



**WAVERLY**  
**COMMUNITY SCHOOLS**  
Pride. Tradition. Excellence.

**Waverly Community Schools**

**Organizational Meeting**

**Monday, January 22, 2018 6:30 PM**

# Agenda of Organizational Meeting

## The Board of Education Waverly Community Schools

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A Organizational Meeting of the Board of Education of Waverly Community Schools will be held January 22, 2018, beginning at 6:30 PM in the Board Room, 515 Snow Road, Lansing, MI.

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

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

- I. Call to Order & Pledge to the Flag - President Britt Slocum
- II. Special Presentation
  - A. School Board Recognition
- III. Correspondence
- IV. Public Comment
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Meeting Agenda
- VIII. \*\*\*Approval of Minutes 4
- IX. Organizational Meeting Activities
  - A. Election of Officers Process 19
  - B. For Action: Report # 17-42, Election of Officers 20
  - C. For Action: Report #17-43, Board Member Appointments 21
- X. 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 #17-44, Personnel Recommendations 22
  - C. Finance & Facilities

1. ***Recommendation to approve Report #17-45, Finance Report	23
2. Recommendation to approve the Windemere View Disposition Resolution - Report #17-46	29
D. Teaching & Learning	
1. Recommendation to approve Report #17-47, Waverly High School Program of Studies 2017-2018	32
XI. Superintendent's Report	
XII. Superintendent's Contract	
A. Recommendation to approve Report #17-48, Superintendent's Contract	63
XIII. Other Board Business	
XIV. Closed Session	
A. Section 8 (h) - Open Meetings Act	
XV. Open Session	
A. Recommendation to approve a possible agreement - Report #17-49	74
XVI. Adjournment	
XVII. ***Denotes Consent Agenda	

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

**Opening of Meeting**

The regular meeting of the Waverly Community Schools Board of Education was called to order by President Britt Slocum at 6:34 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  
Mr. Calvin L. Jones, Trustee  
Mrs. Holly Nester, Trustee

**Members Absent:** Mrs. Melissa Sherry, Vice Secretary-Treasurer  
Mr. Alan Wright, Treasurer

**Student Rep.** Brina Williams, Absent

**Staff Present:** Mrs. Kelly Blake, Interim Superintendent &  
Director of Teaching and Learning  
Mrs. Susan Friend, Director of Personnel  
Mr. David Palme, Director of Technology  
Patty Roost  
Chris Huff  
Vickie Tisdale  
Helene McNeilly  
Shawn Talifarro  
Molly Francis  
Theresa Collette-Such  
Todd Simon  
Kiley, Tyler, Holdan & Zoey Blake  
Kelsey & Alex Newman  
Katie Blake  
Pat Blake

**Others present:** Jaime Williams

***Pledge of Allegiance***

The Pledge of Allegiance was led by Holden Blake, Grandson of Kelly Blake

***Special Presentation***

Interim Superintendent Blake presented her 2018 Goals for the District.

***Correspondence***

Secretary Martin reported there was none.

***Public Comment***

Addressing the Board during Public Comment tonight was Jaime Williams.

***Student Representative Report – Brina Williams***

No Report - Absent.

***Board Member Comment***

Member Witwer talked about going to the High School and visiting for 5 hours. It was a great day! She Thanked Mr. Parks in Chemistry, Mrs. Oppenheim & Mr. Simon. She went to Pride hour and sat with Mr. Oppenheim, and commented that Pride is a great hour. Each student finds out if they are passing or failing. They walk around and get tutored on whatever they need help in. Member Witwer will be going around Waverly East soon with Mrs. Tisdale.

Member Martin commented that the Band & Orchestra had a beautiful play list of songs they were going to play at their concert, but unfortunately she thought that the concert would be cancelled because of the weather. She got to hear the last number and was sad to have missed the rest. Member Martin also wanted to thank the people that put together the WEF gathering and those that performed too. It was very elegant and very nice. Merry Christmas, Happy New Year. Member Martin also had the opportunity to donate clothing to the Clothes Closet at the WMS. While I was in the middle school I also visited the Alternative Ed. Area. The students were working hard and the instructors were helping the students.

President Slocum – WEF event was very nice. Thank you Calvin. President Slocum went to a dedication of the Community Center at the corner of Canal and Willow. It was dedicated to Joe Drolett, who is in declining health right now. Because of Joe we wouldn't be where we are today.

