



Waverly Community Schools

Regular Meeting

Monday, December 18, 2017 6:30 PM

Agenda of Regular Meeting Meeting

The Board of Trustees Waverly Community Schools

A Regular Meeting meeting of the Board of Trustees of Waverly Community Schools will be held December 18, 2017, beginning at 6:30 PM at 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 Presentation
 - A. Interim Superintendent Goal Presentation 2018
- III. Correspondence
- IV. Public Comment
- V. Student Representative Report - Brina Williams
- VI. Board Member Comment
- VII. Adoption of Agenda
- VIII. ***Approval of Minutes 4
- IX. Presentation of Reports
 - A. Advisory Committee Reports
 - 1. Personnel & Policy - Member Nester
 - 2. Finance & Facilities - Member Wright
 - 3. Teaching & Learning - Member Sherry
 - 4. Marketing & Communications - Member Witwer
 - 5. Sinking Fund - Member Sherry
 - B. Personnel & Policy
 - 1. ***Recommendation to approve Report #17-37, Personnel Report 15
 - 2. Recommendation to approve - Report #17-38 , Kelly Blake as the new Superintendent of Waverly Community Schools. 16
 - C. Finance & Facilities
 - 1. ***Recommendation to approve Report #17-39, Finance Report 17
 - 2. Recommendation to approve Report #17-40, Cafeteria Renovations 23
 - 3. ***Recommendation to approve Report #17-41, Summer Tax Collection 26

Resolution

D. Teaching & Learning

1. For Discussion - Waverly High School Program of Studies for 2018-2019 29

X. Superintendent's Report

XI. Other Board Business

XII. Adjournment

XIII. ***Denotes Consent Agenda

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
November 20, 2017**

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 Waverly Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present: Mr. Britt Slocum, President
Mrs. Angela Witwer, Vice President
Mrs. Mary Ann Martin, Secretary
Mrs. Melissa Sherry, Vice Secretary-Treasurer
Mr. Alan Wright, Treasurer
Mr. Calvin L. Jones, Trustee
Mrs. Holly Nester, Trustee

Staff Present: Mrs. Kelly Blake, Interim Superintendent/Director of Teaching and Learning

Mr. Evan Nuffer, Director of Finance
Mrs. Susan Friend, Director of Personnel
Mr. David Palme, Director of Technology
Patty Roost
Chris Huff
Mike Moreno
Vickie Tisdale
Helene McNeilly
Shawn Talifarro
Tony Terranova
Molly Francis
Mary Lunetta
Theresa Collette-Such
Laura Smith
Virginia Hager
Todd Simon
Matt Oppenheim
Becky McQuillan

Others present: Veronica Beasley

Pledge of Allegiance

The Pledge of Allegiance was led by Theresa Collette-Such, WESPA – Co-President and Waverly East employee.

Correspondence

Secretary Martin reported there was only one piece of correspondence, not for the board – will give it to the appropriate person.

Public Comment

Addressing the Board during Public Comment tonight was Matt Oppenheim for the MEA, Theresa Collette-Such for WESPA, Veronica Beasley parent group organizer and Vickie Tisdale for the Principals. All spoke on behalf of their groups for Kelly Blake to become the permanent Superintendent.

Student Representative Report – Brina Williams

Student Rep. Williams spoke about the Nov. 10th Blood Drive at the H.S., Silver Bells in the City, National Honor Society, French Honor Society and National French Week, Spirit Week, the welcoming of new teachers, several new clubs. In December they have a Michigan Senator coming to give a presentation at the H.S. And she also commented that the staff and students at the H.S. would like to see Mrs. Blake as the permanent Superintendent.

Board Member Comment

Member Martin wished everyone a Happy Thanksgiving and also thanked those that stood up for public comment.

Member Wright spoke about the winning Swim Team!

Member Sherry complimented the great job of the WHS Band and singers at Silver Bells. She also made mention of Dani Gimm-Bergh and Beth Gimm-Bergh's adoption of three children on Friday. Both Shawn Talifarro and Kelly Blake were there also.

Member Jones spoke about BWL being the sponsor for Silver Bells, and said thank you to Ben Knapp and the kids from Winans for singing during the day at Silver Bells festivities. Member Jones also wanted to thank Interim Superintendent Blake for the first successful meeting about Windemere View, and also wished everyone a Happy Thanksgiving.

Member Nester wanted to thank student representative Brina Williams for the update and she was happy to know the student's opinion about Interim Superintendent Blake. Member Nester was very thankful for the flu shot clinic that was held for the students, it was a great idea. Member Nester also thanked all that helped organize and came to the Halloween Trunk or Treat, her kids had a wonderful time. Happy Thanksgiving to everyone.

President Slocum wants everyone to have a Happy Thanksgiving and said thank you to Interim Superintendent Blake for having the forum about Windemere View.

Adoption of Agenda

Kelly Blake, Interim Superintendent recommends the adoption of the Agenda.

A motion was presented by Member Jones and supported by Member Martin with the addition of a Closed Session.

MOTION: The Board of Education approve the agenda as presented with the addition of the Closed Session.

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

*****Approval of Minutes**

The minutes of the regular meeting of October 16, 2017 were approved as presented.

Advisory Committee Reports

Personnel and Policy Advisory Committee – Member Nester reported that we are currently cross checking our current Policy with Neola and the website. We will have a first reading on new and revised Policy as soon as this is done.

Finance and Facilities Advisory Committee - Member Wright reported they have met and are looking at a budget amendment in January, partially because an adjustment will need to be made because of the new tentative agreement with WESPA. There will be some changes in expenses and revenues. Member Wright mentioned that later in the agenda we will be talking about a student transportation vehicle and new furniture for the cafeterias at the WMS and WHS. We are also moving forward on talks about the Windemere View building.

Teaching & Learning Committee - Member Sherry reported that we are in our second year of Go Math. It is more rigorous and it will match the math standards better. WHS staff are working on a high school science sequence for the 2018-19 school year. All students falling below in English Language Arts in K-1 and next year K-3rd grade – Illuminate Ed will show how all students are doing.

Marketing & Communications Committee – No Report

Sinking Fund Committee – No Report

Personnel Report – Report #17-32 – For Action

The Board of Education approved the employment (**Certified**) of: Angela Krause (Elmwood Resource Room Co-Teacher); Rebecca Stewart (High School Social Studies Teacher); Denise Noble (Winans ASD Teacher); David Schmidt (High School Math Teacher); the employment (**Non-Certified**) of: Jeannette Barbour (Elmwood Head Secretary); Linda Greisinger (Middle School Head Secretary); the Resignation (**Certified**) of: Eric Anderson (High School Teacher); Jeremy Tuller (High School Teacher); and the Resignation (**Non-Certified**) of Ann Marie Lindsay (HR Administrative Assistant).

