department meet their school improvement goal of incorporating more standardized text practice into lessons.

The current text is Pre-calculus: A Graphing Approach by Addison and Wesley, published in 1996 by Prentice Hall, Inc. There are currently fewer than 80 copies on hand. The current text for this class has become outdated, lacks cultural diversity, sufficient diagrams and enhancements for multiple intelligences. It does not address career exploration, represent current trends in mathematics, or utilize technological advancements. It is also not available because it is not longer in print.

Discussion of Options:

Pre-calculus with Limits: A Graphing Approach Third Edition by Larson, Hostetler and Edwards

-does not have standardized test practice questions

-not as up to date

-does not have as many technological enhancements

Pre-calculus: Functions and Graphing by Demana, Waits, Foley, Jennedy

-does not have standardized test practice questions

-not up to date- only 3rd edition as opposed to 8th.

-does not have as many technological enhancements

Rationale for Recommendation:

The use of this text in the pre-calculus course will be highly beneficial to students who intend to take AP calculus or calculus at the college level.

Strategic Plan Reference:

Strategy I: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed stated standards on all areas tested and demonstrate Waverly Essential Skills.

PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
 Prepared for: **Waverly**
Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
<u>PreCalculus: Graphical, Numeric, Algebraic c.2011</u>						
Student Edition (HS Bind)	0131369067	\$98.97	80	\$7,917.60		\$0.00
Annotated Teacher Edition	0131369075	\$98.97		\$0.00	2	\$197.94
Instructor Solutions Manual	0131376411	\$18.97		\$0.00	2	\$37.94
TestGen	0131376403	\$49.97		\$0.00	2	\$99.94
PresentationEXPRESS CD	0131376373	\$18.97		\$0.00	2	\$37.94

PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
 Prepared for: **Waverly**
Michigan

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<u>Calculus: Graphical, Numeric, Algebraic c.2010</u>						
Student Edition (HS Binding)	0-13-368839-9	\$103.97	80	\$8,317.60		\$0.00
AP Test Prep: Calculus	0-13-202949-9	\$14.97		\$0.00	2	\$29.94
AP Annotated Teacher's Edition	0-13-368840-2	\$103.97		\$0.00	2	\$207.94
AP Teacher Express	0-13-368843-7	\$18.97		\$0.00	2	\$37.94
AP Presentation Express	0-13-201420-3	\$18.97		\$0.00	2	\$37.94
Teacher AP Correlations and Prep Guide	0-13-201413-0	\$18.97		\$0.00	2	\$37.94
AP Solutions Manual	0-13-201414-9	\$18.97		\$0.00	2	\$37.94
AP Assessment Resources	0-13-201412-2	\$18.97		\$0.00	2	\$37.94
AP TestGen CD	0-13-201419-x	\$49.97		\$0.00	2	\$99.94

PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
Prepared for: Waverly
Michigan

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					<u>N/C</u>	<u>N/C</u>
COST:				\$16,235.20		
shipping will not exceed 10% = \$1,624				Total with shipping		\$17,859.20

Prices quoted are Net and do not include shipping charges. Prices are firm until September 30, 2010.

Pearson Prentice Hall reserves the right to correct errors.

SHOULD YOU NEED ADDITIONAL INFORMATION, PLEASE CONTACT:

Karen Everts, Sales Representative

Phone: 517-323-0359

Voice Mail: 1-800-435-3499 ext. 7946

e-mail: karen.everts@pearson.com

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

**Subject: Textbook Adoption- Calculus: Calculus Graphical, Numerical, And Algebraic
Copyright 2010**

Recommendation:

The Superintendent recommends the Board of Education adopt the AP Calculus (pre-calculus) textbook, published by Pearson.

Statement of Purpose:

The current text has become outdated, lacks cultural diversity, sufficient diagrams and enhancements for multiple intelligences.

Budget Impact:

The expenditure is \$9129.60 for 80 books.

Historical Perspective:

The adoption of this text is for the High School AP Calculus course. This course is an intensive study prepared for students who are university bound and seeking to earn university credits for calculus, or at least test out of Calculus I at the university level.

The current text, as previously stated, has become outdated, lacks cultural diversity, sufficient diagrams and enhancements for multiple intelligences. It does not address career exploration, represent current trends in mathematics, or utilize technological advancements. It is also not available because it is no longer in print.

This text is part of a series that matches the pre-requisite honors trigonometry course. The consistency will be beneficial for student learning. This text also has standardized test practice sections. This will be beneficial for junior students who take those standardized tests in March. The text will help the math department meet their school improvement goal of incorporating more standardized text practice into lessons. This text also has AP problems designed to help students be successful on the AP exam in May.

Discussion of Options:

Calculus Sixth Edition by Swokowski, Olinick and Pence. This text was not sufficiently up to date with technological advances for the graphing calculator. It does not provide AP practice problems for students.

Calculus Part I by Thomas and Finney. This text does not have sufficient practice problems for each section, nor does it have practice problems for the AP exam. It is not sufficiently up to date with technological advancements for the graphing calculator.

Rationale for Recommendation:

Of the three books reviewed, this text met the most criteria of the AP calculus class.

Strategic Plan Reference:

Strategy 1: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed stated standards on all areas tested and demonstrate Waverly Essential Skills.

PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
 Prepared for: **Waverly**
Michigan

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PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
 Prepared for: **Waverly**
Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
<u>Calculus: Graphical, Numeric, Algebraic c.2010</u>						
Student Edition (HS Binding)	0-13-368839-9	\$103.97	80	\$8,317.60		\$0.00
AP Test Prep: Calculus	0-13-202949-9	\$14.97		\$0.00	2	\$29.94
AP Annotated Teacher's Edition	0-13-368840-2	\$103.97		\$0.00	2	\$207.94
AP Teacher Express	0-13-368843-7	\$18.97		\$0.00	2	\$37.94
AP Presentation Express	0-13-201420-3	\$18.97		\$0.00	2	\$37.94
Teacher AP Correlations and Prep Guide	0-13-201413-0	\$18.97		\$0.00	2	\$37.94
AP Solutions Manual	0-13-201414-9	\$18.97		\$0.00	2	\$37.94
AP Assessment Resources	0-13-201412-2	\$18.97		\$0.00	2	\$37.94
AP TestGen CD	0-13-201419-x	\$49.97		\$0.00	2	\$99.94

PEARSON
COST PROPOSAL
PRENTICE HALL MATHEMATICS
Prepared for: Waverly
Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u>	<u>TOTAL</u>
					<u>N/C</u>	<u>N/C</u>
COST:				\$16,235.20		
shipping will not exceed 10% = \$1,624				Total with shipping		\$17,859.20

Prices quoted are Net and do not include shipping charges. Prices are firm until September 30, 2010.

Pearson Prentice Hall reserves the right to correct errors.

SHOULD YOU NEED ADDITIONAL INFORMATION, PLEASE CONTACT:

Karen Everts, Sales Representative

Phone: 517-323-0359

Voice Mail: 1-800-435-3499 ext. 7946

e-mail: karen.everts@pearson.com

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

Subject: **Textbook Adoption for Middle School Earth Science**

Recommendation:

The Superintendent recommends the Board of Education approve the adoption of the textbook Interactive Science Earth's Structure and Interactive Science Earth's Surface, Published by Pearson Education – copyright 2011.

Statement of Purpose:

Purchase of a textbook is necessary due to the adoption of new High School content expectations.

Budget Impact:

The cost of this program is limited to the \$10,000 budget that was presented as part of a grant. The Pearson representative has adjusted her proposal to meet this cost. The expenditure will cover text book and computer rights for all of our eighth grade students for a seven year period. This color text book is a consumable text, meaning that the students write in the text as a workbook. We will receive updated versions of the text every year for seven years. This also covers the teacher package which includes; computer support, test writing software, teacher editions, video clips, reading strategy handbooks, inquiry skill activity books at three performance levels, interdisciplinary activities, strategies for English language learners, chapter projects, black-line masters, lab resource guides, alternative assessment guides, and unit planning software.

Historical Perspective:

The adoption of this text became a necessity when the state adopted new High School Content expectations. At the same time, the state proposed a curriculum that ranged from kindergarten to the seventh grade level. Neither of the state's plans directly outlined the course objectives for the eighth grade science classes. The understanding was that a number of prerequisites for high school would be covered within this year. With further review we found the prerequisites were spread out within the K-7 curriculum. Because of this development, we surveyed a number of districts in our area to find that many of them were electing to teach a portion of the Earth Science High School Content Expectations at the eighth grade level. With the requirement of Biology at ninth grade and Chemistry or Physics and one other course by graduation, many districts concluded teaching earth science at the eighth grade level would allow for students to be exposed to that material before taking the MME in the 11th grade year.

The materials that we were given to teach these objectives were handed down to us after the adoption of a new Earth Science text at the high school level. The text covered the objectives, but at a level that was too difficult for many of our students. The materials also lacked appropriate laboratory opportunities using an inquiry approach. We then started our search for an inquiry based text with a more appropriate reading level.

Discussion of Options:

The three books that we reviewed were Prentice Hall's Science Explorer: Earth Science; Earth Comm from It's About Time Publishing; and Interactive Science published by Pearson Education.

Prentice Hall's Science Explorer: Earth Science

Our current text does not provide enough ideas for laboratory experiences and lacks an inquiry approach. It is a more traditional text that is based in learning from the reading with reinforcement from labs or worksheets. We are spending a great deal of time looking for or creating our own activities to supplement these materials. The reading

level of this text is too difficult for the majority of our students. In addition, there are not enough text books for each of our students so they are used as a classroom resource.

Earth Comm from It's About Time Publishing

We are impressed with the amount of inquiry that is used in this text; however, reviews from other teachers in the state suggest that the format is not flexible. It is difficult to stray from the sequence of lessons and to only choose activities to meet student need. The representative for this text was unable to assure us that there would be support with this text for English language learners or online teacher support including test writing software. The cost of this program is also higher per text at \$79.70 per student. The text book has the look of a college text with very few interesting diagrams or illustrations and the format would inhibit the interest of students.

Interactive Science published by Pearson

This is an inquiry based text. It is co-authored by a number of respected science professionals including Grant Wiggins who is the author of Understanding by Design, and Michael J. Padilla who helped to write the National Science Education Standards. The text uses big idea questions at the start of each chapter and an inquiry activity to draw students' attention and invite them to learn more. There are more activities scattered throughout each chapter that help to unlock key concepts and answer the big idea question. As students are working through the lessons they are actually writing *in* the text book. There are places for students to interact with diagrams, assess their learning, make diagrams, and write explanations of what they have observed or read. This text also provides the students with additional laboratory opportunities beyond the initial inquiry activity. The reading level of this text is much more appropriate for our middle school students and it contains diagrams and pictures that are interesting and relevant.