Member Jones – Today the BWL announced a new natural gas plant that will be built at the Erickson station. Our top guy at the BWL went to Waverly Community Schools and they both started there pushing brooms. This will create 1,200 construction jobs that will stimulate our area and create lots of traffic. McLaren also announced a new hospital in south Lansing near Forest Road, Collins & S. Harrison Rd. That is about a 1 billion dollar investment in this area. Looking for workers and a lot of money spent in this area.

Member Nester stated that she was driving home with her son from an activity and they were talking about how wonderful Waverly is and how he is proud to go here.

***Adoption of Agenda***

Kelly Blake, Interim Superintendent recommends the adoption of the Agenda. A motion was presented by Member Martin and supported by Member Jones.

Discussion: Report 17-38 – Changing the Wording.

MOTION: The Board of Education approve the agenda as presented.

Motion carried. VOTE: AYES – 5; NAYS – 0; ABSENT – 1

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

The minutes of the regular meeting of November 20th, 2017 and the special meeting of December 12<sup>th</sup>, 2017 were approved as presented.

**Advisory Committee Reports**

**Personnel and Policy Advisory Committee** – Member Nester – No report at this time.

**Finance and Facilities Advisory Committee** - Member Wright – No report at this time.

**Teaching & Learning Committee** - Member Sherry – Absent.

**Marketing & Communications Committee** – Member Witwer – No report at this time.

**Sinking Fund Committee** – Member Sherry – Absent.

**Personnel Report – Report #17-37 – For Action**

The Board of Education approved the employment (**Certified**) of: Candace Dill (H.S. Special Education Teacher); the employment (**Non-Certified**) of: Laurie Douglass (Winans Parapro) and Mary Riley (Elmwood Parapro); the transfer (Non-Certified) of: Michael Williams (from H.S. Parapro to HR Admin. Asst.); and the Resignation (**Non-Certified**) of: Rod Cantu (Elmwood Parapro) and Steven Tisdale (Colt Parapro).

**Recommendation to hire Kelly Blake as the new Superintendent of Waverly Community Schools – Report #17-38**

The Board of Education approved the recommendation to hire Kelly Blake as the new Superintendent of Waverly Community Schools. A motion was made by Member Witwer and supported by Member Martin.

Discussion:

**Member Martin** commented that she is proud to be a part of the Board of Education that is hiring Kelly Blake as Superintendent. Member Martin also said that she hopes this is a long term Superintendency for Kelly and that she appreciates all of the people that have come to the board and supported Kelly because it just reaffirmed what we as a board are feeling about Kelly.

**Member Jones** commented that recommendations come back pretty solid that we have the right person.

**Member Witwer** commented that she is glad that we have a strong female leader and also echoed everyone else's statements.

**Member Nester** – Ditto

**President Slocum** commented that he has known Kelly forever and she has earned his trust, his whole hearted trust and belief. Waverly will be coming out the shining star because of Kelly. Happy we have this vote this evening. He also mentioned that both Member Sherry and Member Wright expressed their complete support for Kelly, actually making it a 7-0 vote in reality.

Motion carried. VOTE: AYES – 5; NAYS - 0

***Finance & Facilities Report – Report #17-39 – For Action***

The Finance Report was approved as presented.

***Recommendation to approve Change Orders for the Cafeteria Renovations for both the WMS and WHS – Report #17-40***

The Board of Education approved the Change Order recommendations for the cafeteria renovations at the WMS and the WHS. A motion was made by Member Witwer and supported by Member Nester.

Discussion: Member Jones asked that Evan talk about the proposed changes and why they are necessary.

President Slocum also commented that if a change order gets to \$25,000 or more, we must vote on it.

Motion carried. VOTE: AYES – 5; NAYS – 0

***Recommendation to approve Report #17-41, Summer Tax Collection Resolution***

The Board of Education approved the Summer Tax Collection Resolution as written. See attached A motion was made by Member Martin and supported by Member Jones.

Discussion: None

Motion carried. Vote: AYES – 5 – Slocum, Witwer, Martin, Jones, Nester  
NAYS – 0  
ABSENT – 2 - Wright & Sherry

***Teaching & Learning – For Discussion: Waverly High School Program of Studies for 2018-2019.***

Superintendent Blake introduced Mr. Chris Huff and asked him to talk about the Program of Studies. We will then come back in January to take action on the Program of Studies.

Chris Huff told the Board members that you have the messy version so you can see what needs to be changed, added, deleted, etc...

Member Martin said, as a person that loves science I really like the way this is being arranged. I am assuming that our teachers are going to be able to teach this the way it is meant to be taught. I

applaud you and your staff for taking this on and being a part of a solution for students, for them to not only succeed here, but in higher education.

Chris Huff explained that our science teachers are helping develop this and see what the students can and can't do and have been using their late start time to determine and develop this plan.