Recommendation to approve the Addendum to the Master Agreement between WESPA & The Board of Education – Report #17-33

The Board of Education approved the Addendum to the Master Agreement with WESPA. A Motion was made by Member Witwer and supported by Member Martin.

Discussion – Member Nester – Did WESPA support this?

Member Martin asked if someone could explain what this is about. Susan Friend has been working with WESPA to make changes to the contract. Extended the contract one year, added an additional wage for the paraprofessionals that work with students with the most medical needs. Time off changed from days to hours. Created an additional classification, A1 that will address the problem we have had with hiring. Giving a higher rate of pay for those that have Associate and Bachelor degrees. Hard Cap for insurance and additional 1% increase.

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

Recommendation to approve the purchase of a 2018 Ford Transit F150-XL Passenger Van – Report #17-34

The Board of Education approved Report #17-34 – for the purchase of a 2018 Ford Transit F150-XL Passenger Van for use by different groups that are too small to use a school bus.

A motion was made by Member Wright and seconded by Member Nester.

Discussion: Member Martin – I understand that this helps to transport smaller groups of people, but are we going to short some of the people at the bus garage by doing these things? Who will be driving this vehicle? Will the bus drivers be able to make the additional pay driving this instead of a school bus?

Interim Superintendent Blake mentioned that Randy Roberts used his own vehicle to transport his students. The new teacher will get his chauffeur's license. It will always be a staff member driving the vehicle.

Member Witwer asked if she could work with Evan Nuffer about branding the van?

Member Nester asked if this was mainly for special needs students? Member Nester didn't think that we had bus drivers that take special needs students on the buses, but we do.

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

Recommendation to approve the purchase of cafeteria furniture for the High School – Report #17-35 – Board policy 6320

The Board of Education approved the purchase of cafeteria furniture for the High School. A motion was made by Member Wright and supported by Member Martin.

Discussion: Member Martin asked for Evan to give his presentation again from the last board meeting. Food service funds are at a surplus. Doing renovations in the WHS and WMS cafeterias like acoustic panels, tiles, furniture. Making more of a restaurant feel. When we use federal dollars in space that is multi use some of it has to be used for food service. Keeping it clean for accounting purposes.

Member Witwer wants to see if they can put some things on social media and get a news release out about it. Some soft seating, every area will be in the line of sight for staff. Plugs for charging phones and using electronics will be installed.

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

Finance & Facilities Report – Report #17-36 – For Action

The Finance Report was approved as presented.

Discussion to hire a permanent Superintendent

Member Nester really wanted to put community and staff opinions in her vote. She appreciated that so many people came out. Member Nester commented that there would be some growth to do, but there would be for anyone taking the position.

Member Witwer said she totally supports Kelly especially with all the great experience she has with Waverly. Kelly has been attending everything around the district, goes to trainings, asks questions when she needs to, and already has relationships with other superintendents. Kelly is the person we need now. There are times when you hire change makers and right now we need Kelly, who gives so many people support. She is the best bridge builder you could ever have. It is the right time for Kelly to become Superintendent and she has 100% of Member Witwer's vote. Member Witwer said she strongly does not want to go out to do a search.

Member Sherry spoke that our board has not had a discussion yet about what we are doing and where we are going next. The board hasn't even had a discussion about what qualities we are looking for in a Superintendent, what experiences we want or where we want to go as a district. Member Sherry said that she feels it is her responsibility to the voters and would like to see the board do the hard work and then bring the key stake holders in to make that decision. She just doesn't think we have done that yet. This is a big deal to her. We may have the best candidate here already, but we need to do the hard work first. This is the first conversation we have had about this. I think we owe our community more than that. It doesn't mean that Kelly isn't that person. It is no reflection on Kelly and the work she has done if we meet and have the hard discussions.

Member Martin remarked that for those of you that haven't gone through a Superintendent search before it is between 10 and 20 thousand dollars to do a search. Kelly has a great vision for the community and our schools. Member Martin can go along with a discussion, but she wants Kelly to know that the majority of the board supports her. She also let the other board members know that you may lose her while you are messing around. Kelly is an excellent person and what everyone has said is true. Member Martin is not in favor of a search. The board may need to have a special meeting and figure out what our goals are but she believes we have the best person we could possibly have for the future of Waverly. Kelly has been to more activities and functions than any other Superintendent in the past during her time on the school board. I think we need our Interim Superintendent to be our Superintendent.

Member Jones – I have been at this for a while when we announced that Kelly was going to be the Interim Superintendent. She has been involved in many community and government meetings, and since Kelly

has been active we have had a tremendous response about what is going on in Waverly Schools. If you can bring this community together, you will have my trust. Kelly has earned my support and that trust. We have put others in this position and hoped it would work out. It didn't always work so well. We need to continue this momentum that we have already been experiencing in the last few months.

Member Wright – I think Kelly is doing a fantastic job. We needed a completely different superintendent this time. Alan's biggest concern is that he wants this process to be completely open. Only two people talked that weren't on our payroll. Need to get the word out and hear more from the community. She is doing a smashing job. Not a person that wants to drag things out. Glad we have one more meeting to have others to come and discuss this.

Member Slocum – Wanted to address a few things. It had been brought up to Member Slocum that we did say that it would be January before we make a decision. Kelly has been interviewing over the last 6 months, and we have seen a lot through her actions and her involvement. The district itself is fiscally stable, our student count is looking good. We need someone who's leadership qualities mesh with all of the groups including, Administrators, Students, All Staff, Parents, Community, he hasn't heard one comment to the negative about Kelly. You really just don't know what you are getting from the outside. Kelly has a management style that meshes. We need an educational leader and Kelly is great at that, she has a passion towards the district. Next month we will have a special meeting, a forum, so we can hear what the community wants on the 12th of December – 6:00 pm – at the WHS – ITC.

Second Public Comment:

Victoria Beasley – Spoke again that she was the person putting it on the Facebook page. Victoria is willing to put it on a petition and start it to tell the Board.

Superintendent's Report – Interim Superintendent Blake said thank you for the positive comments, support and honesty.

Windemere View Community Forum – Went well had a lot of great ideas. If there is a township that would be willing to take on the project, we would make them a heck of a deal. Want to move forward to make a decision. Lansing Township continues to try to get funding. The neighborhood wanted nothing to do with a home for Mothers. Evan is getting an estimate on demolishing ½ the building or all of the building.

The water main break at Colt is a temporary fix. Evan can kind of explain it. It is more than temporarily fixed. They put a heavy duty sleeve over the crack. It could have been much worse. The fix is in place and this is not the first time that main has broken and it probably won't be the last. Shout out to Kyle who was supposed to be deer hunting, for coming in for two days.

