



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

Waverly Community Schools

Regular Meeting

Wednesday, December 14, 2016 4:30 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 December 14, 2016, beginning at 4:30 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 - President Britt Slocum
- II. Special Presentations
 - A. Waverly High School Presentation - Advanced Placement - Kristen Gazley
- III. Correspondence
- IV. Public Comment
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Agenda
- VIII. ***Approval of Minutes 3
- IX. Presentation of Reports
 - A. Finance & Facilities
 - 1. ***Recommendation to approve Report #16-31, Financial Recommendation 9
 - B. Teaching and Learning
 - 1. For Discussion - Waverly High School Program of Studies 2017-2018 15
- X. Superintendent's Report
- XI. Other Board Business
- XII. Closed session for the purpose of 1) attorney-client privilege/pending litigation and 2) teacher negotiations
- XIII. Adjournment

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
November 21, 2016**

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 Waverly Community 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
Mr. Calvin L. Jones, Trustee
Mrs. Melissa Sherry, Trustee

Member Absent:

Mr. Joe Chahine, Vice Secretary-Treasurer

Staff Present:

Mr. Terry Urquhart, Superintendent
Mr. Evan Nuffer, Director of Finance
Mr. Vince Perkins, Director of Personnel
Mrs. Kelly Blake, Director of Teaching & Learning
Mrs. Tiffany Wright, Director of Special Education
Mr. David Palme, Director of Technology
Rebecca Pease
Chris Huff
Mike Moreno
Vickie Tisdale
Tim Lyman
Helene McNeilly
Shawn Talifarro
Molly Francis
Aileen Myer
Kim Bates
Nancy Dombroski
Kelvin McGill
Pat Albright
Kristin Kochheiser
Nick Niederquell
Nathanial Jarvie
Kate Tonnos
Tony Pecoraro
Liz Gardner
Betty Miclay
Brenda Gibson
Sam Sicilia
Kathy Delgado
Renee Sarafin
Bill Cecil
Margot Bensinger
Denise Kehren
Rhonda Berns
Jennifer VanMeter Vance

Staff Present (cont.)

Jeff Hager
Becky Hager
Natalie Queen
Virginia Murphy
Theresa Collett-Such
Kevin Kacel
Laura Smith
Renee Gutierrez
Arden LaMere
Patricia Rowden
Steven Fernandez
Brittany Szombati
Aileen Myer

Others Present:

Steve Tapia
Benicio Tapia
Mari Tapia
Allena Tapia
Pat Leyser
Jane Mitchell
Holly Nester
Shannon Schofield
Leslie Murray
Karly Eubanks
Ruby Eubanks
Tom Kochheiser
Ann Kostin McGill
Steven Fernandez

Pledge

Bill Cecil led the pledge of allegiance.

Special Presentations

Mari Tapia, Waverly High School junior, read her 2nd place winning essay from Mayor Bernaro's Ramadan Dinner Essay Contest. The topic of her essay was "How can communities be united against hunger?" Accompanying Mari to the meeting were her parents Alena and Steve Tapia and her brother Benicio. Board President Britt Slocum presented a certificate to Mari, acknowledging her accomplishment.

The second special presentation was a celebration of the graduation of Ruby Eubanks after earning the number of credits needed to reach this milestone. Aileen Myers, Alternative Education teacher, presented Ruby's diploma in the presence of family members and many Waverly Community Schools staff. Mrs. Myers described the commitment Ruby had to achieve her goal while attending school and working two jobs.

The third special presentation featured recognition of the Delta Waverly Rotary Club's ongoing backpack program, providing food for students in Grades K-6. Patricia Leyser and Jane Mitchell represented the Lansing Waverly Rotary Club. Mrs. Leyser remarked the backpack program is near and dear to her heart. The program was started six or seven years ago and had connections to the Foodbank and Red Cross. The Foodbank and Red Cross have since parted ways. Mrs. Leyser started to pull together a program specific to Waverly. The organization uses a room at East to store the food and pack the bags. In addition to Rotary members, volunteers to pack the bags come from the Waverly National Honor Society, Spanish Honor Society, Girls Scouts and St. Gerard. The backpacks are delivered every other week. Funding is provided by Rotary Grants Foundation and donations from the community. Mrs. Mitchell prints

Special Presentations (cont.)

the bags that the food is packed in for students to take home. The organization buys food from the Food Bank. Meijer is also a huge contributor, providing \$2,000 in gift cards every year. A certification of appreciation was presented to the Delta Waverly Rotary Club for their continued support of Waverly students and families.

Correspondence

All Board members received a letter at the Board table.

Public Comment

Addressing the Board during Public Comment were Kristin Kochheiser, Pal Albright, Renee Sarafin, and Nick Neiderquell.

Student Representative Report

None.