Member Martin stated that it really pleases her that this is coming from the teachers.

Superintendent Blake commented that Science teachers have to go to this conference for 5 days. They all are loving the training. They invite all of the board to come in because of the new science pilot. The trainer had taught science for 44 years. High school teachers have been working for over a year on this plan.

***Superintendent's Report*** – NEW Superintendent Blake said she is tickled and excited to lead the district. Thank all of you for your support. A few little items. There is a Special Board Meeting on January 11<sup>th</sup> at 6:00 PM in the High School ITC about Windemere View.

If you didn't get a chance to see the Band and Orchestra concert, you need to watch the video.

Dick Thelen, a WWII Veteran is doing a presentation at the High School @ 10:30 on Thursday, December 21<sup>st</sup>. He is one of 317 survivors aboard the USS Indianapolis which was sunk by a Japanese submarine after delivering the first atomic bomb to the region. Superintendent Blake also commented that the WHS has had some great opportunities for students this year.

Member Martin commented that she would like these "special" things communicated to the board before the event.

Superintendent Blake mentioned that there is a concert tomorrow night at WMS at 6:30 PM.

Regular Meeting adjourned @ 7:35 pm.

Respectfully submitted,

Mary Ann Martin, Secretary  
par

**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 18<sup>th</sup> day of December 2017, at 6:30 o'clock p.m.

The meeting was called to order by President Stocum

**PRESENT:** Stocum, Witwer, Martin, Jones, Nester

**ABSENT:** Wright, Sherry

The following preamble and resolution were offered by Member Martin and supported by Member Jones.

**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:**

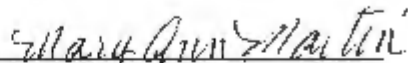
1. This Board of Education, pursuant to 1976 PA 451, as amended, hereby invokes for 2018 its previously adopted ongoing resolution imposing a summer tax levy of one-half (1/2) of school property taxes, including debt service, beginning with 1983, and continuing from year to year until specifically revoked 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: Stocum, Witwer, Martin, Jones, Nester

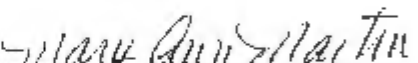
Nays: None

Absent: Wright + Sherry

**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

# Minutes of Special Meeting

## The Board of Education of the Waverly Community Schools

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A Special Meeting of the Board of Education of the Waverly Community Schools was held Thursday, January 11, 2018, beginning at 6:00 PM in the Waverly High School, ITC, 160 Snow Road, Lansing, MI.

Members Present: Mr. Britt Slocum, President  
Mrs. Angela Witwer, Vice President  
Mr. Alan Wright, Treasurer  
Mr. Calvin Jones, Trustee  
Mrs. Holly Nester, Trustee

Members Absent: Mrs. Melissa Sherry – Vice Secretary Treasurer  
Mrs. Mary Ann Martin - Secretary

Staff Present Kelly Blake, Superintendent  
Patty Roost  
Susan Friend  
Aileen Meyer

Others Present: Patricia Barone  
Christine Zweering  
Ivan Stebbins  
Bethany Hutchison  
Ben Greiner  
Marcia Maiville  
Steve Maiville  
Susan Aten  
Gary Aten  
Sandy Kramer  
Tim Moore  
Cindy Moore  
Emily Commarato  
Tracie Harris  
Jennifer Blum  
Halen Foster  
Charles Foster  
Joe Frick  
Trudie Frick

The Special Meeting of the Waverly Board of Education was called to order at 6:00 PM by President Slocum and the pledge to the Flag was led by Member Nester.

Superintendent Blake spoke about and gave a Powerpoint presentation regarding the background research that has been done since our last meeting about Windemere View.

- 1) The building closed in June, 2011
  - Problems with the roof
  - Water damage from leaking roof
  - Mold is starting to grow in some areas
  - Broken Windows
  - Overgrown landscaping
  - Graffiti painted on side facing the river
  - Dead trees
  - Broken fencing
  
- 2) Building was for sale at one time, however we cannot have deed restrictions to keep a Charter School from buying our building. If that happens we would risk losing some of our students to them and we aren't sure what could happen to our district and the neighborhood.
  - Catholic Church had some interest in using the building as a place for mothers and their children, but the neighborhood wasn't supporting that.
  - Another group had an interest also but wouldn't have been something that the neighborhood would have wanted to support.
  