The student materials include online access allowing them to dive into the chapter through technology. It provides lesson extensions, quizzes, vocabulary guides and study tips. It has remediation of the material and offers all of the vocabulary translated into Spanish. It includes a homework helper, called My Science Coach, and allows students to complete assignments online and hand them in to the virtual teacher.

The teacher materials are expansive! In addition to monitoring the progress of students online and in the classroom, they provide online lesson planning, assessment writing and technical support for all aspects of the program. The materials included for teachers, which were listed in the budget impact statement, would allow for us to adjust our teaching to support every student in achieving the science standards. With differentiated instruction ideas outlined in the teacher's edition for every lesson we would be able to adapt teaching strategies to meet the needs of individual learners.

The text shows no bias and does not handle controversial topics.

The Pearson text is our best choice. It allows teachers to deliver the material at the appropriate level with an inquiry based approach, which is grounded in solid research. The program is economical in its combination of text and computer licensing for each student with no additional cost for seven years.

Rationale for Recommendation:

The Pearson textbook was chosen by Waverly teachers as the best of the three texts reviewed.

Strategic Plan Reference:

Strategy #1: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed state standards on all areas tested and demonstrate Waverly Essential Skills.

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INTERACTIVE SCIENCE © 2011
 Prepared for: Waverly Middle School Grade 8
 Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
Earth's Structure						
Write-In Student Edition	0-13-373487-0	\$23.47	<input type="text" value="250"/>	\$5,867.50	<input type="text"/>	\$0.00
Write-In Student Edition, replacement copy, 1 year	0-13-368484-9	\$14.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher's Edition and Resource	0-13-369360-0	\$39.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$79.94
Lab Resources						
Teacher's Lab Resource	0-13-370545-5	\$29.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$59.94
Equipment Kit Materials (includes consumable and nonconsumable materials)	0-13-251831-7	\$689.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Refill equipment kit materials	0-13-251832-5	\$229.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Spanish Resources						
Write-In Student Edition	0-13-363848-0	\$26.47	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher's Lab Resource	0-13-370570-6	\$32.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Value Packs						
w/SE purchase, add eBook CD-ROM	0-13-373505-2	\$2.00	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Earth's Surface						
Write-In Student Edition	0-13-373486-2	\$23.47	<input type="text" value="250"/>	\$5,867.50	<input type="text"/>	\$0.00
Write-In Student Edition, replacement copy, 1 year	0-13-368485-7	\$14.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher's Edition and Resource	0-13-369361-9	\$39.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$79.94
Lab Resources						
Teacher's Lab Resource	0-13-370547-1	\$29.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$59.94
Equipment Kit Materials (includes consumable and nonconsumable materials)	0-13-251828-7	\$624.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Refill equipment kit materials	0-13-251830-9	\$269.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Spanish Resources						
Write-In Student Edition	0-13-363849-9	\$26.47	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher's Resource	0-13-370572-2	\$32.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Value Packs						
w/SE purchase, add eBook CD-ROM	0-13-373504-4	\$2.00	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
<u>PROGRAM WIDE EQUIPMENT KIT MATERIALS</u>						
Complete LabWare Materials Kit (includes heavy duty nonconsumable materials for the entire program)	0-13-251816-3	online	<input type="text"/>	\$0.00	<input type="text"/>	
Convenience Materials Kit (includes common kitchen science items)	0-13-251817-1	online	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher Demonstration Kit LIFE	0-13-252514-7	online	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher Demonstration Kit EARTH	0-13-252156-3	online	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Teacher Demonstration Kit PHYSICAL	0-13-252157-1	online	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
Safety Materials Kit	0-13-251818-x	online	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00
<u>PROGRAM WIDE TECHNOLOGY RESOURCES</u>						
MyScience Online.com Complete Teacher Access (Teacher Access Pack: includes Teacher Edition myebook and access to all 12 modules)	0-13-251884-8	\$299.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$599.94
Exam View Assessment Suite CD-ROM	0-13-252372-8	\$129.97	<input type="text"/>	\$0.00	<input type="text" value="2"/>	\$259.94
Untamed Sci Videos:Chapter Adventures (DVD)	0-13-373561-3	\$299.97	<input type="text"/>	\$0.00	<input type="text"/>	\$0.00

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 Prepared for: Waverly Middle School Grade 8
 Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
PROGRAM WIDE PRINT RESOURCES						
Program Guide	0-13-369865-3	\$39.97		\$0.00		\$0.00
Scenario Based Investigations	0-13-369878-5	\$49.97		\$0.00		\$0.00
DK Big Ideas of Science Reference Library, Complete Set (includes the DK Visual Glossary)	0-13-373312-2	\$129.97		\$0.00	2	\$259.94
DK Visual Glossary	0-13-369879-3	\$19.97		\$0.00		\$0.00
DK Volume 1: Acid Rain to Catapults	0-13-369867-x	\$19.97		\$0.00		\$0.00
DK Volume 2: Caves to Farming	0-13-369868-8	\$19.97		\$0.00		\$0.00
DK Volume 3: Fats to Hybrid Vehicles	0-13-369870-x	\$19.97		\$0.00		\$0.00
DK Volume 4: Hypothalamus to Plant Invasion	0-13-369871-8	\$19.97		\$0.00		\$0.00
DK Volume 5: Plant Tricks and Snakes	0-13-369872-6	\$19.97		\$0.00		\$0.00
DK Volume 6: Snowboard to Worms	0-13-369873-4	\$19.97		\$0.00		\$0.00
Progress Monitoring Assessments LIFE	0-13-369862-9	\$29.97		\$0.00		\$0.00
Progress Monitoring Assessments EARTH	0-13-369861-0	\$29.97		\$0.00	2	\$59.94
Progress Monitoring Assessments PHYSICAL	0-13-369863-7	\$29.97		\$0.00		\$0.00
Teacher Resources, includes:	0-13-373364-5	\$129.97		\$0.00	2	\$259.94
Multilingual Glossary	0-13-369880-7	\$29.97		\$0.00		\$0.00
Big Ideas Activities and Projects	0-13-369853-x	\$24.97		\$0.00		\$0.00
Interdisciplinary Activities	0-13-369854-8	\$24.97		\$0.00		\$0.00
Math Skill and Problem-Solving Handbook	0-13-369855-6	\$24.97		\$0.00		\$0.00
ELL Handbook	0-13-369856-4	\$24.97		\$0.00		\$0.00
Reading Strategies Handbook	0-13-369857-2	\$24.97		\$0.00		\$0.00
Inquiry Skill Handbook I	0-13-369849-1	\$19.97		\$0.00		\$0.00
Inquiry Skill Handbook II	0-13-369850-5	\$19.97		\$0.00		\$0.00
Inquiry Skill Handbook III	0-13-369851-3	\$19.97		\$0.00		\$0.00
Spanish Resources						
Spanish Teacher's Resource LIFE	0-13-369523-9	\$29.97		\$0.00		\$0.00
Spanish Teacher's Resource EARTH	0-13-369522-0	\$29.97		\$0.00		\$0.00
Spanish Teacher's Resource PHYSICAL	0-13-369524-7	\$29.97		\$0.00		\$0.00

TOTAL COST: **\$11,735.00**

Total COST with 2% shipping: \$11,969.70

Prices quoted are Net and do not include shipping charges. Prices are firm until September 30, 2010.

Pearson Prentice Hall reserves the right to correct errors.

Please order online through PearsonOasis.com to receive 2% in shipping

SHOULD YOU NEED ADDITIONAL INFORMATION, PLEASE CONTACT:

Karen Everts, Sales Representative
 Phone: 517-896-3473
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 toll-free to: 1-877-260-2530

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

Subject: **Textbook Adoption for Middle School Social Studies**

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of the 7th grade Social Studies text, *The Ancient World*, by Pearson Prentice Hall; and the 8th grade United States History text, *United States History: Beginnings to 1914* by Holt McDougal a division of Houghton Mifflin Harcourt.

Statement of Purpose:

Approval of new Grade Level Content Expectations (GLCEs) requires material currently not available at the Middle School level.

Budget Impact:

7th Grade – Prentice Hall World Studies: The Ancient World by Pearson Prentice Hall

The expenditure is \$1,847.00 for 100 student editions, 2 teacher editions, and 2 all-in-one Teaching Resource packets (which include items such as Reading and Writing Skills Handbooks, MapMaster Skills Handbook, Lesson Plans, Reading Readiness Guides, Guided Reading and Review Workbooks, and other supplemental materials). Shipping and handling is included in this price.

8th Grade – Holt McDougal: United States History: Beginnings to 1914

The expenditure is \$5,180.67 for 60 student editions, 2 teacher editions, and 2 Teacher Resource packets (which includes Chapter Resources hard copy and CD-ROM, Democracy and Civics Edition Resource, Interactive Reader with study guide, History's Impact Video Program DVD, Primary Source Library CD-ROM, and One-Stop Planner DVD). The 10% price of shipping is included in this price.

Historical Perspective:

When the new social studies Grade Level Content Expectations (GLCEs) were approved last year several key additions were made to the curriculum of both 7th and 8th grade social studies. These changes presented a problem for social studies teachers at the Middle School because we had no prior materials with which to teach this new content. This request is an attempt to fill in the materials gap created by the new GLCEs.

In 7th grade, in addition to teaching the geography of the Eastern Hemisphere, teachers are now expected to teach the first 3 eras of ancient world history as well (Beginnings of Human Beings – the Fall of Ancient Rome). None of the textbooks we currently have cover these eras of world history, so we are requesting a supplemental textbook titled the Ancient World, which would fill in this gap.

In 8th grade, the time periods that the course is expected to cover shifted with the new GLCEs. Prior to the approval of the new GLCEs, 8th grade teachers were expected to cover the Revolutionary War period through Reconstruction. The older textbooks that have been used worked well for these purposes. But under the new guidelines, 8th grade is now expected to cover the Constitution through 1914, or just after the Revolutionary War until just before World War I. Since the old textbooks stop at Reconstruction, or just after the Civil War, there is about a 40 year period of American History for which 8th grade teachers have no resources. This new textbook will not only fill in that gap, but also provide much more up to date supplemental materials such as online student editions and one page section summaries and biographies that are reproducible and will allow teachers to keep the physical books in the classroom and should eliminate or severely reduce lost textbooks.

Discussion of Options:

Several textbooks were considered for both grades. In the end two companies were looked into extensively and potential texts were reviewed by all teachers in each grade level. The two companies that were compared in depth were Pearson/Prentice Hall and Holt McDougal. The decisions on which text to adopt were made independently at each grade level (hence, 7th grade choosing Prentice Hall and 8th grade choosing Holt).

