



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

Waverly Community Schools

Regular Meeting

Monday, January 19, 2015 6:30 PM

Agenda of Regular Meeting

The Board of Education Waverly Community Schools

A Regular meeting of the Board of Education of Waverly Community Schools will be held January 19, 2015, beginning at 6:30 PM in the Board Room, 515 Snow Road, Lansing, MI.

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 - Presiding President
- II. Special Presentation
 - A. School Board Recognition Month
 - B. Winans Instructional Report - Principal Patti Woodruff
 - C. Middle School Instructional Report - Principal Mike Moreno
 - D. High School Instructional Report - Principal Chris Huff
- III. Correspondence
- IV. Public Comment
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Agenda
- VIII. ***Approval of Minutes 4
- IX. Presentation of Reports
 - A. Advisory Committee Reports
 - 1. Finance/Personnel - Member Wright
 - 2. Facility/Policy - Member Chahine 9
 - B. Finance & Personnel
 - 1. ***Recommendation to approve Report #15 - 45, Finance Report 38
 - C. ***Recommendation to approve personnel report # 15-46 44
 - D. Teaching & Learning
 - 1. Recommendation to approve Report #15 - 47 High School Program of Studies 45
- X. Project Management 79
 - Contract Extension – Summer 2015 Parking Lot Improvement. (Discussion only)

- XI. Superintendent's Report
- XII. Public Comment
- XIII. Other Board Business
- XIV. Adjournment

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
December 15, 2014**

Opening of Meeting

The regular meeting of the Waverly Community Schools Board of Education was called to order by President Britt Slocum at 6:30 p.m. in the Board Room of the Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present:

Mr. Britt Slocum, President
Mrs. Angela Witwer, Vice President
Mrs. Mary Ann Martin, Secretary
Mr. Alan Wright, Treasurer
Mrs. Melissa Sherry, Vice-Secretary/Treasurer
Mr. Calvin L. Jones, Trustee
Mr. Joe Chahine, Trustee

Staff Present:

Mr. Terry Urquhart, Superintendent
Mr. Evan Nuffer, Director of Finance
Mr. Vincent Perkins, Director of Personnel
Mrs. Gloria Gonzalez, Director of Student Services
Mr. David Palme, Director of Technology
Rebecca Pease
Chris Huff
Tim Lyman
Vickie Tisdale
Mike Moreno
Shawn Talifarro
Helene McNeilly
Kelly Blake
Dani Gimm
Johanna Germain
Becky McQuillan
Jennifer Baird
Margo Bensinger
Edric Haleen

Others Present:

Atiyaa Bolling
Eric Sifferman

Pledge

Kelly Blake led the pledge of allegiance.

Special Presentations

Colt Early Childhood Education Center principal Shawn Talifarro and teachers Dani Gimm and Johanna Germain presented the school's instructional report. Data was provided for Aimsweb screening in the areas of First Sound Fluency, Oral Counting and Number Identification, and Quantily Discrimination Measure and Missing Number Measure. Also included was a fall Kindergarten Assessment Form which was given to parents at conferences which served as an indicator of their child's fall Kindergarten assessment. Included in the presentation was a hands-on iPad demonstration with Board member and administrator participation.

Special Presentations (continued)

Vickie Tisdale, East Intermediate School principal, presented the school's three school improvement goals for 2014-2015. Graphs showing a five year trend in scores for Reading, Math, Science and Social Studies for fifth and sixth graders on the MEAP Tests were provided.

Fifth Grade

Reading– 12 % increase from 12/13 to 13/14
Math – 4% increase from 12/13 to 13/14
Science – 9% increase from 12/13 to 13/14

Sixth Grade

Reading 10% increase from 12/13 to 13/14
Math - 10% increase from 12/13 to 12/14
Social Studies- 5% increase from 12/13 to 13/14

Also presented were graphs comparing East's scores to the State of Michigan average. In all four categories, Waverly's scores were near or above the state average.

Mrs. Tisdale presented information on the school's instructional intervention lessons that occur three times per week. Each team uses classroom and student data to best design the instructional interventions that are delivered to students. Action plans, goals, and next steps were also shared.

Tim Lyman, Elmwood Elementary principal, presented the school's instructional report, including the plan that Elmwood will implement a Power ½ Hour for grade level intervention blocks and will implement common core curriculum for math and ELA. In addition, Elmwood staff will plan common units of instruction in math and ELA (2012-2014), plan common units of instruction for science and social studies (2013-2015), and implement thinking activities and the development of perseverance. Through school reconfiguration, Elmwood has an additional 100 students, five staff members, and additional stretch of resources. They have created intervention groups aligned around the specials schedule increasing intervention time to 45 minutes per grade level and shifted lunch times to create more time for morning instruction.

Mr. Lyman reported the school participated in Hour of Code, which seeks to introduce K-12 students to computer programming.

Correspondence

None

Public Comment

None

Student Representative Report

Student Representative Attiya Bolling reported about 200 Waverly High School students participated in WILX's *Schools Rule* segment on Friday, December 12. Student Senate gave gift cards as an incentive for students to attend. There was a student/staff basketball game (the staff won again). The girls basketball team is undefeated and has a game tomorrow against Everett. During this holiday season, clubs are spreading cheer. The Spanish Honor Society has collected Toys for Tots and visited nursing homes. Interact is having a Blanket Making Party on Thursday, December 18 from 7:30-9:30 in the High School Cafeteria. Blankets will be donated to Volunteers of America.

President Slocum stated he had an opportunity to watch *Schools Rule* and said he was very proud of the students who spoke well about the good things they do.

Board Member Comment

Member Martin reported she attended *Schools Rule* and it was fabulous. She noted you couldn't hear what was being said because the students were bursting forth with energy and enthusiasm. Member Martin stated she attend the Waverly Education Foundation Gala, which she thoroughly enjoyed. She congratulated Kelly Blake on her new

Board Member Comment (cont.)

position as Director of Teaching and Learning and said she is sad to see Dave Ames is retiring, noting it is a huge loss to the District. Member Martin also said she enjoyed the iPad demonstration.

Member Witwer reported plans for the first Hall of Fame induction have been finalized. The event will occur on Monday, April 27, 2015. The committee has approved the format and applications will be on the web and at the Administration Building. Member Witwer stated the event will be held in the grand hall of the High School and will have a red carpet feel.

Member Wright thanked Elmwood for participating in the Hour of Code. He noted the High School also participated at Davenport University in Grand Rapids. Member Wright reported the 51st annual Waverly Relays were held last week, with 12 teams and 400 swimmers participating. There also were lots of spectators. Waverly ended up in fourth place. Member Wright reported he had the opportunity to see Mr. Haleen perform, and stated he is quite a talented singer and dancer, and is also hilariously funny. Member Wright said he also attended the Waverly Education Foundation Gala.

Member Sherry thanked everyone for their presentations and noted Colt's story of using technology to learn all those standards would be really great to get out in the community.

Member Jones thanked tonight's presenters, noting he wasn't prepared to be involved in the iPad demonstration. He thanked Director Cheri Arning and the Winans students who sang at the kickoff of Silver Bells in the City. He stated everyone loved their performance.

Member Chahine wished everyone a Merry Christmas.

Member Slocum announced Gareth Weiss, Class of 2009, has been diagnosed with Stage 4 esophageal cancer.

Adoption of Agenda

A motion was presented by Member Martin and supported by Member Jones. MOTION: The Board of Education adopt the meeting agenda, with the removal of Report #14-40 from the consent agenda.

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

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

The minutes of the special meeting of November 17, 2014 and the regular meeting of November 17, 2014 were approved as presented.

Finance/Personnel Committee Report

Member Wright referred Board members to Page 11 of BoardBook (Cash Flow Analysis (Monthly Lows), stating due to the loan approved by the Board, Waverly doesn't have a problem with cash flow. Member Wright stated he has thrown a lot of things at Director of Finance, Evan Nuffer, over the last couple of weeks. He thanked Mr. Nuffer for going above and beyond to gather information so the Board can make informed decisions.

Facility/Policy Committee Report

None

High School Pool Scoreboard Bid – Report #14-37 – For Action

A motion was presented by Member Wright and supported by Member Martin. MOTION: The Board of Education approves an award for a single source purchase to Riegle Timing Consultants, LLC for Bid Package #3 (HS Pool Scoreboard).

Member Wright provided background on the process of reaching this recommendation.

High School Pool Scoreboard (Cont.)

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

Middle School Controls Award Recommendation – Report #14-38 – For Action

A motion was presented by Member Wright and supported by Member Jones. MOTION: The Board of Education approves an award to the lowest responsible bidder for Middle School Controls Replacements, as per the attached summary, in accordance with Board Policy 6320 (Purchasing).

Member Wright provided background on the process of reaching this recommendation.

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

*****Personnel Report – Report #14-39 – For Action**

The Board of Education approved the Certified Transfer of Kelly Blake from _____ to Director of Teaching and Learning; the Non-Certified Employment of Morgan Lowery (Elmwood Title I Parapro); the Non-Certified Resignation of Tracy Mishler (Network Technician); and Alissa Shepard (Elmwood Head Secretary); and the Non-Certified Retirement of David Ames, Director of Maintenance & Operations.

Policy (Second Reading) – Report #14-40 – For Action

A motion was presented by Member Martin and supported by Member Jones. MOTION: The Board of Education approves Report #14-40 as presented.

Member Martin stated she pulled Report #14-40 from the consent agenda to discuss Policy #14-40. She said what is written in this policy is what we should do. It addresses any student who is short one or fewer credits toward earning a diploma may participate (walk) in the graduation ceremony with their graduating class. A student will not get his/her diploma until the work is completed.

Policy 3110	Conflict of Interest	Revised
Policy 3120.04	Employment of Substitutes	Revised
Policy 3210	Staff Ethics	Revised
Policy 3362	Anti-Harassment	Revised
Policy 5460	Graduation Requirements	Revised
Policy 5464	Early Graduation	Revised
Policy 6150	Tuition	Revised
Policy 6520	Payroll Deductions	Revised

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

High School Program of Studies – For Discussion

Principal Chris Huff stated in an effort to do a better job in scheduling, High School Administration has reviewed the current Program of Studies and cleaned up language, took out things that were inaccurate, revised course descriptions, made things uniform, eliminated artificial barriers, and added proposed classes.

The 2015-2016 Program was reviewed and will be brought back to the Board of Education on January 19, 2015 for action.

Superintendent's Report

Superintendent Urquhart stated three years ago, instructional reports were not as thorough. What you saw tonight is a lot more challenging. Principals, as instructional leaders, were very enthusiastic in presenting their reports. Trend data is moving in the right direction. There is pressure to continue to make it happen; it is what we are about.

Superintendent's Report (cont.)

Superintendent Urquhart announced Tracy Mishler, our PowerSchool person, has resigned. We have had employees of the Ingham ISD here to temporarily help us solve problems. He stated he will be adding the PowerSchool position to our IISD contract for the next one and a half years. This move will be cost neutral.

Superintendent Urquhart stated with the retirement of Dave Ames, he will be changing the position of Director of Facilities and Operations. He will be giving responsibility to Evan Nuffer to oversee this area and plan the proper way to have money for things that need to be fixed. We also will take a good look at the curb appeal of our buildings. Mr. Nuffer will be in charge of an intermediate person who will handle the day-to-day operations of the district.

Superintendent Urquhart reported he held a meeting with administrators and a few teachers about the M Step testing program which replaces the MEAP. The group talked a lot about heightening the importance of testing and approaching the test the right way. Mr. Urquhart told the Board he wanted them to know it is a focus.

Superintendent Urquhart reported there was a flu outbreak at Colt Early Childhood Education Center last week. The Health Department was contacted and they provided procedures on what we needed to do to correct the situation.

Superintendent Urquhart reported he is excited about the Hall of Fame inaugural induction. Member Witwer, Member Jones, and Becky Pease serve on the Hall of Fame Committee.

Superintendent Urquhart invited Board members to the annual Holiday Breakfast which will be held on Friday, December 19 from 6:00 to 8:00 a.m. in the High School Cafeteria. He stated this is a way to give back to the dedicated employees of the district.

Public Comment

Addressing the Board during Public Comment was Edric Haleen.

Other Board Business

Member Jones recommended the Board meet with official in Lansing Township after the first of the year. He stated the door is open and this is a good opportunity to discuss things that may be in both of our best interests. He also encouraged the Board to involve the community in the discussion of the future of Windemere View Elementary School.

Member Martin thanked the people who made presentations tonight. She also reported the Board went on a recent tour of Lansing Community College, conducted by its President. They saw the new Language Arts Building and the Gannon Building. Member Martin encouraged anyone who has an opportunity to view the changes at the college to do so, noting it is absolutely a fabulous place for our students to attend college. Member Martin thanked Eric Sifferman for attending the Board meeting. His attention to detail is why our construction project has gone so well.

Adjournment

The meeting adjourned at 8:25 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary
rlp

**Consent Agenda



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

ADMINISTRATION
1420/page 1 of 3

REVISED POLICY - VOL. 29, NO. 1

SCHOOL ADMINISTRATOR EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the school administrator's job performance at least annually **in a year-end evaluation**, while providing timely and constructive feedback

The Board shall perform the superintendent's evaluation; the superintendent or designee shall perform all other administrators' evaluations.

- B. establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth
- C. evaluates a school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor **in the evaluation in accordance with state law (recommend at least twenty-five percent (25%))**

For these purposes, student growth shall be measured by national, State, or local assessments and other objective criteria. **During the 2014-2015 school years, student growth shall be measured using the state and alternative assessments as prescribed by the Revised School Code.**

- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - 1. the effectiveness of school administrators, so that they are given ample opportunities for improvement
 - 2. promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

ADMINISTRATION

1420/page 2 of 3

3. whether to grant full certification, to school administrators using rigorous standards and streamlined, transparent, and fair procedures
4. removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of January 4, 2010 **July 19, 2011**, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.

~~Evaluation of school principals, as required by the Michigan Department of Education, shall continue to be conducted for principals who are in place through the 2010-2011 school year. At the end of that school year, the superintendent shall report the "Effectiveness Label" from the last evaluation in the form and manner as directed by the Department.~~



BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROGRAM
2370.01/page 3 of 7

D. Course Availability and Access

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one of the following:
 - () On-line Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.
 - () Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
 - () Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
2. The District shall enroll an eligible student in up to two (2) on-line courses as requested by the student during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18).
3. The District will provide two (2) or fewer courses per semester in Grades ~~K-4~~**K-5** and one (1) or more courses per semester in Grades ~~5-6~~**6-12**. If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.
4. An eligible student may enroll in an on-line course published in the District on-line course syllabus, as described in section 8 below, or the statewide catalog of on-line courses maintained by the Michigan virtual university.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 1 of 4

REVISED POLICY - VOL. 29, NO. 1

PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

× Commencing with the 2015-16 school year, the year end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

- C. evaluates an employee's job performance, using ~~multiple rating categories~~ **of highly effective, effective, minimally effective and ineffective, that which** take into account data on student growth as a significant factor **in the evaluation in accordance with State law (recommend that it be no less than twenty-five percent (25%))**

For these purposes, student growth shall be measured by national, State, or local assessments and other objective criteria. **Student growth shall be measured using the State and alternative assessments as prescribed by the Section 1249 (M.C.L. 380.1249).**



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 2 of 4

- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. the effectiveness of employees, so that they are given ample opportunities for improvement
 2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
 3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
 4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

Commencing with the 2015-16 school year:

- E. provides a mid-year progress report for every certificated [end of option] teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the last year-end evaluation

This mid-year report shall not take replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;
2. be aligned with the teacher's individualized development plan;
3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training;



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 3 of 4

- F. includes classroom observations in accordance with the following:**
- 1. must include review of the lesson plan, state curriculum standards being taught and student engagement in the lesson;**
 - 2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations;**
 - 3. observations need not be for an entire class period.**

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. **A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District.** In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROFESSIONAL STAFF
3220/page 4 of 4

The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of ~~January 4, 2010,~~ **July 19, 2011**, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

M.C.L. 380.1249 (as amended)

© NEOLA 2014



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

STUDENTS
5830/page 1 of 2

REVISED POLICY - VOL. 29, NO. 1

STUDENT FUND-RAISING

The Board of Education acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fund-raising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities. **"Student fund-raising" also includes giving away goods or services, but suggesting a monetary donation.**

The Board will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools.