- 3) Space Audits of all other buildings have been done
  - We have enough space for students right now. Elmwood & Winans are full but that is because our Schools of Choice numbers are quite high right now. There is still room at the other buildings. Lots of room at Waverly East and some room at WMS.
  - Around 3000 students is a sweet spot for us. It is a number that our buildings and facilities can manage.
  - By limiting Schools of Choice numbers we can stay close to that number by publishing how many seats we have open in each grade level.
  
- 4) Questions from the community forum
  - Q. Could Windemere View be used as a multi-use building with things such as a multi-generational daycare, a Community Center or a Library?
    - A. It probably could but we can't manage that because our business is Preschool through 12 education and we just don't have the money and the manpower or the knowledge to take on one of those projects.
  - Q. Could some other agency do that?

- A. They could and we have been trying to work with some people to see if they can find funding, and we have waited and the funding just isn't coming thru. If for some reason the Board makes a decision to go forth with demolition in January and miraculously some donor comes thru next month that has money to renovate, there is still time for us to reverse our decision because it takes 60 – 90 days just to get bids for demolition.
- Q. Can Lansing Township take possession?
- A. Certainly, we would be more than happy to work with Lansing Township on something that the neighborhood and surrounding community could use. The problem is adequate funding right now.
- Q. Can the district continue to keep this area secure as a vacant building?
- A. This has already been a real challenge. Just trying to make sure all of the lights are bright and working, it just doesn't last because people take BB guns and they shoot the lightbulbs out, or they throw things at them. We do have a maintenance person that goes over there once a day to check on things on the outside.
- Q. What are the cost estimates to renovate the building?
- A. To completely renovate the entire building it is 2.6 million dollars. We really don't need any more space for our K-12 system. It is not cost effective and we are choosing to put our money into programming options for our students rather than a building that we don't really need.
- Q. What is the cost for demolition?
- A. Barton Mallo gave us a cost estimate of 380 thousand dollars. That includes some Asbestos Abatement, taking out the whole parking lot and such, but we are ball parking it at ½ a million dollars, because you just don't know what you are going to run into.
- Q. If we tear down the building will that limit liability?
- A. We believe it would because it would become green space that we would mow, and it wouldn't have a structure that would create an excessive liability.
- Q. Do we have a target date when this action will be taken?
- A. It will be discussed at the January 22<sup>nd</sup> Board of Education Meeting and we would like a decision to be made at that meeting. Our Administrative Team at Central Office is going to recommend that the Waverly Board of Education consider the demolition of the Windemere View property

## Public Comment

Q. You said that we don't have enough students and now we have too many. Can we revisit this because I think the best thing for our neighborhood would be to have a school?

A. We as a Public school district just don't want to give up our students to a Charter Academy.

Q. So you are more concerned about a school system rather than the people in the community?

A. No, we want to make it a safe place. We don't think it is in the best interest to the district to sell to a Charter school. We don't have the number of resident students we had 12 years ago.

Q. The Charter School wouldn't get all of its students from Waverly, it would get some from Lansing.

A. Your right, they would. We did some math on it and it would be a huge financial impact for the district.

I know why you are doing it, I know the numbers, I just think it would be better for our community to have a school somewhere over in that area.

Q. Has any Charter School expressed interest in the building?

A. Yes, one did back in 2014. It was a **for** profit institution.

Q. So they would have bought it and renovated it and left it in the community?

A. Yes. I think that a good point to make on Charter Schools, sometimes what we find with them is if the enrollment drops or the interest goes away, then they can abandon a building too. That was one of the things we were concerned with also. The competition is one thing, we know that we have a quality education program here in Waverly, but new and shiny is always good and people are interested in that too. Long term, the academic success of the For-Profit schools it is not very good compared to the regular Public Schools. If they aren't meeting their Board of Directors target, then they will just step away so it isn't like an established Public School District that is going to be there for a long time. This company that was looking into purchasing Windemere View wasn't being transparent about being a Charter School, they had some private shell company that approached Waverly as if it was a business that was looking at the school. Then you really had to dig, but when you dug through it we found out that they were covering it up because most districts won't sell to Charter Schools. When a Charter School comes in they take so many students from a district and that makes the district not viable and then it effects

everyone's property values in the entire district, not just in one neighborhood and then they walk.

Q. What happened to the possibility of gates on those parking lots?

A. Superintendent Blake left a message for the Lansing Township Police Chief to see if he could give some guidance about security like that and hasn't heard back from him yet.

Q. I still think we need to put something across the entrances to stop cars from getting in there.

A. Superintendent Blake will put another call out tomorrow to Lansing Township to ask if they think it would be an appropriate deterrent. If the Board of Education votes to do the demolition there will not be a parking lot there.