Board Member Comment

Member Jones congratulated Member Sherry and Member Witwer for maintaining their seats on the Board of Education in the November election. He announced the Lansing Board of Water & Light is a sponsor for the Silver Bells in the City event which was postponed by rain. The event will resume on Tuesday at 6:00 p.m. with the lighting of the city's Christmas Tree. He noted that the Waverly Community School District was represented well at the parade on Friday night. Member Jones wished everyone a Happy Thanksgiving.

Member Sherry expressed her appreciation for support of her in the recent school board election. She stated Mari's essay was incredible and said she was impressed Ruby worked two jobs and overcame struggles to get her diploma. Member Sherry said she saw the Waverly Marching Band at Silver Bells in the City, noting they looked absolutely terrific. She thanked everyone who addressed the Board tonight.

Member Witwer congratulated Waverly High School graduate Lauren Aitch for receiving the 10 over the Next Ten Award, noting she represents Waverly well. The award celebrates young individuals in the Lansing area who the Lansing Regional Chamber of Commerce expect to make contributions in the Lansing community during the next 10 years. Aitch is the founder and CEO of two companies, Lady Aitch Designs and Our Own. Member Witwer acknowledged Waverly graduate Lucas Anderson for speed skating on the national scene. She thanked Member Jones for all he does. Member Witwer told Member Wright she feels bad for what happened to the Boy Scouts. She thanked everyone who voted for her, noting it is an opportunity for her to help the community.

Member Martin congratulated Member Sherry and Member Witwer, stating she is glad to have them remain on the Board. She stated she appreciated the Special Presentations and wished everyone a Happy Thanksgiving.

President Slocum welcomed backed Superintendent Urquhart and thanked Kelly Blake for serving as interim during his absence. He stated Ruby Eubanks' story of perseverance was inspiring, and Mari's essay was impressive. President Slocum thanked the Rotary Club for its continuing backpack program, noting no child should ever be hungry. He stated the theft of the Boy Scout troop's trailer was devastating and asked if there was anything we could do to help. President Slocum stated all three special presentations have given him hope for the future.

Adoption of Agenda

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

VOTE: AYES – 6; NAYS – 0 (Member Chahine absent).

******Personnel Report - Report #16-27 – For Action***

The Board of Education approved the Employment Certified of Ann Kennedy (M.S. Special Education teacher .5) and Jenna Davis (H.S. Special Education teacher); the Employment Non-Certified of DeVasha Lobbins (Elmwood

*****Personnel Report (cont.)**

Head Secretary (8 Hours); Calvin Carter (Colt Student Support Parapro (7.25 hours); and Mary Potter (Winans Title I Parapro (19 hours/week); the transfer of Mary O'Brien (from H.S. Alternative Ed Special Education teacher .7 to H.S. Alternative Ed Special Education Teacher .6 and East Technology Teacher .4); the Transfer Non-Certified of Gail Garza from Lunch Sub to MS Food Service Helper (2 hours); and Mary Lunetta from Colt Student Support Parapro (7.25 hours) to K-6 ELL Parapro (7.25 hours); and the resignation of Brenda Brock (Bus Driver) and Robert Hollis (Bus Driver).

*****Finance Report - Report #16-28 – For Action**

The Board of Education approved the Finance Report as presented in Report #16-28.

*****Tax Collection Resolution – Report #16-29 – For Action**

The Board of Education adopted the Annual Summer Tax Resolution, invoking for 2017 its previously adopted, ongoing resolution imposing a summer tax levy of one-half (1/2) of school property taxes upon property located within the school district. A copy will be affixed to the official minutes of this meeting.

Superintendent's Report

Superintendent Urquhart congratulated Member Witwer and Member Sherry on their re-election to the Board, and new Board member Holly Nester. He stated Waverly has the best Board in the mid-Michigan area – a good group to work with. Superintendent Urquhart stated he feels terrible about Member Chahine not being re-elected, noting he was a good Board member and will be missed.

Superintendent Urquhart stated we don't realize how much the Rotary backpack program does for our kids. Soup, crackers, and staple items are provided so people can survive. Two-hundred back-packs are distributed among three or four buildings.

Superintendent Urquhart reported the Board has been talking about Windemere View and what we should do with it. The Board has looked at possibilities (selling, tearing down, soliciting public input). We need to put together a survey to solicit information from parents, teachers, and community members. Superintendent Urquhart stated he would like to have Member Witwer put together a survey to get out to the community.

Other Board Business

Member Wright reported the Finance Committee met this evening. He said lights are operating at Windemere View and a landscape firm was hired to clean up the grounds.

Member Sherry inquired about the light in the Administrative Center parking lot not working. It requires a special bulb, which has been ordered.

Member Jones thanked the Board Chair and the Board for bringing in people who have great stories to share for what they are doing in the community.

Member Chahine called prior to the beginning of the meeting. He was stuck in traffic in Troy and was trying to get to the meeting. He will be in attendance at the December meeting.