Fund raising by approved school organizations, ~~those~~ whose funds are managed by the District, may be permitted in school by the principal. Such fund-raising off school grounds may be permitted by the Superintendent. **For any fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involve the sale of food items and/or beverages to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, and also be consistent with requirements set forth in Policy 8500 -Food Services.**

Fund-raising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the Superintendent.

All other fund-raising shall be done in accordance with Board Policy 9700.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.02/page 3 of 3



Unless the web page/site contains student personally identifiable information, Board web sites that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other web site users will generally be given full access to the sites created pursuant to this policy.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School websites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web-site use.

The Board retains all proprietary rights related to the design of websites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's website.

© NEOLA 2014



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROPERTY

7540.02/page 2 of 3

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act, **ADA**, **Children's Online Privacy Protection Act (COPPA)**). **Nothing in this paragraph shall prevent the District from linking the Board's web site to (1) recognized news/media outlets (e.g., local newspapers' web sites, local television stations' web sites) or (2) to web sites that are developed and hosted by outside commercial vendors pursuant to a contract with the Board. The Board recognizes that such third party web sites may contain age appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.**

Under no circumstances is a website to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. **Included in this prohibition is the fact no web pages contained on the District's web site may: (1) include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.**

X Under no circumstances is a staff member-created web page/site, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. The Board maintains its own web site (e.g., _____ [Progressbook]) that employees are required to use for the purpose of conveying information to students and/or parents.

X Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook or MySpace pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

X If a staff member creates a web page/site related to his/her class, it must be hosted on the Board's server.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROPERTY

7540.03/page 1 of 6

REVISED POLICY - VOL. 29, NO. 1

STUDENT NETWORK AND INTERNET EDUCATION TECHNOLOGY
ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet). Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.03/page 2 of 6

~~The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.~~

[NOTE: Choose this option if Policy 7542 authorizes student to bring their own personal communication devices and use them to connect to Education Technology.]

[] This policy and its related administrative guidelines and the Student Code of Conduct also govern students' use of their personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District's network, the District's Internet connection, and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

~~The Internet is global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.~~



BOARD OF EDUCATION

LOCAL TEMPLATES

BOARD OF EDUCATION

SCHOOL DISTRICT

PROPERTY

7540.03/page 3 of 6

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection, **its Educational Technology** to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not **that may not have** been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which **protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access.** ~~block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors.~~ The Board **also** utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. **The Superintendent or designee may temporarily or permanently unblock access to websites or online education services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.** ~~Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.~~



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.03/page 4 of 6

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

The technology protection measures may not be disabled at any time that students may be using the ~~Network~~ **Education Technology**, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

[] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.03/page 5 of 6

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the ~~Internet~~ **Education Technology**. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

M **Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.**

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the ~~Internet~~ **Education Technology** that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

[NOTE: If language about social media is added to Policy 7540, it is recommended that this language be added to this policy.]

[] Students shall not access social media for personal use from the District's network

() , but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.03/page 6 of 6

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users ~~granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet~~ **of the Board's Education Technology are personally liable, both civilly and criminally, for uses of the Education Technology** not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and designated as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the ~~Network~~ **District's Education Technology** and the Internet for instructional purposes.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.520

© NEOLA 2014



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROPERTY
7540.04/page 1 of 7

REVISED POLICY - VOL. 29, NO. 1

STAFF NETWORK AND INTERNET EDUCATION TECHNOLOGY
ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides staff with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students and to facilitate the staff's work. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and any applicable employment contracts and collective bargaining agreements govern the staffs' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7530.02), network and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet). Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.04/page 2 of 7

~~The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Staff use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.~~

Staff are expected to utilize Education Technology in order to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services will be guided by the Board's policy on Instructional Materials.

~~The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable~~ **brings incredible** education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet **Education Technology** provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.04/page 3 of 7

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection **its Education Technology** to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not **that may not have** been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.



EOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

PROPERTY
7540.04/page 4 of 7

The technology protection measures may not be disabled at any time that students may be using the ~~Network~~ **Education Technology**, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The Superintendent or des. j. k. f. may temporarily or permanently unblock access to websites containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The Superintendent or des. j. k. f. may also disable the technology protection measures to enable access for bona fide research or other lawful purposes. ~~The Superintendent or _____ may disable the technology protection measure to enable access for bona fide research or other lawful purposes.~~

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION

_____ **SCHOOL DISTRICT**

PROPERTY

7540.04/page 5 of 7

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

[] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the ~~Internet~~ **Education Technology**. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students and their parents and other staff members.

With prior approval from the Superintendent or _____, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior ~~on Board's computers/network and the Internet~~ **when using the Board's Education Technology** just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8330/page 3 of 14

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); **and** a person serving on the Board.; **The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:** ~~a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers).~~

- A. **persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);**
- B. **contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).**

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8330/page 5 of 14

- E. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.) **Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.**

[NOTE: Districts without AGs should include the following paragraph] This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed. [END OF OPTION]



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8330/page 6 of 14

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

~~While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.~~

- F. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as state and local educational authorities. The disclosed records must be used to audit or evaluate a federal or state supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

[NOTE: the following sentence should be selected by districts with AGs] The District will verify that the authorized representative complies with FERPA regulations.

- G. request each person or party requesting access to a student's record to abide by the Federal regulations concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.



EOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8330/page 9 of 14

[The following option should be selected if the Board assigns school email accounts to students per Policy 7540.03. *This option is provided to address potential confidentiality issues presented by Policy 7540.03 and is supported by Federal FERPA regulation 34 C.F.R. 99.37(d).]

The Board designates school-assigned e-mail accounts as “directory information” for the limited purpose of facilitating students’ registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes () and for inclusion in internal e-mail address books. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District’s Education Technology.

Parents and eligible students may refuse to allow the District to disclose any or all of such “directory information” upon written notification to the District within _____ days after receipt of the District’s public notice.

Armed Forces Recruiting

The Board shall provide United States Armed Forces recruiters with at least the same access to the high school campus and to student directory information (names, addresses, and telephone listings of secondary students) as is provided to other entities offering educational or employment opportunities to those students. “Armed forces of the United States” means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request to the Board that indicates that the student or the parent or legal guardian does not want the student’s directory information to be accessible to official recruiting representatives, then the officials of the school shall not allow that access to the student’s directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of directory information.

Public notice shall be given regarding the right to refuse disclosure of any or all “directory information” including to the armed forces of the United States and the service academies of the armed forces of the United States.



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8500/page 3 of 3

The Superintendent shall establish administrative guidelines for the conduct of the school lunch program that shall include provisions for:

- () the maintenance of sanitary, neat premises free from fire and health hazards;
- () the preparation and consumption of food;
- () the purchase of foods and supplies in accordance with law;
- () complying with food holds and recalls in accordance with USDA regulations;
- () the accounting and deposition of food-service funds;
- () the safekeeping and storage of food and food equipment.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours. The District shall serve only nutritious food as determined by the Food Service Department **in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines.** ~~and shall not purchase with food service funds and shall not serve, in any food service area during meal serving hours, carbonated beverages, water ices, chewing gum, hard candy (including breath mints and cough drops), jellies and gums, marshmallow candies, fondant (creamy sugar candy), licorice, spun candy and candy coated popcorn.~~ Foods and beverages unassociated with the food-service program **must comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and** may be vended in accordance with Board Policy 8540.

M.C.L. 380.1272, 1272a, 1272d et seq.
7 CFR 210, 215, 220, 240
42 U.S.C. 1760

© NEOLA 2014



NEOLA of MICHIGAN
LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8510/page 13 of 17

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, **including but not limited to the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards**, as well as to the fiscal management of the program.

B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.

C. **The sale of foods and beverages to students that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited.**

D. All food items and beverages available for sale to students for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from school stores, or as fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
_____ **SCHOOL DISTRICT**

OPERATIONS
8540/page 1 of 2

REVISED POLICY - VOL. 29, NO. 1

VENDING MACHINES

The Board of Education recognizes that vending machines can produce revenues which are useful to augment programs and services to students and staff. It will, therefore, authorize their use in District facilities providing that the following conditions are satisfied.

- () The installation, servicing, stocking, and maintenance of each machine is contracted for with a reputable supplier of vending machines and their products.
- () The District's share of the revenues is managed by the District in accordance with relevant Board policies and administrative guidelines.
- () No products are vended which would conflict with or contradict information or procedures contained in the District's educational programs on health and nutrition.
- () No food or beverages are to be sold or distributed which will compete with the District's food-service program.
- (+) ~~Food and beverages sold in vending machines must meet USDA National School Nutrition Standards.~~
- ✓ **Food items and beverages available for sale to students in vending machines for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day) shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards.**



NEOLA of MICHIGAN

LOCAL TEMPLATES

BOARD OF EDUCATION
SCHOOL DISTRICT

RELATIONS
9211/page 3 of 4

++ All food items and beverages available for sale to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day) as fund-raisers, including items sold by student clubs and organizations, parent groups, or booster clubs, shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards. Fund-raisers also include giving away goods or services, but suggesting a monetary donation. All activities must be approved by the principal, in advance. If approved, fund-raisers that involve the sale of food items or beverages to students on campus must be consistent with regulations established in Policy 8500, Food Services.

- () Proceeds from District support organization fund-raisers shall not be commingled with a student activity or other Board accounts. Board employees who commingle such proceeds with a student activity or other Board account shall be subject to discipline.
- () The Superintendent will work with staff to develop administrative guidelines that require each District support organization's fund-raising activities be in compliance with Board policies and that the funds generated by such fund-raising activities and donated to the District are used for school-related projects that have the approval of the Superintendent and principal.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 19, 2015**

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended report 15 - 45 be approved:

Financial Report:

The cash balance as of November 30, 2014 was \$3,263,222.95. Receipts during December, consisting of property taxes, state aid and other revenues in the amount of \$2,567,567.33 minus disbursements during December of \$2,770,856.20, left the district with a General Fund cash balance, as of December 31, 2014, of \$3,059,934.08, including \$2,300,000.00 from the issuance of a State Aid Note.

Current year General Fund expenditures exceed revenues by \$2,295,181. Attached is a summary of year to date activity in comparison to the original budget.

The balance of the 2013 Building and Site, Series I Bonds remaining to be allocated is \$2,228,197. Attached is a summary of life to date activity for this Capital Projects Fund.

The balance of the 2013 School Facility Improvement Bonds remaining to be allocated is \$44,192. Attached is a summary of life to date activity for this Capital Projects Fund.

Waverly Community Schools

Finance Committee - Cash Position Report
For the Month Ended December 31, 2014

Balance on Hand November 30, 2014	3,263,222.95
Revenues	
State Aid	1,576,220.27
Taxes	341,917.70
Other Revenue	257,598.95
Interfund Transfers In	335,129.92
State Aid Note Proceeds	-
	<u>2,510,866.84</u>
Disbursements	
Payroll and Related Liabilities	(2,107,752.39)
Other Expenditures	(663,103.81)
State Aid Repayment	-
	<u>(2,770,856.20)</u>
Prior Month Adjustments During December 2014	56,700.49
Balance on Hand December 31, 2014	<u><u>3,059,934.08</u></u>
PNC Bank - General	2,974,328.73
MILAF	7,357.82
PNC Bank - Payroll	25,464.03
Comerica - Checking	52,783.50
	<u><u>3,059,934.08</u></u>

**Waverly Community Schools
Budgetary Comparison Schedule
For the Month Ended December 31, 2014**

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	8,469,401	4,016,895	(4,452,506)	52.6%
State sources	17,246,599	4,850,938	(12,395,661)	71.9%
Federal sources	543,182	541,191	(1,991)	0.4%
Intergovernmental	1,901,176	315,318	(1,585,858)	83.4%
Transfers In	87,215	-	(87,215)	100.0%
Total revenue	28,247,573	9,724,342	(18,523,231)	65.6%
Expenditures				
Current:				
Instruction:				
Basic program	14,503,034	5,279,204	(9,223,830)	63.6%
Added needs	2,994,819	1,079,843	(1,914,975)	63.9%
Total instruction	17,497,853	6,359,048	(11,138,805)	63.7%
Support Services:				
Pupil	2,071,591	865,109	(1,206,482)	58.2%
Instructional staff	861,692	850,124	(11,568)	1.3%
General administration	417,970	241,174	(176,796)	42.3%
School administration	1,836,211	838,679	(997,533)	54.3%
Business	451,787	218,328	(233,459)	51.7%
Operations and maintenance	2,904,350	1,398,065	(1,506,285)	51.9%
Pupil transportation services	960,905	380,066	(580,838)	60.4%
Central	531,031	280,935	(250,096)	47.1%
Other	57,850	18,200	(39,650)	68.5%
Total support services	10,093,387	5,090,679	(5,002,707)	49.6%
Athletics	515,247	214,340	(300,907)	58.4%
Community services	-	90	90	0.0%
Non Publics	2,325	-	(2,325)	100.0%
Debt service:				
Principal	135,000	70,000	(65,000)	48.1%
Interest	22,100	11,400	(10,700)	48.4%
Capital outlay	85,226	63,626	(21,600)	25.3%
Payments to other public schools	470,289	210,340	(259,949)	55.3%
Total expenditures	28,821,427	12,019,523	(16,801,904)	58.3%
Excess of Revenue (Under)Over Expenditures	(573,854)	(2,295,181)	(1,721,327)	
Transfers Out	-	-	-	
Net Change in Fund Balance	(573,854)	(2,295,181)	(1,721,327)	
Fund Balance - Beginning of year	3,244,589	3,244,589		
Fund Balance - End of year	2,670,736	949,409		
	9.3%	7.9%		

Waverly Community Schools
2013 Building and Site Bonds, Series I
Budget Summary
As of December 31, 2014

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	1,998,632	1,612,025	386,607	-
Technology Infrastructure	764,544	756,354	8,190	0
Construction Base Budget Subtotal	2,763,176	2,368,379	394,797	0
Technology Equipment - Contract				
Interactive Classroom	734,381	572,193	162,189	(0)
Network Equipment	372,627	288,018	84,609	(0)
Wireless Network	170,224	170,224	(0)	0
AV Systems	450,736	357,963	92,773	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	1,727,968	1,388,397	339,571	(0)
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,584,500	1,391,090	12,575	180,835
Servers/Backend Systems	128,220	98,220	(0)	30,000
Printers	181,089	179,115	1,975	(0)
AV Equipment	56,092	55,538	1,324	(770)
Non-Instructional Equipment (from FFE)	13,012	12,862	150	-
Tech Equipment Owner PO Subtotal	1,962,913	1,736,824	16,024	210,064
District				
Loose Equipment (Furniture & Transportation)	1,076,024	1,036,986	39,540	(502)
Project Contingency	1,085,576	-	-	1,085,576
Owner GC/Contingency/Issuance Costs	862,278	131,878	0	730,401
Field General Conditions	139,000	37,663	-	101,337
Architect	226,830	125,509	-	101,321
Tech Design/Construction Mgr	691,235	381,371	309,864	(0)
District Subtotal	4,080,943	1,713,406	349,404	2,018,133
Totals	10,535,000	7,207,007	1,099,796	2,228,197

**Waverly Community Schools
2013 School Facility Improvement Bonds
As of December 31, 2014**

	Revised Budget	Actual	Encumbered	Balance Remaining
Construction and Engineering				
Lighting	100,560	100,560	-	-
Mechanical	434,526	434,526	-	(0)
Controls				
EMS Programming & Graphics	85,222	85,222	-	0
VFD & CO2 & Controls Install & Electric	286,556	234,701	53,184	(1,329)
Project Management/Engineering	186,207	186,207	-	(0)
Bond Issuance Costs	16,148	16,148	-	0
Contingency	60,781	8,760	6,500	45,521
Totals	<u><u>1,170,000</u></u>	<u><u>1,066,124</u></u>	<u><u>59,684</u></u>	<u><u>44,192</u></u>

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 19, 2015**

Report #

FOR INFORMATION***

Subject:

Disposition of Surplus Equipment

Report:

Board policy 7310 (Disposition of Surplus Property) requires the Superintendent to report to the Board of Education on the disposition of surplus property. On, or about, November 14, 2014 two school buses were listed on Public Surplus for potential sale with an auction ending date of December 5, 2015. The District will accept payment and release the buses to the Buyer(s) within ten (10) business days after the time and date of issuance of the Notice of Award. If the Buyer(s), after making payment for an item, fails to remove the item within the specified time, the District reserves the right (1) to retain all payments; and (2) to dispose of the item through another auction or otherwise.