Winans and WMS – are both doing food drives for the holidays. Choirs – Elmwood and Winans participated in Silver Bells. Colt and East both had global read aloud month. East and Colt skyped with different authors. Kelly had the opportunity of going with Mr. Lurie to a global leadership conference in Washington DC. People at the conference were impressed with what is going on at WHS.

Next Board PD Meeting is Dec. 4th – 9:00 am in the PD room downstairs in the Administration Bldg.

Member Jones asked where we are going, or where we are headed with Windemere View. Evan has been trying to contact Barton Mallo Architects. We need to continue moving the momentum forward. Great opportunities for Waverly and the community to come together and get something accomplished.

Kelly said that they are asking for support from Lansing Township over safety issues at Windemere View.

Other Board Business - Entered into closed session @8:15 pm

Closed Meeting Adjourned @ 8:32

Regular Meeting reconvened @ 8:32 pm.

Talked about the Bylaws and needing to adjust some of them. Board Members need to go through them and make marks and comments.

Member Martin reminded members– If you haven't done the MASB training you need to do 101 – 109. There is money available for board members - the money that is already allotted for continuing education needs to be used for this. Members Slocum, Jones & Martin are the only members that have taken all of the training. Member Jones asked if there is an opportunity for MASB to come and do their PD here?

Adjournment

The meeting adjourned at 8:47 p.m.

*** Denotes Consent Agenda Items

Respectfully submitted,

Mary Ann Martin, Secretary
par

Minutes of Special Meeting

The Board of Education of the Waverly Community Schools

December 12, 2017

Opening of Meeting

The Special Meeting of the Board of Education of the Waverly Community Schools was called to order by President Britt Slocum at 6:02 PM in the Waverly High School ITC, 160 Snow Road, Lansing, MI.

Members present: Mr. Britt Slocum, President
Mrs. Angela Witwer, Vice President
Mrs. Mary Ann Martin, Secretary
Mr. Alan Wright, Vice Secretary-Treasurer
Mr. Calvin L. Jones, Trustee
Mrs. Holly Nester, Trustee
Mrs. Melissa Sherry, Trustee

Staff Present: Kelly Blake, Interim Superintendent
Shawn Talifarro
Patty Roost
Kristin Kochheiser
Becky McQuillan
Johanna Germain
Theresa Collett-Such
Jenny Baird
Dani Gimm-Bergh
Beth Gimm-Bergh
Jeffrey Hager
Becky Miller-Hager

Others Present: Randy Germain
Pam Blair
Nichelle Schultz
Alexa Alcantara
Barb Farr

The Special Meeting of the Waverly Board of Education was called to order by President Slocum and the Pledge to the Flag was led by student, Jessie Gimm-Bergh.

Public Comment:

Addressing the Board during Public Comment tonight was Johanna Germain, Dani Gimm-Bergh, Kristin Kochheiser, Laura Smith, Pam Blair, Beth Gimm-Bergh, and Becky Hager. All spoke positively about Kelly Blake becoming the Permanent Superintendent.

Board Member Comment:

Member Martin: It is my pleasure to be here this evening and to listen to your comments about our Interim Superintendent. I could echo most of your comments. I am not a teacher but I am here a lot, I have been here for many years. I am very pleased with what I see both that Kelly is doing in the district and in the community. She is reaching out to groups that haven't had reach-out from Waverly for a long time. She is communicating with the board very well and trust me that is really very important to me. Because if there is anything I hate is reading in the news, or hearing on the news something I should have been told about as a board member prior to hearing it on the news or reading it in the news. Kelly is doing a good job of keeping us abreast of things that is also very important to me. I am trusting that the other board members are feeling much like I do and I remember going into Kelly before she was actually named and I remember saying to her that you have an extended interview here, do well and you will be in.

Member Witwer: I echo everything that Mary Ann said and I have been approached by a few parents that said they would like to see an interview, I feel like Kelly has been on a six month interview already so I think it is extremely tough being an interim and she has done a great job. I am a huge fan and everyone knows this already and at least everyone at this table knows it, but I know when we go to talk to her and do a formal interview process I am sure she will do great. She has done great under major pressure already. I am thrilled and I look forward to this very strong leader.

Member Jones: I would like to thank our speakers for coming out and those of you that didn't speak, I hope you will communicate with us one way or another and let us know your thoughts as well. I too am very impressed with Kelly Blake. Obviously. When we named her as the interim, I immediately contacted her as well as Patty and had a meeting with them to bring this community together and it was a wonderful opportunity to just talk with her and hear her ideas to bring the community together and do some things in the best interest of the Waverly schools. I am extremely pleased with the work that she has accomplished and as far as I am concerned will continue to do in the future.

Member Wright: Like everyone else I would like everyone for being here. When we first named Kelly to Interim we said that we were going to decide in January, but we also wanted to make sure that this process was completely and totally open. That we got as much input from the community as possible, from our teacher, to our bus drivers, to our parapro's, our custodians and anyone we can to make sure that we are making the right choice. And I think it is pretty unanimous, but again we want to make this as open as we can. It is also sometimes kind of fun, cause I sit next to Kelly usually and when people stand up and start talking about her and complimenting her she turns red because she embarrasses easily. I don't know if you have noticed that? It is kind of fun, it is actually really hard to sit there and have people compliment you. It is actually harder than criticizing which seems a little weird but yet it is neat to see the look on her face. I am glad that everyone is so supportive of Kelly because we are as well.

Member Sherry: First I would like to apologize for being late, I came from the hospital and there were a few people that needed help and we just have to take care of those people at that moment. I do want to thank everyone for being here and to those that spoke. Thank you. It isn't easy to get up here and speak, maybe it is easy because it is such a great topic. I just want to thank you. I really had asked for an opportunity to hear from all aspects of our community, and just as Mr. Wright just shared we have heard from every aspect of Waverly and I am really really happy to hear your not giving us any real big surprises. It is really right on point on terms of what we have been feeling with and what we have been thinking and what we have talked about collectively. We did feel that as we had an opportunity in a recent professional development session to talk about what was really most important to us. A few of those things just kind of echo the things that you have said, engagement of our Waverly employees whether you are a teacher, whether you are a first year teacher or a 25 year teacher, Whether you are in our transportation department or you help us keep the building clean and in good order, we wanted to hear from you. And absolutely we wanted to hear from parents and from students. I have heard through the grapevine, as I am sure a lot of our other board members have, these little snippets where we hear

about Kelly has been here, Kelly has been there. She also seems to be very responsive, I don't know how she does it, maybe it is the age of technology, but she has just done a great job and I think that you are all seeing and hearing that. It is wonderful to see. And we also wanted to have an educational leader and you know all of our teachers in the room, you deserve the absolute best because if we can't give you the best, and the best in terms of direction and guidance and vision then you are not going to be able to deliver the best to our students and parents that are in the room, you deserve that, your children deserve the brightest future that we can provide and preparing them for that next step. This step of finding our next Waverly Superintendent was of key importance. And I just want to thank every single one of you for voicing your opinion and your support to help us make this important decision that we are going to make. Thank you.