President Slocum announced there will be a meeting of the Board in the East Community Room at 9:00 a.m. on December 5th to have training on the Superintendent's Evaluation tool.

Closed Session

A motion was presented by Member Jones and supported by Member Martin. MOTION: The Board will enter into closed session for the purpose of discussing negotiations.

Closed Session (cont.)

Roll call vote. Motion carried with all members present voting aye. (Members Slocum, Witwer, Martin, Wright, Sherry, and Jones). (Member Chahine absent).

There will be no action items following the closed session.

Adjournment

The Board returned to open session at 8:31 and adjourned immediately thereafter.

Respectfully submitted,

Mary Ann Martin, Secretary
rlp

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
December 5, 2016**

Opening of Meeting

The special meeting of the Waverly Community Schools was called to order by President Britt Slocum at 9:07 a.m. in the Board Room of the Waverly Community Schools' 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
Mr. Calvin L. Jones, Trustee
Mrs. Melissa Sherry, Trustee

Member Absent: Mr. Joe Chahine, Vice Secretary-Treasurer

Staff Present: Mr. Terry Urquhart, Superintendent

Others Present: Jay Bennett (Michigan Association of School Boards)
Angela Kanazeh (Michigan Association of School Boards)

Purpose of the Meeting

The purpose of the meeting was Board training on the new Superintendent Evaluation Tool.

Adjournment:

The special meeting adjourned at 12:07 p.m.

Respectfully submitted,


Mary Ann Martin, Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 14, 2016**

Report #16-31

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended the following be approved:

Financial Report:

The cash balance as of October 31, 2016 was \$3,747,586.77. Receipts during November, consisting of property taxes, state aid and other revenues in the amount of \$2,437,377.77 minus disbursements during November of \$2,308,675.16, left the district with a General Fund cash balance, as of November 30, 2016, of \$3,876,289.38, including \$1,500,000.00 from the issuance of a State Aid Note.

Current year General Fund expenditures exceed revenues by \$2,113,569. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

The balance of the 2013 Building and Site, Series I Bonds remaining to be allocated is \$27,310. A summary of life to date activity is included in the supporting documentation

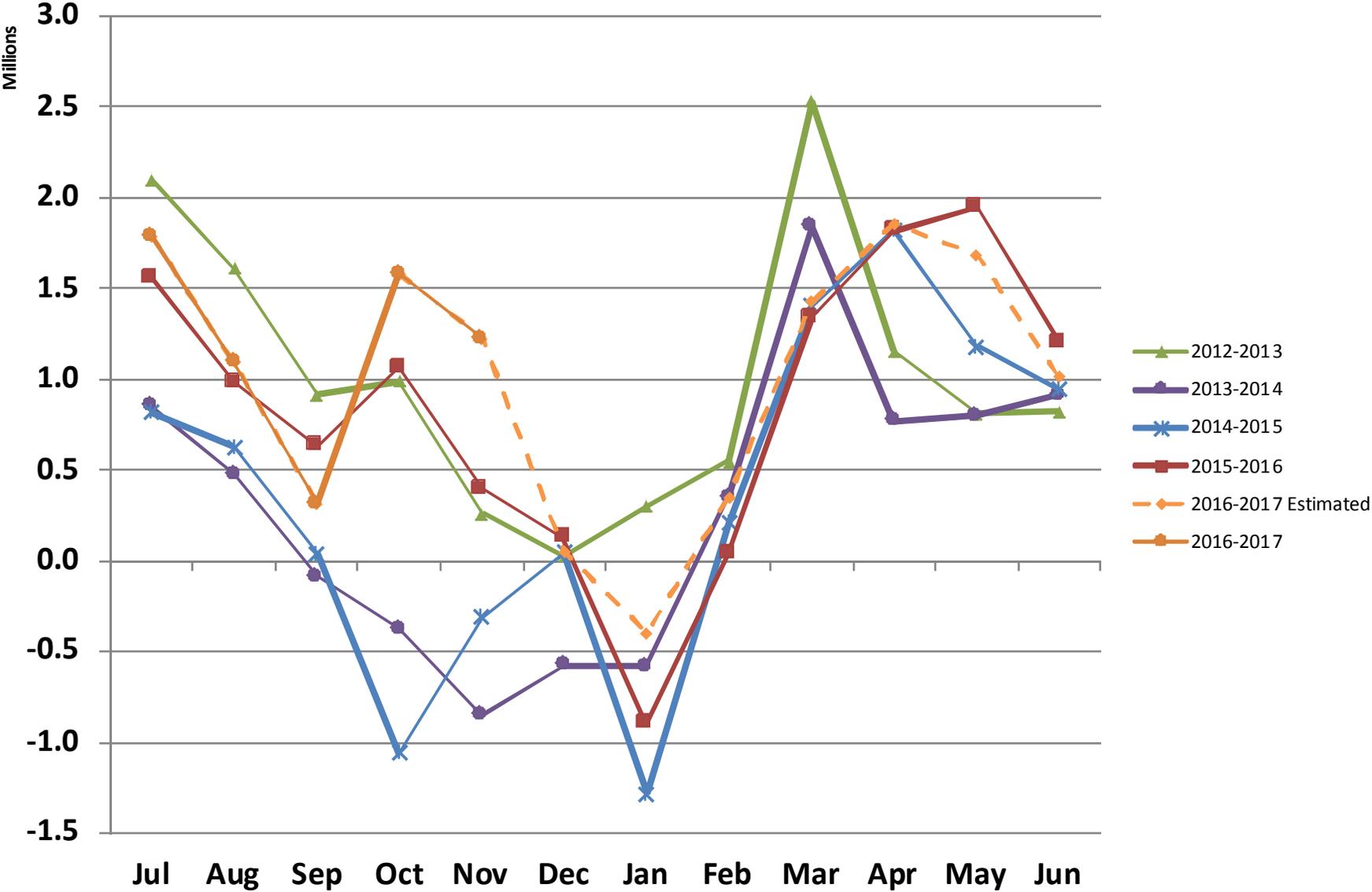
The balance of the 2016 Building and Site, Series II Bonds remaining to be allocated is \$1,247,627. A summary of life to date activity is included in the supporting documentation