The District will receive \$3,620 as payment for the buses.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
January 19, 2015
Report 15 - 46**

Subject: Personnel Report***

A. Transfer – Certified

<u>Name</u>	<u>Position</u>	<u>Step/Salary</u>	<u>Effective</u>
Pat Albright	From: East SE Parapro To: East Reading Teacher .5	Class II/\$16.12 MA+0, 0/\$19,747.50	01/20/2015
Wendi Bixeman	From: Colt Title I Parapro To: Colt Kindergarten Teacher	Class II/\$13.96 BA+0, 0/\$37,184.00	01/20/2015

B. Transfer – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
Laurie Wallace	From: Winans Lunch Assistant To: East Lunch Assistant	Class G/\$9.57 Class G/\$9.57	12/01/2014
Gordon Decker	From: Win. Lunch Asst. (flex sub) To: Winans Lunch Assistant	Class G/\$9.57 Class G/\$9.57	12/01/2014
Tom Gregory	From: Elmwood Head Custodian To: HS Head Custodian	Class BB/\$16.14 Class A/\$16.98	01/05/2015
Salome Preston	From: Central Office Receptionist To: Elmwood Head Secretary	Class III/\$14.01 Class A/\$16.44	01/05/2015

C. Resignation – Certified

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Steve Matzen	Colt Kindergarten Teacher	Personal	01/16/2015

D. Resignation – Non Certified

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Mary Behrendt	MS SE Parapro	Personal	12/19/2014

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
January 19, 2015
Report # 15 - 47

For Action

Subject: High School Program of Studies 2015-2016

Recommendation:

It is recommended that the Board of Education approve Report 15 – 47 Waverly High School’s Program of Studies (attached).

Statement of Purpose/Issue:

To continue to provide high quality curricular offerings to Waverly High School students in a 21st century learning atmosphere.

Budget Impact:

None

Goals Addressed:

Strategy #1: We will enhance communications within the district and with the community to improve relationships among all key constituent groups to better achieve our mission.

Strategy #3: We will enhance the quality of classroom instruction.

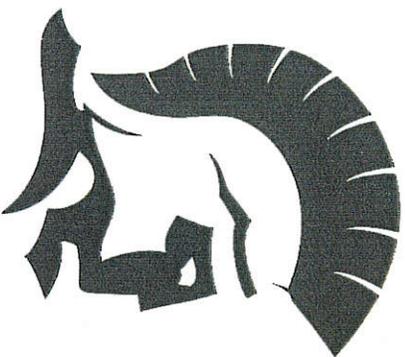
Strategy #5: We will enhance and implement the tools and instruction to develop each student’s proficiency in 21st century technology skills.

2015-2016 Program of Studies- Class Offering Changes

New Courses	Eliminated Courses	Updated Courses
<p>Sports and Entertainment Marketing</p> <p>Digital Filmmaking</p> <p>Cadet Teaching</p> <p>Work Experience</p> <p>Online Learning/Late Arrival/ Early Dismissal</p> <p>Math Seminar</p> <p>Songwriting</p> <p>History of Your Life: 21st Century History</p> <p>History Through Film</p>	<p>Applied Algebra II with Trigonometry</p> <p>Honors Algebra II with Trigonometry</p>	<p>Photography- no longer specifies which type of camera will be used and therefore also no longer summarizes development process</p> <p>Business I- now known as “Personal Finance and Management” as to eliminate the idea that a student could not take the other Business class without taking the other</p> <p>Business II- now known as “Business Management and Finance.” Same rationale as above.</p> <p>Computer Applications- eliminated “Keyboarding” from title</p> <p><i>Numbering of courses in CTE changed from 101, 201 etc., to 1, 2 to become uniform</i></p> <p>English Seminar- “Freshman” eliminated from title as to allow for the opportunity for struggling upper class students be enrolled</p> <p>Cooking I- now known as “Cooking for Singles.” Same rationale as for Business I and Business II</p> <p>Cooking II- now known as “Creative Cooking.” Same rationale as above</p> <p>Honors Trigonometry- now known as “Pre-Calculus” to better reflect the content of the class</p> <p>Statistics- “Probability” eliminated from title. Same rationale as above.</p> <p>Human Anatomy- “Physiology” eliminated from title. Same rationale as above</p>

2015-16

Program of Studies



Waverly High School

160 Snow Road

Lansing, MI 48917

(517) 323-3831

Administration

Christopher Huff, Principal
Tracy Thomas, Deputy Principal
Tony Terranova, Asst. Principal
Ray Kimball, Athletic Director

Guidance/Counseling Staff

Ruth Lamb
Precious Lee

Waverly High School

Course Descriptions

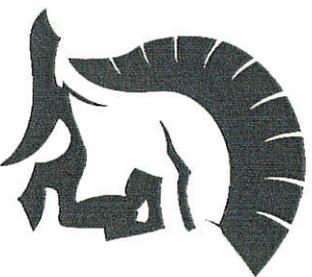


Table of Contents to be edited once
final version approved.

Graduation Requirements	6		
Course Offerings	7-21	Physical Education	14-15
Art Education	7-8	Science	15-17
Career and Technical Education	8-9	Social Studies	18-19
English (Required Courses)	9-11	World Languages	19-21
Life Management	11-12	Special Services	21
Mathematics	12-13	Occupational/Work Education Programs	21-22
Music	13-14	Interdepartmental Courses	22-23
		Academic Regulations	23-24

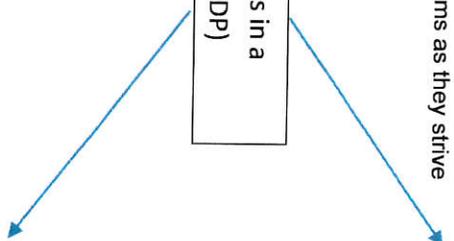


Waverly High School Program of Studies

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals.

We have not done these things in a number of years (substitute EDP)



The Academic/Career Plan

All high school students in Waverly Community Schools are to ~~part of career program~~ **as they select determine** a career **pathway** and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, ~~through such measurements as the ACT~~ **Explore** are integrated with a variety of career exploration opportunities. Career speakers, research projects, ~~job shadowing~~, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals. ~~Student career folders are developed in the middle school to record students' experience in their career research.~~

The Waverly High School counseling program continues to offer career exploration opportunities through a career **pathway** focus. The guidance office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post-secondary connection in their chosen **pathway**.

During each of their high school years, students meet with school staff to review their ~~career folders~~, academic experience, and to discuss their educational plans. The guidance counselor, administrators, and teachers are available to assist students as they explore options and make program decisions. ~~The career folder serves as a valuable resource for student planning as documentation for the school and family of the students' career pathway experience.~~



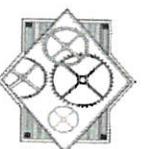
Art & Communication Studies



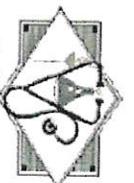
Business Management Marketing & Technology



Human Services



Engineering Manufacturing & Industrial Technology



Health Sciences



Natural Resources

Career Paths

The Waverly High School program of studies is designed to offer students a path to success. ~~As students enroll in Waverly High School they will select a career major designed to meet their academic potential and career interest. The career major selection will provide a focus, and the foundation, for the student's learning experience.~~ The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Does Not Occur

Career Path Partnership

The Waverly Community Schools career **readiness approach** represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Career Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

The Waverly Community Schools are committed to a quality instructional program. We are proud of our schools, our teachers, and most of all our students. We wish for all students' success during their high school careers and beyond.

The Career Paths

Arts and Communications **Pathway**

The fine arts and communications **pathway** will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

Business, Management, Marketing, and Technology **Pathway**

The business services technology **pathway** is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Engineering/Manufacturing and Industrial Technology **Pathway**

The engineering and industrial **pathway** is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Health Sciences **Pathway**

The health science **pathway** is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Human Services **Pathway**

The human services **pathway** is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Natural Resources and Agri-Science **Pathway**

The natural resources and agri-science **pathway** is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Graduation Requirements for the Classes of 2016 and Beyond

Participation in the Michigan Merit Exam is a graduation requirement per Waverly Community Schools Policy 5460

The Michigan Merit Curriculum requires students entering 9th grade in 2007 and after, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. In addition, the Class of 2016 will need to complete two credits of a language other than English in grades 9-12, or an equivalent learning experience in grades K-12 prior to graduation.

23 Credits are required for graduation.

Michigan Merit Curriculum High School Graduation Requirements

ENGLISH LANGUAGE ARTS - 4 Credits

English Language Arts 9 English Language Arts 11
 English Language Arts 10 English Language Arts 12

NO ENGLISH MODIFICATIONS

MATHEMATICS - 4 Credits

Algebra I Geometry
 Algebra II Geometry
 One math course in final year of high school

MATH MODIFICATIONS:

-All students complete at least 3.5 math or math-related credits

-All students complete a math or math-related credit in the final year.

ALGEBRA II MODIFICATIONS:

-Complete 2.5 credits, including .5 credit of Algebra II OR

-Complete a two year Career and Technical education curriculum which includes .5 credit of Algebra II content, OR

-Complete Algebra II over two years, with credit given for each year

SCIENCE - 3 Credits

Biology Physics or Chemistry
 One additional science credit

NO SCIENCE MODIFICATIONS

PHYSICAL EDUCATION - .5 Credits

HEALTH - .5 Credits

PHYSICAL EDUCATION AND HEALTH MODIFICATIONS:

-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Language.

SOCIAL STUDIES – 3 Credits

US History/Geography World History/Geography
 .5 Credit in Government .5 Credit in Economics

SOCIAL STUDIES MODIFICATIONS:

-No modification of Government

-2 credits must be earned

-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

ARTS MODIFICATION:

-Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

ONLINE LEARNING EXPERIENCE

Course Learning or Integrated Learning Experience

LANGUAGE OTHER THAN ENGLISH - 2 Credits

In grades 9-12; OR an equivalent learning experience in grades K-12 effective for the Class of 2016.

The additional 5 credits can be met in the core or electives areas.

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education, and may be acquired through the Career and Technical Education program, and integrated courses

Course Descriptions

Art Education

Art Department Objectives

To help each student understand the creative process.

1. To help each student develop technical competence with visual art materials.
2. To give each student a sound foundation in the elements and principles of design.
3. To help each student develop his/her expressiveness to the extent of his/her ability.
4. To help each student understand the place of visual arts in our society and world culture.

Art-Foundations

Elective 1 Semester

Art-Foundations is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques.

Drawing practice and skills building are incorporated into each task as knowledge and competence in this area is essential in the planning and execution of each assignment.

Art 2-D

Elective 1 Semester

Recommended: *Art-Foundation or Department Approval*

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art Foundations. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements of design with a concentration in the use of many two-dimensional materials: pencils, charcoal, pen and ink, paper, paint, etc.

Art 3-D

Elective 1 Semester

Recommended: *Art Foundations, or Department Approval*

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art Foundations. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further

application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper mache, metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

Art-Advanced

Elective 1 Semester

Recommended: *Art Foundations, Art 2-D, Art 3-D (min. B-)*
or Department Approval

Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art Foundations, Art 2-D, and Art 3-D, and photography. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

Art History

Elective 1 Semester

Prerequisite: *Art Foundations, Art 2D/3D*

Students will understand the visual arts in relation to art history and cultures. Students will apply their skills they learned in Art Foundations, Art 2D/3D to engage in the process of creating a variety of art forms with various media while connecting their art to aspects of historical art styles and movements.

Art-Portfolio

Elective 1 Semester

Recommended: *Art-Advanced, (min. B-) and Department Approval*

Art-Portfolio is a course for the serious art student that intends to pursue a career in the field of art. The student artist will discuss, design, and develop a plan for the semester with the instructor. Students will be required to enter a number of competitions. All work handed in must be "exhibit ready."
Art-Portfolio may be repeated for full credit with departmental approval.

Photography

Elective 1 Semester

Recommended: *Art Foundations or Department Approval*

This course is designed to educate students on operation and techniques of a ~~35mm~~ camera. Students will study composition, lighting, and thematic development of imagery. ~~as well as gain hands-on experience developing and printing black and white prints in a functional darkroom.~~ Students will also experiment with alternative methods of photography, such as pinhole

cameras, digital negatives, and **Polaroids photo editing**. It is recommended that each student have access to a **35mm camera or a standard film digital camera**. A material fee for beyond the normal usage may be charged.

Career and Technical Education

Accounting 101

This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship.

Elective 1 Semester

Accounting 201

This course expands upon already established principles of Accounting 101. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

Elective 1 Semester

Recommended: Accounting 101

Business 1: Personal Finance and Management

This course focuses on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematical skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included.

Elective or Mathematics Credit 1 Semester

Recommended: 10th-12th Grade or Algebra I Credit

Business 2: Business Management and Finance

This course focuses on the basics of business, including but not limited to the following: structure, legal issues, ownership, operations, government and globalization, financial and human resources, advertising and marketing, and

Elective or Mathematics Credit 1 Semester

Recommended: Business 1 or Instructor Approval

economics. Along with the material covered in the course, students will also

be assessed on the following mathematical skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. Additionally, the course will cover basic accounting and record keeping required in the business world. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included.

Sports and Entertainment Marketing

Sports and Entertainment Marketing introduces students to individual marketing components and the importance that marketing plays in our economic system utilizing the specific environments of sports and entertainment. Through the use of the internet and a variety of software programs, students learn economics, event promotion, merchandising, packaging, product marketing, market research, endorsements, and sponsorship. Career planning in the marketing, sports, and entertainment industries is researched.

Elective 1 Semester

Computer Applications/Keyboarding 101

This course will begin with reinforcing correct keyboarding techniques for word processing and computer data entry. Using word processing software, the student will create word processing documents with emphasis on school and business communications.

Elective 1 Semester

Computer Applications 201

The student will learn to format, develop, and use spreadsheets, databases, and presentation software. The course will center on instructor-designed templates and student-designed templates, projects, and presentations with emphasis on applying these skills in the business and career world.

Elective 1 Semester

Recommended: Computer Apps 101 or Instructor Approval

Computer Media 101

This course is an introduction to the integration of text, graphics, animation, sound, and video under the control of the computer. The emphasis will be student designed media productions applicable to course work, teacher projects, and out-of-school projects. Group, team, and individual projects will be required.

