



# **Waverly Community Schools**

## **Regular Meeting**

**Monday, June 14, 2010 7:30 PM**

# Agenda of Regular Meeting

## The Board of Education Waverly Community Schools

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A Regular meeting of the Board of Education of Waverly Community Schools will be held June 14, 2010, beginning at 7:30 PM in the Little Theatre, Waverly Middle School 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
- 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 24, 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 Little Theatre of the Waverly Middle School, 620 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:***

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  
Pam Hawkins  
Heather Lewis  
Kelly Blake  
Arden LaMere  
Jamie Holland  
Allison Orwat  
Michelle Frederick  
Gretchen Mikula  
Valerie Hendrickson-Carr  
Tracy Thomas  
Marty Coates  
Kirstina Boomer  
Deb Quinn  
Sam Sicilia  
Renee Sarafin  
Rebecca Pease

***Others Present:***

Arnold Weinfeld  
Nikolai Singh  
Adam Fracker  
Dawn Sailor  
Marianna Sailor  
Mike Benjamin  
Jay R. Ford  
Jennifer Dumont

***Special Presentation***

The special presentation featured recognition of Student Representative Megan Mahoney. Megan was presented with a plaque recognizing her year of service representing the Waverly High School student body.

***Correspondence***

Member Martin reported several emails had been received by all Board members.

**Public Comment**

Addressing the Board during Public Comment were Adam Fracker and Dawn Sailor.

**Student Representative Report**

Megan Mahoney reported the Seniors official last day is May 28<sup>th</sup>. Senior Honors Night will be June 3<sup>rd</sup> in the high school auditorium, with graduation scheduled for 1:00 p.m. on June 6<sup>th</sup> at the MSU Auditorium. Underclass awards are June 2<sup>nd</sup> at 7:40 a.m. in the auditorium and underclass finals begin June 8<sup>th</sup> and end June 10<sup>th</sup>. The high school band and orchestra are going to Florida this weekend. The band will be participating in a parade at Disney and the orchestra will perform in concert. Destination Imagination Global finals are this week in Knoxville, Tennessee and the Wade team, which includes Aaron Wade, Andrew Marrison, Joey South, Maggie Slocum, Gianna Gomez-Mayo and Stasa Wade, will be attending. Track regionals, which were to be held on Friday at Charlotte, have been rescheduled for tonight because of rain. Megan thanked the Board for allowing her to be the student representative this year and noted she has really enjoyed attending the meetings.

**Board Member Comment**

Member Jones congratulated Megan for serving as Student Representatives to the Board, stating he appreciates her service and will miss her.

Member Brewer-Williams wished Megan good luck. She said she was an outstanding student representative. Member Brewer-Williams stated she appreciated the fact that Megan stood up to make her presentation and came to meetings prepared. She indicated Megan has set the bar for the next student representative. Member Williams stated she regretted she had missed the celebration for retirees and congratulated all of them.

Member Slocum stated the retiree recognition was great and that Dr. Pillar did a great job recognizing each of them. He said most of those retiring have had an effect on his family. Member Slocum told Megan he was so proud of her and wished her well.

Member Martin thanked Megan for her service and commitment, noting she has done a great job as student representative throughout the school year. She said she enjoys the detail of her reports. Member Martin congratulated the retirees and thanked Dr. Pillar for doing a great job as master of ceremonies. Member Martin reported she attended the Reflections/Choral Concert, but was unable to attend the Jasmine Miles walk. She noted the *Delta Waverly Community News* highlighted a lot of sports teams who are doing well this spring. Also reported was news that the Grand Ledge/Waverly hockey team will be playing in the Big House on December 7<sup>th</sup> and that the Wade Destination Imagination Team will travel to Knoxville on May 25<sup>th</sup>. Member Martin stated she would highly recommend a trip to Disney with the band, noting it is beyond words when they march down Main Street USA. She congratulated both the band and orchestra for getting there.

Member Smith congratulated the Colt Relay for Life participants and thanked the retirees for their years of service. She announced Missing & Exploited Children's Day is June 25<sup>th</sup>. Member Smith reported the Middle School will host M.S. Olympics on Friday, June 28<sup>th</sup>, which includes all-day teamwork challenges, scavenger hunts, and outdoor activities. She noted volunteers are appreciated. Member Smith thanked Megan for her commitment to the Board.

Member Knaggs stated it is awesome Waverly has a team representing the District at the DI globals. He congratulated all seniors, stating he is looking forward to participating in his first commencement at Waverly. Member Knaggs thanked Megan for all she has done, noting her reports were top notch. He congratulated all of the retirees and said he attended a wonderful orchestra concert on Tuesday.