Member Nester: I want to apologize for being a little bit late too. Sorry! Honestly I don't know what else to say. Everyone has said everything we can think of about Kelly and I agree with them all. When we first started, and I mean before we decided to appoint her as interim I was impressed with Kelly. She walked me around all of the buildings. She not only knew all of the teachers and all of the administration she knew the children. And I could see how much she cared about all of them. Not just some of the kids, but all of the kids at the school and from then on I have been very impressed with Kelly. I do agree that we want this to be as open as possible. And I love hearing from everybody and I would always love to hear from everybody about what is going on, what they have seen and what she has done. That helps me too. I appreciate you all being here.

President Slocum: I have known Kelly for a long time. You were Luke's Kindergarten teacher. So that means you were a year younger than my oldest son is when I met you. It has been a real privilege to work along with Kelly on the Teaching & Learning committee, when she first came on board as our Curriculum person and Teaching and Learning person. We had the best meetings. What I thought was going to be a biggest snooze fest, she made them quite interesting and fun to be there. I learned a lot about the NWEA testing and everything else too. But I have watched her since she has taken over since our previous Superintendent has left and I have just watched her blossom in this position. She just picked up the ball and ran with it in the office up there, let alone getting out to all of your buildings and neighborhoods and functions and whatever she is doing and all that which is phenomenal. As a matter of fact today I said if you do get this job you have to take one minute in the week just to breath and you know be a person. She is so involved in everything. What I really like was at our last board meeting we had the president of the teacher's association who had poled the teachers and gave us an opinion on that and Kelly has the full support of the teaching staff. We had Teri come up and speak for the WESPA group and she poled them (am I correct) (Yes) and we have the support of WESPA, our second largest union group that they support our Interim Superintendent. We heard from the Administrators, how much they support Kelly and they (like the union leaders) and the department heads, and I am sure that everyone that reports directly to Kelly really enjoy reporting directly to her. Beth came and talked for the transportation group in support of Kelly. So I am getting the picture that all of the people that work here at Waverly Support Kelly. But then, I am hearing from community members that support Kelly. And also, we didn't mention this earlier, but we have gotten two really nice emails from parents supporting Kelly which was nice. But I stop and I think you know we have a process that we have done Superintendent searches because that is what big organizations are supposed to do, and then I was reading through our last meetings minutes and I think you said it the best, and I am going to quote Calvin from our last meeting; "If you can bring this community together you will have my trust. Kelly has earned my support and that trust. We have put others in this position and hoped it would work out. "And quite frankly (and these are my words), it didn't always work out so well. We need to continue this momentum that we have already been experiencing in the last few months. That's how I feel. We have now heard what our community has to say, we have heard what our board members had to say. Tonight is not a voting meeting and in our next board meeting I am sure that we will come to some kind of decision here as a board. I am just super happy that you are here as the interim.

Is there any other business to be brought before the board? None

Then before I adjourn I would like to thank each and every one of you for coming tonight. Jessica, thank you for leading us in the pledge tonight, I appreciate it and you did a good job.

Adjournment

The meeting adjourned at 6:31 p.m.

Respectfully submitted,

Mary Ann Martin, Secretary
par

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
December 18, 2017**

Report #17-37

Subject: Personnel Report***

A. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Step/Salary</u>	<u>Effective</u>
Candace Dill	High School Special Education	MA Step 11/\$72,166	1/22/18

B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
Laurie Douglass	Winans Para Professional	14.67/hr	11/20/2017
Mary Riley	Elmwood Para Professional	14.67/hr	12/18/2017

C. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Step/Salary</u>	<u>Effective</u>
Michael Williams	HS Para	HR Admin Assistant	\$42,000	1/8/2018

D. Resignation – Certified

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

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Rod Cantu	Elmwood Para	Personal	11/28/2017
Stephen Tisdale	Colt Para	Personal	12/18/2017

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2017**

Report #17-38

FOR ACTION

Subject:

Approval of Kelly Blake as Superintendent

Recommendation:

The Board of Education recommends that we hire Kelly Blake as Waverly Community Schools new Superintendent.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2017**

Report #17-39

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended the following be approved:

Financial Report:

The cash balance as of October 31, 2017 was \$3,678,464.82. Receipts during November, consisting of property taxes, state aid and other revenues in the amount of \$2,211,905.21 minus disbursements during November of \$3,385,637.11, left the district with a General Fund cash balance, as of November 30, 2017, of \$2,504,732.92, including \$1,500,000.00 from the issuance of a State Aid Note.

On a modified accrual basis, 2017-18 General Fund expenditures exceed revenues by \$2,985,633. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

On a modified accrual basis, 2017-18 Sinking Fund expenditures exceed revenues by \$290,394. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

The balance of the 2016 Building and Site, Series II Bonds remaining to be allocated, including \$8,377 of accrued interest, is \$981,407. A summary of life to date activity is included in the supporting documentation