Waverly Community Schools

Finance Committee - Cash Position Report
For the Month Ended November 30, 2016

Balance on Hand October 31, 2016	3,747,586.77
Revenues	
State Aid	1,874,943.71
Taxes	16,725.30
Other Revenue	202,544.40
Interfund Transfers In	343,164.36
State Aid Note Proceeds	-
	<u>2,437,377.77</u>
Disbursements	
Payroll and Related Liabilities	(1,796,228.42)
Other Expenditures	(512,446.74)
State Aid Repayment	-
	<u>(2,308,675.16)</u>
Prior Month Adjustments During November 2016	-
Balance on Hand November 30, 2016	<u><u>3,876,289.38</u></u>
PNC Bank - General	3,778,040.14
MILAF	7,387.51
PNC Bank - Payroll	45,469.26
Comerica - Checking	45,392.47
	<u><u>3,876,289.38</u></u>

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools
Budgetary Comparison Schedule
For the Month Ended November 30, 2016**

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,015,786	3,802,611	(5,213,175)	57.8%
State sources	18,033,727	3,346,832	(14,686,895)	81.4%
Federal sources	581,357	15,854	(565,503)	97.3%
Intergovernmental	2,124,161	387,368	(1,736,793)	81.8%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	29,845,031	7,552,664	(22,292,367)	74.7%
Expenditures				
Current:				
Instruction:				
Basic program	14,438,637	4,317,408	(10,121,228)	70.1%
Added needs	3,149,673	917,024	(2,232,649)	70.9%
Total instruction	17,588,310	5,234,433	(12,353,877)	70.2%
Support Services:				
Pupil	2,417,284	705,511	(1,711,772)	70.8%
Instructional staff	899,933	370,657	(529,276)	58.8%
General administration	480,069	261,026	(219,043)	45.6%
School administration	1,991,726	805,981	(1,185,745)	59.5%
Business	473,522	176,749	(296,773)	62.7%
Operations and maintenance	3,252,489	1,258,223	(1,994,265)	61.3%
Pupil transportation services	954,368	281,966	(672,402)	70.5%
Central	515,937	199,884	(316,054)	61.3%
Other	37,850	22,467	(15,383)	40.6%
Total support services	11,023,178	4,082,465	(6,940,713)	63.0%
Athletics	513,739	186,687	(327,052)	63.7%
Community services	29,083	15,024	(14,059)	48.3%
Non Publics	2,325	-	(2,325)	100.0%
Debt service:				
Principal	130,000	65,000	(65,000)	50.0%
Interest	16,850	8,750	(8,100)	48.1%
Capital outlay	57,270	24,536	(32,734)	57.2%
Payments to other public schools	916,710	49,340	(867,370)	94.6%
Total expenditures	30,277,464	9,666,234	(20,611,231)	68.1%
Excess of Revenue (Under)Over Expenditures	(432,433)	(2,113,569)	(1,681,136)	
Transfers Out	-	-	-	
Net Change in Fund Balance	(432,433)	(2,113,569)	(1,681,136)	
Fund Balance - Beginning of year	3,670,446	3,670,446		
Fund Balance - End of year	3,238,013	1,556,877		
	10.7%	5.1%		

Waverly Community Schools
2013 Building and Site Bonds, Series I
Budget Summary
As of November 30, 2016