***Adoption of Agenda***

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

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

***\*\*\*Approval of Minutes***

The minutes of the regular meeting of May 10, 2010; and the special meetings of May 11, 2010, May 12, 2010, and May 21, 2010 (2) were approved as presented.

***Textbook Adoption – Honors Trigonometry: Pre-calculus Graphical, Numerical, Algebraic, Copyright 2011, – For Discussion***

Kirstina Boomer presented information to the Board on a recommended textbook, The Honors Trigonometry textbook, published by Pearson. The current text is 14 years old, is outdated, and needs to be replaced.

***Textbook Adoption – Calculus: Calculus Graphical, Numerical, and Algebraic, Copyright 2010 – For Discussion***

Kirstina Boomer presented information to the Board on a recommended textbook, AP Calculus (pre-calculus) textbook, published by Pearson. The current text has become outdated, lacks cultural diversity, sufficient diagrams and enhancements for multiple intelligences.

***Textbook Adoption for Middle School Earth Science – For Discussion***

Deb Quinn presented information to the Board on a recommended textbook, Interactive Science Earth's Structure and Interactive Science Earth's Surface, published by Pearson Education, Copyright 2011. Purchase of a textbook is necessary due to the adoption of the new High School content expectations.

***Textbook Adoption for Middle School Social Studies – For Discussion***

Sam Sicilia presented information to the Board on a recommended textbook for 7<sup>th</sup> grade Social Studies, The Ancient World, by Pearson Prentice Hall; and an 8<sup>th</sup> grade textbook, United States History Beginning to 1914 by Holt McDougal, a division of Houghton Mifflin Harcourt. Approval of new Grade Level Content Expectations (GLCEs) requires material currently not available at the Middle School level.

***Intervention for Literacy Instruction (Elementary) – For Discussion***

Jamie Holland, Pam Hawkins, Arden LaMere, Allison Orwat, and Kelly Blake presented information to the Board on recommended materials from various companies to strengthen core instruction and provide Tier 2 and Tier 3 interventions for students. The goal is to provide additional literacy instructional materials for struggling students in the elementary grades.

***Grades 5-8: Book Room and Reading Intervention Adoption – For Discussion***

Heather Lewis and Kelly Blake presented information to the Board on programs from several companies to assist the lower readers in the 5<sup>th</sup> and 6<sup>th</sup> and 7<sup>th</sup> & 8<sup>th</sup> grades.

***Textbook Adoption for Literacy Lab and Math Lab Classes at Waverly High School – For Discussion***

Renee Sarafin presented information to the Board on the recommendation 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, MacMillian/McGraw Hill-SRA-Wright Group; Go Instruction SmartBoard for literacy; and a third textbook package for math, *Singapore Math*. The purpose is to purchase materials for high school math and literacy labs created through RTI.

**\*\*\*Extended Field Trip – For Information**

David Gorbe, Benjamin Knapp, and Mi Hye Kang have planned an extended field trip for 7<sup>th</sup> and 8<sup>th</sup> 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.

**Facility/Policy Committee Report**

Member Jones reported the Facility/Policy Advisory Committee met on Monday, April 19<sup>th</sup> and Monday, May 10<sup>th</sup> to discuss the policies which are being presented to the Board tonight for first reading.

**Policy – First Reading – For Discussion**

The following policies were reviewed by the Board 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

The policies will be presented to the Board for second reading on June 14, 2010.

**Preliminary Budget Adoption 2010-11 – For Discussion**

Jacklin Blodgett and Rob Spagnuolo presented information on the proposed 2010-2011 budget.

**Personnel Recommendations – Report #09-50 – For Action**

A motion was presented by Member Slocum and supported by Member Jones. MOTION: The Board of Education approve the retirement of Mary Jo Baker, High School German and English teacher; Mark Finan, High School Credit Recovery; Lucy Storr, High School Counselor; and Martha Coates, Winans 3<sup>rd</sup> grade teacher.

Member Martin thanked each and every one of the employees retiring, noting she will miss each of them.

***Personnel Recommendations – Report #09-50 – For Action (continued)***

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

The personnel report also contained the retirement of Barb Holmes, Winans Reading Paraprofessional and Richard Pennington, Windemere View Custodian.

***Voluntary Severance Agreement – Teachers – Report #09-51 – For Action***

A motion was presented by Member Slocum and supported by Member Martin. MOTION: The Board of Education approve the voluntary severance agreement for 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.