Elective 1 Semester

Recommended: Grades 10th-12th

Broadcasting

Recommended: Computer Media 101 and Instructor Approval

Elective 1 Semester

Students may enroll in this course as a continuation of Computer Media 101 and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Computer Media 101.

Digital Filmmaking

Students will gain and understanding of the filmmaking process from conceiving the film idea to showing the final product. Initially, students will learn the basic grammar of film and the conventions of media writing. Students, individually and collaboratively, will learn how to write, story board, and plan various digital narratives, from commercials to short narrative films. The course will consist of 5-6 projects all progressive leading up to a final semester project, the full production of a narrative film.

Elective 1 Semester

Internet Research and Web Design 101

This course is designed to teach students to use the internet for research and as a communication tool by exploring and evaluating search engines, and web sites. In conjunction with internet use, students will also learn to use various software packages as a means of presenting their research. Students will then use these skills to create websites using an authoring program such as Dreamweaver. This course meets the State of Michigan requirement for all students to acquire forty hours of internet use.

Elective 1 Semester

Internet Research and Web Design 201

Students may enroll in this course as a continuation of Internet Research and Web Design 101. They will continue working with an authoring program as well as graphics and animation programs. As a final project, students will use these skills to create a business website for a company. Students will learn more sophisticated web development, such as cascading style sheets and writing and understanding codes.

Elective1 Semester

Writing for Publication - Issues and Writing

This course is a semester long elective course that covers the ethical and moral implications involved in today's journalism through a study of relevant issues. Students will gain greater understanding for the current journalism model through careful study of journalism's roots and its continued progression through time, demands of society, and changes in media/technology. Students will also be introduced to the journalistic writing form, including an introduction to the Associated Press stylebook.

Elective 1 Year

Writing for Publication- Yearbook

This year long course will focus on the computer design and layout of Waverly's Iliad. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours will be required beyond class time to produce this publication. This course may be repeated for credit as a student moves up the editorial ladder.

Elective 1 Year

Writing for Publication- Newspaper

Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's Pleiad. Students will become part of a teamwork approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

Elective 1 Year

Leadership

The students in this course will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

Elective 1 Semester

Cadet Teaching

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education. Students will assist their younger peers, or peers with disabilities, in their academic progress and social experiences. Students

Elective 1 Semester

in teaching

may need to find their own placement for Teacher Cadet. This course may be taken 2 semesters for 1 credit.

Work Experience

This course is an opportunity to earn credit while you are employed on a part-time basis. Your related class is determined by your career pathway/choice goals and your current job.

Student Requirements:

- Updated Educational Development Plan (EDP) with career goals indicated.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- Required meetings with the assigned coordinator and employer.
- Signed time sheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

Online Learning/Late Arrival/Early Dismissal

Elective 1 Semester

Online Learning gives students the opportunity to take classes that they cannot access through traditional enrollment. Students will be enrolled into courses approved by the Michigan Department of Education. A listing of these courses can be found at www.micourses.org. Instruction and assessment is delivered by the online instructor, and WHS staff monitor the student's progress through the course.

English

Freshman English Seminar (FES)

1 Year

Recommended: *Department Approval*

This course is designed for students who are reading below grade level. Students in this course focus on both fiction and non-fiction reading as they study vocabulary, reading and comprehension strategies, and fluency exercises. Students are progress monitored throughout the course to assess their growth or areas of needed focus.

English 9 Lit & Comp

1 Year

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. This year-long course presents literature in thematic units and includes novels, short stories, poetry, plays, and essays. The yearlong theme, "Life is a series of transitions involving growth and change," acts as an umbrella over the semester and quarter themes. The writing framework, which is tied in with the literature, provides students with many different writing experiences that include personal writing, subject writing, reflective writing, creative writing, and academic writing. Paragraph construction and full paper development will be emphasized. Speech and listening activities are integrated into thematic units. Many different speech activities will be included such as impromptu, presentations, and formal speeches.

Honors English 9 Lit & Comp

1 Year

Recommended: *Placement Test and Department Approval*

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long course functions on the same framework as English 9 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 10 Lit & Comp

1 Year

Recommended: *English and Department Approval*

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, "The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group." Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature. Speech and listening activities are integrated into the units. Students will also do several formal speeches.

Honors English 10 Lit & Comp

1 Year

Recommended: *FES/English 9 and Department Approval*

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of

success in English classes. This year-long class functions on the same framework as English 10 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

English 11 - Classical Literature

Recommended: FES/English 9 and English 10
1 Year
This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

English 11 - Modern Literature

Recommended: FES/English 9 and English 10
1 Year
This year-long course focuses on modern literature (1950 to the present) and its relationship to social and political issues. Unit themes include modern lit heroes, science fiction, fantasy, and protest movements: Vietnam and feminism. The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions and oral presentations.

English 11 - World Literature

Recommended: FES/English 9 and English 10
1 Year
This year-long course integrates reading, writing, listening, and speaking. The literature will include different genres (both contemporary and classical) that focus on the themes "Heroes" and "Observing Human Inhumanity." The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions, oral presentations, and performance of literature.

English 12

Recommended: FES/English 9, 10 and 11
1 Year
This course is designed for seniors who intend to attend a 2-year or 4-year college. This survey class would be appropriate for students who would benefit from an additional year of direct reading, writing, and grammar instruction. It would also be appropriate for those students who want to pursue a college degree, but won't need intensive instruction in literature or writing, as their college degree program won't require such skills. This course will present diverse literature and will include novels, short stories, poetry, plays, essays,

and other non-fiction. This course will cover a wide range of writing tasks, including essays of various types, as well as some creative and reflective writing. Students who take this course will also benefit from a review of the English grammar and conventions that were covered in English 9, 10, and 11. Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to their reading. The writing framework will provide students with many different writing strategies and experiences that will allow them to use the writing process. Full essay development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided in the following areas: sentence structure, punctuation, subject-verb agreement, pronoun-antecedent agreement, verb tense, modifiers, paragraphing, revising, and editing.

College Prep English 12

Recommended: FES/English 9, 10 and 11
1 Year
College Prep English 12 will offer some of the best reading available today. The list includes current best sellers, such as Mitch Albom's *Tuesdays with Morrie* and classics like Fitzgerald's *The Great Gatsby*. The course will focus on several different genres, including novels, biographies, dramas, short stories, essays, and poetry. Students will also have the opportunity to choose a book, for independent study, from a collection of best sellers and Pulitzer Prize winners. Seniors will respond to, discuss, analyze, and write about the literature they read with a quality that can be considered consistent with a graduating senior. College Prep English 12 is also designed to prepare students for the type of writing they will be expected to do in college classes. During the semester, they will write a variety of expository papers (all 3 to 7 pages long), including persuasive essays, research papers, and literary analyses. Students will also be writing in class essays and updating their academic/professional portfolios.

Advanced Placement (AP) English

Recommended: FES/English 9, 10, 11 and
1 Year
Department Approval
Advanced Placement English has a two-fold purpose: to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college course. If students pass the national AP English Exam, they may earn college credit. The learning for this class begins

in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students' eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

Advanced Oral Communication

Elective 1 Semester

Recommended: *English 10*

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

Literature Through Film

Elective 1 Semester

This course is designed for students who have an interest in the art of storytelling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

Creative Writing

Elective 1 Semester

This course is designed to encourage students to communicate through writing. Like music and painting, creative writing can be a tremendous source of personal satisfaction to those who will practice its use. Here, students are familiarized with some of the basic types of writing, such as short stories, essays, and poems. They also analyze some of the component parts of writing such as local color, character sketches, figures of speech, and plot outlines.

Life Management

Cooking I (Cooking for Singles)

Elective 1 Semester

This is a course designed to help students plan and prepare quick dishes with emphasis on acquiring basic skills in cooking/baking. Various cuisines such as Mexican, Italian, and Oriental will be studied.

Cooking II (Creative Cooking)

Elective 1 Semester

Recommended: *Cooking for Singles or Teacher Approval*

This course is designed to challenge students cooking/baking skills **acquired in Cooking I** with emphasis on appearance and flavor. A majority of the class will consist of students developing their own recipes.

Life and Human Development

Elective 1 Semester

Recommended: *Grades 11th or 12th*

Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.

Mathematics

Math Seminar

Elective 1 Year

This course is designed to support students in developing and enhancing their math ability. The instructional focus emphasizes a tutorial approach, with students gaining the opportunity to remediate skills, sharpen test-taking strategies for the ACT, and focus on problem-solving strategies. Instruction is tailored to the needs of individual students as it relates to the standards of Algebra and Geometry.

Algebra I

1 Year

Recommended: *Placement, Pre-Algebra*

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

Geometry

1 Year

Recommended: *Applied Geometry or Algebra I*

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting to

geometry state and national core objectives. There will be emphasis placed upon applying these topics to real world situations. The student who completes this course with a C or better will be prepared to take Basic Algebra II or Algebra II the following year. Those students who receive an A or B may choose to take Honors Algebra II.

Honors Geometry

1 Year

Recommended: Placement, Algebra I
This course is designed for the college bound student who ranks high in mathematical proficiency. Basic skills are reviewed and extended with new concepts being developed. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting the geometry state and national objectives. There will be emphasis placed upon applying these topics to real world situations. Those students who complete this course successfully may choose to take Honors Algebra II.

Applied Algebra II with Trigonometry

2 Years

Recommended: Algebra II
This is a course for those students who wish to continue to meet state and national core objectives with an alternative approach. The essential objectives and basic skills will be emphasized. This course will begin with a review of Applied Intermediate Algebra II material. It will move into the new course objectives which will include (1) trigonometry and (2) survey of higher mathematics. Many properties are discussed such as logarithms, equations, identities, graphs, polynomials, coordinate geometry, and conic sections. The trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle.

Intermediate Algebra II

1 Year

Recommended: Algebra I and Geometry
This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and integrated with previously taught Algebraic concepts. Among the topics included are functions, geometric figures, transforming graphs, vectors, statistics, and logic.

Honors Algebra II

1 Year

Recommended: Geometry
This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical

system, with some proof included. Other topics developed will be functions, function transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems of equations.

Algebra II with Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II
This course is designed for the college bound student who has average or above average achievement in Algebra II. The course is divided into two main parts: (1) trigonometry and (2) survey of higher mathematics. Trigonometry deals with angles and in particular the relationship between the sides and angles of a triangle. Many properties are discussed as well as logarithms, equations, identities, and graphs. The survey section deals with a variety of topics, including special theorems, polynomials, coordinate geometry, and conic sections.

Honors Algebra II with Trigonometry

1 Year

Recommended: Honors Algebra II or Algebra II
This course is designed for the college bound student who ranks high in mathematics proficiency. Basic skills are reviewed and extended with new concepts being developed. Real numbers are developed as a mathematical system, with some proof included. Other topics developed will be functions, function transformations, algebraic proof, complex numbers, sequences, series, recursions, and limits, logarithms, solving equations, and systems.

Honors Trigonometry Pre-Calculus

1 Year

Recommended: Honors Algebra II or Algebra II
This course is an extension of Honors Algebra II and is intended for those who are college bound and possess a strong background in mathematics. This course contains five main units: trigonometry, special theorems, and functions, polynomials, analytical geometry and preview of calculus.

Advanced Placement (AP) Calculus A/B

1 Year

Recommended: Trigonometry
AP Calculus is a course in elementary functions, differential calculus, and integral calculus. The course will deal with the properties and limits of algebraic, trigonometric, exponential, and logarithmic functions. The study of differential calculus will include anti-derivative, application of anti-derivative, techniques of integration, the definite integral, and applications of the integral.

Advanced Placement (AP) Calculus B/C

Prerequisite: AP Calculus A/B

This the second course in a three-semester calculus sequence. Topics include techniques and applications of integration, derivatives of inverse trigonometric functions, improper integrals, sequences and infinite series, power series representation of functions, 3D-coordinate systems, and vectors.

Discrete Mathematics

Elective 1 Year

Recommended: *Algebra II*

Discrete mathematics is a course designed to follow Algebra II or Trigonometry. The goal of this course is to offer a broad overview of all the discrete mathematics topics as outlined by the state and national (MCTM & NCTM) standards. Discrete Mathematics introduces the six unifying themes for a discrete math course as specified by NCTM: modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction. The course contains numerous examples of social and political relevance using technology, charts, graphs, photos, and actual newspaper clippings.

Probability and Statistics

Prerequisite: *Intermediate Algebra II or higher*

The purpose of the Probability and Statistics Curriculum is to encourage student awareness of the importance of mathematics in the modern world. This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The course will cover basic statistical concepts that will prepare the student to take a college-level statistics course in the future. Students will explore and analyze data by observing patterns or the absence of patterns, interpret information from graphical and tabular displays, apply appropriate statistical models to infer information from data, and learn to use technology in solving statistical problems.

Music

Chorale

Elective 1 Year

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of both serious and popular music. Students will perform in various concerts and festivals during the day and evening as a part of the requirement of the class. If enrollment is large, class may be divided into two sections according to voicing.

Honors Chorale: Reflections

Elective 1 Year

Prerequisite: *Audition, 1 year of Chorale or Waverly Choir, 9th graders may audition by invitation only*

This course is designed for the advanced vocal student who has learned the fundamentals of proper voice and tone production. Presentation of basic choral techniques varies little from Chorale. Students are expected to be able to handle more difficult music. Literature is advanced and ranges from baroque to pop. This class performs about 30 or 40 times a year and some dancing is required. This choir participates in local and state festivals. A strong background of music theory is needed. Course work consists of regular rehearsals, many practices outside of class time; attendance at concerts and festivals is a requirement. The course of study includes technical development, music theory, history, and appreciation, in many musical styles. Further development of chamber music skills will be stressed. Students will have the opportunity to perform at Solo and Ensemble Festival.

Concert Orchestra

Elective 1 Year

Prerequisite: *Audition*

Concert Orchestra is a course designed for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in orchestra festivals, concerts, and other performances that may arise for this ensemble. Membership is open to high school orchestra students by successful completion of eighth grade orchestra and/or recommendation of the director. Except for string bass players, students are expected to own their own instruments.

Festival Orchestra

Elective 1 Year

Prerequisite: *Audition*

Festival Orchestra is a course designed for advanced instrumental music students. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in orchestra festivals, concerts, solo and ensemble, sectionals, pit orchestra, and other performances that might arise for this ensemble. Except for string bass players, students are expected to own their own instruments.

Concert Band

Elective 1 Year
Prerequisite: Audition

This is a course for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in band festivals, concerts, marching band (and band camp), and pep bands. Other performance opportunities include jazz band, solo and orchestra. Membership is open to high school band students by successful completion of eighth grade band and/or recommendation of the director. Except for a few of the larger instruments, students are expected to provide their own instruments.

Symphonic Band

Elective 1 Year
Prerequisite: Audition

This is a course for the advanced instrumental music student. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in band festivals, concerts, solo and ensemble festival, sectionals, marching band (and band camp), and pep bands. In addition, the top seats in each section perform in the Orchestra for honors credit. Other performance opportunities include jazz band and pit orchestra. Except for a few of the larger instruments, students are expected to provide their own instruments.

Jazz Band

Elective 1 Year
Prerequisite: Audition

This course is open to students who play an instrument in the standard jazz band instrumentation: saxophone, trumpet, trombone, guitar, piano, drum set, bass. Students will learn to perform music from the jazz/swing idiom and will learn the basics of improvisation. Students will be expected to participate in all scheduled concerts, festivals, and civic events. Advanced members of the ensemble may be selected to participate in Jazz Combo. Concurrent enrollment in band required for wind and percussion players; band, orchestra or choir for guitar, bass, or piano players.