Q. What would the green space look like?

A. Just grass. All grass and a fence out by the river. The whole thing won't be fenced in so that if kids want to go and play soccer during the day they can, but there won't be any lighting. But if kids want to use it as space to play, or a class wants to go there for a field day or something, there will be a fence barrier back by the river and the fallen trees will be cleaned up.

Q. So from what I just heard you say, you are going to take down the play equipment?

A. Yes.

Q. Could we negotiate if Lansing Township could keep the play equipment?

A. We have taken parts from a lot of the play equipment that is there for replacements at some of our other buildings, so it may not be up to safety code. And our insurance company Set-Seg has recommended to limit any liability, to take everything off of the property.

Q. Will the property (after the building is demolished) be for sale?

A. We don't know yet. It gives us options. We want to take care of the building first, and then look at our options.

Q. Member Jones asked Superintendent Blake about a governmental transfer. Could that governmental transfer take place in advance of the demolition of the building and thus the District would not be responsible for the demolition costs?

A. Superintendent Blake has talked to Lansing Charter Township about that and they would need help from the District for the demolition costs. Also, if the donor that she is talking to is willing to take on part of the building the district would still have to pay for some of the demolition.

Q. But wouldn't the township would be in the position to get a federal grant to take care of those demolition costs?

A. We have looked into it from our end as far as grants and we can't find anything. Lansing Township said at the last meeting that they haven't anything like that, referring to grants.

Q. St. Vincent's Home backs up to the cemetery has there ever been a contact or an interest?

A. No. I have not contacted them, and I am not sure that the previous Administration did either. Member Witwer mentioned that it's the Catholic Church that is affiliated with St. Vincent's. Superintendent Blake said that the Catholic Church wanted to come in and it didn't pass the neighbors sniff test, I think Catholic Social Services wanted to bring in a rehab. home for Alcoholic Women and their children at one time. Member Wright brought up the fact that the neighborhood wasn't excited about that and neither were we. Superintendent Blake said she heard recently about a place called Hosana House that expressed interest and they wanted to do a home for delinquent youth. She figured if the neighborhood wasn't interested in the Catholic Social Services option that they probably wouldn't be interested in this one as a viable option either.

Q. So the decision will be made at that January 22<sup>nd</sup> meeting in full view of the public, it won't be done in a closed session? So when we leave that board meeting on January 22<sup>nd</sup> we will know what is going to be done?

A. Yes, you will know that night.

Q. I just want to go on record saying that is a real concern of mine, that the Board will not be transparent.

A. The only time we can have a closed session is if it is a personnel issue and that person has requested a closed meeting. That is the only time we go into closed session.

President Slocum re-iterated that this is not something that we take lightly. I have been here since we closed it down. We decided as a Board to let's sit on it for a bit because we were just coming out of the recession. We lost a lot of students when the GM plants closed. Over time it gets thrown on the back burner and you don't think about it. Well, this year we decided to do something about it and that kind of energized the whole community, especially all of you that live over in that area. I'm super happy that we have this many people here that want to discuss this. Like Superintendent Blake said, Not everyone is going to be happy with this decision, but we think it is the best thing not just for the District but also for the safety of that neighborhood. I personally am looking forward to the recommendation coming next week that we go ahead and agree to demolish this building flatten it out, lose all the concrete, plant grass from the curbs to the trees by the river and make it a big open field. You can go over there, play with your kids, romp around in the sun, throw a baseball or a football. It isn't going to happen tomorrow, you are still looking at late spring or early summer before any demolition starts to occur.

Correspondence – None

Public Comment:

- 1) Can you send out another email for the meeting on the 22<sup>nd</sup> just for a reminder?  
Yes, we will
- 2) I would just like to way that I support the idea of green space.
- 3) I would also like to express my support.
- 4) What he said. I don't think anyone has any ill will or mistrust about what you are doing. But I think the thing they are concerned about the most once it is demolished, if that is the way that it goes, what happens after that? I think there is just fear for that.
- 5) Congratulations Kelly on the Superintendency.
- 6) I would just like to say Thank you Miss Blake because I have not always felt that we have been heard in the neighborhood. And I think some things happened previously that left a very bad taste in many people's mouths. And you have been the first person to come forward and say that we care about your neighborhood, I would not let anything happen in your community that I did not feel good about, and I want to say Thank You for that! Thank You Very Very Much!