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

***Ingham Intermediate School District General Education Fund 2010-2011 Proposed Budget – Report #09-52 – For Action***

A motion was presented by Member Jones and supported by Member Brewer-Williams. MOTION: The Board of Education support the ISD Budget resolution as presented in the support material.

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

***Superintendent's Report***

Dr. Pillar announced this is the final week for seniors, with senior exams scheduled on Wednesday, Thursday, and Friday.

Dr. Pillar reported Senior Honors Night is Thursday, June 3<sup>rd</sup>. Board members will participate in the recognition of the Top Ten students. Graduation is Sunday, June 6<sup>th</sup> at 1:00 p.m. at the MSU Auditorium. Ombudsman recognition is scheduled for Friday, June 4<sup>th</sup> at 11:00 a.m. at the Ombudsman site.

Dr. Pillar reported all other Waverly students will be dismissed for the summer on Thursday, June 10<sup>th</sup>. This is a half-day of school.

Dr. Pillar reported even though the School Aid Fund appears to be doing a little better, there is no movement to restore some or all of Section 20j. He said we need to remember that the loss of 20j was a double whammy to Waverly which cannot be easily made up.

Dr. Pillar reported the last segment of the Waverly Connection will be taped tomorrow, featuring Cheri Arning of the Childcare program. There will be encore presentations of previously taped segments throughout the summer.

Dr. Pillar announced there are seats on the MASB Board of Directors up for election. If anyone is interested, they can contact Becky.

Dr. Pillar reported the district continues to switch to the Microsoft network as the Novell network will not continue to be supported. The transition will be made over the summer. Expenditures are being curtailed in some technology areas to pay for this transition.

***Public Comment***

Addressing the Board during Public Comment was Arnold Weinfeld.

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***Other Board Business***

Member Jones congratulated retirees who were honored at a reception prior to the Board meeting, and thanked staff for arranging that event. He reported the Warrior baseball team won its second straight title in the Homerun for HOPE tournament at Cooley Stadium. Member Jones congratulated Principal Vickie Tisdale for being nominated for the Woman of the Year award, noting this is the first time there has been a nominee from the education community.

***Adjournment***

The meeting adjourned at 9:46 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary

rlp

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
May 25, 2010**

***Opening of Meeting***

The special meeting of the Waverly Community Schools Board of Education was called to order by President John Broughton at 7:00 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:***

Bill Davis  
Tracy Thomas  
Shawn Talifarro  
Nancy Breen  
Susan Ellsworth  
Gretchen Mikula  
Rebecca McQuillan  
Ginny Hager  
Colleen Weinfeld  
Marty Coates  
Dave Pike  
Bridget Kelly  
LuAnn Gibbs  
Rob Spagnuolo  
Rebecca Pease

***Others Present:***

Mary Jo White  
Don Knechtel  
JoAnn Knechtel  
Randall Talifarro

***Pledge***

Member Slocum led the pledge of allegiance.

***Adoption of Agenda***

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

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

***Purpose/Introductory Remarks***

The purpose of the meeting was deliberation and selection of a superintendent.

President Broughton stated after months of work, the Board is here to make the final selection of the next superintendent of the Waverly Community Schools. He indicated he would ask board members who checked references to report to the Board. This would be followed by reports from Board members who made site visits to the candidates' districts. Following these reports, each Board member, starting with the Vice President and going through the order of offices, would be asked which candidate he/she thinks will be the best candidate for Waverly and why.

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May 25, 2010

Members Knaggs, Jones, and Broughton presented reports on reference checks of Dr. Debra Jones and Mrs. Susan Walsh Friend. Members Martin, Smith, and Broughton presented reports on site visits to each district. Each Board member then shared which candidate they supported and why.

***Motion***

A motion was presented by Member Slocum and supported by Member Jones. MOTION: The Board of Education offer the superintendent contract to Dr. Debra L. Jones contingent upon successful completion of required criminal background checks through the Michigan State Police and the Federal Bureau of Investigation; successful completion and review by the Board of unprofessional conduct checks required by Section 1230b of the Revised School Code; and acceptance by the applicant of the contract terms.

Motion carried 5-2 by roll call vote with Members Knaggs, Slocum, Broughton, Brewer-Williams, and Jones voting aye; and Members Smith and Martin voting nay.

***Public Comment***

None

***Other Board Business***

None

***Adjournment***

The meeting adjourned at 8:04 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary

rlp

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
June 14, 2010**

**Report #09-53**

**FOR ACTION**

**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 3<sup>rd</sup> edition as opposed to 8<sup>th</sup>.

-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.