7th grade – The alternative text for 7th grade was titled World History: Ancient Civilizations (2008), by Holt McDougal. This book covered the same material as the Prentice Hall book, but cost over three times as much. To get the same amount of books from Holt would cost around \$6,390.00 (plus 10% shipping); where as Prentice Hall will cost us \$1,847.00 (with shipping included). The Prentice Hall Ancient World book is also more concise, which is important considering all of the other material this class is still expected to cover.

8th grade – The alternative text for 8th grade was titled America: History of Our Nation beginnings through 1914, by Pearson/Prentice Hall. The cost of purchasing these books was comparable to the Holt books we are requesting, with the Prentice Hall books being slightly more expensive per book. The Holt books we are requesting are \$74.90 per student edition, while the Prentice Hall books are \$75.97 per student edition. That is over a dollar more per book for the Prentice Hall books, and they do not come with online student access that the books we are requesting do. They have very similar supplemental materials, with the exception of the one page summary readings/study guides that come with the Holt books we are requesting, which can be used in many different ways that the Prentice Hall guided readings cannot. Lesson plans, calendars, and vocabulary and Spanish language support are all comparable. In the end we chose the Holt book because we liked its layout better, and we definitely liked the supplemental materials better, specifically the section summaries and online textbook access for students.

Rationale for Recommendation:

Several textbooks were considered and teachers feel the two recommended texts best meet their needs.

Strategic Plan Reference:

Strategy #1: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed stated standards on all areas tested and demonstrate Waverly Essential Skills.

PRENTICE HALL

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PRENTICE HALL WORLD STUDIES ©2008

Prepared for: Waverly Middle School

Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
The Ancient World						
Student Edition	0-13-204144-8	\$18.47	100	\$1,847.00		\$0.00
Teacher's Edition	0-13-204153-7	\$37.47		\$0.00	2	\$74.94
Reading and Vocabulary Study Guide (English)	0-13-204229-0	\$4.97		\$0.00		\$0.00
Reading and Vocabulary Study Guide Teacher's Manual (English)	0-13-128049-X	\$4.97		\$0.00		\$0.00
Reading and Vocabulary Study Guide (Spanish)	0-13-251639-X	\$4.97		\$0.00		\$0.00
Reading and Vocabulary Study Guide Teacher's Manual (Spanish)	0-13-128050-3	\$4.97		\$0.00		\$0.00
All-in-One Teaching Resources*	0-13-128039-2	\$104.47		\$0.00	2	\$208.94
Lesson Planner	0-13-128376-6	\$28.97		\$0.00		\$0.00
Spanish Support	0-13-130806-8	\$19.97		\$0.00		\$0.00
Transparencies	0-13-128055-4	\$49.47		\$0.00		\$0.00
Guided Reading Audio CD (English/Spanish)	0-13-128104-6	\$23.97		\$0.00		\$0.00
Ancient World on Audio CD	0-13-128134-8	\$37.97		\$0.00		\$0.00
Value Packs						
With text purchase, add StudentExpress™ CD-ROM	0-13-204216-9	\$2.00		\$0.00		\$0.00
With text purchase, add Interactive Textbook 6-year online student license	0-13-204225-8	\$2.00		\$0.00		\$0.00
Student Edition with Reading and Vocabulary Study Guide	0-13-204200-2	\$21.47		\$0.00		\$0.00
Classroom Resources Supporting All Titles						
Map Master™ Teacher's Companion	0-13-203778-5	\$36.47		\$0.00		\$0.00
Geographer's Apprentice Activity Pack	0-13-360023-8	\$197.47		\$0.00		\$0.00
Nystrom Desk Atlas (Single Copy)	0-13-414277-2	\$18.50		\$0.00		\$0.00
Assessment Resources						
ExamView® Test Bank CD-ROM	0-13-204162-6	\$129.97		\$0.00		\$0.00
AYP Monitoring Assessments	0-13-128094-5	\$34.97		\$0.00		\$0.00
Assessment Rubrics	0-13-128316-2	\$9.97		\$0.00		\$0.00
Test-Taking Strategies with Transparencies	0-13-128404-5	\$48.97		\$0.00		\$0.00
World Studies Test Prep Workbook	0-13-128420-7	\$4.97		\$0.00		\$0.00
World Studies Test Prep Workbook Answer Key	0-13-128093-7	\$5.97		\$0.00		\$0.00
Technology						
Teacher Online Access Pack* (8 small books)	0-13-350355-0	\$299.97		\$0.00		\$0.00
TeacherEXPRESS™ CD-ROM	0-13-204184-7	\$199.97		\$0.00		\$0.00
PresentationEXPRESS™ CD-ROM	0-13-204163-4	\$129.97		\$0.00		\$0.00
MindPoint® Quiz Show CD-ROM	0-13-131010-0	\$49.97		\$0.00		\$0.00
MapMaster™ Interactive CD-ROM	0-13-128136-4	\$49.97		\$0.00		\$0.00
Passport to the World CD-ROM	0-13-063019-5	\$49.97		\$0.00		\$0.00
Social Studies Skills Tutor CD-ROM	0-13-063071-3	\$49.97		\$0.00		\$0.00
Discovery Channel™ World Studies Video Program						

PRENTICE HALL

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PRENTICE HALL WORLD STUDIES ©2008

Prepared for: Waverly Middle School

Michigan

<u>TITLE</u>	<u>ISBN</u>	<u>NET PRICE</u>	<u>QUANTITY</u>	<u>TOTAL</u>	<u>QUANTITY</u>	<u>TOTAL</u>
					<u>N/C</u>	<u>N/C</u>
Program DVDs (8) with Teacher's Guides	0-13-181877-5	\$399.97	[]	\$0.00	[]	\$0.00
Africa DVD	0-13-181798-1	\$49.97	[]	\$0.00	[]	\$0.00
Asia and the Pacific DVD	0-13-181800-7	\$49.97	[]	\$0.00	[]	\$0.00
Europe and Russia DVD	0-13-181802-3	\$49.97	[]	\$0.00	[]	\$0.00
Latin America DVD	0-13-181804-X	\$49.97	[]	\$0.00	[]	\$0.00
The United States and Canada DVD	0-13-181806-6	\$49.97	[]	\$0.00	[]	\$0.00
Foundations of Geography DVD	0-13-181803-1	\$49.97	[]	\$0.00	[]	\$0.00
The Ancient World DVD	0-13-128283-2	\$49.97	[]	\$0.00	[]	\$0.00

TOTAL COST:	\$1,847.00
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Pearson reserves the right to correct errors.

SHOULD YOU NEED ADDITIONAL INFORMATION, PLEASE CONTACT:

Karen Everts
 Phone: 517-323-0359
 Voice Mail: 1-800-435-3499 ext. 7946
 Email: karen.everts@pearson.com

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HOLT McDOUGAL

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Cost Proposal
Prepared For

Waverly Middle School

620 Snow Rd
Lansing MI 48917

Attention:
Samuel Sicilia
ssicilia@waverlyk12.net

For the Purchase of:

HSS: Beginnings-1914

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**Proposal for
Waverly Middle School
HSS: Beginnings-1914**

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			Quantity	Amount	Quantity	Value
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1205054	9780554004211 Holt United States History Interactive Online Edition 6 Year Grades 6-9 Beginnings to 1914	\$56.18			60	\$3,370.80
Totals for Student				\$4,494.00		\$3,370.80
Teacher						
1203872	9780554000107 Holt United States History Michigan Teacher Edition Grades 6-8 Beginnings to 1914	\$107.85	2	\$215.70		
1117348	9780030413438 Holt United States History Chapter Resources Grades 6-9 Beginnings to 1914	\$247.20			2	\$494.40
1118369	9780030419348 Holt United States History Democracy and Civics Edition Resources Grades 6-9	\$38.15			2	\$76.30
1118349	9780030419232 Holt United States History Answer Key Grades 6-9 Democracy and Civic Education Resource	\$6.35			2	\$12.70
1119620	9780030426544 Holt United States History Interactive Reader With Study Guide Grades 6-9 Beginnings to 1914	\$10.35			2	\$20.70
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1149699	9780030766763 Holt United States History Differentiated Instruction Worksheets And Cd-Ron Grades 6-9 Beginnings to 1914	\$93.55			2	\$187.10
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1118367	9780030419331 Holt United States History Interactive Skills Tutor CD-ROM Grades 6-8	\$51.95			2	\$103.90
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Proposal Summary	Total Value of Proposal:	\$10,736.67
	Total Complimentary:	\$5,556.00
	Subtotal Purchase Amount:	\$4,709.70
	Shipping (10.00%):	\$470.97
	Total Cost of Proposal (PO Amount):	\$5,180.67



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Proposal for
Waverly Middle School
HSS: Beginnings-1914

Total Cost of Proposal (PO Amount):		\$ 5,180.67	
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**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
May 24, 2010**

FOR DISCUSSION

Subject: **Intervention for Literacy Instruction**

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of the following materials from various companies to strengthen core instruction and provide Tier 2 and Tier 3 interventions for students.

Statement of Purpose:

The goal is to provide additional literacy instructional materials for struggling students in the elementary grades.

Budget Impact:

The expenditure of \$11,500 for all four elementary buildings will provide a variety of instructional materials for use with classrooms and small groups of children for initial and follow up instruction in literacy.

Historical Perspective:

The district is moving toward implementing the Response to Intervention (RTI) framework. This will help teachers to identify, plan for, and provide intervention to any student at risk of school failure. A major component of the RTI framework is to strengthen the core curriculum while providing appropriate interventions for struggling students. Since teachers will be implementing a new math curriculum K-4, literacy instruction was targeted with the intervention monies.

Teachers have carefully selected materials that address the five core reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics:

Teacher guides for each grade level that contain strategies and activities for making and breaking words will be purchased. These lessons can be taught to the whole class or small group. These lessons have been piloted by classroom and Title 1 teachers. This also includes magnetic letters, letter tiles, dry erase markers and storage containers. The teacher resource is: Making Words by Patricia Cunningham. Kindergarten, first grade and a few second grade teachers have the Fountas and Pinnell phonics kits as resources so those will be added to the second grade classrooms at Windermere View.

Fluency:

Classroom licenses for teachers to download and print leveled books for independent practice will be purchased. These contain selections from all genres which will serve many purposes beyond just reading fluency. For example, many books are tied to the science and social studies GLCEs. Individual teachers in our elementary buildings have used this resource for acquiring additional reading materials. This is also an economical way to provide reading resources to students and families. The two on-line resources are: Raz-Kids and Reading A to Z.

Vocabulary and Comprehension:

Some of the buildings have selected several comprehension toolkits and resources that address the 6 main comprehension strategies. The materials were written by some of the leading and most respected experts in the field and are research based. They will help to strengthen the core reading instruction as well as allow for reteaching in small groups. To incorporate content area vocabulary and comprehension the third grade classrooms at Elmwood will share a newspaper subscription to GreatState Michigan.

Discussion of Options:

The Board may adopt, reject, refer for further study or table the recommendation.