Superintendent Comment:

I would like to thank all of you for coming. I feel very fortunate to work in a district where the community is so supportive of the school district. It is good to see that you came back again a second time to express your concerns and your interests. I will say, I plan on staying around for a while and I wouldn't let a developer come in to put something on the property that the community wasn't in favor of. We try to hear your voice and we will continue to do that. We will keep you informed. The decision will be made in January, and once all the prep work goes into it we can let you know how we are moving forward with dates and stuff. When we actually get a plan in place, we can call another meeting and let you know, we can inform you by email and maybe have another community forum in the spring when there are final plans. And also if we get other offers from people, we can bring this group back together. We want to keep our community happy, because the community makes Waverly Community Schools what it is.

Board Member Comment:

Member Wright – Just want to thank everyone for coming out.

Member Witwer – Me too. Thank you everyone.

Member Nester – I want to thank everyone for coming out.

Member Jones – I want to thank everyone for coming out tonight. I am not opposed to green space, but if there is someone out there that has a plan that submits a plan to the district or to the Township, I would like to hear those plans and see what can be done. I am totally open. In reference on how the meeting was conducted tonight, the recommendation that was made tonight, as a Board Member, I didn't know that. We are totally open and we don't always agree. But once we make a decision we stick to it. I am sure we will have a good debate or good discussion about what we are going to be doing. So stay tuned and please come out and bring your neighbors and friends.

President Slocum – My comment, Thanks again for coming out. I couldn't come to the last one because of the open meeting act. I was debriefed by several and I was happy about that, I heard that it was a great meeting.

Adoption of Agenda – Moved by Member Witwer and supported by Member Wright that we adopt this agenda as presented.

Discussion – None

Motion passed. VOTE: AAYS – 5; NAYS – 0 .

Other Board Business – None

Special Meeting Adjourned @ 6:45 PM

## Election of Officers Process

- Nomination for office
- Acceptance of nomination
- If more than one person nominated, then a vote by paper ballot.
- All five (5) offices are voted upon and become a slate of candidates
- Motion to accept the slate/support
- Vote on the motion
- If motion passes, then officers are elected
- If motion fails, then the process begins again

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
January 22, 2018**

**Report #17-42**

**Subject:** Election of Officers

Policy 0152 – Bylaws of the Board – states:

“The Board shall elect a President and Vice President as well as a Secretary, Treasurer, and Vice Secretary/Treasurer.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.”

Designated offices and duties of each office are included in the Bylaws of the Board as listed below:

- Bylaw 0171.1 – President
- Bylaw 0171.2 – Vice President
- Bylaw 0171.3 – Secretary
- Bylaw 0171.4 – Treasurer
- Bylaw 0171.5 – Vice Secretary/Treasurer

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
January 22, 2018**

**Report #17-43**

**FOR ACTION**

**Subject:     **Board Member Appointments****

The Superintendent recommends the Board of Education authorize the Board President to appoint Board members to the following:

Advisory Committees: Curriculum, Facility/Policy, Finance/Personnel  
MASB delegate/alternate  
MASB LRN representative/alternate  
ISOA representative/alternate  
Township Liaisons:   Delta/Lansing  
  Windsor/Watertown  
Parliamentarian

**Statement of Purpose/Issue:**

By changing the annual election to November, the Board will elect new officers and make appointments at the first meeting held in January of each year.



**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 22, 2018**

**Report #17-45**

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

**Subject:**

Finance Report

**Recommendation:**

It is recommended the following be approved:

**Financial Report:**

The cash balance as of November 30, 2017 was \$2,504,732.92. Receipts during December, consisting of property taxes, state aid and other revenues in the amount of \$3,091,587.31 minus disbursements during December of \$2,531,417.50, left the district with a General Fund cash balance, as of December 31, 2017, of \$3,064,902.73, 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 \$2,961,698. 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 \$341,187. 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 \$9,439 of accrued interest, is \$981,179. A summary of life to date activity is included in the supporting documentation