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
June 14, 2010**

**Report #09-54**

**FOR ACTION**

**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 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.

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
June 14, 2010**

**Report #09-55**

**FOR ACTION**

**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 \$11,969.70. 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 11<sup>th</sup> 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.

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

**Report #09-56**

**FOR ACTION**

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

**Recommendation:**

The Superintendent recommends the Board of Education approve the purchase of the 7<sup>th</sup> grade Social Studies text, *The Ancient World*, by Pearson Prentice Hall; and the 8<sup>th</sup> 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:**

*7<sup>th</sup> Grade – Prentice Hall World Studies: The Ancient World by Pearson Prentice Hall*

The expenditure is \$1,934.94 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.

*8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> grade, the time periods that the course is expected to cover shifted with the new GLCEs. Prior to the approval of the new GLCEs, 8<sup>th</sup> 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, 8<sup>th</sup> 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 8<sup>th</sup> 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, 7<sup>th</sup> grade choosing Prentice Hall and 8<sup>th</sup> grade choosing Holt).

**7<sup>th</sup> grade** – The alternative text for 7<sup>th</sup> 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.

**8<sup>th</sup> grade** – The alternative text for 8<sup>th</sup> 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.

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
June 14, 2010**

**Report #09-57**

**FOR ACTION**

**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  
June 14, 2010**

**Report #09-58**

**FOR ACTION**

**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 7<sup>th</sup> and 8<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup> 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 \$10,124.98 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:

**5<sup>th</sup> grade:** body systems, Amer. Revolution, Colonial America

**6<sup>th</sup> 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**

**Report #09-59**

**FOR ACTION**

**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 (partial – the remainder will come from the textbook account)

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 9<sup>th</sup> and 10<sup>th</sup> grade level; one 11<sup>th</sup> grade math labs and one 11<sup>th</sup> grade literacy lab. In most schools across the state, direct literacy instruction stops at 4<sup>th</sup> grade and Waverly Community Schools has been no different. At the 5<sup>th</sup> and 6<sup>th</sup> 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 4<sup>th</sup> grade on, students are reading to learn. Elementary reading students learn the reading process through fiction. Their reading material abruptly changes at 4<sup>th</sup> 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 4<sup>th</sup> 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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 8<sup>th</sup>-9<sup>th</sup> 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  
June 14, 2010**

**Report #09-60**

**FOR ACTION**

**Subject:** Policy - Second Reading

**Recommendation:**

The Superintendent recommends the Board of Education review the following policies at second 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.

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
June 14, 2010**

**Report #09-61**

**FOR ACTION\*\*\***

**Subject:           Financial Recommendation**

**Recommendation:**

It is recommended the following be approved:

**Approval of Treasurer's Report:**

The General Fund Financial Report dated May 31, 2010 has been reviewed and it is recommended that the Report be approved. The cash balance as of April 30, 2010 was \$5,441,305.38. Receipts during May 2010 consist of current taxes and other revenues in the amount of \$1,797,124.98 less disbursements during May of \$2,615,993.45 left the district with a General Fund cash balance as of May 31, 2010 of \$4,622,436.91.

Waverly Community Schools  
 Budget Status Report as of 5/31/10  
 General Fund - Revenue Accounts

<u>Account</u>	<u>Description</u>	<u>Budget</u>	<u>Year To Date</u>	<u>Available Balance</u>	<u>Percent Available</u>
MAJOR CLASS 111 TOTALS	Property Tax Levy	9,312,361.00	8,624,165.44	688,195.56	7.39
MAJOR CLASS 119 TOTALS	Delinquent Taxes	40,000.00	15,516.40	24,483.60	61.21
MAJOR CLASS 131 TOTALS	Tuition	11,000.00	10,444.09	555.91	5.05
MAJOR CLASS 151 TOTALS	Interest On Investments	10,000.00	5,615.84	4,384.16	43.84
MAJOR CLASS 191 TOTALS	Rental on Buildings	20,000.00	17,626.25	2,373.75	11.87
MAJOR CLASS 199 TOTALS	Miscellaneous	6,500.00	11,231.59	(4,731.59)	(72.79)
MAJOR CLASS 311 TOTALS	State Revenue	16,411,358.00	12,086,417.28	4,324,940.72	26.35
MAJOR CLASS 412 TOTALS	Unrestricted Federal Grants	864,406.00	598,036.00	266,370.00	30.82
MAJOR CLASS 414 TOTALS	Federal Grants	781,156.00	522,669.00	258,487.00	33.09
MAJOR CLASS 417 TOTALS	Grants Through Intermediates	341,083.00	252,773.02	88,309.98	25.89
MAJOR CLASS 418 TOTALS	Unrestricted Flow Thru Grants	69,000.00	66,978.60	2,021.40	2.93
MAJOR CLASS 519 TOTALS	IISD Reimbursements	2,225,000.00	1,749,464.24	475,535.76	21.37
	Total For Revenues	30,091,864.00	23,960,937.75	6,130,926.25	20.37