Rationale for Recommendation:

Elementary teachers have researched and carefully selected the materials they feel will be most beneficial to the students.

Strategic Plan Reference:

Strategy #: Curriculum, Instruction and Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed state standards on all areas tested and demonstrate Waverly Essential Skills.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

Subject: Grades 5-8: Book Room and Reading Intervention adoption

Recommendation:

The Superintendent recommends the Board of Education adopt the following programs to assist the low-level readers in the 7th and 8th grades:

- High interest-Low Level fiction reading materials for independent reading for students below grade level and for students being pulled out for intensive reading interventions. Orca Publishers. Tier 2
- Text Sets of non-fiction texts at low reading levels that help support the content area curriculum. Scholastic Books. Tier 2-3
- REWARDS reading intervention program from the Cambium Group. Tier 2
 - 6 Minute Solution Fluency Kit. Tier 1-3
- Teaching Reading Strategies by Mark Pennington Publishing. Remedial Reading Curricula for Tier 3
- Lake-Cook Distributors to increase supply of leveled books. Tier 1-3
- PALS Reading Strategy form Vanderbilt University. Tier 1-3
- Reading Strategies for Non-Fiction and Connecting Reading Strategies from Curriculum Associates. Tier 1-3
- Reading Strategies for Content Areas Volumes 1 & 2 from ASCD. Tier 1-3
 - Adolescent Literacy: An ASCD Action Tool. Tier 1-3

The Superintendent recommends the Board of Education adopt the following programs to assist the low-level readers in the 5th and 6th grades:

- 6 packs of content books
- Six Minute Solution
- PALS-Peer-Assisted Learning Strategies
- Units of Study for Teaching Reading
- Reading A to Z license
- Otter Creek Institute, “Word Problems Made Easy”

Budget Impact:

The expenditure is \$10,070.53 for 10 programs which cover all content areas and various grade levels of reading, grades 7-8. The expenditure is \$4998.40 for 6 programs at grades 5-6.

Background Information:

The Middle School English Department and RTI team was charged with two goals. The first was to spend \$5,000.00 on book rooms. These books would be leveled for a variety of readers. The idea behind this is that students who are behind reading levels need many books at levels they can read to practice reading. Seventh and eighth graders who read below grade level must have a plethora of books to choose from to read often.

The second request of the RTI team was to spend \$5,000.00 to purchase supplemental materials to be used with low-level students to aid in reading comprehension. These products would focus on Tier 2 and 3 students. The two groups decided it would be in the best interest of the building to pool these amounts together and purchase as many tools possible.

The first choice the group wanted was the Scholastic Readabout Program

<http://teacher.scholastic.com/products/readabout/> where each MS Team would have had access to this individualized computer program that tracks students’ reading comprehension and creates personalized lessons for each student to improve students’ reading levels. Unfortunately, our Technology department is not current enough to support this great program.

Therefore, the team moved to the following programs based upon a variety of factors:

- Staff Professional Development attended at the ISD
- Professional Organizations recommendations
- Vendor analysis and recommendations

The following is a quick synopsis of each program being purchased.

Orca is a publisher of quality, award-winning books for children **and** teens and **reluctant readers** of all ages. From beautifully illustrated picture books through captivating juvenile fiction and compelling novels for teen readers to professionally-written **teachers' guides**, Orca is dedicated to bringing the best possible books to young readers. (from the website)

Scholastic Book Rooms. Research from hundreds of correlation studies shows that the best readers read the most and poor readers read the least, as reported by the National Reading Panel in 2000. You can see converging evidence from these studies that support the theory that high exposure to print has a positive impact on issues that confront educators in every school, such as word recognition, fluency, vocabulary, general knowledge, and reading comprehension. (from the website)

REWARDS. *REWARDS* programs are research-based reading and writing interventions used in schools across the country. *REWARDS* products can be used as effective interventions in general and special education, summer school, and after-school programs. (from the website)

Adding *REWARDS* to your instruction can efficiently and effectively improve:

- Decoding
- Fluency
- Vocabulary
- Comprehension
- Test-taking skills
- Content-area reading and writing
- Word choice
- Sentence writing and revision

Also from this vendor we are ordering 4 of the 6 Minute Solution Fluency Kits for Secondary level. This tool will be used in the content classes and the pull out classes to aid in students' fluency. Waverly Staff as already gone to an in-service on this technique and will be training staff with these materials.

Pennington Publishers (from the website)

- Comprehensive remedial reading curricula for ages eight to adult for reading intervention in the classroom or as a stand-alone program.
- Economical. Full individual teacher license to copy CDs, flashcards, and all curriculum resources. Every program component is included in the one price.
- Minimal teacher prep design with user-friendly procedures and instructional activities, suitable for the novice reading teacher as well as for the veteran reading specialist.
- 13 diagnostic reading assessments covering all reading skills—each in multiple choice format on CDs with recording matrices enable teachers to differentiate instruction. This is not a canned program; the teacher teaches students according to their instructional needs, as indicated by the diagnostic data.
- Blending and syllabication activities.
- Sight word lists and workshops, including Outlaw Words, Rimes, and Sight Syllables.
- Phonemic awareness and phonics workshops with phonics worksheets and formative assessments.
- 48 comprehension worksheets with the SCRIP comprehension strategies and context clues vocabulary.
- 43 multi-level expository fluency passages on eight CDs—each recorded at three different reading speeds. Compare to Read Naturally® passages, each recorded at only one reading speed.
- 390 color flashcards, posters, games, and more!
- 364 pages in a large three-ring binder. No other remedial reading program matches the resources of this curriculum.

PALS. Over the past 10 years, repeated evaluations of PALS Reading and Math indicate that mainstreamed students with learning disabilities, low-achieving students without disabilities, average-achieving students, and high-achieving students make greater progress in PALS Reading and Math classrooms than their respective counterparts

in non-PALS classes. Additionally, there have been PALS evaluations conducted by educators in California, Iowa, and Texas independent of Vanderbilt researchers. These independent evaluations also find a strong “value-added” for PALS Reading and Math. Based on these findings, the U.S. Department of Education’s Program Effectiveness Panel approved PALS Reading and Math for inclusion in the National Diffusion Network of effective educational practices. (from the website)

Curriculum Associates. Reading Strategies for Non-Fiction and Connecting Reading Strategies Classroom. Help students learn and apply critical-thinking skills for nonfiction. In Reading Strategies for Nonfiction, students learn how to draw conclusions, determine cause and effect, understand sequence, and compare and contrast. Teach skills with research, writing, and discussion activities.

- Authentic nonfiction selections
- Scaffolded comprehension activities
- Graphic organizers (from the website)

ASCD Reading Strategies. Now that it’s critical for all teachers in every grade and subject to work on enhancing students’ reading and literacy skills, here’s an ASCD Action Tool that quickly gets teachers up to speed on effective reading strategies and provides all the materials they need to teach strategic reading practices. Inside the three-ring binder are 84 research-based Reading Tools that make it much easier to select the right strategy that will help students build their learning skills and learn the particular content they are studying. Whenever teachers observe students having trouble with connecting prior knowledge to new reading assignments, making predictions about their reading, or deciphering text they do not understand, they can quickly select a Reading Tool that will address the problem effectively in a time-efficient way. ASCD Action Tools provide all the materials you need to begin using these resources immediately. Each tool includes complete how-to-use instructions, teacher materials for classroom use, classroom examples, and a template for student assignments. (ASCD Action Tool, 2003) Three-ring binder, 396 pages. (from the website)

ASCD Adolescent Literacy. Extend literacy instruction through the middle and high school grades by outfitting classrooms with this binder of literacy tools for adolescent students. Teachers use the tools to help their students learn how to use a combination of literacy skills to retrieve, process, communicate, and retain content knowledge in any subject. Teachers choose from more than 80 tools to use prior to or during lessons to teach students how to

- Gather facts and ideas from all types of sources of information
- Take notes, make outlines, and create graphic organizers
- Delineate main ideas and judge the relevancy of different sources
- Communicate through written, spoken, and multimedia presentations

ASCD Action Tool, 2008) Three-ring binder, 260 pages. (from the website)

In addition to these great programs, the Middle School is also moving to a TEAM concept where Content teachers work together with the same group of students to ensure consistent instruction and inter-disciplinary lessons. There is much research to show that student improvement increases with this type of environment in the Middle School setting:

- <http://www2.ed.gov/pubs/Raising/vol2/prof4.html>
- <http://www.nsd.org/news/tools/tools8-01rich.cfm>
- <http://www.learnnc.org/lp/pages/4754>
- <http://www.amazon.com/Team-Teaching-What-Why-How/dp/0761907440>

Background Information:

The Reading Interventionist and RTI leadership team at East 5-6 worked together to find the most effective materials to support students in reading through additional books and programs.

1. 6 packs of content books for bookroom checkout. The content area subjects were chosen by East staff and match the grade level content expectations.

Examples:

5th grade: body systems, Amer. Revolution, Colonial America

6th grade: ecology, soil, invasive species, Central America

There is a large amount of research that indicates strong academic gains by using appropriate leveled books to provide guided reading instruction for students. Some sources:

- CIERA (Center for the Improvement of Early Reading Achievement)
- National reading Panel
- International Reading Association
- Florida Center for Reading Research

2. Six Minute Solution: This is a reading fluency program that may be used as a supplement to a school's core reading program or as an intervention for Tier 2 students. The goal is to help teachers provide students with practice in order to build reading fluency and boost achievement.

**A fifth grade pilot was conducted at East, and the results and program components were rated favorably.

***We will purchase 2 levels of this program.

This program is based on the research of repeated reading and peer-assisted learning strategies. *Six Minute Solution* was originally developed as part of a district wide intervention program and was featured in the California Reading Grant- Teaching Reading in Every Classroom through the San Diego County Office of Education in 2000. The present version of *Six Minute Solution* was first published in 2003. Three field tests using the program growth in students' oral reading fluency.

Strengths of Six Minute Solution:

- Repeated reading and paired reading derive from a strong research base.
- Materials are well-organized, user-friendly, and complete.
- Assessment is an integral part of the program.
- Readings that are timed and graphed can be motivating for students.

3. PALS – Peer-Assisted Learning Strategies: PALS is a class-wide peer tutoring program to Supplement classroom reading instruction. Students work in pairs to practice fluency and comprehension. The students read aloud and answer comprehension questions. Student interaction is highly consistent and structured.

***Our administrator is looking into hiring the IISD to train our staff on PALS this fall

PALS authors boast over 15 years of experimental research at

- Vanderbilt University
- The University of Minnesota-Minneapolis
- The University of Texas - Pan-American

Demographics:

- Title I and Non-Title I schools participate.
- Urban and suburban schools participate.
- Detracking:

High, average, and low achieving students are included.