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	2,339,068	2,419,052	10,877	(90,862)
Site Improvements	974,238	968,991	5,247	-
Technology Infrastructure	777,119	791,647	302	(14,830)
Construction Base Budget Subtotal	4,090,425	4,179,690	16,427	(105,692)
Technology Equipment - Contract				
Interactive Classroom	656,244	658,567	(0)	(2,322)
Network Equipment	374,627	374,627	0	(0)
Wireless Network	176,389	176,389	(0)	0
Phone System	209,581	210,414	(833)	(0)
AV Systems	450,736	467,536	363	(17,163)
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	1,867,577	1,887,533	(470)	(19,485)
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,510,497	1,543,786	34,045	(67,334)
Servers/Backend Systems	118,806	154,228	(0)	(35,422)
Printers	184,737	185,395	(0)	(658)
AV Equipment	87,817	94,237	1,995	(8,415)
Non-Instructional Equipment (from FFE)	12,862	12,862	-	-
Tech Equipment Owner PO Subtotal	1,914,718	1,990,507	36,040	(111,829)
District				
Loose Equipment (Furniture & Transportation)	1,078,524	1,079,257	0	(733)
Project Contingency	50,000	-	-	50,000
Owner GC/Contingency/Issuance Costs	360,039	91,352	-	268,687
Field General Conditions	200,500	83,323	(0)	117,178
Architect	138,909	184,212	-	(45,303)
Tech Design/Construction Mgr	834,308	959,820	(0)	(125,512)
District Subtotal	2,662,280	2,397,964	(0)	264,316
Totals	10,535,000	10,455,694	51,996	27,310

Waverly Community Schools
2016 Building and Site Bonds, Series II
Budget Summary
As of November 30, 2016

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	834,000	826,050	107,699	(99,749)
Site Improvements	100,000	217,206	15,090	(132,296)
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	934,000	1,043,256	122,789	(232,045)
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	-	-
Wireless Network	-	-	-	-
Phone System	-	-	-	-
AV Systems	122,000	37,067	20,145	64,788
Video Distribution/Video Production	150,000	-	-	150,000
Tech Equipment Contract Subtotal	272,000	37,067	20,145	214,788
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,162,653	213,988	(0)	948,665
Servers/Backend Systems	35,000	-	-	35,000
Printers	-	-	-	-
AV Equipment	53,350	-	-	53,350
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	1,251,003	213,988	(0)	1,037,015
District				
Loose Equipment (Furniture & Transportation)	701,452	640,634	47,238	13,579
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	253,952	30,903	-	223,049
Field General Conditions	-	10,624	-	(10,624)
Architect	40,625	10,739	-	29,886
Tech Design/Construction Mgr	46,968	74,989	-	(28,021)
District Subtotal	1,042,997	767,890	47,238	227,869
Totals	3,500,000	2,062,200	190,172	1,247,627

**WAVERLY COMMUNITY SCHOOLS
REGULAR BOARD MEETING
REGULAR MEETING
December 14, 2016**

FOR DISCUSSION

Subject: Waverly High School Program of Studies 2017-2018

Recommendation:

The Superintendent recommends the Board of Education approves the Waverly High School Program of Studies for 2017-2018 as presented:

The following changes have been made:

- Changed names of staff replaced
- Updated terminology and dates
- Updated requirements
- Clarified test-out procedures, Personal Curriculum protocols, granting credit for transfer students
- Highlighted courses that meet the requirement for 4th year of Math
- Adjusted Top 10 to include only students who have spent more than half of their HS career at WHS
- New classes: Integrated Physical Education and Blended Learning

Statement of Purpose:

The Program of Studies is reviewed and updated each year as appropriate. This has occurred so that development of the 2017-2018 course scheduling can begin. This includes the revision and printing of the High School Program of Studies booklet which is used in the process for course selection. These recommendations will provide each student course options appropriate to their educational needs, while still allowing them to meet local and state standards.

Budget Impact:

None

Discussion of Options:

This report will be presented to the Board of Education for action on January 23, 2017 to allow the student selection of classes to begin in a timely manner.

2017-18

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
Scott Castelee, Athletic Director

Guidance/Counseling Staff

Stephanie Brockstad
Tonya Droessler
Kristen Gazley

Waverly High School

Course Descriptions



17

Graduation Requirements	6	Physical Education	16-17
Course Offerings	8-25	Science	17-19
Art Education	8	Social Studies	19-21
Career and Technical Education	9-11	World Languages	21-22
English	11-13	Special Services	23
Life Management	13	Occupational/Work Education Programs	23-24
Mathematics	13-14	Interdepartmental Courses	24-25
Music	14-16	Academic Regulations	25-26



Waverly High School Program of Studies

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

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

The Academic/Career Plan

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

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, are integrated with a variety of career exploration opportunities. Career speakers, research projects, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals.

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

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

During each of their high school years, students meet with school staff to review their academic experience, and to discuss their educational plans. The school counselor, administrators, and teachers are available to assist students as they explore options and make program decisions.