Waverly Community Schools  
Budget Status Report as of 5/31/10  
General Fund - Expense Accounts

<u>Account</u>	<u>Description</u>	<u>Budget</u>	<u>Year To Date</u>	<u>Available Balance</u>	<u>Percent Available</u>
FUNCTION 111 TOTALS	Elementary	7,323,669.00	5,595,649.44	1,728,019.56	23.59
FUNCTION 112 TOTALS	Middle School	2,506,081.00	1,908,946.51	597,134.49	23.83
FUNCTION 113 TOTALS	High School	5,473,956.00	4,169,390.36	1,304,565.64	23.83
FUNCTION 119 TOTALS	Summer School	3,000.00	568.30	2,431.70	81.06
FUNCTION 122 TOTALS	Special Education	3,185,365.00	2,471,065.36	714,299.64	22.42
FUNCTION 125 TOTALS	Compensatory Education	699,253.00	538,740.61	160,512.39	22.95
FUNCTION 199 TOTALS	Holding Account for Employee Benefits	14,600.00	0.00	14,600.00	100.00
FUNCTION 212 TOTALS	Guidance Services	606,273.00	450,813.79	155,459.21	25.64
FUNCTION 215 TOTALS	Speech Pathology & Audiology	567,224.00	429,481.67	137,742.33	24.28
FUNCTION 216 TOTALS	Social Work Services	569,412.00	439,157.79	130,254.21	22.88
FUNCTION 218 TOTALS	Teacher Consultant	296,256.00	243,487.58	52,768.42	17.81
FUNCTION 219 TOTALS	Other Pupil Services	47,668.00	44,085.05	3,582.95	7.52
FUNCTION 221 TOTALS	Improvement of Instruction	948,588.00	436,635.65	511,952.35	53.97
FUNCTION 222 TOTALS	Educational Media Services	936,729.00	784,351.69	152,377.31	16.27
FUNCTION 226 TOTALS	Supervision & Direction	364,972.00	318,450.51	46,521.49	12.75
FUNCTION 231 TOTALS	Board of Education	63,343.00	51,185.45	12,157.55	19.19
FUNCTION 232 TOTALS	Executive Administration	293,828.00	252,430.23	41,397.77	14.09
FUNCTION 241 TOTALS	Office of the Principal	1,921,111.00	1,667,298.21	253,812.79	13.21
FUNCTION 249 TOTALS	Other School Administration	76,903.00	20,910.87	55,992.13	72.81
FUNCTION 252 TOTALS	Fiscal Services	378,968.00	340,065.85	38,902.15	10.27
FUNCTION 257 TOTALS	Internal Services	60,850.00	56,918.19	3,931.81	6.46
FUNCTION 259 TOTALS	Other Business Services	68,842.00	69,188.40	(346.40)	(0.50)
FUNCTION 261 TOTALS	Operating Building Services	3,333,802.00	2,795,945.56	537,856.44	16.13
FUNCTION 266 TOTALS	Security Services	68,445.00	60,568.36	7,876.64	11.51
FUNCTION 271 TOTALS	Pupil Transportation Services	781,842.00	681,745.92	100,096.08	12.80
FUNCTION 283 TOTALS	Staff/Personnel Services	187,903.00	164,472.22	23,430.78	12.47
FUNCTION 284 TOTALS	Information Management Services	193,323.00	183,590.51	9,732.49	5.03
FUNCTION 285 TOTALS	Other Central Services	434.00	(400.54)	834.54	192.29
FUNCTION 299 TOTALS	Other Support Services	35,000.00	0.00	35,000.00	100.00
FUNCTION 331 TOTALS	Communication	14,206.00	14,030.18	175.82	1.24
FUNCTION 511 TOTALS	Equipment Loan Principal & Interest	156,435.00	156,434.71	0.29	0.00
FUNCTION 621 TOTALS	Athletic/Activities & Child Care Support	598,727.00	517,778.14	80,948.86	13.52
Total for Expenses		31,777,008.00	24,862,986.57	6,914,021.43	21.76

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
June 14, 2010**

**Report #09-62**

**FOR ACTION\*\*\***

**Subject:**           **Certification of Summer Tax Levy – City of Lansing,  
Delta and Lansing Townships**

**Recommendation:**

The Superintendent recommends the Board of Education adopt the proposed summer tax levy for the City of Lansing, Delta and Lansing Townships. A certified copy is affixed to the official minutes of this meeting. A copy of the certification (L-4029) is included in the support materials.