4. Units of Study for Teaching Reading, Grades 3-5

2 kits to share

“Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project have helped hundreds of thousands of teachers launch and implement rigorous and responsive reading and writing workshops. Now they have written an unprecedented curriculum for the reading workshop—Units of Study for Teaching Reading. Organized within a carefully crafted spiraling curriculum, sequential units of study model the teaching moves and language Lucy and her colleagues use to teach their students how to read with increasing sophistication and personal engagement.”

5. Purchase a license for Reading A to Z for 3 years

- Leveled Readers
- Benchmark Books and Running Records

- Reading Lessons and Worksheets
- Phonics and Phonemic Awareness Materials
- Poetry Books
- Alphabet Materials
- High-Frequency Words

6. Otter Creek Institute

“Word Problems Made Easy”

This is the companion piece that goes with “Rocket Math”. East currently owns a license for rocket math.

Word Problems Made Easy (WPME) is a research-based method for teaching word problems.

These strategies are explicit and organized around a basic concept from algebra, namely that one sets up the problem the same way each time, then chooses the arithmetic operations used based upon where the unknown is in the formula.

Each level has at least 160 Daily Lessons. There is a minimum of ten days of practice for each strategy introduced, followed by a test, followed by two more days of practice—giving the teacher time to score the tests and decide whether to review or move forward.

Discussion of Options:

READABOUT by Scholastic – Not chosen due to lack of Technology

SRA Program attended by RTI Leadership – Not chosen as found to be too basic for MS

Passport Reading Journeys from Voyager – Not chosen as the cost is too great.

School-wide basal programs are an available, yet an expensive option. Basal programs do not allow for much differentiated instruction.

“Reading Naturally” is a computer program that can be purchased for 5 years with a site license. The downfall is that classrooms must have daily access to computers to use this program.

-Reader’s Theatre is also a method used to practice fluency, but the National Council on Reading recommends repeated reading as more effective.

The book **Strategies that Work** is also available as a resource for our hardest to reach students. Both of these resources provide concrete strategy instruction.

There are several math programs that teach problem solving techniques, but the district has had good results with “Rocket Math” and feel that this program could help our students with math applications.

Rationale for Recommendation:

The Middle School English teachers and RTI team have reviewed many materials and find the ones recommended to be the best for students. The East Reading Interventionists and RTI leadership team reviewed many materials and recommended the 6 programs listed above.

Strategic Plan Reference:

Strategy #1: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed state standards on all areas tested and demonstrate Waverly Essential Skills.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

Subject: **Textbook Adoption for Literacy Lab and Math Lab classes at Waverly High School**

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of two textbook packages for literacy: *Bridges to Literature 2008*, Holt McDougal, a division of Houghton Mifflin Harcourt, and *Read to Achieve*, School Education Group, MacMillan/McGraw Hill-SRA-Wright Group; *Go Instruction* SmartBoard for literacy; and a third textbook package for math, *Singapore Math*.

The text materials include student texts, workbooks, audio CDs, DVDs, and teacher support materials.

Statement of Purpose:

To purchase materials for high school math and literacy labs created through RtI.

Budget Impact:

Bridges to Literacy—total value of proposal: \$11,148.12; total cost to WCS: \$5816.52

Read to Achieve--\$1346.82

Smart board--\$1600

Math-\$1203.58

Money was saved by buying classroom sets rather than one book for each student because these classes will not have any homework. The only time a student will need materials at home is due to illness or other emergency keeping them out of school. Even in those circumstances, the teacher will use class time to catch the student up on instruction as much as possible. Holt McDougal gave the district \$5,331.60 in free teacher support materials.

Historical Perspective:

This is a course resulting from RTI efforts for the 2010-2011 school year. The high school has added this class to make literacy instruction deliberate. As of May 17, 2010, there were two literacy labs and two math labs at the 9th and 10th grade level; one 11th grade math labs and one 11th grade literacy lab. In most schools across the state, direct literacy instruction stops at 4th grade and Waverly Community Schools has been no different. At the 5th and 6th grade level, educators must begin rigorous content instruction as directed by the state. This continues through high school with the content getting more intense at each grade level. At the secondary level, reading instruction is different than the instruction that takes place in the K-4 classroom. In grades K-3, students learn to read. Fourth grade literacy instruction is considered secondary curriculum and not elementary curriculum because from 4th grade on, students are reading to learn. Elementary reading students learn the reading process through fiction. Their reading material abruptly changes at 4th grade into non-fiction/text material. Reading text books requires vastly different strategies than reading fiction. Research shows that a necessary component to reading comprehension is background knowledge in the content. Based on this research, we have chosen materials that combine phonics, text reading strategies, and content literacy.

Additionally, research shows that students need to be ability grouped to get the most appropriate instruction for their reading level. To this end, we have chosen a literacy package that included leveled text materials. Literacy research also proves that working with groups of students larger than five (5) is not effective. These leveled texts will help the literacy lab teacher group a large class of 30 students to a more research supported group size of three groups of

ten. While ten is not optimal or supported by research, our text selection helps the classroom teacher overcome this obstacle. The leveled readers will allow the teacher to differentiate to deliver research-based instruction.

While there is no reading requirement to graduate from high school, the Michigan Department of Education changes the standards for evaluating schools so often based on the political climate, that the high school cannot create a class specific to every change. The literacy lab class will serve students in all classes regardless of curricular changes. Rather than support specific content, the literacy lab class teaches content literacy that will be necessary for every curricular change by the Michigan Department of Education.

Smart Boards are an important component of phonics and vocabulary instruction. Smart Boards give the teacher technology to give the student an important visual of phonics and reading strategies. The teacher can write examples specific to each class experience and turn those notes into immediate feedback by highlighting the written material and turning it into typed text that can be printed for the student. Immediate feedback regarding the classroom instruction is best practice. Each literacy class will be slightly different dependent on the make-up of students so the teacher will not be able to make a set of classroom notes during a plan hour that will work for all literacy students. Smart board technology allows the teacher to differentiate according to best practice research. It allows the teacher to show the text to students in updated and dimensional ways that utilizes the students comfort with technology.

Math materials: E.D. Hirsch has done extensive research regarding the need for students to have core knowledge and provides lists of what students at every grade level should know. He recommends the Singapore math program. Eric Anderson and Kirstina Boomer researched the materials and found them to be the best materials for our remedial math students.

Discussion of Options:

Teachers have attended professional development on several programs: REWARDS, PALS, and Corrective Reading Strategies. These are scripted and packaged literacy instruction. Our review found them to be too elementary for the high school student. Our dilemma is finding material that corrects reading levels as low as 4th grade with material that is relevant to the high school student. Not only is this important to supplement their high school classroom experience, it is important that the student embrace the material to learn from the material. This was a difficult task. Given our current structure, we used a ninth grade classroom to pilot several choices. The students responded best to our preferred package of materials for the reasons stated earlier. Other programs were heavy on phonics which felt rudimentary to students. Their struggles were not with word attack skills, but with content literacy. The students responded best to the material that was specific to their skill deficit with content at their grade level but with reading levels at their same level. The programs that addressed our unique high school struggling reader were the Bridges to Literacy set and the Read to achieve package.

Bridges to Literacy includes material, supplements, and teacher resources for high school students reading at the 6th, 7th, and 8th grade reading levels. Content from literature, social studies, and science is included as the reading material in reading instruction. Students and teachers also felt that Read to Achieve offered excellent instructional resources. This material is at the 8th-9th grade reading levels. This material teaches more reading strategies through science and social studies content. This serves us to remediate content background knowledge while teaching literacy simultaneously. The text teaches reading using science and social studies reading material. Each unit is a reading lesson and the content alternates between science and social studies, the first chapter begins with science. We will be able to supplement background knowledge which strengthens comprehension while learning reading skills.

High School teachers traditionally do not teach reading. Secondary teaching classes are about content and methods to deliver that content. It is important that our selection of materials supports teachers to the extent that they can rely on the material to effectively delivery literacy instruction. Our selections support teachers the strongest. The teacher resources include assessment materials to place the student in the correct level of literacy instruction, a year-

long planner for the teacher, work books for the student and answer keys for the teacher. The year-long planner includes differentiation calendars so the teacher can work with the three varied levels. Additionally, the materials include software for the self-driven introvert and audio support for the student who needs to hear the text as he or she learns to read. The text book incorporates phonics based vocabulary with research based reading instruction built into the organization of the text book.

Rationale for Recommendation:

Teachers from English, Social Studies, Math, and Special Education provided input into the selection of this material.

Strategic Plan Reference:

Strategy #1: Curriculum, Instruction & Assessment

We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed state standards on all areas tested and demonstrate Waverly Essential Skills.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR INFORMATION***

Subject: Extended Field Trip

Extended Field Proposal

David Gorbe, Benjamin Knapp, and Mi Hye Kang have planned an extended field trip for 7th and 8th grade band, choir, and orchestra students to Cedar Point. The trip serves as a year-end reward for students in good standing in the middle school music programs. Approximately 200 students and 20 chaperones will accompany the staff advisors to Cedar Point on Friday, June 4, 2010. They will travel by charter buses. The estimated cost of the trip per student is \$80.00. Students are responsible for providing the funds for their trip. Fundraising opportunities were made available to help defray the cost. Students will be away from the traditional classroom setting one day.