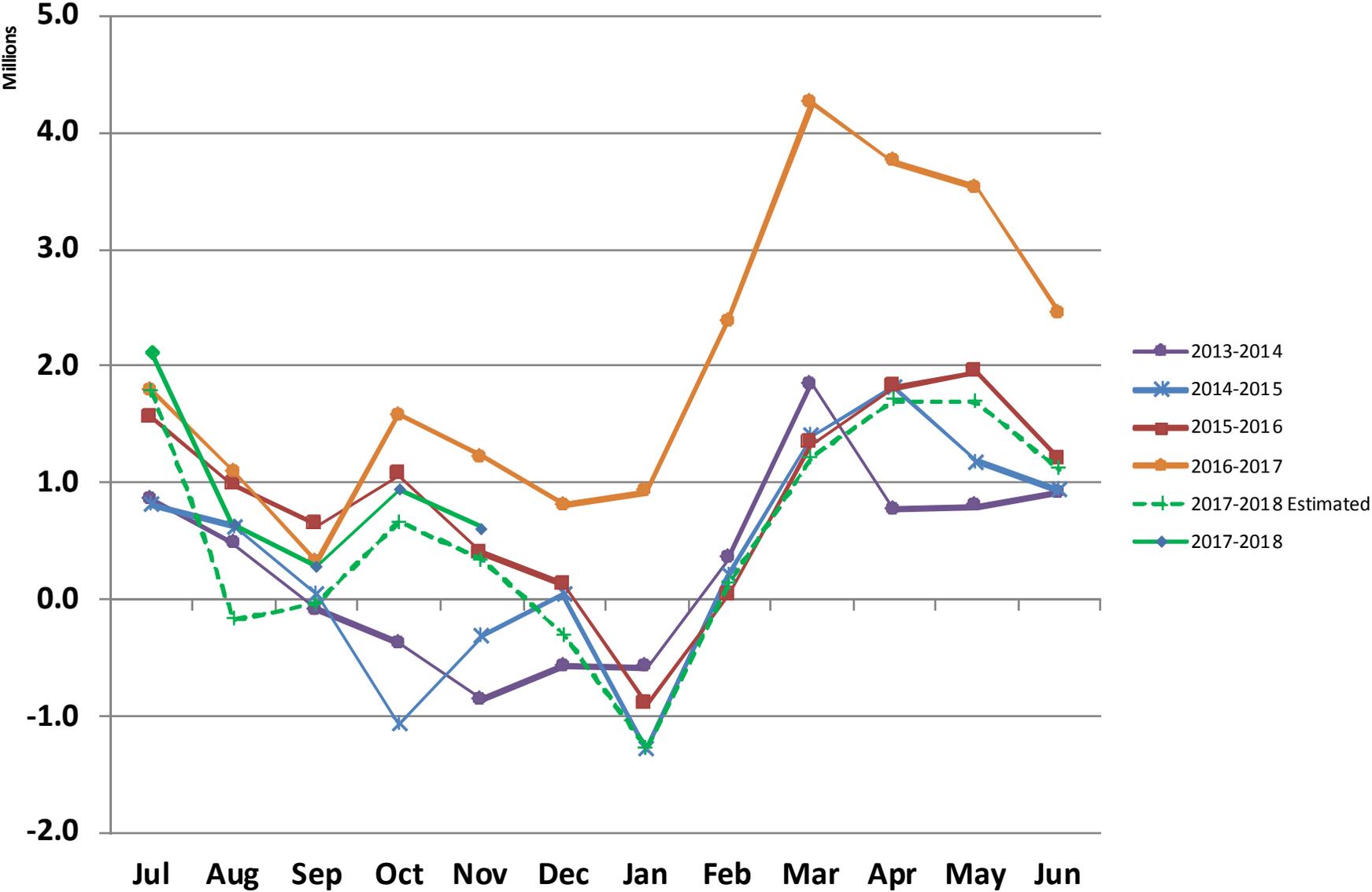
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended November 30, 2017

Balance on Hand October 31, 2017	3,678,464.82
Revenues	
State Aid	1,973,913.36
Taxes	17,060.05
Other Revenue	220,931.80
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>2,211,905.21</u>
Disbursements	
Payroll and Related Liabilities	(2,728,382.15)
Other Expenditures	(656,935.30)
State Aid Repayment	-
	<u>(3,385,317.45)</u>
Prior Month Adjustments During November 2017	(319.66)
Balance on Hand November 30, 2017	<u><u>2,504,732.92</u></u>
PNC Bank - General	2,407,935.45
MILAF	7,458.27
PNC Bank - Payroll	48,286.85
Comerica - Checking	41,052.35
	<u><u>2,504,732.92</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools
Budgetary Comparison Schedule
For the Month Ended November 30, 2017**

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,293,714	3,993,523	(5,300,191)	57.0%
State sources	18,945,949	3,891,581	(15,054,368)	79.5%
Federal sources	538,148	7,674	(530,474)	98.6%
Intergovernmental	2,568,460	465,667	(2,102,792)	81.9%
Transfers In	105,000	-	(105,000)	100.0%
Total revenue	31,451,271	8,358,446	(23,092,825)	73.4%
Expenditures				
Current:				
Instruction:				
Basic program	14,715,094	4,843,490	(9,871,604)	67.1%
Added needs	4,224,136	1,195,457	(3,028,679)	71.7%
Total instruction	18,939,230	6,038,947	(12,900,283)	68.1%
Support Services:				
Pupil	2,289,416	888,718	(1,400,698)	61.2%
Instructional staff	1,118,670	477,585	(641,085)	57.3%
General administration	270,623	159,533	(111,090)	41.0%
School administration	2,294,379	927,215	(1,367,164)	59.6%
Business	462,857	166,865	(295,992)	63.9%
Operations and maintenance	3,185,729	1,364,563	(1,821,166)	57.2%
Pupil transportation services	942,931	323,794	(619,137)	65.7%
Central	410,982	189,913	(221,069)	53.8%
Other	37,850	39,216	1,366	-3.6%
Total support services	11,013,437	4,537,400	(6,476,037)	58.8%
Athletics	517,419	216,101	(301,318)	58.2%
Community services	30,823	15,579	(15,244)	49.5%
Non Publics	2,363	285	(2,078)	87.9%
Debt service:				
Principal	130,000	65,000	(65,000)	50.0%
Interest	16,850	7,450	(9,400)	55.8%
Capital outlay	57,045	84,206	27,161	-47.6%
Payments to other public schools	885,434	379,112	(506,322)	57.2%
Total expenditures	31,592,601	11,344,079	(20,248,522)	64.1%
Excess of Revenue (Under)Over Expenditures	(141,331)	(2,985,633)	(2,844,302)	
Transfers Out	250,000	-	(250,000)	
Budgeted Change in Fund Balance	(391,331)	(2,985,633)	(2,594,302)	
Favorable Expenditure Variance (1.5%)	473,889			
Projected Change in Fund Balance	82,559			
Fund Balance - Beginning of year	4,220,636			
Fund Balance - End of year	4,303,195			
	13.6%			

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2017

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	815,046	353,845	(461,201)	56.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	815,046	353,845	(461,201)	56.6%
Expenditures				
Current:				
Support Services - Business	-	40	40	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	436,320	180,448	(255,872)	58.6%
Architecture and Engineering Services	22,825	16,351	(6,474)	28.4%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	447,400	447,400	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	906,545	644,239	(262,306)	28.9%
Excess of Revenue (Under)Over Expenditures	(91,499)	(290,394)	(198,895)	
Transfers Out	-	-	-	
Net Change in Fund Balance	(91,499)	(290,394)	(198,895)	
Fund Balance - Beginning of year	765,909			
Fund Balance - End of year	674,410			

Waverly Community Schools
2016 Building and Site Bonds, Series II
Budget Summary
As of November 30, 2017

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	838,157	946,155	0	(107,999)
Site Improvements	96,342	228,638	(0)	(132,296)
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	934,499	1,174,793	0	(240,295)
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	-	-
Wireless Network	-	-	-	-
Phone System	-	-	-	-
AV Systems	122,000	58,022	0	63,978
Video Distribution/Video Production	150,000	-	-	150,000
Tech Equipment Contract Subtotal	272,000	58,022	0	213,978
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,162,653	300,830	7,457	854,366
Servers/Backend Systems	35,000	(14,342)	-	49,342
Printers	-	-	-	-
AV Equipment	53,350	12,387	40,326	637
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	1,251,003	298,875	47,784	904,345
District				
Loose Equipment (Furniture & Transportation)	701,452	717,132	53,233	(68,913)
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	253,453	30,903	-	222,550
Field General Conditions	-	18,992	-	(18,992)
Architect	40,625	10,739	-	29,886
Tech Design/Construction Mgr	46,968	117,024	-	(70,056)
District Subtotal	1,042,498	894,790	53,233	94,475
Totals	3,500,000	2,426,480	101,017	972,503

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
DECEMBER 18, 2017**

Report #17-40

FOR ACTION

Subject:

Ratify and Affirm Change orders for Cafeteria Renovations

Recommendation:

The Superintendent recommends the Board of Education ratify and affirm the change orders for the High School and Middle School Cafeteria Renovations.