Songwriting

Elective 1 Semester

Students taking this class will learn and practice the art of writing songs of any and all genres. Students must have a way to accompany themselves for the songs they write. Students will analyze songs and use their analysis to aid in their own songwriting. Songwriting involves writing lyrics, melodies, harmonies, and arranging. Each week students will share their progress with the class, and will keep a journal about their songwriting process. Throughout

the semester, students will learn how to collaborate with musicians, produce their songs, and will learn about the business of music, such as how to publish, promote, and protect their creative works. An informal class performance will conclude the semester.

Physical Education

The Physical Education program is designed to expose students to a wide range of activities, give students alternatives within those activities, and let students decide what they want to take within those alternatives. The Physical Education Department feels that physical education can contribute to a student's growth in many ways. These are: learning to work with and help others, enjoy physical activity and learn skills for their leisure time, aid in development and growth of the body and physical coordination, learn to work independently, learn a respect for others rights, and learn to take responsibility for their own actions. There are many ways that growth and learning in these areas can be encouraged and allowed. Some of the opportunities we present students with are: a chance for active participation, chances to make decisions, independent work time, working in small and large groups, setting their own goals, talking about seeing and thinking how their actions can detract from or enhance the class and class members, planning class activities, setting up and dismantling equipment. Physical fitness as well as proper nutrition is emphasized in each of our offerings.

Included in the content are Physical Activities (i.e. individual team, and water activities) and units in Physical Fitness, Nutrition, Reproductive Health, Disease, Safety/Accident Prevention, First Aid, and Substance Abuse Education.

General Physical Education

Required 1 Semester
This is a beginning course in physical education. The emphasis is on lifetime activities including both fitness and sports. Fitness activities focus on strength, cardiovascular endurance, flexibility and agility. Sports activities include individual and team aspects.

Health Education

Required 1 Semester
This course is designed to combine comprehensive health education with the practice of skills and activities necessary for good communication, making responsible decisions about managing one's body functions to promote a better quality of life, and appreciation of health as it affects one physically, emotionally, intellectually, and socially.

Personal Conditioning

Elective 1 Semester
Recommended: *Introduction to Physical Education*
This course is designed to introduce students to a variety of weight and aerobic exercises. Students will participate in an instructor-led circuit weight training program three days a week. The other two days will consist of a running/flexibility program, and team sports. The course will stress proper technique and the benefits of an aerobic/resistance program. Students will leave with the understanding of the value of an exercise program to their lifelong health.

Team Sports

Elective 1 Semester
Recommended: *Introduction to Physical Education*
This is a semester course where the student has the opportunity to participate in a variety of team games and fitness activities. Techniques in skills and strategies will be developed along with the rules. In addition, the positive effects of proper nutrition combined with a good exercise program will be stressed.

Aquatics for Fitness

Elective 1 Semester
This course is open for male and female athletes.
This class is designed to meet the needs of beginning and intermediate swimmers as well as competitive swimmers. Swimming instruction and workouts designed by ability are the focus of the course. Students who want to swim for fitness, prepare for military or triathlon training or just improve their swimming ability would be interested in this course. Swimming is one of the healthiest lifetime activities. Learning to swim safely is key skill for everyone, especially living in Michigan. The structure of the class will be 3 days a week - swimming instruction and workouts, 1 day a week out of the pool - dry land, flexibility, and technique, and 1 day dedicated to other aquatic sports and activities. The class will be divided into 3 groups: beginning, intermediate and competitive swimmers with the goal of improving cardiovascular fitness, technique, and safety.

Life Guarding

(9 weeks or 1 Semester)
Prerequisite: *PE class, Health, and minimum age of 15 at start of class. Candidates must pass a swimming proficiency test of 1) Swim 300 yards non-stop, 2) Tread water with legs only for 2 minutes; 3) retrieve a 10 lb brick from 10 foot depth and swim in back to the side in 90 sec.*
The Lifeguarding course is designed by the American Red Cross to train lifeguard candidates with the skills and knowledge to keep patrons of aquatic facilities safe in and around water. Students earn a letter grade and in addition

may earn certification in Advanced Life guarding, CPR, First Aid, and AED. The class meets in the pool 3 days per week.

Advanced Personal Conditioning

(9 weeks or 1 Semester)
Prerequisite: *PE and Health Education. This course is open for male and female athletes. Non-athletes are welcome in to the class upon approval of instructor and counselor, should numbers allow.*

This is an intense course designed to meet the needs of the serious athlete. This course will provide each individual with programs that will develop significant strength gains while improving individual's cardiovascular level as well. Discussion regarding proper nutrition, rest and dietary supplements will be addressed as well as the dangers associated with the use of illegal muscle enhancing drugs. Monthly testing in the areas of strength, vertical jump, speed and agility will be recorded and evaluated. Form running in addition to advanced running techniques will be taught as part the speed development unit. Responsibility to scholastic achievement, leadership, sportsmanship and career direction are also critical aspects of course content. Student/athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school.

Science

Physical Science

1 Science Elective Credit
Grade Level: 9th or 10th
Prerequisite: *Placement Test*
This course will teach the student basic high school science skills, motion, energy, sound, light, electricity, and the structure of matter.
Pathway: Adequate mastery of the objectives and concepts of this class will prepare the student for Biology.

Biology

1 Science Core Credit
Grade Level: 9th or 10th
Prerequisite: *Placement test or adequate progress in Physical Science*
The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Biology, essential and core objectives (www.michigan.gov/mde/).

Honors Biology

1 Science Core Credit
Grade Level: 9th

The content of this course is aligned with the current State of Michigan Content Expectations for High School Science– Biology, essential, core, and recommended (enrichment) objectives (www.michigan.gov/mde/). This course is designed for the college bound student that is interested in a rigorous, fast paced, accelerated, challenging course.
Pathway: Above average mastery of the objectives and concepts will prepare the student for Honors Chemistry.

Advanced Placement (AP) Biology

1 Science Elective Credit
Grade Level 11th or 12th

Prerequisite: Honors Biology, Honors Chemistry, and High School Teacher Recommendation
This course is designed to be the equivalent of a university level first-year general biology course. The student will be encouraged, but not required, to take the Advanced Placement exam in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college biology. The student may be placed in an advanced course upon entering college. **Important Note: This class will meet for two class periods a day.**

Human Anatomy/Physiology

½ Science Elective Credit
Grade Level 11th or 12th

Prerequisite: Demonstrated competency in Biology or Honors Biology and High School Teacher Recommendation
This course looks at the basic biological concepts of structure and function of the human body. A look into the body systems, such as cardiovascular, respiratory nervous, digestive, muscular and skeletal, integumentary, immune, urinary, reproductive, and endocrine will be explored.

Botany (with Ethnobotany Emphasis)

½ Science Elective Credit
Grade Level 11th or 12th

Prerequisite: Demonstrated competency in Biology or Honors Biology and High School Teacher Recommendation
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course will also introduce students to the origins of many of the plants and plant products that are an

important part of everyday life, and the ways that the development of different cultures has been influenced by plants throughout history. Topics covered include basic plant morphology, origins of major agricultural crops, economically important plant products, and medicinal and poisonous plants.

Chemistry

1 Science Core Credit
Grade Level: 10th or 11th

Prerequisite: Biology and a minimum of a "A/B" in Algebra I, concurrently enrolled in Geometry or higher Mathematics, and High School Teacher Recommendation
The content of this course is aligned with the current State of Michigan Content Expectations for High School Science–Chemistry, essential and core objectives (www.michigan.gov/mde/).
Pathway: Adequate mastery of the objectives and concepts will prepare the student for Physics.

Honors Chemistry

(Replaces-College-Prep-Chemistry)

1 Science Core Credit
Grade Level: 10th or 11th

Prerequisite: Demonstrated competency in Honors Biology, Geometry, concurrently enrolled in Algebra 2 or high mathematics and High School Teacher Recommendation
The content of this course is aligned with the current State of Michigan Content Expectations for High School Science– Chemistry, essential, core, and recommended (enrichment) objectives (www.michigan.gov/mde/). This course is designed for the college bound student that is interested in a rigorous, fast paced, accelerated, challenging course. **This course is a requirement for students who plan to take an AP science course.**
Pathway: Above average mastery of the objectives and concepts will prepare the student for Honors Physics.

Advanced Placement (AP) Chemistry

1 Year
Grade Level: 11th or 12th

Recommended: Chemistry and Algebra II, Physics
This course is designed to be the equivalent of a university level first-year general chemistry course. Students should attain an understanding of fundamental chemical principles and a competence in dealing with chemical problems. This course should contribute to the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. The student will be encouraged, but not required, to take the Advanced Placement examination in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college chemistry. The student may be placed in an advanced course upon entering college.

Important Note: This course will meet for two class periods a day.

Geology

(Replaces-Earth Science)

½ Science Elective Credit
Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry or Physics, or High School Teacher Recommendation

The content of this course will emphasize the following concepts: Human Interaction with the Geosphere; Basic Principles of Geology; Mineral/Rock forming processes; Earth's Internal Structure; Seismology; Plate Tectonics; Volcanology; Geologic Formations and The Geologic Time Scale.

Meteorology/Oceanography

(Replaces Earth Science)

½ Science Elective Credit
Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry or Physics, or High School Teacher Recommendation

The content of this course will emphasize the following concepts: Atmospheric heat transfer; Severe weather; Cloud formation; Adiabatic cooling and adiabatic temperature changes; Thermodynamics; Carbon cycle; Fluid Dynamics; El Nino and La Nina; Seawater density and salinity; Oceanic currents and layering; and Climate change.

Physics

(Formerly Introductory Physics)

1 Science Core Credit
Grade Level: 10th, 11th, or 12th

Prerequisite: Demonstrated competency in Biology, a minimum grade of a "C" in Algebra, and High School Teacher Recommendation

The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Physics, essential and core objectives (www.michigan.gov/mede/).

Honors Physics

(Formerly CP Physics)

1 Science Core Credit
Grade Level: 11th or 12th

Prerequisite: Demonstrated competency in Honors Chemistry, competency in Algebra 2/Trigonometry, concurrently enrolled in a higher mathematics course, and High School Teacher Recommendation

This course is an intensive course prepared for students who intend to take one or more physics courses at the college level. Physics is the theoretical study of matter, forces, energy, and motion. This course will bridge the gap between the understanding of general statements, theories, or laws and the application of principles to the solution of problems. Laboratory activities will be an integral part of the course. The content of this course is aligned with the

current State of Michigan Content Expectations for High School Science-Physics, essential, core, and recommended (enrichment) objectives (www.michigan.gov/mede/).

Environmental Science

Elective 1 Semester

Grade Level: 11th or 12th
Recommended: Introductory Physics, Chemistry or Teacher Recommendation

This course is an intensive study into the interdisciplinary field of the study called environmental science. The goal in this course is to integrate the concepts of ecology and geology to come to an understanding of the natural world and the forces that affect it. Topics will also include a study of resource use and alternative energy development, both locally and globally, climate, oceanography and atmosphere and how they influence the environment.

Astronomy

Elective 1 Semester

Grade Level: 11th or 12th
Recommended: Introductory Physics, Chemistry, or Teacher Recommendation

This is a rigorous course in descriptive astronomy. An overview of the field of astronomy will be presented and the basic principles of specialized topics such as measurement techniques, evolution and properties of stars, and the theories of the origin and organization of the universe. The content of this course is aligned with the current State of Michigan Content Expectations for High School Science-Earth Science/Astronomy, including using, constructing, and reflecting on scientific knowledge.

Social Studies

U.S. History/Geography

1 Year

Recommended: Department Recommendation
U.S. History/Geography is a survey of 20th century U.S. History as an academic focus and the continued building of reading, writing, research and oral presentations skills will both be emphasized. Reading materials in this course will be at the high school level.

Honors U.S. History/Geography

1 Year

Prerequisite: Department Approval and 9th Grade standing

Honors U.S. History/Geography is a survey of 20th century U.S. History. Reading materials in this class will be above grade level. This rigorous course is targeted toward students who have the skills to pursue Advanced Placement options.

World History/Geography

Recommended: One semester of U.S. History/Geography
1 Year
World History/Geography is a survey of topics in world history and geography starting with the rise of Islam in 600 AD. World History/Geography will have an academic focus and continued building of reading, writing, research, and oral communication skills will be emphasized. Reading material will be at the high school level.

Honors World History/Geography

Recommended: One semester of U.S. History/Geography
1 Year
Honors World History/Geography is a rigorous survey of topics in world history starting with the rise of Islam in 600 AD with an emphasis on the use of primary documents, above grade level reading materials and the production of quality research papers and projects. Content knowledge will be the main focus of this course.

Government

Recommended: U.S. History/Geography and at least one
1 Semester
Semester of World History/Geography 11th Grade status
Government is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities.

Honors Government

Recommended: U.S. History/Geography, and at least one
1 Semester
Semester of World History/Geography 11th Grade status
Honors Government is a course designed for students in the 11th grade. The goal of the government course is for student to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities. This course will require advanced reading, writing, discussion and critical thinking skills.

Economics

Recommended: U.S. History/Geography and
1 Semester
World History/Geography, 11th Grade status

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources.

Honors Economics

Prerequisite: U.S. History/Geography, World
1 Semester
History/Geography and 11th Grade status
Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources. This course is targeted toward students who are reading or have math skills at or above grade level.

Advanced Placement (AP) U.S. History

Recommended: Honors U.S. History/Geography
1 Year
Grade Level: 11th or 12th
Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well prepared students. It will appeal to students who have either a passion for the study of history or academically accelerated students who seek the challenge of an advanced placement course in U.S. History.

History of Your Life: 21st Century History

Elective 1 Semester
Recommended: Grade 9, 10
Welcome to the 21st Century! This course will supplement the curriculum of the required US and World History classes are limited in due to time constraints. The course will start by laying the ground work for study of history with a unit on historiography. Students will then delve into the 21st Century studying historical, political, economic, and cultural (including pop culture and music) events and trends. During this course, the students will study the basics of oral history and students will collect historical perspectives by conducting interviews with people who were primary resources to the history they are studying. Finally, students will produce a multi-media capstone project which will be an investigation that integrates historiography and oral history into a topic of their choosing.

History Through Film

Elective 1 Semester
Recommended: Grade 9, 10

In this elective course geared toward younger students, the class will examine history through the lens of a camera. In and 18 week semester, students will learn the history behind, view, and analyze history as presented in 8-10 films. Students will learn how to watch film from a historian's perspective, analyze the content of each film for its historical accuracy and examine the historical context that surrounds each film. Students will complete a capstone project in lieu of a final exam where they will select three films to watch on their own and apply the critical viewing skills they have acquired.

Global Studies

Elective 1 Semester

Recommended: *Completion of U. S. History and World History*
Students will learn the basics of the U.S. legal system. Students will participate in several mock trial experiences that will emphasize trial preparation and implementation. Significant class participation is expected.

Topics in United States History

Elective 1 Semester

Recommended: *Completion of U. S. History and World History*
The emphasis of the Topics in United States History will change each semester based on the instructor assigned to teach the course. The assigned instructor will develop the course based on a special topic of interest. Examples of topics might be the Vietnam War and the 1960's, Role of Women in United States History, and Understanding the role of African Americans in the United States. The Great Migration and the Harlem Renaissance. The topics will change each semester so a student could choose to take this course numerous times.

Psychology

Elective 1 Semester

Recommended: *Grades 11th or 12th*
The field of psychology is a scientific study of the behavior of all living organisms. Since the subject is so broad, this course is limited to the study of human behavior with the major emphasis upon the development of the individual personality and his ability to function in his society.