April 19/May 10, 2010	Committee: Facility / Policy Advisory Committee	
Agenda Items	Discussion	Disposition
<p>Facility</p> <ul style="list-style-type: none"> • Spring / Summer 2010 Project List • Summer 2010 Cleaning Schedule <p>Policy</p> <ul style="list-style-type: none"> • 0142.1 Election Date • 0151 Organizational Meeting • 0160 Public Participation at Board Meetings • 2260 Nondiscrimination and Access to Equal Educational Opportunity • 2260.01 Section 504 / ADA Prohibition Against Discrimination Bases on Disability • 2623 Student Assessment • 3122.02 Nondiscrimination Based on Genetic Information of the Employee (GINA) • 3160 Physical Examination • 3362 Anti-Harassment • 3419.01 Privacy Protection of Self-Funded Group Health Plans 	<p>A review of 8 maintenance items for facility improvement. Plan to replace WHS gym lights is on hold.</p> <p>Group cleaning worked well last year.</p> <p>Revised policy to reflect November election date.</p> <p>Revised policy to reflect January election of officers after November election.</p> <p>Assures opportunities for public comment and strengthens board’s procedures for public comment.</p> <p>Prevents discrimination and basis of personal genetic code in compliance with new law.</p> <p>New law expands Section 504 protection. Revised policy reflects provisions of the new law.</p> <p>Student is responsible for paying for make-up test.</p> <p>New policy to comply with changes in the law (GINA).</p> <p>Compliance with new GINA law.</p> <p>Formal complaint procedure and defines “inappropriate boundary invasion”</p> <p>New policy to comply with changes in the GINA law</p>	<p>Projects are ongoing and planned. All within budget.</p> <p>Same group cleaning process will happen this summer.</p> <p>Will recommend all policy changes to board for adoption.</p>

<ul style="list-style-type: none"> • 3419.02 Privacy Protections of Fully Insured Group Health Plans • 3430.01 Family & Medical Leaves of Absence (“FMLA”) • 4122.02 (See 3122) Support Staff • 4140 Termination and Resignation • 4160 (See 3160) Support Staff • 4362 (See 3362) Support Staff • 4419.01 (See 3419.01) Support Staff • 4419.02 (See 3419.02) Support Staff • 4430.01 (See 3430.01) Support Staff • 5136V1 Wireless Communication Devices • 5517 (See 3362/4362) Students • 6144 Investments • 9160 (See 2260) Public Attendance at School Events <p>Budget Review</p>	<p>New policy to comply with changes in the GINA law</p> <p>Expand FMLA as it relates to military services members and their families for certified staff</p> <p>GINA law compliance for support staff</p> <p>Reinforces current practice of administration; addresses termination and resignation for non-certified staff without board action Compliance with new GINA law</p> <p>Formal complaint procedure and defines “inappropriate boundary invasion”</p> <p>New policy to comply with GINA law</p> <p>New policy to comply with GINA law</p> <p>Expand FMLA as it relates to military service members and their families for support staff</p> <p>Revision to address “sexting”</p> <p>Formal complaint procedure and defines “inappropriate boundary invasion”</p> <p>Can expand investments to include credit union</p> <p>Allows for service animals at District events</p> <p>Budget preview and changes in structure moving towards budget proposal.</p>	<p>Ask board to approve budget structure and then budget.</p>

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

FOR DISCUSSION

Subject: Policy - First Reading

Recommendation:

The Superintendent recommends the Board of Education review the following policies at first reading:

0167.3	Public Participation at Board Meetings	Revised
0168.3	Committee Meetings	Revised
2260	Nondiscrimination & Access to Equal Education	Revised
2260.1	Prohibition against Discrimination Based on Disability	Revised
2623	Student Assessment	Revised
3122.02	Nondiscrimination Based on Genetic Information of Employee	New
3160	Physical Examination	Revised
3362	Anti-Harassment	Replacement
3419.01	Privacy Protections of Self-funded Group Health Plans	Revised
3419.02	Privacy Protections of Fully Insured Group Health Plans	Revised
3430.01	Family & Medical Leaves of Absence ("FMLA")	Revised
4122.02	Nondiscrimination Based on Genetic Information of Employee	New
4140	Termination and Resignation	Revised
4160	Physical Examination	Revised
4362	Anti-Harassment	Replacement
4419.01	Privacy Protections of Self Funded Group Health Plans	Revised
4419.02	Privacy Protections of Fully Insured Group Health Plans	Revised
4430.01	Family & Medical Leaves of Absence ("FMLA")	Revised
5136V1	Wireless Communication Devices	Revised
5136V2	Wireless Communication Devices	Deleted
5517	Anti-Harassment	Replacement
6144	Investments	Revised
9160	Public Attendance at School Events	Revised

Statement of Purpose/Issue:

These policies revisions and updates are the result of the NEOLA update and a review by the administration and the Board Policy Advisory Committee.

Budget Impact:

None

Historical Perspective:

NEOLA provides updates to keep our policies current with applicable laws and regulations. The administration also reviews policy periodically and brings changes to the Board Policy Committee for review and consideration.

Discussion of Options:

The Board can approve these policies as submitted for second reading. The board may send some or all of the policies back to the committee for further review.

Rationale for Recommendation:

These policies were recommended to us by NEOLA and reviewed and approved by the Policy Committee.

Strategic Plan Reference:

These policies support the Waverly Community Schools mission of providing for a safe environment, rigorous curriculum, quality instruction and attention to individual needs.

Date: 5-10-10	Committee: Finance & Personnel Advisory Committee		
Agenda Items	Discussion Points		Disposition
10-11 Budget Review & Staffing	Review preliminary budget info including staffing <ul style="list-style-type: none"> • Staffing meetings Thursday: WESPA; Friday WEA • Board committee – thoughts on budget: How to get others to share views <ul style="list-style-type: none"> ✓ Just ask what they think ✓ Have more PD time ✓ PD session prior to June 14th ✓ One hour PD once a month ✓ Remind to call if questions? Ask ✓ Principals PD sessions – more mini sessions • Title I funding reduced will impact staffing – certified and support 		For Discussion
Other Athletic Fund RTTT – MS SIG Grant	Negotiations update <ul style="list-style-type: none"> • 5/20 WESPA • 5/21 WEA Rob – athletic fund will be amended in August RTTT <ul style="list-style-type: none"> • Planning to meet with Joan Baur on Tuesday • Wednesday – webinar state meeting • Appeals processes - RTTT • Support each other – staff district wide 		For Discussion
Enrollment, SOC and Tuition	Discussion on projected enrollment <ul style="list-style-type: none"> • Reviewed enrollment info and SOC • ERI paperwork – discussion – committee wants to offer • Committee request sport/club cost • RTTT talking points sent to principals – please forward to Board 		For Discussion

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
May 24, 2010**

FOR DISCUSSION

Subject: Preliminary Budget Adoption 2010-11

Recommendation:

The Superintendent recommends the Board of Education consider the proposed budgets:

The 2010-11 General Fund budget shows revenues of \$28,534,179 and expenditures of \$29,921,356 with a projected fund balance of \$2,190,290.

The 2010-11 Refunding Debt Fund budget shows revenues of \$4,296,750 and expenditures of \$4,296,750 with a projected fund balance of \$416,547.

The 2010-11 Food Service Fund budget shows revenues of \$986,000 and expenditures of \$986,000 with a projected fund balance of \$266,326.

The 2010-11 Students Services/Activities Fund budget shows revenues of \$501,770 and expenditures of \$501,770 with a projected fund balance of \$0.

The 2010-11 Community Service – Child Care Fund budget shows revenues of \$530,400 and expenditures of \$530,400 with a projected fund balance of \$0.

Waverly Community Schools
2010/2011 Budget General Fund
May 24, 2010

<u>Major Class</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
111	Property Tax Levy	9,312,361	9,090,352	(222,009)
119	Delinquent Taxes	40,000	40,000	0
131	Tuition	11,000	11,000	0
151	Interest On Investments	10,000	10,000	0
191	Rental on Buildings	20,000	20,000	0
199	Miscellaneous	6,500	5,000	(1,500)
311	State Revenue	16,411,358	16,118,385	(292,973)
412	Unrestricted Federal Grants	864,406	0	(864,406)
414	Federal Grants	781,156	629,359	(151,797)
417	Flow Thru Grants	341,083	341,083	0
418	Unrestricted Flow Thru Grants	69,000	19,000	(50,000)
519	IISD Reimbursements	<u>2,225,000</u>	<u>2,250,000</u>	<u>25,000</u>
Total Revenues		30,091,864	28,534,179	(1,557,685)

Waverly Community Schools
2010/2011 Budget General Fund
May 24, 2010

<u>Function</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
111	Elementary	7,323,669	7,132,138	(191,531)
112	Middle School	2,506,081	2,411,284	(94,797)
113	High School	5,473,956	4,877,285	(596,671)
119	Summer School	3,000	3,000	0
122	Special Education	3,185,365	3,162,419	(22,946)
125	Compensatory Education	699,253	533,669	(165,584)
199	Holding Account for Employee Benefits	14,600	10,000	(4,600)
212	Guidance Services	606,273	615,873	9,600
215	Speech Pathology & Audiology	567,224	581,508	14,284
216	Social Work Services	569,412	489,266	(80,146)
218	Teacher Consultant	296,256	300,899	4,643
219	Other Pupil Services	47,668	41,662	(6,006)
221	Improvement of Instruction	948,588	683,376	(265,212)
222	Educational Media Services/Library	936,729	780,956	(155,773)
226	Supervision & Direction	364,972	262,494	(102,478)
231	Board of Education	63,343	63,343	0
232	Executive Administration	293,828	348,637	54,809
241	Office of the Principal/School Administration	1,921,111	1,812,788	(108,323)
249	Other School Administration/Department Heads	76,903	78,347	1,444
252	Fiscal Services	378,968	355,912	(23,056)
257	Internal Services	60,850	61,472	622
259	Other Business Services	68,842	68,842	0
261	Operating Building Services	3,333,802	3,258,695	(75,107)
266	Security Services	68,445	71,562	3,117
271	Pupil Transportation Services	781,842	793,560	11,718
283	Staff/Personnel Services	187,903	232,381	44,478
284	Information Management Services	193,323	195,186	1,863
285	Other Central Services	434	434	0
299	Other Support Services	35,000	35,000	0
331	Communication	14,206	14,206	0
511	Equipment Loan Principal & Interest	156,435	156,435	0
621	Athletic/Activities & Child Care Support	598,727	488,727	(110,000)
	Total Expenditures	31,777,008	29,921,356	(1,855,652)
	Excess Revenue/(Expenditures)	(1,685,144)	(1,387,177)	
	Beginning Fund Balance	5,262,611	3,577,467	
	Projected Fund Balance	3,577,467	2,190,290	
	Percentage of Budget - Fund Balance	11.26%	7.32%	

Waverly Community Schools
 2010/2011 Budget Student Services/Activities Fund
 May 24, 2010

<u>Major Class</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
171	Athletic Revenues	158,043	163,043	5,000
611	General Fund Contribution	<u>448,727</u>	<u>338,727</u>	<u>(110,000)</u>
Total Revenues		606,770	501,770	(105,000)
 <u>Function</u>				
259	Business Services	200	200	0
266	Security Services	3,150	3,150	0
271	Transportation Services	27,238	24,338	2,900
293	Athletic Activities	<u>576,182</u>	<u>474,082</u>	<u>102,100</u>
Total Expenditures		606,770	501,770	105,000
Excess Revenue/(Expenditures)		-	-	-

Waverly Community Schools
 2010/2011 Budget Community Service - Child Care
 May 24, 2010

<u>Major Class</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
181	Child Care Revenue	433,400	380,400	(53,000)
611	General Fund Contribution	<u>150,000</u>	<u>150,000</u>	<u>0</u>
Total Revenues		583,400	530,400	(53,000)
 <u>Function</u>				
311	Child Care Expenditures	<u>583,400</u>	<u>530,400</u>	<u>53,000</u>
Excess Revenue/(Expenditures)		-	-	-