Statement of Purpose:

The purpose of this recommendation is to approve change orders to the contract to Laux Construction which exceed the approval threshold of \$25,000 granted to the Director, Finance and Operations.

Background Information:

On October 16, 2017 the Board of Education approved a contract award to Laux Construction for the High School and Middle School Cafeteria renovations. Subsequent to the contract award, several design modifications were requested, including the addition of a third serving area at the High School cafeteria and replacement of drinking fountains in the Middle School cafeteria. Both cafeterias would also receive lighting modifications.

Budget Impact:

The total cost of this recommendation is Twenty-Seven Thousand Nine Hundred Ninety-Two and 27/100 Dollars (\$27,992.27). These change orders will be paid for with the excess fund balance in the Food Service Fund.

Discussion of Options:

The Board has the following options:

- 1) Approve the recommendation, as presented
- 2) Reject the recommendation, as presented
- 3) Table the recommendation for further discussion



AIA Document G701™ – 2001

Change Order

PROJECT (Name and address): Waverly Community Schools - Middle School and High School Cafe Remodel	CHANGE ORDER NUMBER: 001 DATE: November 22, 2017	OWNER: <input type="checkbox"/> ARCHITECT: <input type="checkbox"/> CONTRACTOR: <input type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO CONTRACTOR (Name and address): Laux Construction 4218 Charlar Drive Holt, MI 48842	ARCHITECT'S PROJECT NUMBER: 4100-09 CONTRACT DATE: October 18, 2017 CONTRACT FOR: General Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

Item A1 (MS): Add alternate A1 from bid documents into project. (Paint existing ceiling and bulkheads at the Middle School as noted on the color layout plan) – Add \$3300.00

Item A2 (HS): Provide pricing to remove and properly dispose of existing doors and hardware as shown on sketch A1 (existing frame to remain).

Item A3 (HS): Provide pricing to install new hollow metal doors and hardware per the specifications as shown on sketch A1. Modify existing frame as needed for new hardware – Add \$4339.69

Item A4 (HS): Provide pricing to install new wall tile around the door to 104. Drawing 1 on attached A9.1X. Add \$3600.37

Item A5 (HS): Provide pricing to install new signage around the door to 104. Revise verbiage above door 103. Drawing 1 on attached A9.1X. Drawing 1 on HS-A1.11X. – Add \$391.52

Item A6 (HS): Provide deduct to remove (2) AWP-3 panels and accent paint to the left of Door 104. Drawing 1 on attached HS-A9.1X. Drawing 1 on HS-A1.11X. – Deduct \$228.18

Item A7 (MS): Provide deduct to reduce the size of logo shown in 1/MS-A9.1X. Provide deduct to reduce the size of architectural letters and relocate letters originally show in 4/MS-A9.1. New location as indicated on 1/MS-A1.11X and 1/MS-A9.1X. – Deduct \$153.00

Item M1 (MS): Refer to Cafeteria 102. Provide pricing to remove two existing water coolers and install two new water coolers. Extend power and plumbing as necessary for new wall tile to be installed per construction documents and reconnect to new water coolers. Basis-of-design of water coolers are: Provide one Elkay VRC8S Vandal Resistant Water Cooler and one Elkay VRC8WSK with EXH20 Bottle Filling Station – Add \$5,720.39

Item E1 (HS): Provide pricing to provide sconces in the cafeteria at the High School as noted on the lighting plans. Basis-of-design of sconce: Brownlee Lighting Sconce Cat# 1533-PL-B12LED-WA-35K-DIM – Add \$6,325.53

Item E2 (MS): Provide pricing to provide sconces in the cafeteria at the Middle School as noted on the lighting plans. Basis-of-design of sconce: Brownlee Lighting Sconce Cat# 1533-PL-B12LED-WA-35K-DIM – Add \$4,695.95

The original Contract Sum was	\$	<u>218,750.00</u>
The net change by previously authorized Change Orders	\$	<u>0.00</u>
The Contract Sum prior to this Change Order was	\$	<u>218,750.00</u>
The Contract Sum will be increased by this Change Order in the amount of	\$	<u>27,992.27</u>
The new Contract Sum including this Change Order will be	\$	<u>246,742.27</u>

The Contract Time will be increased by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

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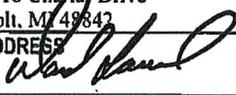
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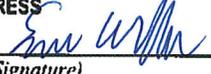
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NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Kingscott
ARCHITECT (Firm name)
259 East Michigan Avenue, Suite 308,
Kalamazoo, Michigan 49007
ADDRESS

BY (Signature)
Mark Rimes
(Typed name)
11-22-17
DATE

Laux Construction
CONTRACTOR (Firm name)
4218 Charva Drive
Holt, MI 49842
ADDRESS

BY (Signature)
David Laux
(Typed name)
11/27/17
DATE

Waverly Community Schools
OWNER (Firm name)
515 Snow Road, Lansing, Michigan
48917
ADDRESS

BY (Signature)
Even W Nuffer
(Typed name)
11-29-2017
DATE

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 18, 2017**

Report #17-41

FOR ACTION ***

Subject:

Summer Tax Collection Resolution

Recommendation:

The Superintendent recommends the Board of Education adopt the Annual Summer Tax Resolution, invoking for 2018 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.

Statement of Purpose:

Adoption of the summer tax collection resolution will allow local units of government to collect summer property taxes for the District.

Budget Impact:

If the resolution is not adopted, the district may not be able to collect summer taxes. This would create cash flow problems as well as added expense in interest and legal fees.

Historical Perspective:

By January 1st of each year, the school district is required to notify the various taxing authorities of the intention to request collection of summer taxes.

Through correspondence from the school district's legal counsel, it has been suggested that the district adopt a resolution to meet legal requirements of School Code Section 1613, more particularly, 1982 P.A. 333 (Summer Tax Collection Statute).