Sociology

Elective 1 Semester

Recommended: *Grades 11th or 12th*
Sociology is a course designed for students in 11th or 12th grade. The goal of the Sociology course is for students to gain an increased understanding of the complex social world of which they are a part. Sociology will place emphasis on understanding the relationships between people, groups of people and various institutions in American and global societies. Sociology will reflect the

emphasis on each of the four pillars of the Framework for Social Studies Education in Michigan, Disciplinary Knowledge, Thinking Skills, Democratic Values and Citizenship Participation.

Advanced Placement (AP) Psychology

Elective 1 Year

Recommended: *Grades 11th or 12th*
Through the AP Psychology course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well-prepared students. In psychology we have inherently interesting subject matter, but the student's responsibility is to delve beyond the surface attraction of popular psychology and become true students of the discipline. This approach will make the learning experience quite rewarding.

World Languages

American Sign Language I

Elective 1 Year

This course will cover basic vocabulary used in American Sign Language. Students will acquire a basic understanding of the deaf community, including different cultural norms, values, and beliefs, embraced by culturally deaf people in the United States. Students will be versed in Deaf history, as well as various other timelines, via documentaries and popular television media. Daily class routines focus on building student's receptive, expressive finger spelling, and signing skills. Daily lessons include introduction of new vocabulary, both in isolation, as well as conversationally. Every parameter must be written for each new sign learned.

American Sign Language II

Elective 1 Year

Prerequisite: *ASL I*
This course is based on a continuum of ASL I. Students will be introduced to more advanced vocabulary and conversational signing via personalized videos of interpreters and native signers. Student's performance is based on increased receptive and expressive ability in the context of natural conversation. A keen understanding and the use of personal pronouns, classifiers, tense, and idiomatic phrases are emphasized, as these are paramount in each student's ability to reach fluency.

French I (First Year)

Elective 1 Year

Recommended: *should possess above average study and organizational skills*

In French I, students will begin to develop listening comprehension, speaking, and writing skills through the study of situational vocabulary and basic grammatical structures. Through short reading selections students will also begin to develop reading skills. Students will express themselves in the present and near future in both spoken and written forms of the language. Accurate pronunciation and intonation will be encouraged. The geographies and cultures of the contemporary Francophone world will be studied and compared and contrasted with our own.

French II (Second Year)

Elective 1 Year

***Recommended:* French I**

This course is the continuation of French I. Students will be introduced to more complex conversational exchanges in which native speakers are speaking at a more normal conversational speed. As students develop their listening comprehension skills, their productive skills will also increase. Students will progress from "sentence-level" dialogues to "paragraph-level" conversations. More extensive reading practice will be included as well as a variety of writing opportunities which will improve writing skills. Students will continue a formal study of the grammar and syntax of the language, with special emphasis being placed on the use of the past tenses (*passé composé* and *imparfait*). Continued attention will be given to good pronunciation and intonation. The cultural material will be expanded to include brief historical overviews, as well as presentations of contemporary reality.

French III/IV (Third and Fourth Years)

Elective 1 Year

***Prerequisite:* French II**

In the third and fourth years of French, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in French. Writing skills are further developed through original skits, stories, and children's books. Reading skills are developed by reading several short stories and a novel. Students will continue to study the geography and culture of various French-speaking countries.

Spanish III Accelerated

Elective 1 Year

This course consolidates the information taught in the Spanish I and Spanish II courses into a single yearlong course. The course is intended for students who:

1. Demonstrate high-average to high level basic skills and wish to take a challenging language course, AND/OR

2. Did not take Spanish I in their 8th grade year (or transferred from another school/district) and wish to complete at least 4 years of language study during high school, AND/OR
3. Already speak Spanish but do not possess the writing or grammar skills necessary in Spanish to enter at level III or above.

Spanish I (First Year)

Elective 1 Year

In first year Spanish, students will begin to develop listening and speaking skills. Reading and writing short phrases and passages will also be emphasized. Students will develop basic conversational skills through topical and situational vocabulary studies and the mastery of basic grammar structures. Students will learn to accurately use present tense verbs. Students will write and perform original skits. Language as communication will be continuously emphasized. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will study the geography and culture of various Spanish-speaking countries.

Spanish II (Second Year)

Elective 1 Year

***Recommended:* Spanish I**

In second year Spanish, students continue to develop listening and speaking skills. Students continue to develop conversational skills through expanded vocabulary studies, situational vocabulary studies, and mastery of more complex grammar structures. Past and future verb tenses receive greater emphasis. Students begin to develop reading skills that will allow them to interpret short articles and stories based on lesson content as well as culture. As the year progresses, students will write compositions and will also write and perform original skits. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish III (Third Year)

Elective 1 Year

***Recommended:* Spanish II**

In third year Spanish, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in Spanish. Writing skills are further developed through original skits, stories, and children's books. Reading skills are developed by reading several short stories and a novel. Students will

periodically converse with native speakers of Spanish. Students will continue to study the geography and culture of various Spanish-speaking countries.

Spanish IV (Fourth Year)

Elective 1 Year

Recommended: Spanish III or Equivalent
In fourth year Spanish, students develop extensive speaking, reading, and writing skills. The course focuses on communication in Spanish rather than translated English. Skills are reinforced and developed through the study of situational vocabulary, idiomatic expressions, a review of grammar structures, and vocabulary expansion. Listening and speaking skills are emphasized through conversation, a series of listening activities, a full length movie, and several contacts with native Spanish speakers. Reading skills are developed through several short stories and a novel. Writing skills are continually developed through grammar exercise, original skits, essays, and short stories. Students produce several short video segments to mark their progress throughout the year. Students will continue to study the geography and culture of various Spanish speaking countries. The class is conducted largely in Spanish.

Spanish V/VI (Fifth and Sixth Years)

Elective 1 Year

Prerequisite: Spanish IV or Teacher Approval
In the fifth and sixth years of Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings. **Students may elect to take the Advanced Placement Standardized Test in May for college credit.**

Advanced Placement (AP) Spanish

Elective 1 Year

Recommended: Spanish IV or Teacher Approval
In AP Spanish, students concentrate on the development of a reasonable proficiency in speaking, listening, reading, and writing skills. The course is conducted in Spanish and includes rigorous practice in all facets of the language. Upon successful completion of the course, students will be able to comprehend formal and informal spoken Spanish. They will be able to use past, present, and future tenses in spoken Spanish and utilize a fairly extensive vocabulary when speaking. They will be able to express their thoughts accurately in writing and comprehend a variety of formal and informal writings.

Students may elect to take the Advanced Placement Standardized Test in May for college credit.

Special Services

Employability Skills

1 Year

Prerequisite: Special Services Caseload
This course is designed to assist the student in learning skills necessary to becoming successfully employed. The areas of study include learning how to research careers, researching careers and post high school training, job shadowing, interviewing techniques, application process, effective communication skills, problem solving and working as a team member. The student will learn functional academic skills related to employability.

Basic Life Skills

1 Year

Prerequisite: Special Services Caseload
This course is designed to assist students in learning skills necessary for living independently. The areas of study include substance abuse awareness, reproductive health, personal health and safety, social skills, homemaking skills, and family living skills. Students will also learn about setting goals.

Learning Center

1 Year

Prerequisite: Special Services Caseload
This is a special education course designed to aid students with their mainstreamed courses. School study skills will be emphasized, including time management, test taking skills, listening skills, text usage, problem solving, and appropriate classroom behavior. Tutorial help will also be available for student's mainstreamed classes.

Community Based Vocational Education and Instruction Yearly Goals

.5 to 3.0 credits per semester
Prerequisite: Approval of Instructor and Caseload Teacher- This course is designed to teach students to establish transition goals which are needed to increase their independence in the areas of employment, adult living, recreation, post-secondary education, transportation/mobility. Community based activities will include unpaid/paid Work Based Learning (WBL) experiences and other types of instruction (such as use of public transit, banking, shopping, voting, exploration of community resources and linking with appropriate agencies). Instruction will focus on pre-employment/work activities, weekly/monthly planning, arranging

transportation, paying bills, budgeting, menu planning, food preparation and clean-up. Transitional Community Living Experiences (TCLE) may be provided completely outside the building with approved service provider agreements and individualized student learning plans.

Occupational/Work Education Programs

Capital Area Career Center

Elective 1-2 Years

Prerequisite: *Grades 11th or 12th*
 The Capital Area Career Center (CACC) in Mason is Waverly's vocational technical education training school. Students from Waverly and ten other school districts in Ingham County attend classes each day at the Career Center. CACC students create their futures in one of 16 vocational-technical training programs. The skills and knowledge acquired in a CACC program can be transferred to an entry-level job or to post-graduate training in a technical school or college (43% of CACC graduates go on to college).

At the CACC, students learn how to develop a career plan, to set goals for a lifelong career, and how to get and keep a job. A variety of instructional materials are used, including modules (training packets), textbooks, lectures, videotapes, work experience, and hands-on practice. Students learn the skills that business and industry have identified as necessary for each occupation. Training is conducted in two sections each day; the first session meets from 8:15-10:30 a.m.; the second session meets from noon-2:15 p.m. Students stay at Waverly for half the day and spend the other half at the CACC in Mason. With careful planning, students can continue in a regular curriculum at Waverly and still enroll in a CACC program to receive high school credit and, in some programs, college credit.

There are many other benefits to attending the CACC-whether a student attends for one term, or for one to two years:

Career Planning - Students explore their personal and career potential through career counseling, interest surveys, and computerized decision making exercises.

Job Placement - CACC staff will help students prepare a resume, develop interviewing skills, and make connections with an Ingham County employer.

College Credit - Five CACC programs award successful completion with college credit.

Assessment - An in-depth measurement of a student's abilities, aptitudes, and interests.
Co-op - For students recommended by their program teacher, earn money on the job while applying the skills learned in the classroom.

The Capital Area Career Center's course offerings are:

Auto Body	Health Occupations
Auto Technology	Hospitality Services
Business Careers and Technology*	Laboratory Sciences
Construction Trades	Machine Tool Technology*
Cosmetology	Marketing
Custodial Services	Medical Assistant
Drafting*	Welding*
Electronics	

Eaton ISD Career Preparation Center

Elective 1-2 Years

Prerequisite: *Grades 11th or 12th*
 The Eaton ISD Career Preparation Center (CPC) is situated on the campus of Lansing Community College. In addition to the programs located at Lansing Community College Downtown and West Campuses, three other programs are located "off campus." The AIS Heavy Equipment Repair and Operation program is located at Potter Park Zoo and Insurance and Risk Management is located at Farm Bureau Insurance with Olivet College.

Eaton ISD and the Career Preparation Center have partnered with Lansing Community College for over 38 years to offer Career Preparation programs to area high school students. By enrolling and successfully completing these programs, students will learn technical and employability skills, earn high school credit, and have an opportunity to earn college credit.

Successful graduates of the CPC programs have found employment in their program areas, entered into apprenticeship programs, continued at LCC to earn an associated degree, or transferred to universities to continue their education. Whichever of these goals you may have for yourself, Eaton ISD Career Preparation Center's instructors and staff are prepared to help you reach them. Students will have opportunities to participate in work based learning opportunities, Career and Technical Student Organizations, National Technical Honor Society and Career Development.

The Eaton ISD Career Preparation Center's 2012-2013 course offerings are:

Auto Collision Repair	EMS/Fire Services
Automotive Technology	Fashion Design
Building & Electrical Trades	Health Technology
CADD/CAM/Pre-Engineering	Heavy Equipment Operator
Civil Engineering & Energy Technology	Heavy Equipment Repair

Commercial Art	Insurance & Risk Mgt.
Computer Graphics/Animation & 3D	Law Enforcement
Computer Graphics/Web Design	Mechatronics
Computer Support	Welding
Criminal Justice	Zoo & Aquarium Science
Early Childhood Education	

Interdepartmental Courses

ACT Prep 10/11

Elective 1 Semester

Prerequisite: *Grades 10th or 11th*

This course is designed to be successful on the ACT. The course covers all areas of the test: English, Mathematics, Reading, Science, and Writing. The subject instruction is the majority of the learning in the class; however, test-taking skill sets specific to the ACT will also be covered. The course instruction and students are divided into two 9-week periods: 1) English, Reading, and Writing; 2) Mathematics and Science. The class begins with a full ACT pre-test and concludes with a full ACT post-test, both of which are mandatory for all students in the class. There will be other portions of practice tests given throughout the course as well. This course is CREDIT/NO CREDIT (no grades assigned), and students must completely meet the requirements in order to earn credit in the class-any missing assignments will result in a loss of credit.

Waverly Alternative Education Learning

Alternative Learning provides students with an approach and an environment that are different from a traditional classroom setting. Students receive computer-assisted personalized instruction, individualized attention with a low student-to-instructor ratio and the freedom to work at their own pace.

Computer-Assisted Instruction

Waverly Alternative Education students receive computer-assisted instruction that allows them to work at their own speed and skill level. Students are tested to determine their current skill level in each subject and work at exactly that skill level. Subjects and grade levels are customized for each student so that students can progress through each grade level based on their skills. Individualized computer-assisted instruction allows students to keep their progress private. While in the program, they can focus their attention on academic credit recovery, improved attendance and graduation.

Credit Recovery

Elective 1 Semester

This computer based course is designed to help students on their path to graduation. Students who have not earned credit in a core class are able to be placed in this course to recoup the credits lost in a previous semester. Students are allowed to work at their own pace. **This is an after-school program.**

Independent Study

Elective 1 Semester

Prerequisite: *Approved by parents, teacher, counselor/building administrator*

Independent Study is an opportunity for willing students to study topics of interest, improve skills, and/or develop projects in depth. The students will establish a study guide with the help of the independent study teacher. This guide will be followed as a plan to complete the study or project. **Independent Study must be requested prior to the start of the semester.**

English as a Second Language (2)

Elective 1 Semester

Prerequisite: *Limited English Proficiency (LEP)*

An independent study, individually designed for students whose native language is not English, and who have limited English proficiency (LEP). This will serve students who are at risk of not succeeding in other classes due to lack of language skills. This course is carried on in a small, seminar setting. Class sizes are approximately two to ten students. Grades are based on an A-F system. This course may be repeated.

Academic Regulations

Credit/No Credit

The following guidelines must be followed:

1. Application for credit/no credit must be made **prior to the deadline for changing classes at the beginning within the first two weeks** of each semester.
2. Final approval of this request will authorize "Credit" or "No Credit" for grades on the permanent record.
3. If a student is electing credit/no credit for a year-long course, he/she must complete a request form each semester.
4. The decision for credit/no credit is not reversible once it is approved. Freshmen, sophomores, and juniors may take not more than two credits per year on a credit/no credit basis and not more than one course at a time. Seniors may take no more than four credits on a credit/no credit basis and not more than 2 per semester (See Honor Roll guidelines).

6. Teachers will be reminded of this decision one week prior to the end of the marking period so they can record grades accurately.

Dual Enrollment/Released Time Program

For several years Waverly High School has had a procedure whereby certain students have been released from part of their regular high school day in order to attend classes at area colleges. This program is known as the Dual Enrollment/Released Time Program. It is administered by one of the high school counselors who are referred to as the program directors. Generally, students are limited to two hours of released school time while on this program. Transportation to the college and the cost of attending the college are the students' responsibility. For more information, obtain a copy of the program guidelines and an application from the guidance office secretary.

Earning Graduation Credits

Students completing a high school credit before entering high school may receive a credit by: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam for a **World Language credit Spanish** **Hand II proficiency**.

Career Center

Eligible Juniors or seniors may enroll in the Career Center. Credit earned applies to Applied Arts or Vocational Elective requirements. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in Career Center.