Waverly Community Schools
2010/2011 Budget Food Service Fund
May 24, 2010

<u>Major Class</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
161	Student Revenue	249,000	242,000	(7,000)
162	Adult Lunch Revenue	15,000	12,000	(3,000)
164	Other Food Sales	140,000	127,000	(13,000)
312	State Aid	75,000	75,000	0
414	Federal Reimbursements	460,000	480,000	20,000
481	Commodities	<u>20,000</u>	<u>50,000</u>	<u>30,000</u>
Total Revenues		959,000	986,000	27,000
 <u>Function</u>				
261	Food Service Utilities	20,000	23,347	(3,347)
297	Food Service Expenditures	<u>939,000</u>	<u>962,653</u>	<u>(23,653)</u>
Total Expenditures		959,000	986,000	(27,000)
Excess Revenue/(Expenditures)		-	-	-
Beginning Fund Balance		219,184	266,326	
Projected Fund Balance		219,184	266,326	

Waverly Community Schools
 2010/2011 Budget 2005 Refunding Debt Fund
 May 24, 2010

<u>Major Class</u>	<u>Description</u>	<u>Approved 2009/2010 Budget</u>	<u>Proposed 2010/2011 Budget</u>	<u>Difference</u>
111	Property Taxes	2,044,600	4,292,750	2,248,150
151	Interest on Investments	<u>4,000</u>	<u>4,000</u>	<u>0</u>
Total Revenues		2,048,600	4,296,750	2,248,150
 <u>Function</u>				
511	Redemption of Bonds	95,000	2,545,000	(2,450,000)
511	Interest on Bonds	<u>1,754,600</u>	<u>1,751,750</u>	<u>2,850</u>
Total Expenditures		1,849,600	4,296,750	(2,447,150)
Excess Revenue/(Expenditures)		199,000	-	(199,000)
Beginning Fund Balance		217,547	416,547	
Projected Fund Balance		416,547	416,547	

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

Report #09-50

Subject: Personnel Summary

FOR ACTION

I. INSTRUCTION AND SUPPORT

A. Retirement – Certified

<u>Name</u>	<u>Position</u>	<u>Years</u>	<u>Effective</u>
Mary Jo Baker	HS English and German	23	6/10/10
Mark Finan	HS Credit Recovery	6	6/10/10
Lucy Storr	HS Counselor	22	6/11/10
Martha Coates	Winans 4 th Grade Teacher	41	6/30/10

FOR INFORMATION

A. Retirement – Non Certified

<u>Name</u>	<u>Position</u>	<u>Years</u>	<u>Effective</u>
Barb Holmes	Winans Reading Parapro	16	6/10/10
Richard Pennington	View Custodian	33	7/21/10

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
May 24, 2010**

Report #09-51

FOR ACTION

Subject: **Voluntary Severance Agreement - Teachers**

Recommendation:

The Superintendent recommends the Board of Education approve the voluntary severance agreement for those individuals on step 11 of the Waverly Educational Association. This agreement provides \$10,000, over one year, for eligible participants as defined by the attached documents. There must be at least 6 participants before the severance agreement goes into effect.

Statement of Purpose/Issue:

The purpose of the voluntary severance agreement is to provide an incentive for senior staff to resign in order to retain less senior staff during an economic time requiring layoffs. The severance from employment is on June 30, 2010.

Budget Impact:

The impact on the 2010-2011 year is a savings of \$41,000 for every staff person who is eligible.

Rationale for Recommendation:

This incentive may create open positions for those employees who may be subject to layoff for the 2010-2011 school year. The documents were prepared by the District's legal counsel and have been reviewed by the Association.

Strategic Plan Reference:

Strategy #1: Curriculum, Instruction & Assessment: We will continue our efforts to provide instruction and assessment that will prepare our students to meet or exceed the state standards on all areas tested and demonstrate Waverly Essential Skills.

Strategy #2: Communications: We will enhance communications within the district and with the community to improve relationships among all key constituent groups to better achieve our mission.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
May 24, 2010**

Report #09-52

FOR ACTION

Subject: **Ingham Intermediate School District General Education Fund 2010-2011 Proposed Budget**

Recommendation:

The Superintendent recommends the Board of Education support the ISD Budget Resolution as presented in the support material.

Statement of Issue/Purpose:

Section 624 of the Revised School Code, as amended, requires the intermediate school district to submit its budget to the local school boards on or before May 1st of each year. The local school districts must do the following on or before June 1st: 1) review the proposed intermediate school district budget; 2) adopt a resolution expressing the board's support for or disapproval of the proposed budget; and 3) if the Board disapproves of the budget, submit to the intermediate school board any specific objections and proposed changes the constituent board has to the budget.

Budget Impact:

None.

Background Information/Historical Perspective:

Due to amendments to the school code regarding the general election funds of state Intermediate School Districts, it is necessary for the constituent districts of each ISD to either support or disapprove that ISD's budget. Board members received a packet of information from the Ingham Intermediate School District prior to the May 1st deadline pertaining to the ISD's budget.

Discussion of Options/Alternatives:

The Board is required by Section 624 of the Revised School Code to take action either supporting or disapproving the proposed budget. The Board may choose to disapprove the proposed budget and submit to the intermediate school board any specific objection and proposed changes it has to the budget.

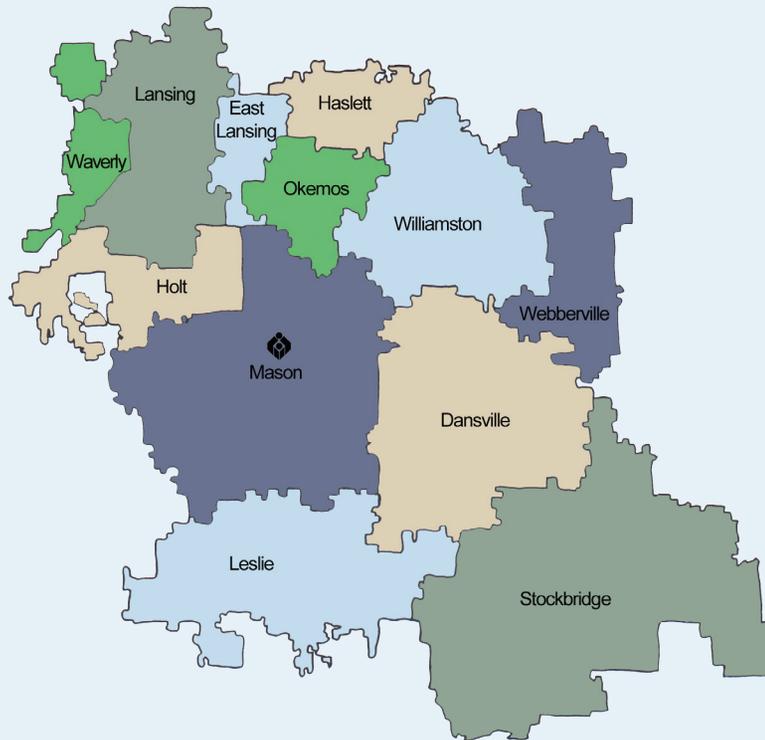
Rationale for Recommendation:

Administration feels it is important to support the proposed budget which the ISD has developed for its constituent districts.

Ingham Intermediate School District

Serving the Needs of Local Districts

2010-11 Proposed General Fund Budget



Click on any of the above communities to review the customized programs and services provided by Ingham ISD during 2008-09.

Ingham Intermediate School District has been customizing services in response to the changing needs of the local school districts since 1962. To a great degree, the dollars generated by the General Fund have supported Ingham ISD's ability to remain service-oriented. Today, school leaders are looking for ways to meet rising academic expectations while balancing fiscal realities. Ingham ISD is responding by using taxpayer dollars to create [collaborative programs and services](#) so schools can direct more of their resources into classrooms to increase student achievement. The information in this report details the allocation of General Fund dollars which support collaborative efforts between Ingham ISD and local schools.

Ingham ISD operates three funds: General Education, Special Education and Career Services and Technical Education. The focus of [P.A. 234 of 2004](#) mandates that local district boards of education adopt a resolution either in support or disapproval of the ISD's General Fund Budget. The information in this report is designed to assist you as a board member in this process.

We are always interested in your feedback. You can expect a follow-up survey in regard to the usefulness of this information in June 2010.

For more information, follow the [highlighted links](#) where indicated throughout this report.





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Next Steps and Responsibility	8

For more information, follow the **highlighted links** where indicated throughout this report.

General Fund 2010-11 Proposed Budget

	2009-10 Revised	2010-11 Proposed	Increase/ (Decrease) \$
Revenue	13,578,394	13,246,446	(331,948)
Expense	13,767,518	13,717,565	(49,953)
Excess Revenue (Expense)	(189,124)	(471,119)	(281,995)
Beginning Fund Balance	1,895,309	1,706,185	(189,124)
End Fund Balance	<u>1,706,185</u>	<u>1,235,066</u>	<u>(471,119)</u>

Revised 2009-10 General Fund Budget

General Fund Budget Highlights

Ingham ISDs board, administrators and staff strive to create and enhance educational opportunities for learners and serve the needs of local districts with the programs and services funded by our General Fund. The General Fund budget represents a diverse collection of instructional programs, support services and outgoing transfers, which are described on the following pages.

Some programs and services have a dedicated revenue source or fees. Others are funded by undesignated funding sources which are primarily property taxes and Section 81 state aid. Both of these undesignated funding sources decreased in the current year and are projected to decline further.

As a result of the reduction in these revenues the Ingham ISD board and administration completed a comprehensive budget planning process that resulted in a number of difficult reductions for both the current year and a second round which are incorporated into Ingham ISD's 2010-11 proposed budgets. See the [expenditure](#) graph and narrative for additional information.

Budgeted 2010-11 revenues are \$13.2 million and budgeted expenditures are \$13.7 million, which results in a \$471,000 use of fund balance. The ending fund balance of \$1,235,066 represents 9% of expenditures.

For more information, follow the [highlighted links](#) where indicated throughout this report.



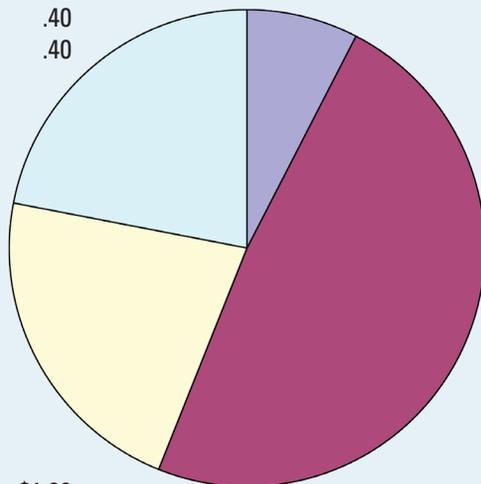
General Fund Total Revenue - \$13.2 million

Local - \$2.9 million

• Property Taxes	\$1.60
• Local District Technology Services	.50
• Ingham Academy Tuition	.40
• Local District Business Services	.40

State - \$1.0 million

• State Aid Sec. 81 ISD Operations	\$.70
• Other	.30



Grants - \$2.9 million

• Federal E Learning - MVU	\$1.00
• Statewide Purchasing Cooperative	.70
• Early Childhood	.50
• Federal Assist High Priority Schools	.30
• Mid-Michigan Beverage Consortium	.20
• Federal Technology Data Initiative	.10
• Talent Development	.10

Incoming & Other - \$6.4 million

• Central Michigan Substitute System	\$4.30
• Ombudsman Program	.40
• Instructional Technology	.40
• Ingham Academy	.40
• HS Diploma Completion Initiative	.30
• Regional Educational Media Center	.30
• Other	.20
• STARNET	.10

Please refer to the following pages for program and service descriptions, as well as links to additional information.