A Michigan Court of Appeals decision has been issued "...Where a school board has adopted an ongoing resolution establishing summer tax collection, the board is required each year, before January 1, to take official action invoking the previously adopted resolution to collect the summer tax levy by requesting each township and city to collect. The ongoing resolution eliminates the yearly need to publish notice of a public meeting to institute a summer tax levy...".

Discussion of Options:

The Board may entertain a motion to adopt the resolution as presented or reject the resolution. If the resolution is rejected the District will only levy property taxes for the winter tax levy.

Rationale for Proposal:

It is necessary to adopt this resolution to allow for the collection of summer property taxes, which will aid the District in cash flow.

Strategic Plan Reference:

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

WAVERLY COMMUNITY SCHOOLS
ANNUAL SUMMER TAX RESOLUTION

Ingham, Eaton, and Clinton Counties, Michigan

A regular meeting of the Board of Education of said District was held at the Administrative Center, 515 Snow Road, Lansing, Michigan, in said District, on the 18th day of December 2017, at 6:30 o'clock p.m.

The meeting was called to order by _____.

PRESENT:

ABSENT:

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

WHEREAS, this Board of Education by resolution of January 26, 1983, determined to impose a summer property tax levy to collect one-half (1/2) of school property taxes, including debt services, upon property located within the School District, beginning with 1983 and continuing from year to year until specifically revoked by the Board of Education.

NOW THEREFORE, BE IT RESOLVED THAT:

1. This Board of Education, pursuant to 1976 PA 451, as amended, hereby invokes for 2018 its previously adopted ongoing resolution imposing a summer tax levy of one-half (1/2) of school property taxes, including debt service, beginning with 1983, and continuing from year to year until specifically revoked by this Board of Education, and requests each city and/or township in which this District is located to collect those summer taxes.
2. The Superintendent or designee is authorized and directed to forward to the governing body of each city and/or township in which this district is located, a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that each such city and/or township agree to collect the summer tax levy for 2018 in the amount specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be sent so that the appropriate governing bodies receive them before January 1, 2018.
3. The Superintendent or designee is authorized and directed to negotiate on behalf of this District, with the governing body of each city and/or township in which the District is located for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under MCLA 380.1611 or MCLA 380.1612. Any such property agreement shall be brought before this Board for its approval or disapproval.
4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution are and the same are hereby rescinded.

Ayes:

Nays:

Absent:

RESOLUTION DECLARED ADOPTED.

**Mary Ann Martin, Secretary
Waverly Community Schools
Board of Education**

The undersigned, duly qualified Secretary of the Board of Education of Waverly Community Schools of Lansing, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board of Education at a regular meeting held on December 18, 2017, the original of which is part of the Board's official minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

**Mary Ann Martin, Secretary
Waverly Community Schools
Board of Education**

2018-19

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 Castele, Athletic Director

Guidance/Counseling Staff

Stephanie Brockstad
Tonya Droessler
Kristen Gazley

Waverly High School

Course Descriptions



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, college adviser and teachers are available to assist students as they explore options and make program decisions.



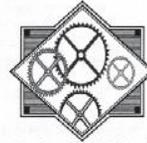
Arts & Communications



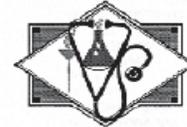
Business, Management, Marketing & Technology



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 **Wilson Talent Center** is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

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

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:

-only available to students with IEPs

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)

-additional modifications available to students with IEPs

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

-additional modifications available to students with IEPs

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.

-additional modifications available to students with IEPs

SOCIAL STUDIES – 3 Credits

US History/Geography
.5 Credit in Government

World History/Geography
.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.

-additional modifications available to students with IEPs

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

MODIFICATIONS:

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

-additional modifications available to students with IEPs

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 **career** technical education program or an additional visual, performing and applied arts credit*

-additional modifications available to students with IEPs

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. **The PC request is presented to team members for review and approval.**
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP.
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

Personal Curriculum Modifications

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

Course Descriptions

Art Education

Art Department Objectives

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

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.michiganvirtual.org. Instruction and assessment is delivered by the online instructor, and WHS staff monitor the student's progress through the course.

English

English Seminar Lab

1 Year

Recommended: Department Approval

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

English 9 Lit & Comp

1 Year

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

Honors English 9 Lit & Comp

1 Year

Recommended: Placement Test and Department Approval

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

English 10 Lit & Comp

1 Year

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

Creative Writing

Elective 1 Semester

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

Life Management

Cooking 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 Lab

Elective 1 Year

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

Algebra I

1 Year

Recommended: Placement, Pre-Algebra

Algebra I is a course designed for the 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 without Earth Science

1 Science Credit
Grade Level: 9th

Prerequisite: Concurrently enrolled in Algebra 1

The Physical Science content of the course is selected to meet state science standards, to prepare students for the state proficiency test, and to provide the basic content knowledge that will be built upon in more advanced science courses in high school. This course will cover basic concepts in physics, chemistry, and earth science, along with an investigation of the nature of science and the problem solving approach of engineering. It specifically includes: patterns among chemical elements; chemical bonding and reactions; nuclear chemistry; motion and forces; energy; electromagnetic waves; and electricity.

Biology with Earth Science

1 Science Credit
Grade Level: 10th

Prerequisite: Adequate progress in Physical Science

This class is aligned with the State of Michigan Next Generation Science Standards for Biology. In addition to an introduction to scientific instruments and methods, the course includes such topics as cellular biology, biochemistry, genetics, evolution, ecology, physiology and significant laboratory work. This class will also draw connections to basic Earth systems.

Earth, Atmosphere, and Space Science

1 Science Credit
Grade Level: 11th

Prerequisite: Adequate progress in Biology

This class is aligned with the State of Michigan Next Generation Science Standards for EARTH SCIENCE in Physics and Chemistry. This class is ONLY for students who do NOT plan to take Physics and/or Chemistry but are still required the opportunity to master these standards.

Chemistry with Earth Science

1 Science Credit
Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. In addition to an introduction to scientific instruments and methods, the course includes the structure of matter, chemical bonding, chemical reactions, and acids and bases. This course

focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as $D = m/V$ for any of the variables. This class will also draw connections to basic Earth systems.

Honors Chemistry

1 Science Credit

Grade Level: 9th – ONLY if concurrently in Geometry; 10th or 11th

Prerequisite: Demonstrated competency in Biology AND Algebra 1 AND Teacher Recommendation

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. The course is designed for the college bound student that is interested in a rigorous, fast paced, accelerated, and challenging course. **This course is a requirement for students who plan to take an AP science course.**

Physics with Earth Science

1 Science Credit

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Physics. This course is an introduction to the concepts of Physics through examples, laboratory experiences, and demonstrations. Topics include motion, energy, fluids, gravity, light, sound, electricity, magnetism, and others. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as $F = ma$ for any of the variables. This class will also draw connections to basic Earth systems.