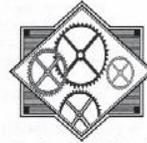
Arts & Communications



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. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Career Path Partnership

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

The school-to-work program provides a variety of opportunities for Waverly High School students. The 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

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

Business, Management, Marketing, and Technology

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

Engineering/Manufacturing and Industrial Technology

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

Health Sciences

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

Human Services

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

Natural Resources and Agri-Science

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

Graduation Requirements

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

The Michigan Merit Curriculum (MMC) requires students to obtain a minimum of 18 credits for graduation. In addition, Waverly Community Schools requires students to have earned an additional 5 credits beyond the MMC for graduation. The MMC allows students to meet some requirements using alternative instructional delivery methods such as alternative course work. Those modifications are stated below. In addition, a **Personal Curriculum** may be requested for further modification to these requirements, and students who are successful in earning 77% on a comprehensive course exam (Test-Out) shall be awarded credit for that course.

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

MODIFICATIONS: none

MATHEMATICS - 4 Credits

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

MODIFICATIONS:

-1 credit may be condensed into a ½ credit if all state standards are met in that ½ credit (allowing for 3.5 years of math)

SCIENCE - 3 Credits

Biology Physics or Chemistry
One additional science credit

MODIFICATIONS: substitute CTE credit for 3rd credit of Science after the first two have been earned

PHYSICAL EDUCATION- .5 Credits

HEALTH - .5 Credits

MODIFICATIONS:

-½ PE credit may be earned through participation in district-approved extra-curricular activities that involve physical activity

-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.

SOCIAL STUDIES – 3 Credits

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

MODIFICATIONS:

-1 credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Languages, or CTE. Government may not be exchanged.

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

MODIFICATIONS:

-credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.

ONLINE LEARNING EXPERIENCE

Course or integrated into the students' learning experience

LANGUAGE OTHER THAN ENGLISH - 2 Credits

In grades 9-12; OR an equivalent learning experience in grades K-12

MODIFICATIONS: 1 credit can be exchanged for additional credits in a technical education program or an additional visual, performing and applied arts credit

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

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. Students requesting the opportunity to test-out must make their request by June 1st. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

Personal Curriculum

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). PC's are most appropriate for students desiring advancement or specialized content, students with IEP's, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student's post-secondary goals. PC's must be aligned to the student's EDP and career goals. Additionally, a PC assists students who need to individualize the requirements of the MMC in accordance to their IEP.

Requesting a Personal Curriculum

1. Initiation: parents/legal guardians, emancipated students, or school personnel may initiate a PC by contacting the student's counselor or special education case load manager
2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student.
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

Personal Curriculum Modifications

Please visit this link for the latest information regarding PC modifications:
http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf

Course Descriptions

Art Education

Art Department Objectives

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 1

Elective 1 Semester

Art 1 is a course for the student that has had little or no experience with art practice and for the serious art student that wishes to build a solid foundation in art. The course content includes a variety of exercises, both two-dimensional and three-dimensional, that acquaints the students with the elements of art and the principles of design using a variety of media and techniques.

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

Art 2-D

Elective 1 Semester

Recommended: Art-1 or Department Approval

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art 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-1, or Department Approval

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art 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-1 and one of the following-Art 2-D, Art 3-D, Photography(min. B-) and Department Approval

Art-Advanced is a course allowing serious art students additional experiences with concepts learned in Art 1, Art 2-D, and Art 3-D, and photography. Concepts and techniques are developed to a higher level and creativity is encouraged. Opportunities will be provided in a variety of two and three dimensional media. Portfolio preparation is promoted and students are expected to enter a number of art competitions. The student in this course must be highly self-motivated and work at a competence level that clearly illustrates the skills and knowledge gained in previous art education courses. This course may be repeated for full credit with departmental approval.

Art History

Elective 1 Semester

Prerequisite: Art-1, Art 2D/3D

Students will understand the visual arts in relation to art history and cultures. Students will apply their skills they learned in Art 1, Art 2D/3D to engage in the process of creating a variety of art forms with various media while connecting their art to aspects of historical art styles and movements.

Art-Portfolio

Elective 1 Semester

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

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

Photography

Elective 1 Semester

Recommended: 11th & 12 Grade

This course is designed to educate students on operation and techniques of a camera. Students will study composition, lighting, and thematic development of imagery. Students experiment with alternative methods of photography, such as pinhole cameras, digital negatives, and photo editing. It is recommended that each student have access to a digital camera.

Career and Technical Education

Accounting 1

Elective 1 Semester

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

Accounting 2

Elective 1 Semester

Recommended: Accounting 1

This course expands upon already established principles of Accounting 1. 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. ****This course qualifies as a 4th year math credit option***

Personal Finance

Elective 1 Semester

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

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

Entrepreneurship

Elective 1 Semester

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 economics. Along with the material covered in the course, students will also be assessed on the following mathematics 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. ****This course qualifies as a 4th year math credit option***

Sports and Entertainment Marketing

Elective 1 Semester

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.