General Fund Revenue Highlights

General Fund revenue sources include property taxes, state aid, fees for programs/services and grants. A significant portion of revenue is restricted for specific program or grant allocations.

Revenue for 2010-11 is \$13.2 million, down from the 2009-10 revised budget revenue of \$13.6 million.

The budget for Section 81, a state aid categorical for ISD operations, includes a 50% reduction assumption. This section has been reduced 11% in prior years, was cut 20% in the current year and remains vulnerable to future reductions.

Property taxes contribute \$1.6 million and are based on a levy of 0.19 mills. The 2010-11 budget assumes a 6.5% decrease due to the current economic climate and resulting impact on property taxable value.

This budget includes alternative instructional programs (Ingham Academy, High School Diploma Completion Initiative, and Ombudsman Program) for which \$1.5 million revenue is received.

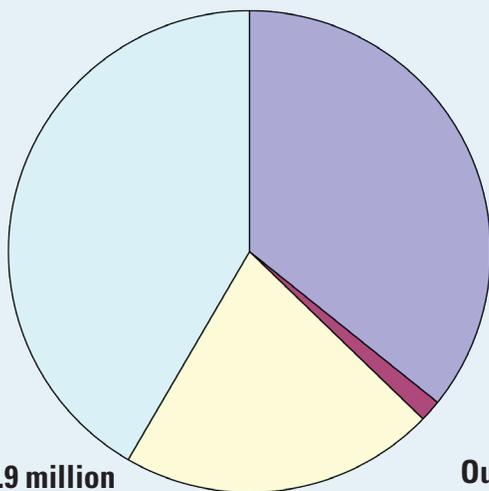
The budgeted revenue for business and technology services provided to local districts is \$800,000, and includes a projected increase for services to additional local districts in 2010-11.

For more information, follow the [highlighted links](#) where indicated throughout this report.

General Fund Total Expense - \$13.7 million

Instructional Programs - \$5.7 million

- Central Michigan Substitute System
- Ingham Academy
- High School Diploma Completion Initiative
- Ombudsman Program



Grants - \$2.9 million

- Federal E Learning - MVU
- Statewide Purchasing Cooperative
- Early Childhood
- Federal Assist High Priority Schools
- Mid-Michigan Beverage Consortium
- Federal Technology Data Initiative
- Talent Development

Support Services - \$4.9 million

- Curriculum, Instruction & Assessment
- Professional Development
- Response to Intervention (Rtl)
- Early Childhood
- Talent Development
- Planning & Evaluation
- STARNET
- Regional Educational Media Center (REMC)
- Local District Business Services
- Local District Technology Services
- EDUCATION 2020
- Local District Student Management Services
- Pupil Accounting & Auditing Services
- Other Administrative Services

Outgoing & Other - \$0.2 million

- Central Michigan Substitute System
- Capital Projects Transfers

Please refer to the following pages for program and service descriptions, as well as links to additional information.

General Fund Expense Highlights

General Fund expenditures include a variety of programs and services, as noted on this graph. Expenses for 2010-11 are budgeted at \$13.7 million, which is the same as 2009-10 budgeted expenses.

Changes in 2010-11 expenditures align expenses with available unrestricted revenues. As a result, budget reductions of \$600,000 in staffing and non-staffing expenditures have been incorporated. Restructuring of service delivery and staffing will be done in the areas of media and technology, early childhood and school development services to provide more cost-effective services.

The largest total expense budget of this fund (\$4.3 million) is for the Central Michigan Substitute System which is projected at the same level as the current year. School Development Services, encompassing support for curriculum, assessment, professional development, literacy, early childhood and talent development, represents \$2.4 million of total General Fund expenditures.

Alternative instructional programs have expanded to \$1.5 million, as noted on the [revenue highlights](#).

The projected increase in technology services provided to local districts resulted in a budgeted increase in staffing to support this service. The projected fee revenue is equal to projected expenses for this service.

For more information, follow the [highlighted links](#) where indicated throughout this report.

Programs and Services Supported by Ingham ISD's General Fund

Instructional Programs

Central Michigan Substitute System

Clinton County RESA, Eaton and Ingham ISDs developed a streamlined system for substitute teachers, known as Central Michigan Substitute System (CMSS). Ingham ISD coordinates the contracts and billing for schools. [\(Read more\)](#)

Ingham Academy

Ingham ISD is partnering with the Ingham County Board of Commissioners and the Circuit Court to provide an alternative day school, offering educational and behavioral support to adjudicated youth. [\(Read more\)](#)

High School Diploma Completion Initiative (HSDCI)

Lansing Community College, Ingham ISD and other partners have teamed up to offer students who have dropped out an opportunity to complete their high school diploma and earn college credit concurrently. In 2008-09, 22 students completed their degree through this program. [\(Read more\)](#)

Ombudsman Program

Ombudsman provides high school students with an alternative route to a rigorous, individualized education. This program features low student-teacher ratios, state-of-the-art computers, and individualized work stations. During the 2008-09 school year, 18 students graduated from this program. [\(Read more\)](#)

Support Services

Curriculum, Instruction, & Assessment

Ingham ISD's staff provide consultation and plan programs and services in curricular areas such as literacy, math, social studies and science. [\(Read more\)](#)

Professional Development

Ingham ISD offers many high quality professional development options to a wide range of constituents. [\(Read more\)](#)

Response to Intervention (RtI)

RtI is the practice of providing high quality instruction and intervention matched to student needs using their learning rate over time and levels of performance to make instructional decisions. The RtI framework utilizes a multi-tiered system of support to provide curriculum, assessment and instructional practices to students through a problem solving approach. Ingham ISD, in collaboration with all of our constituent local districts, are committed to implementing the essential, research-based components of an RtI system in every school across the service area to increase achievement for all students. Various professional development structures facilitated by Ingham ISD are supporting this multi-year systems change initiative to reach full implementation of RtI at the district, school and classroom level. [\(Read more\)](#)

Early Childhood

The Great Parents, Great Start program is a parent involvement and education program for all families with children, birth to kindergarten, in Ingham County. [\(Read more\)](#)

Talent Development

Talent Development staff work with local school districts, Michigan State University and Lansing Community College to develop a continuum of services. [\(Read more\)](#)

Planning and Evaluation

The Planning and Evaluation Team helps educators collect and use data to improve their programs and services. [\(Read more\)](#)



The General Fund contributes a significant source of funding for the developing wide-area network, STARNET (Sharing Technology and Academic Resources Network). The STARNET Distance Learning Initiative opened the doors of schools and classrooms to the opportunities available through distance learning. The initiative provided a variety of assistance including financial support for the purchase of equipment, professional development and technical assistance. [\(Read more\)](#)

For more information, follow the [highlighted links](#) where indicated throughout this report.



Programs and Services Supported by Ingham ISD's General Fund

Support Services (cont.)

Regional Educational Media Center (REMC)

REMC 13 is a service of Clinton County RESA, Eaton and Ingham ISDs. REMC provides instructional resources and services to schools within these counties. In addition to participation fees, Ingham ISD's General Fund budget supports the services of REMC 13. ([Read more](#))

Local District Business Services

Ingham ISD provides comprehensive business services including finance, accounting, payroll and benefits, budgeting and reporting services to three local districts and a public school academy. ([Read more](#))

Local District Technology Services

Ingham ISD currently provides on-site and remote technology support services to local districts such as: network engineering services, supporting a consortium of six local districts using PowerSchool, hosting shared servers and other ad hoc services as requested. ([Read more](#))

EDUCATION 2020

Local districts joined together, facilitated by Ingham ISD, as an EDUCATION 2020 Consortium to reduce the overall purchase costs of the program. EDUCATION 2020 provides students in grades 6-12 with one-on-one, online instruction in core and elective courses that are aligned to state and national standards, and effectively use interactive technology to engage students in learning. ([Read more](#))

Student Management System Consortium

Following many months of intensive review and evaluation, six districts selected PowerSchool as their new student management system. By working together these districts were able to reduce their overall cost for the software, startup and training. Ingham ISD is providing support to the Student Management System Consortium in the form of ongoing training, report development for local and state needs and help desk. ([Read more](#))

Pupil Accounting and Auditing Services

Twice a year, fall and spring, Ingham ISD assists local districts by conducting audits to verify the accuracy of pupil membership counts, which, in turn, determines the amount of state school aid a district receives. ([Read more](#))

Other Administrative Services

General Fund (Partially Funded)

Ingham ISD's General Fund budget partially funds programs designed to assist local districts including:

- Acquisition of grant funds
- Communication and public information planning
- Facilitation services for board members, curriculum directors, human resources directors, business directors, and technology directors
- Property tax reporting assistance
- Teacher certification
- Schools of Choice, data collection and advertising

Other Administrative Services

General Fund (Fully Funded)

Ingham ISD provides programs and services to improve the effectiveness and efficiency of school operations that are supported by the General Fund. The following programs are made possible through the use of Ingham ISD's General Fund dollars.

- Attendance and Truancy referrals
- Employee retirement investment plan - 403(b) Consortium
- Facilitation of the Superintendent's Round Table
- Facilities planning and consulting
- Finance software support (MUNIS)
- Fingerprinting and criminal history checks
- General Education transportation planning and support
- Human Resources employee applications
- Mid-Michigan Beverage Consortium coordination
- Purchasing cooperatives

For more information, follow the [highlighted links](#) where indicated throughout this report.





Next Steps and Responsibility

Next Steps	Responsibility
Submit 2010-11 General Fund Budget to Local Districts by May 1.	Ingham ISD
By June 1, adopt a resolution either in support or in disapproval of the General Fund Budget. If disapproved, submit specific objections and proposed changes. Send resolution to Ingham ISD, c/o Superintendent's Office.	Local Districts
Adopt General Fund Budget by July 1.	Ingham ISD

Ingham ISD creates and enhances educational opportunities for all learners.

If we can provide additional information please call 517.244.1212 or email pheinzma@inghamisd.org.

For more information, follow the **highlighted links** where indicated throughout this report.



ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2010, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has received and reviewed the proposed intermediate school district budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district budget.
2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2010.

3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2010, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education