AP Classes

In recognition of the district's commitment to run sections of AP Classes that may be smaller than other classes, students signing up for AP Classes must also show a commitment to the extra level of study. Therefore, **a student enrolled in AP Classes will not be allowed to drop the class(es) once the spring enrollment period has ended.**

Class Load/Transfer of Credits/Diploma

During each semester of attendance at Waverly High School a student must enroll in **six seven** classes unless he has written permission from the principal to do otherwise. Credit for work done at other high schools, as well as credit for work study, Career Center, Lansing Community College, and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

Grading

Students will be graded and report cards distributed two times a year, at the end of each semester. The final semester grades are the only grades that are used for transcript purposes. If a student or parent has a concern about a grade they should first consult the teacher before contacting the administration.

Grading Scale

A 100-93 = 4.0	A- 92-90 = 3.67
B+ 89-87 = 3.33	B 86-83 = 3.0
C+ 79-77 = 2.33	C 76-73 = 2.0
D+ 69-67 = 1.33	D 66-63 = 1.0
	F 59-00 = 0

"I" Grade

An "I" grade may be issued if a student's absences leave a determination at grading time impossible or unfair. "I" grades may be used at any grading time. "I" grades must be changed within a semester **or will become a failing grade (F).**

Assessment Methodology/Tests

Assessments will be aligned with the Michigan Framework/High School Content Expectations and the Waverly Assessment Guidelines.

Schedule Adjustments

- Once courses are selected, adjustment will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:
1. Incomplete schedules
 2. Duplication of courses
 3. Courses in incorrect sequence.
 4. Students who lack a required course for graduation or grade level.
 5. Acceptance to special programs (work experience, child development, etc.)
 6. Re-enrollment in a course in which the student received a failing grade or no credit.
 7. Misplacement due to inappropriate skill level for class
- All students must attend the classes on their current schedule until the classes are rescheduled. Attendance records will be forwarded to the new class. **All schedule change requests must be made within two weeks of the start of the semester.**

Honor Roll Guidelines

There are three honor rolls, awarded at the semester, defined as follows:

- **4.0 Honor Roll** - student will have a grade point average of 4.0
- **3.5 Honor Roll** - students with a 3.5-3.9 GPA
- **3.0 Honor Roll** - students with a 3.0-3.4 GPA

To qualify for any Honor Roll, a student must be a full time student taking a minimum of four graded classes for the period covered by the Honor Roll.

Top Ten Qualifications

For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their Junior year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. A minimum of 4 graded core classes, including foreign language, per semester (for each year of high school), must be taken. All E2020 and/or Edgenuity classes do not qualify toward Top Ten status.

Testing Out: Michigan Law for Testing Out of Courses

380.1278(a) (4) (a) a school district or public school academy shall also grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score (77%), as determined by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

Waverly High School Mission Statement

The mission of Waverly High School is to educate and prepare all students to realize their individual potential and to be engaged as ethical contributors and life-long learners in our global society.

We will do this by providing a rigorous and relevant curriculum in a safe learning environment with a caring and committed staff who will work in concert with colleagues, students, families, and the community to achieve this mission

Waverly Community Schools Mission Statement

As the heart of the community our mission is to educate and prepare each student to achieve her or his academic best, become a lifelong learner and contribute as a citizen of our global society by committing ourselves to excellence in education characterized by:

- a safe environment
 - rigorous curriculum
 - quality instruction
 - attention to individual needs
- in partnership with the family and our diverse community.

Notice Regarding Non-Discrimination Policy

It is the policy of the Waverly Community Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, marital status, height, weight, or disability in its employment practice as well as in its educational programs, activities, and services. The board reaffirms its policy to comply with Title VI, The Age Act of 1975, The Americans with Disabilities Act of 1990, Title VII or the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Elliot-Larsen Civil Rights Act, and all other applicable federal and state laws and regulations prohibiting discrimination.

Any questions concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

High School Title IX Coordinator

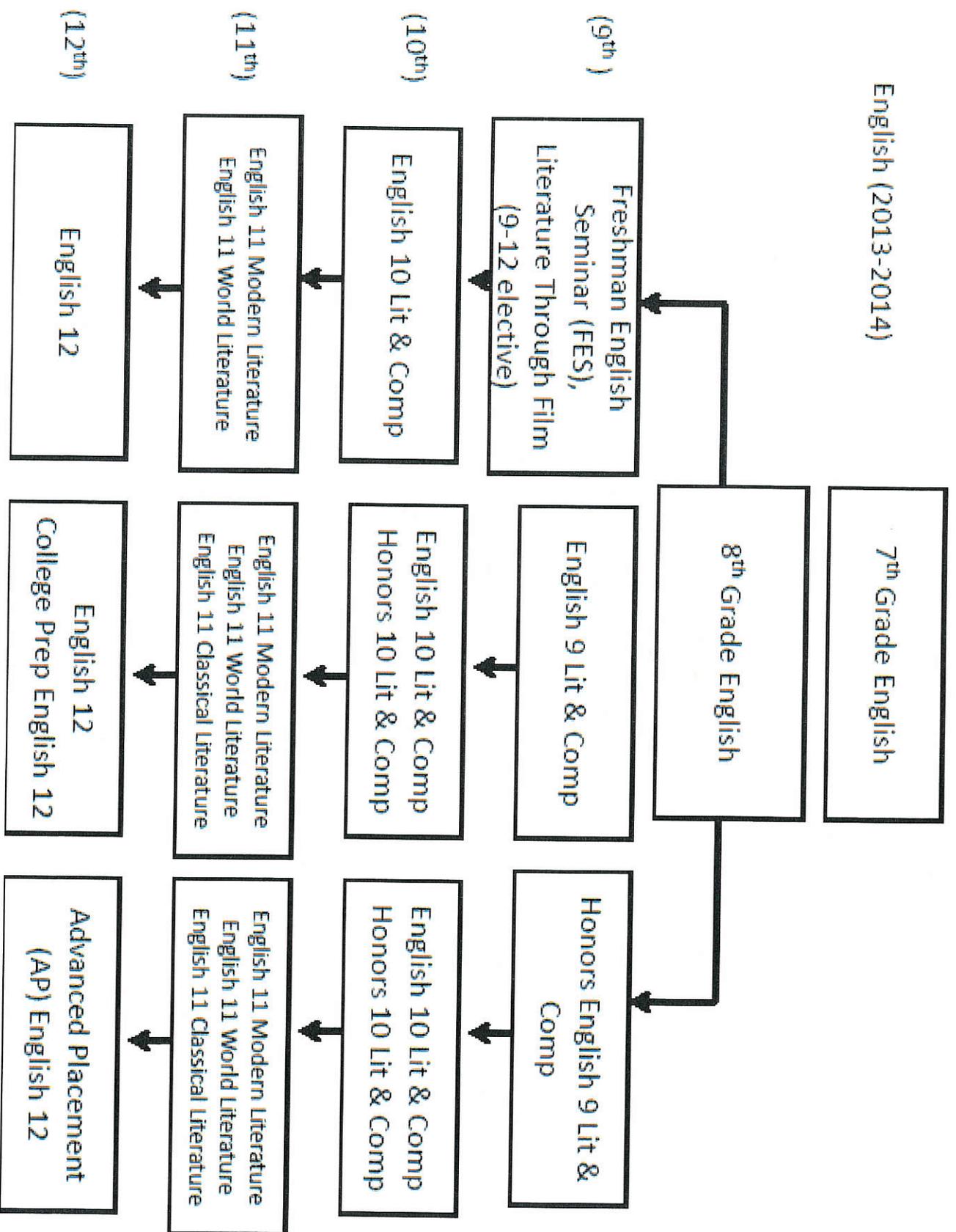
Mr. Vincent C. Perkins
Waverly Community Schools
515 Snow Road
Lansing, MI 48917
(517) 321-7265

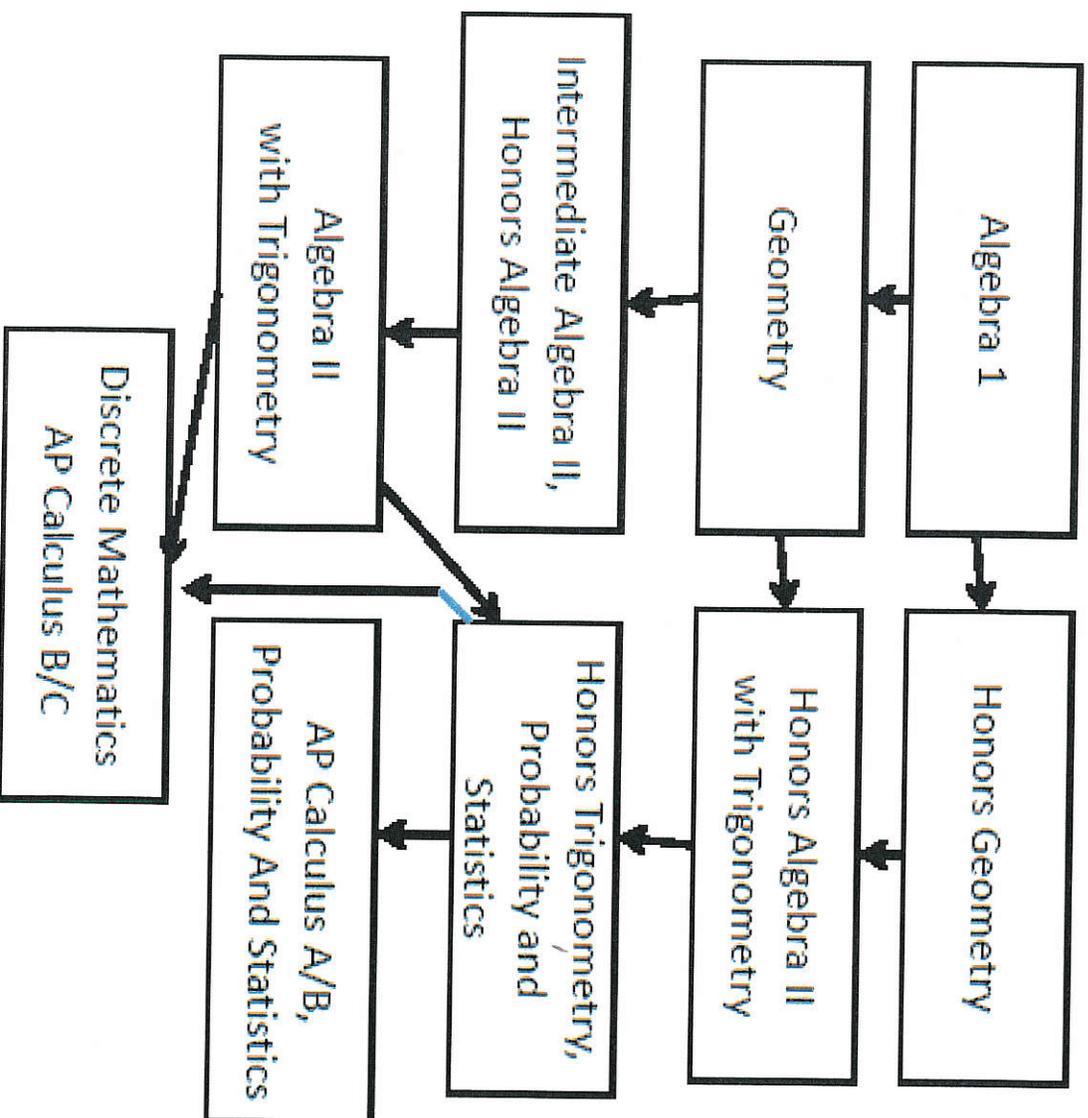
Inquiries regarding compliance with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Age Act of 1975, should be directed to:

Section 504 Coordinator

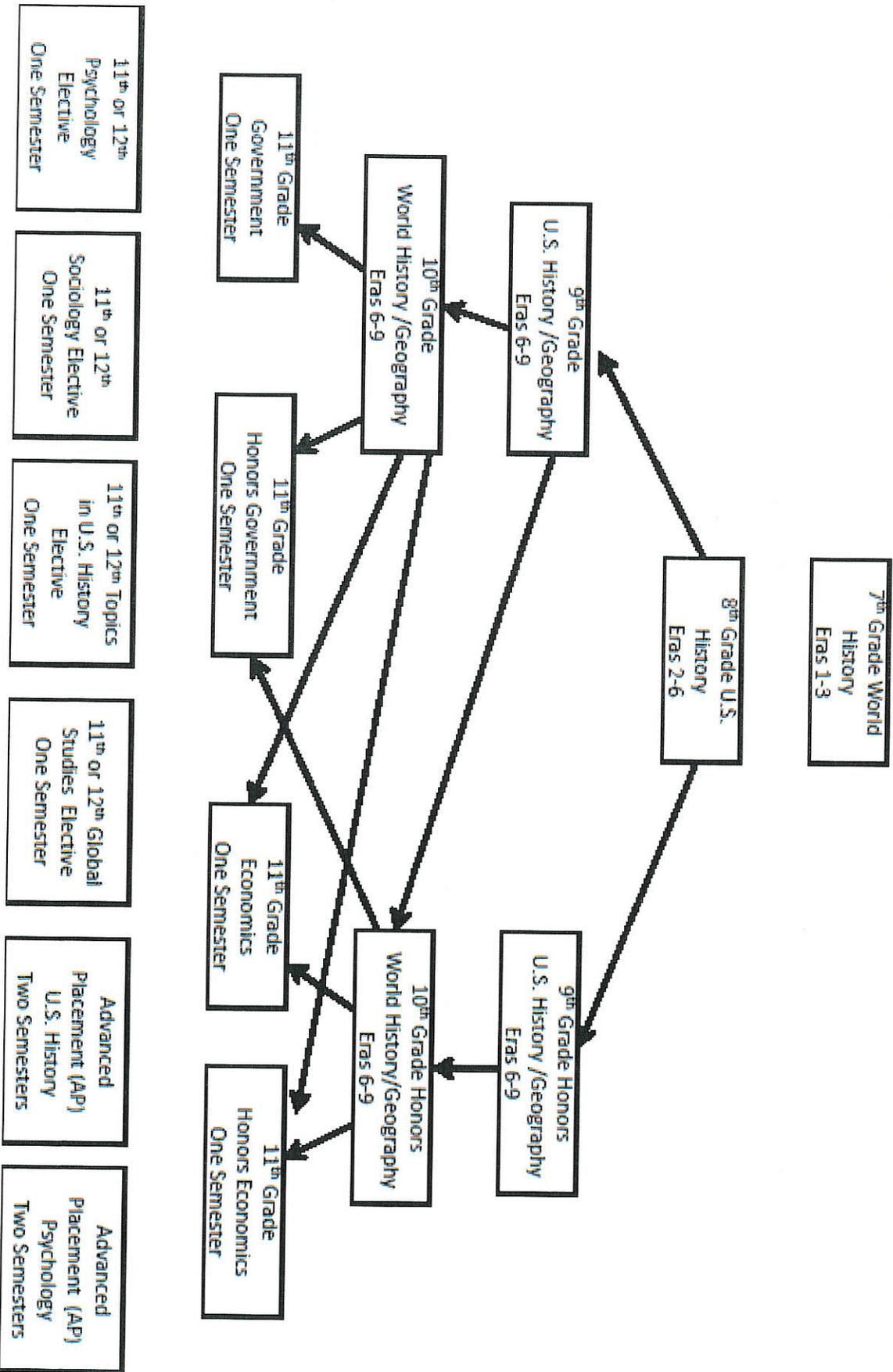
Gloria Gonzalez
Waverly Community Schools
515 Snow Road
Lansing, MI 48917
(517) 321-7265

English (2013-2014)