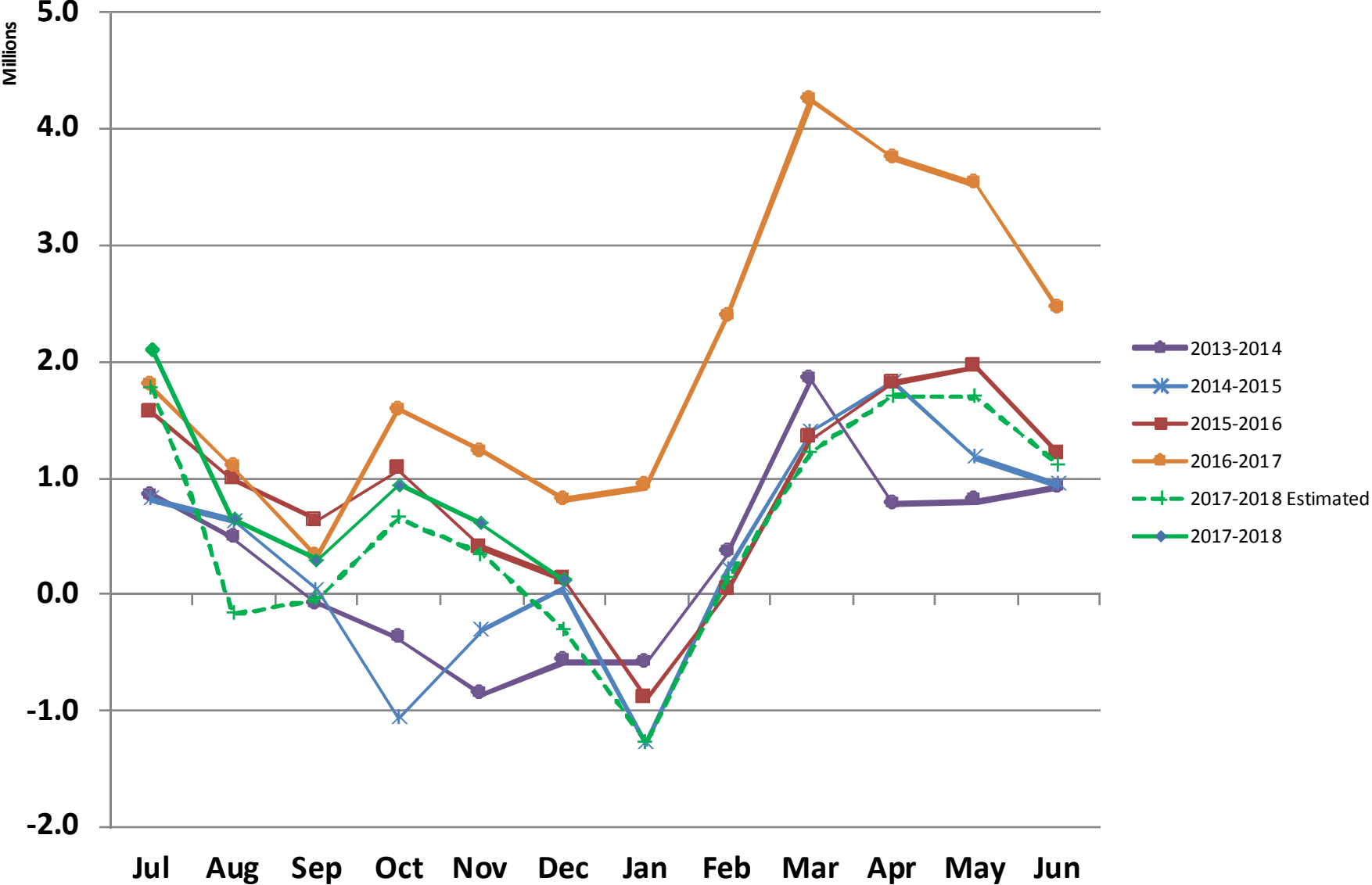
# Waverly Community Schools

## Finance Committee - Cash Position Report

For the Month Ended December 31, 2017

Balance on Hand November 30, 2017	2,504,732.92
Revenues	
State Aid	2,177,984.04
Taxes	575,648.31
Other Revenue	177,734.62
Interfund Transfers In	160,220.34
State Aid Note Proceeds	-
	<u>3,091,587.31</u>
Disbursements	
Payroll and Related Liabilities	(2,046,345.20)
Other Expenditures	(483,935.83)
State Aid Repayment	-
	<u>(2,530,281.03)</u>
Prior Month Adjustments During December 2017	(1,136.47)
Balance on Hand December 31, 2017	<u><u>3,064,902.73</u></u>
PNC Bank - General	2,972,714.29
MILAF	7,472.72
PNC Bank - Payroll	44,632.85
Comerica - Checking	40,082.87
	<u><u>3,064,902.73</u></u>
Difference	-

# Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools  
Budgetary Comparison Schedule  
For the Month Ended December 31, 2017**