**Budget Impact:**

If the certification of tax levy is not adopted, taxing units will not collect summer taxes for the school district.

**Statement of Purpose/Issue:**

To certify the tax levy, allowing local taxing units to collect summer taxes for the district.

**Background Information/Historical Perspective:**

Section 380.1213 of Michigan School Code provides that the Secretary of the Board of Education file a certified copy of a resolution adopted by the Board, stating the number of mills to be levied on taxable properties within the school district. This certification is to be filed with the appropriate township and city clerks on or before June 18, 2010.

A breakdown of the levy is as follows:

<b><u>General Fund</u></b>	<b><u>City of Lansing, Lansing &amp; Delta Townships</u></b>
<b>Operating –</b>	
<b>Homestead</b>	<b>2.1336</b>
<b>Commercial Personal</b>	<b>5.1336</b>
<b>Nonhomestead (All Other)</b>	<b>9.0000</b>
<b>Debt –</b>	
<b>Homestead</b>	<b>2.5200</b>
<b>Commercial Personal</b>	<b>2.5200</b>
<b>Nonhomestead (All Other)</b>	<b>2.5200</b>

The City of Lansing, Lansing & Delta Townships are levying at fifty percent (50%) of total levy. The summer levy was based upon 4.2672 mills.

**Discussion of Options/Alternatives:**

The school district could levy a tax rate lower than the 4.2672 mills authorized. This would be less than the amount authorized.

**Strategic Plan Reference:**

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

**2010 Tax Rate Request (This form must be completed and submitted on or before September 30, 2010)**  
MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory. Penalty applies.

County(ies) Where the Local Government Unit Levies Taxes <b>Ingham County - Lansing Township</b>	2010 Taxable Value for ALL Properties in the Unit as of 5-24-10. <b>127,920,571</b>
Local Government Unit Requesting Millage Levy <b>Waverly Community Schools</b>	For LOCAL School Districts: 2010 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties if a millage is levied against them. <b>"Not yet known"</b>

**You must complete this form for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2010 tax roll.**

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2009 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2010 Current Year "Headlee" Millage Reduction Fraction	(7) 2010 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	06/2002	18.0000	18.0000	1.0000	18.0000	1.0000	18.0000	6.8664		12/2012
Hold Harmless Extra Voted	Operating ALL	06/2002	9.3000	9.3000	1.0000	9.3000	1.0000	9.3000	2.1336		12/2012
Extra Voted	DEBT-ALL	06/2000	5.0400	N/A	1.0000	N/A	1.0000	5.0400	2.5200		12/2020

Prepared by <b>Sue Fountain</b>	Telephone Number <b>(517) 244-1291</b>	Title of Preparer <b>Ingham ISD Finance Technician</b>	Date <b>06/02/10</b>
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**CERTIFICATION:** As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

Clerk  
 Secretary

Signature	Print Name	Date
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Chairperson  
 President

Signature	Print Name	Date
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\* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

**\*\* IMPORTANT:** See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2008 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ****
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	2.1336
For Commercial Personal	5.1336
For all Other	9.0000

**\*\*\* FOR JULY 1 LEVY**

**2010 Tax Rate Request (This form must be completed and submitted on or before September 30, 2010)**

**MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS**

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

County(ies) Where the Local Government Unit Levies Taxes <b>Ingham County - City of Lansing</b>	2010 Taxable Value for ALL Properties in the Unit as of 5-24-10. <b>2,180,381</b>
Local Government Unit Requesting Millage Levy <b>Waverly Community Schools</b>	For LOCAL School Districts: 2010 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties if a millage is levied against them. <b>"Not yet known"</b>

**You must complete this form for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2010 tax roll.**

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2009 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2010 Current Year "Headlee" Millage Reduction Fraction	(7) 2010 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	06/2002	18.0000	18.0000	1.0000	18.0000	1.0000	18.0000	6.8664		12/2012
Hold Harmless Extra Voted	Operating ALL	06/2002	9.3000	9.3000	1.0000	9.3000	1.0000	9.3000	2.1336		12/2012
Extra Voted	DEBT-ALL	06/2000	5.0400	N/A	1.0000	N/A	1.0000	5.0400	2.5200		12/2020