Computer Applications-1

Elective 1 Semester

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.

Computer Applications 2

Elective 1 Semester

Recommended: Computer Apps 1 or Instructor Approval

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.

Computer Media

Elective 1 Semester

Recommended: Grades 10th-12th

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.

Broadcasting

Elective 1 Semester

Recommended: Computer Media and Instructor Approval

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

Elective 1 Semester

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.

Internet Research and Web Design

Elective 1 Semester

Recommended: Grades 10th-12th

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.

Writing for Publication - Issues and Writing

Elective 1 Year

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 journalisms 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.

Writing for Publication- Yearbook

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

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

Writing for Publication- Newspaper

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

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.

Leadership

Elective 1 Semester

Recommended: Grades 11th or 12th

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

Cadet Teaching

Elective 1 Semester

Recommended: Students must have an EDP indicating a specific interest in 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 may need to find their own placement for Teacher Cadet. This course may be taken 2 semesters for 1 credit.

LINKS/Peer to Peer

Elective 1 Semester

Prerequisite: Approval from school administration. Students must fill out an application and complete an interview to be considered.

This course will provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers. The program is designed for high school aged students interested in learning about students with special needs, and about individual students within Waverly High School. The students work together in an integrated, positive fashion, to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Peer to Peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied learning in a non-traditional manner. This course may be taken as a .5 semester course, and may be taken every year/semester as approved by school administration and staff.

Work Experience

Elective 1 Semester

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

Student Requirements:

- Updated Educational Development Plan (EDP) with career goals indicated.
- Employment that provides an average of 10 hours per week, for a total of 125 hours per semester.
- 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

English Seminar

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 impromptus, 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 9*

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this 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: *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.

Honors English 11 - Classical Literature

1 Year

Recommended: *English 9 and English 10*

This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The

diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

English 11 - Modern Literature

1 Year

Recommended: *English 9 and English 10*

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

English 11 - World Literature

1 Year

Recommended: *English 9 and English 10*

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

English 12

1 Year

Recommended: *English 9, 10 and 11*

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

Honors English 12

1 Year

Recommended: *English 9, 10 and 11*

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

1 Year

Recommended: *English 9, 10, 11 and Department Approval*

Advanced Placement English has a two-fold purpose; to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college course. If students pass the national AP English Exam, they may earn college credit. The learning for this class begins in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students’ eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

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

Creative Writing

Elective 1 Semester

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

Life Management

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.

Creative Cooking

Elective 1 Semester

This course is designed to challenge students cooking/baking skills 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.

Intermediate Algebra II

1 Year

Recommended: *Algebra I and Geometry*

This course is designed for the average to above average achiever as demonstrated in Algebra I and Geometry. Basic skills are reviewed and extended with new concepts being developed. Geometry is drawn upon and

integrated with previously taught Algebraic concepts. Among the topics included are functions, geometric figures, transforming graphs, vectors, statistics, and logic.

Honors Algebra II

1 Year

Recommended: *Geometry*

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

Algebra II with Trigonometry

1 Year

Recommended: *Honors Algebra II or Algebra II*

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

Pre-Calculus

1 Year

Recommended: *Honors Algebra II or Algebra II*

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

Advanced Placement (AP) Calculus 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: *A/P 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.

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

Images (SSA)

Elective 1 Year

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of both serious and popular music. Students will perform in various concerts and festivals during the day and evening as a part of the requirement of the class. This course will be all treble voices. Students may participate in Solo and Ensemble Festival.

Visions (SATB)

Elective 1 Year

Prerequisite: Audition or approval of director.

Visions is an intermediate choir, offering the extension of basic musicianship that members will have acquired previously. Continued work on vocal production and sight-singing, and increased difficulty of repertoire will differentiate Visions from Images. All students will be required to perform in an evening concert each marking period and choral festival once or twice during the school day. Members of Visions will be encouraged to participate in Solo and Ensemble Festival.

Honors Chorale: Reflections

Elective 1 Year

Prerequisite: Audition, Minimum 1 year of Images and/or Visions, Juniors and Seniors only

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

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: *General Physical Education*

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

Team Sports

Elective 1 Semester

Recommended: *General Physical Education*

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

Aquatics & Fitness

Elective 1 Semester

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.

Movement Fundamentals

Elective 1 Semester

A course to develop coordination, strength, endurance, and movement fundamentals. Physical fitness through aerobics, Zumba, cardio circuits, yoga, stretching, class games, and gymnastic skills will be stressed. In addition, the positive effects of proper nutrition combined with an appropriate exercise program will be emphasized.

Life Guarding

Elective 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.

Integrated Physical Education

Elective 1 Semester

Integrated Physical Education is a class that involves combining students with disabilities with general education students in the spirit of sports, learning and friendly competition. Activities are modified to become slower, simpler, and more accessible. Adaptations of games such as bowling, bean bag toss, volleyball, basketball, and many more are the basis for this class.