Honors Physics

1 Science Credit

Grade Level: 11th or 12th

Prerequisite: Demonstrated competency in Honors Chemistry, competency or concurrently enrolled in Algebra 2 with Trigonometry.

Honors Physics is a course for mathematically capable students interested in the details of the physical world around them. Like our Physics course, this is a broad survey of the physical world, but the emphasis is placed on calculation and problem solving. It includes a study of classical mechanics, energy, the behavior of solids and fluids, waves, sound, electricity and magnetism, circuitry (primarily DC and digital), light, and optics. Also included are such 20th century theories as Big Bang cosmology, Einstein's relativity theories, and a brief introduction to quantum mechanics. Those students interested in taking the AP Physics exam will be prepared to do so, but will need to do some additional study. ***This course qualifies as a 4th year math credit option**

Advanced Placement (AP) Chemistry

1 Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and concurrently in Algebra II

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

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

Advanced Placement (AP) Biology

1 Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and/or Physics

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.

Principles of Geology and Meteorology

1 Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry and/or Physics

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. The student with a strong interest in these subjects or in exploring careers in one of the earth sciences, as well as students who wants to broaden their science education should consider this course.

Human Anatomy

½ Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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.

Environmental Science

½ Science Elective Credit

Grade Level: 11th or 12

Prerequisite: Chemistry and/or Physics

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

½ Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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.

Botany (with Ethnobotany Emphasis)

½ Science Elective Credit

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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.

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

(offered odd years) 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
(offered even years) 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/mdc/). ***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 are limited in due to time constraints. The course will start by laying the ground work for study of history with a unit on historiography. Students will then delve into the 21st Century studying historical, political, economic, and cultural (including pop

culture and music) events and trends. During this course, the students will study the basics of oral history and students will collect historical perspectives by conducting interviews with people who were primary resources to the history they are studying. Finally, students will produce a multi-media capstone project which will be an investigation that integrates historiography and oral history into a topic of their choosing.

History Through Film

Elective 1 Semester

Recommended: *Grade 9, 10*

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

Global Studies

Elective 1 Semester

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

Global studies employs 21st century learning methods to increase the global competence of the learners. Students choose globally focused topics of personal interest to pursue, work in collaborative groups to examine issues from a variety of perspectives and plan and implement school wide global learning events.

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.

Math Fundamentals

1 Year

This course will emphasize basic math skills and their application in the real world. The focus will be on the extended grade level content objectives outlined by the state of Michigan and any individual IEP math goals

English Fundamentals

1 Year

The focus of this class will be remedial reading and writing instruction. In addition, speaking and listening skills will also be addressed. Class objectives will focus on the extended grade level content objectives outlined by the state of Michigan and any individual IEP Reading/Writing goals.

MI-Access Prep

1 year

MI-Access Prep will focus on three primary subject areas covered by the MI-Access test administered in the junior year of high school. The focus will rotate year by year between Science, World Geography, and US History/Civics/Economics

Career & Technical Education Programs

Wilson Talent Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The **Wilson Talent Center (WTC)** in Mason is Waverly's vocational career and technical education training school. Students from Waverly and ten other school districts in Ingham County attend classes each day at **WTC**. **WTC** students create their futures in one of ~~46~~ **19 career vocational**-technical training programs. The skills and knowledge acquired in a **WTC** program can be transferred to an entry-level job or to post-graduate training in a technical school or college (**80%** of **WTC** graduates go on to college).

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

There are many other benefits to attending the **WTC** whether a student attends for one 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 - **WTC** staff will help students prepare a resume, develop interviewing skills, and make connections with an Ingham County employer.

College Credit - ~~Five CACC~~ **16 WTC** programs ~~award~~ **have college credit partnerships upon** 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 Wilson Talent Center's course offerings are:

- Advanced Healthcare (Medical Asst, Cert Nursing Asst, Acute Care Asst)
- Capital Area Healthcare Education Partnership (CAHEP)
- Automotive Technology Aviation Academy
- BioScience Careers Business & Risk Management
- Career Start Construction Technology
- Cosmetology Culinary Arts & Hospitality
- Cybersecurity & Digital Forensics Engineering Technology
- Healthcare Foundations Law Enforcement
- New Media Precision Machining Technology
- Programming & Mobile Applications Welding Technology

Eaton RESA Career Preparation Center
1-2 Years

Elective

Prerequisite: Grades 11th or 12th

The Eaton **RESA** Career Preparation Center (CPC) is situated on the **West** campus of Lansing Community College. In addition, **programs are also located**

~~at AIS Construction and Potter Park Zoo. 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 **RESA** and the Career Preparation Center have partnered with Lansing Community College for over 38 years to offer Career Preparation programs to area high school students. By enrolling and successfully completing these programs, students will learn technical and employability skills, earn high school credit, and have an opportunity to earn college credit.

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

The Eaton **RESA** Career Preparation Center's **2018-19** course offerings are:

Animal Science & Zoo Management
Heavy Equipment Operation

Fashion Design
Heavy Equipment Repair

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 after school hours 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 **one** credits per year on a credit/no credit basis and not more than one course at a time. Seniors may take no more than **two** credits on a credit/no credit basis and not more than two per semester (See Honor Roll guidelines).
6. Teachers will be reminded of this decision one week prior to the end of the marking period so they can record grades accurately.

Dual Enrollment/Released Time Program

Qualifying students may be released from part of their regular high school day in order to attend classes at area colleges. 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 (remove??). Generally, students are limited to two hours of released school time while on this program. Waverly Community Schools covers a portion of tuition for these students. Any additional cost of attending is the responsibility of the students/parents. For more information, obtain a copy of the program guidelines and an application from a counselor.

Earning Graduation Credits

Students completing a high school course before entering high school may receive a credit by: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam.

Wilson Talent Center

Eligible juniors or seniors may enroll in the Career Center. A student earns 1.5 credits per semester. Generally, a student must take three classes per semester at the high school if enrolled in Career Center. **Students may begin application in December of their sophomore year.**

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 (**core classes include academic classes such** as: 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

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

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

Waverly Community Schools Mission Statement

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

- a safe environment
- rigorous curriculum
- quality instruction
- attention to individual needs

in partnership with the family and our diverse community.

Notice Regarding Non-Discrimination Policy

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

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

High School Title IX Coordinators

Susan Friend & Tiffany Wright

Waverly Community Schools

515 Snow Road

Lansing, MI 48917

(517) 321-7265

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

Section 504 Coordinator

Tiffany Wright

Waverly Community Schools

515 Snow Road

Lansing, MI 48917

(517) 321-7265