Prepared by <b>Sue Fountain</b>	Telephone Number <b>(517) 244-1291</b>	Title of Preparer <b>Ingham ISD Finance Technician</b>	Date <b>06/02/10</b>
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**CERTIFICATION:** As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

<input type="checkbox"/> Clerk	Signature	Print Name	Date
<input checked="" type="checkbox"/> Secretary			
<input type="checkbox"/> Chairperson	Signature	Print Name	Date
<input checked="" type="checkbox"/> President			

\* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

**\*\* IMPORTANT:** See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2008 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	2.1336
For Commercial Personal	5.1336
For all Other	9.0000

\*\*\* FOR JULY 1 LEVY

**2010 Tax Rate Request (This form must be completed and submitted on or before September 30, 2010)**

**MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS**

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies.

County(ies) Where the Local Government Unit Levies Taxes Eaton County - Delta Township	2010 Taxable Value for ALL Properties in the Unit as of 5-24-10. 622,138,796
Local Government Unit Requesting Millage Levy Waverly Community Schools	For LOCAL School Districts: 2010 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties if a millage is levied against them. "Not yet known"

**You must complete this form for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2010 tax roll.**

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election, Charter, etc.	(5)** 2009 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2010 Current Year "Headlee" Millage Reduction Fraction	(7) 2010 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Extra Voted	Operating NON-HOME	06/2002	18.0000	18.0000	1.0000	18.0000	1.0000	18.0000	6.8664		12/2012
Hold Harmless Extra Voted	Operating ALL	06/2002	9.3000	9.3000	1.0000	9.3000	1.0000	9.3000	2.1336		12/2012
Extra Voted	DEBT-ALL	06/2000	5.0400	N/A	1.0000	N/A	1.0000	5.0400	2.5200		12/2020

Prepared by Sue Fountain	Telephone Number (517) 244-1291	Title of Preparer Ingham ISD Finance Technician	Date 06/02/10
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**CERTIFICATION:** As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.121(3).

<input type="checkbox"/> Clerk	Signature	Print Name	Date
<input checked="" type="checkbox"/> Secretary			
<input type="checkbox"/> Chairperson	Signature	Print Name	Date
<input checked="" type="checkbox"/> President			

\* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

**\*\* IMPORTANT:** See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2008 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate ***
For Principal Residence, Qualified Ag, Qualified Forest and Industrial Personal	2.1336
For Commercial Personal	5.1336
For all Other	9.0000

\*\*\* FOR JULY 1 LEVY

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
June 14, 2010**

**Report #09-63**

**FOR ACTION**

**Subject: 2010-11 Budget and Proposed Tax Millage Rate**

**Recommendation:**

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

The 2010-11 General Fund budget shows revenues of \$29,327,785 and expenditures of \$30,330,457 with a projected fund balance of \$2,574,795.

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.

A millage rate of 4.2672 for homestead (principal residence, qualified agriculture, qualified forest, and industrial personal) property, 10.2672 mills for commercial personal property, and 18.00 mills for nonhomestead (all other) property is proposed for General Fund and a total millage rate of 5.04 for Debt Funds.

**Budget Impact:**

The budget impact is provided in the support materials attached.

**Statement of Purpose/Issue:**

To adopt the budget for the 2010-2011 year.

**Background Information/Historical Perspective:**

School districts are required to adopt their 2010-2011 budget by June 30, 2010 for the fiscal year beginning July 1, 2010.

**Discussions of Options/Alternatives;**

The Board may adopt the proposal as presented or reject the proposal.

**Strategic Plan Reference:**

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

Waverly Community Schools  
2010/2011 Budget General Fund  
June 14, 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	16,911,991	500,633
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	29,327,785	(764,079)

Waverly Community Schools  
2010/2011 Budget General Fund  
June 14, 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	7,210,787	(112,882)
112	Middle School	2,506,081	2,444,279	(61,802)
113	High School	5,473,956	4,911,598	(562,358)
119	Summer School	3,000	3,000	0
122	Special Education	3,185,365	3,266,087	80,722
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	564,441	(4,971)
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	706,376	(242,212)
222	Educational Media Services/Library	936,729	815,257	(121,472)
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	3,278,695	(55,107)
266	Security Services	68,445	78,562	10,117
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	30,330,457	(1,446,551)
	Excess Revenue/(Expenditures)	(1,685,144)	(1,002,672)	
	Beginning Fund Balance	5,262,611	3,577,467	
	Projected Fund Balance	3,577,467	2,574,795	
	Percentage of Budget - Fund Balance	11.26%	8.49%	