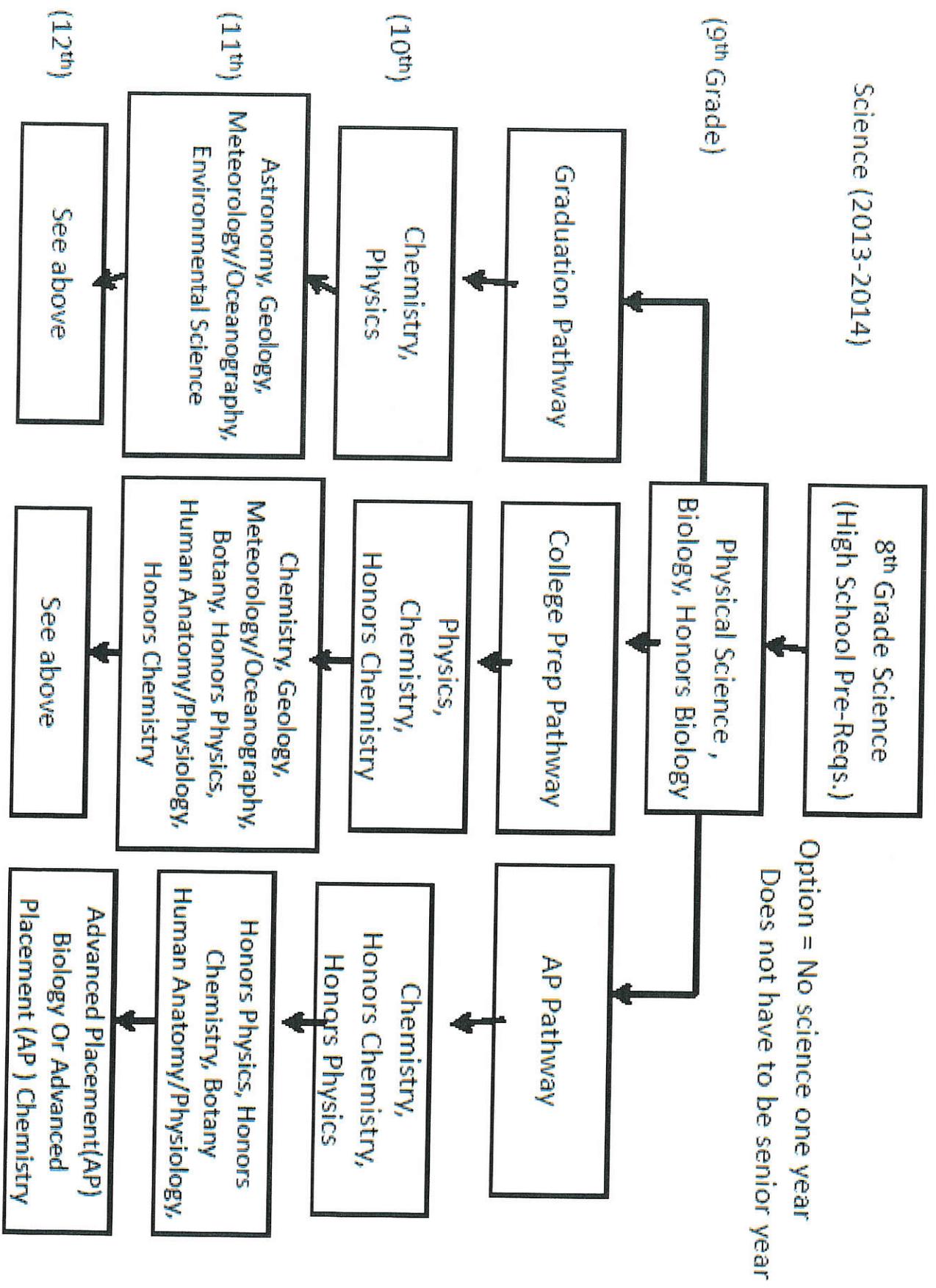




Social Studies (2013-2014)



Science (2013-2014)





160 Snow Road – Lansing, MI 48917 – 517-323-3831 – www.waverlyhighschool.net
 Chris Huff, Principal
 Tracy Thomas, Deputy Principal
 Tony Terranova, Assistant Principal
 Ray Kimball, Athletic Director

Waverly High School

Proposed new Course	Anticipated additional expense	Rationale
Digital Filmmaking	\$0-1000	Equipment and software already in possession of the district. Cost would be to maintain, replace, or update if needed
Sports and Entertainment Marketing	\$1600	Classroom set of textbooks, current cost \$45 each
Songwriting	\$0	Equipment already in possession of the district
History of Your Life	\$200	"Choice Curriculum" from Brown University online modules, 10 modules at a cost of \$40 each
History through Film	\$200	Films on DVD or BluRay. 10 films at an approximate cost of \$20 each
Math Seminar	\$500-1500	Support materials and manipulatives, professional development allowance desired for instructor
Cadet Teaching	\$0-300	Professional Development allowance desired for instructor
Work Experience	\$0-300	Professional Development allowance desired for instructor
Online Learning/Late Arrival/Early Dismissal	\$0	District payment of Michigan Virtual High School courses, which it already pays for

December 15, 2014

Mr. Evan Nuffer,
Director of Finance
Waverly Community Schools
515 Snow Rd.
Lansing, MI 48917

Subject: 2013 Bond Program
Proposal for Contract Expansion – Summer 2015 Parking Lot Improvement

Mr. Nuffer:

Barton Malow Company is pleased to submit the following proposal for expanding our contract of construction management services for the Summer 2015 Parking Lot Improvement project.

Project Scope

Parking lot resurfacing and replacement at Elmwood Elementary, Winans Elementary, and portions of East Intermediate school. Work to be scheduled over the Summer 2015 school break. Approximately \$630,000 including general conditions. See the attached summary.

Scope of Services

- Design parking lot improvements
- Develop project manual and bid project per requirements
- Contract start-up including bonds, insurance, submittals, etc
- Construction supervision
- Contract close-out

Cost

We offer to perform this work for a total lump sum cost of \$92,000. This includes maintaining our contractual fee of 1.95% plus our planned labor. This cost would be invoice in 12 equal monthly payments. See the attached staffing plan for more detail.

If this amount is acceptable, after review with the School Board, please endorse this letter below and I will return this to our corporate office.

Thank you again for the opportunity to continue serving Waverly Community Schools. If you should have any questions or comments regarding this proposal, please do not hesitate to contact me at 586-524-1396.

Respectfully Submitted,
Barton Malow Company

Accepted By,
Waverly Community Schools

Eric Sifferman
Project Manager

Copy: Paul Twigg, Jeff Atkins - Barton Malow Company
File

Attachments: Scope of Work
Staffing Plan

**Waverly Community Schools
2015 Parking Lot Improvements**

Date: 12/15/2014

<u>description</u>	<u>qty</u>	<u>unit</u>	<u>rate</u>	<u>cost</u>	<u>seal coat</u>
<u>Elmwood Elementary School</u>					
Level 1 Deep Strength	9,285	sf	5.00	\$46,425	
Level 1 Standard Replacement	43,170	sf	3.00	\$129,510	
Level 2 Replacement			2.00	\$0	
Level 3 Sealcoat		sf	1.00	\$0	
Concrete Replacement	400	sf	8.00	\$3,200	
<u>Winans Elementary School</u>					
Level 1 Deep Strength	12,500	sf	5.00	\$62,500	
Level 1 Standard Replacement	48,400	sf	3.00	\$145,200	
Level 2 Replacement		sf	2.00	\$0	
Level 3 Sealcoat		sf	1.00	\$0	
<u>East Intermediate School</u>					
Level 1 Deep Strength	20,300	sf	5.00	\$101,500	
Level 1 Standard Replacement	6,600	sf	3.00	\$19,800	
<u>District Wide</u>					
Catch Basin Adjustment	1	ls	7,500.00	\$7,500	
Underground Electrical Allowance	1	ea	10,000.00	\$10,000	
Undercut Allowance	1	ea	35,000.00	\$35,000	
Contingency	1	ls	37,500.00	\$37,500	
				Direct Cost Subtotal	\$598,135
<u>Indirect Costs</u>					
Testing Engineer	1	ls	10,000.00	\$10,000	
Site Survey	1	ls	15,000.00	\$15,000	
advertisement	1	ea	500.00	\$500	
printing	1	ls	500.00	\$500	
permits	1	ls	5,500.00	\$5,500	
				Construction Total	\$629,635
				Design / Management Services	\$92,254
				Project Total	\$721,889

Construction Budget: \$630,000

Project Schedule : Jan 2015 - Dec 2015 (12 Months)

School Building Schedule	2015												Estimated Hours	Billing Rate	Estimated Cost	Comments Typical cost range
	J	F	M	A	M	J	J	A	S	O	N	D				
Design & Preconstruction	2 months												35	\$85.00	\$ 2,944	Time beyond base contract
Project Director - Atkins	4 hrs/wk												160	\$150.00	\$ 24,000	
Civil Engineers	8 hrs/wk												69	\$55.00	\$ 3,810	
Project Manager - Sifferman													264		\$ 30,755	
Bid, Award & Procurement	2 months												69	\$55.00	\$ 3,810	Time beyond base contract
Project Manager - Sifferman	8 hrs/wk												69	\$60.00	\$ 4,157	
Superintendent	8 hrs/wk												0	\$50.00	\$ -	
Engineering Support													139		\$ 7,967	Included in base contract
Construction & Close Out Phase	8 months												139	\$55.00	\$ 7,621	
Project Manager - Sifferman	4 hrs/wk												520	\$60.00	\$ 31,176	
Superintendent	24 hours/wk												0	\$50.00	\$ -	Included in base contract
Engineering Support													0	\$45.00	\$ -	
Field Accountant													658		\$ 38,797	Included in base contract
	Construction Subtotal:												1,061		\$ 77,519	
	Labor Totals:														\$ 2,450	
	Office Costs:														\$ 12,285	
	Fee:												1.95%			
	TOTAL														\$ 92,254	

Note: Our costs are based on the following scenario:

Lump sum not-to-exceed pricing structure billed at a standard monthly rate over the duration of the project.
 Construction will begin in Spring 2015 and be substantially completed by the end of August 2015.

January 5, 2014

Mr. Evan Nuffer,
Director of Finance
Waverly Community Schools
515 Snow Rd.
Lansing, MI 48917

Subject: 2013 Bond Program
Proposal for Contract Expansion – Summer 2015 Parking Lot Improvement

Mr. Nuffer:

Barton Malow Company is pleased to submit the following proposal for expanding our contract of construction management services for the Summer 2015 Parking Lot Improvement project.

Project Scope

Parking lot resurfacing and replacement at Colt Elementary, Elmwood Elementary, Winans Elementary, the Administration Building, the Transportation Building, and portions of East Intermediate School. Work to be scheduled over the Summer 2015 school break. Approximately \$1,277,000 including general conditions. See the attached summary.

Scope of Services

- Design parking lot improvements
- Develop project manual and bid project per requirements
- Contract start-up including bonds, insurance, submittals, etc
- Construction supervision
- Contract close-out

Cost

We offer to perform this work for a total lump sum cost of \$143,073. This includes maintaining our contractual fee of 1.95% plus our planned labor. This cost would be invoice in 12 equal monthly payments. See the attached staffing plan for more detail.

If this amount is acceptable, after review with the School Board, please endorse this letter below and I will return this to our corporate office.

Thank you again for the opportunity to continue serving Waverly Community Schools. If you should you have any questions or comments regarding this proposal, please do not hesitate to contact me at 586-524-1396.

Respectfully Submitted,
Barton Malow Company

Eric Sifferman
Project Manager

Accepted By,
Waverly Community Schools

Copy: Paul Twigg, Jeff Atkins - Barton Malow Company
File

Attachments: Scope of Work
Staffing Plan

**Waverly Community Schools
2015 Parking Lot Improvements**

Date: 12/31/2014

<u>description</u>	<u>qty</u>	<u>unit</u>	<u>rate</u>	<u>cost</u>
<u>Colt E.C.E.C</u>				
Level 1 Deep Strength	17,000	sf	5.00	\$85,000
Level 1 Standard Replacement		sf	3.00	\$0
Level 2 Replacement	55,500	sf	2.00	\$111,000
<u>Elmwood Elementary School</u>				
Level 1 Deep Strength	9,285	sf	5.00	\$46,425
Level 1 Standard Replacement	43,170	sf	3.00	\$129,510
Level 2 Replacement			2.00	\$0
Concrete Replacement	400	sf	8.00	\$3,200
<u>Winans Elementary School</u>				
Level 1 Deep Strength	12,500	sf	5.00	\$62,500
Level 1 Standard Replacement	48,400	sf	3.00	\$145,200
Level 2 Replacement		sf	2.00	\$0
<u>East Intermediate School</u>				
Level 1 Deep Strength	20,300	sf	5.00	\$101,500
Level 1 Standard Replacement	6,600	sf	3.00	\$19,800
Level 2 Replacement		sf	2.00	\$0
<u>Administration</u>				
Level 1 Deep Strength	0	sf	4.00	\$0
Level 1 Replacement	3,000	sf	3.00	\$9,000
Level 2 Replacement	28,000	sf	2.00	\$56,000
Dumpster Pad	450	sf	8.00	\$3,600
<u>Transportation</u>				
Level 1 Deep Strength	49,900	sf	4.00	\$199,600
Level 1 Standard Replacement	0	sf	3.00	\$0
Level 2 Deep Strength Replacement	26,130	sf	3.00	\$78,390
Level 2 Standard		sf	2.00	
<u>District Wide</u>				
Catch Basin Adjustment	1	ls	15,000.00	\$15,000
Underground Electrical Allowance	1	ea	20,000.00	\$20,000
Undercut Allowance	1	ea	65,000.00	\$65,000
Contingency	1	ls	65,000.00	\$65,000
Direct Cost Subtotal				\$1,215,725
<u>Indirect Costs</u>				
Testing Engineer	1	ls	20,000.00	\$20,000
Site Survey	1	ls	30,000.00	\$30,000
advertisement	1	ea	500.00	\$500
printing	1	ls	1,000.00	\$1,000
permits	1	ls	10,000.00	\$10,000
Construction Total				\$1,277,225
Design / Management Services				\$143,073
Project Total				\$1,420,298

Construction Budget: \$1,277,000

Project Schedule : Jan 2015 - Dec 2015 (12 Months)

School Building Schedule	2015												Estimated Hours	Billing Rate	Estimated Cost	Comments
	J	F	M	A	M	J	J	A	S	O	N	D				
Design & Preconstruction																
Project Director - Atkins	2 months												35	\$85.00	\$ 2,944	
Civil Engineers	4 hrs/wk												320	\$150.00	\$ 48,000	
Project Manager - Sifferman	8 hrs/wk												69	\$55.00	\$ 3,810	Time beyond base contract
	Design Phase Subtotal:												424		\$ 54,755	
Bid, Award & Procurement																
Project Manager - Sifferman	2 months												69	\$55.00	\$ 3,810	Time beyond base contract
Superintendent	8 hrs/wk												69	\$60.00	\$ 4,157	
Engineering Support	8 hrs/wk												0	\$50.00	\$ -	Included in base contract
	Bid Phase Subtotal:												139		\$ 7,967	
Construction & Close Out Phase																
Project Manager - Sifferman	8 months												208	\$55.00	\$ 11,431	
Superintendent	6 hrs/wk												693	\$60.00	\$ 41,568	
Engineering Support	32 hours/wk												0	\$50.00	\$ -	Included in base contract
Field Accountant	8 months												0	\$45.00	\$ -	Included in base contract
	Construction Subtotal:												901		\$ 52,999	
	Labor Totals:												1,463		\$ 115,721	
	Office Costs:														\$ 2,450	
	Fee:												1.95%		\$ 24,902	
	TOTAL														\$ 143,073	

Note: Our costs are based on the following scenario:

Lump sum not-to-exceed pricing structure billed at a standard monthly rate over the duration of the project.
 Construction will begin in Spring 2015 and be substantially completed by the end of August 2015.