Advanced Personal Conditioning

Elective 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 ONLY

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

Prerequisite: Placement Test

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

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

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.

Principles of Geology and Meteorology

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

Recommended: *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; 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

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/mde/).

Honors 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/mde/). ***This course qualifies as a 4th year math credit option**

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

1 Year

Recommended: *One semester of U.S. History/Geography*

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

Honors World History/Geography

1 Year

Recommended: *One semester of U.S. History/Geography*

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

Government

1 Semester

Recommended: *U.S. History/Geography and at least one 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

1 Semester

Recommended: *U.S. History/Geography, and at least one 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

1 Semester

Recommended: *U.S. History/Geography and 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

1 Semester

Prerequisite: *U.S. History/Geography, World 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

1 Year

Grade Level: 11th or 12th

Recommended: *Honors U.S. History/Geography*

Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to 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 as 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 an 18 week semester, students will learn the history behind, view, and analyze history as presented in 8-10 films. Students will learn how to watch film from a historian's perspective, analyze the content of each film for its historical accuracy and examine the historical context that surrounds each film. Students will complete a capstone project in lieu of a final exam where they will select three films to watch on their own and apply the critical viewing skills they have acquired.

Global Studies

Elective 1 Semester

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

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 I/II 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 46 ~~18~~ 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:

Advanced Healthcare
Aviation Academy
Capital Area Healthcare Education Partnership (CAHEP)
Career Start

Automotive Technology
BioScience Careers
Construction Technology

Cosmetology
Cybersecurity & Digital Forensics
Healthcare Foundations
Law Enforcement
Precision Machining Technology
Welding Technology

Culinary Arts & Hospitality
Engineering Technology
The Insurance Leadership Academy
New Media
Programming & Mobile Applications

Eaton RESA 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, the AIS Heavy Equipment Repair and Operation program which is located at Potter Park Zoo. 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:

Animal Science
Fashion Technology
Heavy Equipment Repair

Business Academy
Heavy Equipment Operation

Interdepartmental Courses

Test 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

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.

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

Elective 1 Semester

Prerequisite: Limited English Proficiency (LEP)

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

Blended Learning

Core Credit 1 Semester

Prerequisite: Approved by counseling department

Blended Learning serves two purposes. First, it is a modern approach to repeating a class. Using online curriculum and instruction, students can demonstrate proficiency in the lessons and units they may have mastered the first time they took the course although they did not pass the entire class. This strategy allows students to be exempted from repeating segments they already know. Second, it is an avenue for students to take online classes through Michigan Virtual High School. The role of the instructor in Blended Learning is to support the student, provide opportunities for practice, and to monitor progress since the actual instruction is presented by the online modules.

PRIDE Period

Elective 1 Semester

This period is a class in which all WHS students are scheduled to be in at the same time each day. This allows students the flexibility to meet with teachers, complete assignments, explore career and college opportunities, study subjects that they may be interested in, and practice for the SAT or PSAT among other things. Clubs and organizations may choose to meet during this time. Special Presentations and events are also scheduled to occur during the PRIDE Period. Students are monitored in their PRIDE period for academic progress.

Academic Regulations

Credit/No Credit

The following guidelines must be followed:

1. Application for credit/no credit must be made 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.
5. 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 course 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.

Career Center

Eligible juniors or seniors may enroll in the Career Center. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in 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.** In order to earn college credits students must participate in the national AP exam (fee required). Students must be recommended by subject area teachers for AP courses

Class Load/Transfer of Credits/Diploma

During each semester of attendance at Waverly High School a student must enroll in seven classes unless a medically documented condition prevents the student from doing so. 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.

Mid-Year Transfer

Students' current grade from their old school will be equally calculated into their new WHS course when appropriate. Students enrolling in courses in which there is insufficient time to earn credit shall be graded on a Credit/No Credit or Audit basis. Students transferring from a Homeschool situation must

provide an official transcript from an accredited homeschool institution or earn a minimum grade of 60% on the final exam for the corresponding course.

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	B- 82-80 = 2.67
C+ 79-77 = 2.33	C 76-73 = 2.0	C- 72-70 = 1.67
D+ 69-67 = 1.33	D 66-63 = 1.0	D- 62-60 = .67
	F 59-00 = 0	

Grading Scale- AP Classes

A 100-93 = 4.33	A- 92-90 = 4.0	
B+ 89-87 = 3.67	B 86-83 = 3.33	B- 82-80 = 3.0
C+ 79-77 = 2.67	C 76-73 = 2.33	C- 72-70 = 2.0
D+ 69-67 = 1.67	D 66-63 = 1.33	D- 62-60 = 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 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 sophomore year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. For each year of high school a minimum of 4 graded core classes (Math, Science, Social Studies, English, & World Language, or 3 AP classes in a semester must be taken. All Edgenuity classes do not qualify toward Top Ten status.

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

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