Waverly Community Schools  
 2010/2011 Budget Student Services/Activities Fund  
 June 14, 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  
 June 14, 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  
 June 14, 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  
 June 14, 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  
June 14, 2010**

**Report #09-64**

**Subject:            Personnel Summary**

**FOR ACTION**

**I. INSTRUCTION AND SUPPORT**

**A.        Retirement – Certified**

<u>Name</u>	<u>Position</u>	<u>Years</u>	<u>Effective</u>
Kathleen Rogan	HS Special Education Teacher	31 years	6/10/10
Jeff Wood	East 5 <sup>th</sup> Grade Teacher	26 years	6/10/10
Rhonda Seder-Sorrell	Winans Special Ed Teacher	32 years	7/1/10
Linda Thelen	HS Science Teacher	30 years	7/1/10

**C.        Resignation – Certified**

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
David Larzelere	Band Director	Personal	6/10/10

**FOR INFORMATION**

**A.        Transfer – Administrative**

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Jacklin Blodgett	From: Assistant Superintendent for Finance and Personnel To: Assistant Superintendent for Finance and Personnel and East Intermediate Principal	7/1/10
Mike Moreno	From: East Intermediate Principal To: Middle School Principal	7/1/10
Vincent Perkins	From: Middle School Principal To: Personnel Administrator	7/1/10

**B.        Retirement – Non Certified**

<u>Name</u>	<u>Position</u>	<u>Years</u>	<u>Effective</u>
Susan Jones	Colt Food Service & Lunch Asst.	36 years	6/10/10
Richard Kroetsch	MS Custodian	34 years	7/30/10
Lillian Couthen	Winans Custodian	22 years	8/31/10

**C.        Resignation – Non Certified**

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Linton Stalling	Colt Lunch Assistant	Job Abandonment	5/21/10
Lloyd Richard Kieft	HS Athletic Trainer	Personal	6/30/10

**D.        Transfer – Non Certified**

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Deb Baur	From: East 2 <sup>nd</sup> Shift Custodian To: Colt 2 <sup>nd</sup> Shift Custodian	6/1/10
Souvann Keo	From: Colt 2 <sup>nd</sup> Shift Custodian To: Colt Head Custodian	6/1/10

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
June 14, 2010**

**Report #09-65**

**FOR ACTION\*\*\***

**Subject:** Delta Township District Library Board Member

**Recommendation:**

The Superintendent recommends the Board of Education reappoint Colleen Weinfeld to the Delta Township Library Board for a term beginning July 1, 2010 and ending June 30, 2014.

**Statement of Purpose/Issue:**

Under the terms of the Delta Township District Library Agreement, the Waverly Community Schools has the right to appoint two of the six members on the District Library Board.

**Budget Impact:**

None

**Background Information/Historical Perspective:**

The Waverly Community Schools entered into an agreement with Delta Township on March 9, 1998 to form a district library under Michigan Public Act 24 of 1989. Under the terms of the agreement Waverly Community Schools has the right to appoint two members to the District Library Board.

As specified in the library agreement, the appointed member must be a “qualified elector and resident of Delta Township.” Mrs. Weinfeld completed 6.5 years as a library board trustee on June 30, 2010 and wishes to continue in this position.

**Discussion of Options/Alternatives:**

The Board of Education may direct the administration to recommend another candidate.

**Rationale for Recommendation:**

Colleen Weinfeld has served on the Delta Township Library Board for the past 6 ½ years representing the community and district well in her role. She is a qualified elector and resident of Delta Township, a current Waverly Community School district librarian, and continues to be involved in district activities.

**Goal Addressed:**

*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  
JUNE 14, 2010**

**Report #09-66**

**FOR ACTION**

**Subject: Letter of Support – Great Lansing Regional Entrepreneurial Collaborative**

**Recommendation:**

The Superintendent recommends the Board of Education submit a letter of support signed by the Board president for the Greater Lansing Regional Entrepreneurial Collaborative.

**Statement of Purpose:**

Submitting a letter from the Waverly Community Schools will indicate support for a grant application for the Greater Lansing region which could have tremendous financial impact on Clinton, Eaton and Ingham Counties.

**Budget Impact:**

None