	Original Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	9,293,714	4,331,138	(4,962,576)	53.4%
State sources	18,945,949	6,065,350	(12,880,599)	68.0%
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%
<b>Total revenue</b>	<b>31,451,271</b>	<b>10,869,830</b>	<b>(20,581,441)</b>	<b>65.4%</b>
<b>Expenditures</b>				
Current:				
Instruction:				
Basic program	14,715,094	6,012,487	(8,702,606)	59.1%
Added needs	4,224,136	1,530,022	(2,694,114)	63.8%
<b>Total instruction</b>	<b>18,939,230</b>	<b>7,542,509</b>	<b>(11,396,720)</b>	<b>60.2%</b>
Support Services:				
Pupil	2,289,416	1,098,842	(1,190,575)	52.0%
Instructional staff	1,118,670	582,193	(536,477)	48.0%
General administration	270,623	169,550	(101,073)	37.3%
School administration	2,294,379	1,108,416	(1,185,963)	51.7%
Business	462,857	205,585	(257,272)	55.6%
Operations and maintenance	3,185,729	1,607,419	(1,578,310)	49.5%
Pupil transportation services	942,931	405,886	(537,045)	57.0%
Central	410,982	211,916	(199,066)	48.4%
Other	37,850	40,180	2,330	-6.2%
<b>Total support services</b>	<b>11,013,437</b>	<b>5,429,987</b>	<b>(5,583,451)</b>	<b>50.7%</b>
Athletics	517,419	277,273	(240,146)	46.4%
Community services	30,823	18,495	(12,328)	40.0%
Non Publics	2,363	4,785	2,422	-102.5%
Debt service:				
Principal	130,000	65,000	(65,000)	50.0%
Interest	16,850	7,450	(9,400)	55.8%
Capital outlay	57,045	94,774	37,729	-66.1%
Payments to other public schools	885,434	391,255	(494,179)	55.8%
<b>Total expenditures</b>	<b>31,592,601</b>	<b>13,831,528</b>	<b>(17,761,073)</b>	<b>56.2%</b>
Excess of Revenue (Under)Over Expenditures	(141,331)	(2,961,698)	(2,820,368)	
Transfers Out	250,000	-	(250,000)	
Budgeted Change in Fund Balance	(391,331)	(2,961,698)	(2,570,368)	
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 December 31, 2017**

	Revised Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	815,046	386,502	(428,544)	52.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
<b>Total revenue</b>	<b>815,046</b>	<b>386,502</b>	<b>(428,544)</b>	<b>52.6%</b>
<b>Expenditures</b>				
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	439,820	262,798	(177,022)	40.2%
Architecture and Engineering Services	22,825	17,451	(5,374)	23.5%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	447,400	447,400	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
<b>Total expenditures</b>	<b>910,045</b>	<b>727,689</b>	<b>(182,356)</b>	<b>20.0%</b>
<b>Excess of Revenue (Under)Over Expenditures</b>	(94,999)	(341,187)	(246,188)	
Transfers Out	-	-	-	
<b>Net Change in Fund Balance</b>	(94,999)	(341,187)	(246,188)	
<b>Fund Balance - Beginning of year</b>	765,909			
<b>Fund Balance - End of year</b>	670,910			

**Waverly Community Schools**  
**2016 Building and Site Bonds, Series II**  
**Budget Summary**  
**As of December 31, 2017**

	Budget	Actual	Encumbered	Balance Remaining
<b>Construction</b>				
Remodeling	838,157	946,155	0	(107,999)
Site Improvements	96,342	228,638	(0)	(132,296)
Technology Infrastructure	-	-	-	-
<b>Construction Base Budget Subtotal</b>	<b>934,499</b>	<b>1,174,793</b>	<b>0</b>	<b>(240,295)</b>
<b>Technology Equipment - Contract</b>				
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
<b>Tech Equipment Contract Subtotal</b>	<b>272,000</b>	<b>58,022</b>	<b>0</b>	<b>213,978</b>
<b>Technology Equipment - Owner PO</b>				
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	50,942	2,500	(92)
Non-Instructional Equipment (from FFE)	-	-	-	-
<b>Tech Equipment Owner PO Subtotal</b>	<b>1,251,003</b>	<b>337,429</b>	<b>9,957</b>	<b>903,616</b>
<b>District</b>				
Loose Equipment (Furniture & Transportation)	701,452	758,181	12,218	(68,948)
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)
<b>District Subtotal</b>	<b>1,042,498</b>	<b>935,839</b>	<b>12,218</b>	<b>94,440</b>
<b>Totals</b>	<b>3,500,000</b>	<b>2,506,084</b>	<b>22,176</b>	<b>971,740</b>

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 22, 2018**

**Report #17-46**

**FOR ACTION**

**Subject:**

Windemere View Disposition Resolution

**Recommendation:**

The Superintendent recommends the Board of Education approve the resolution to seek bids for the demolition of Windemere View Elementary School

**Statement of Purpose:**

The purpose of this resolution is to provide the Superintendent with direction on the disposition of Windemere View Elementary School.

**Budget Impact:**

The Board will be presented with bid responses to evaluate before approving a bid award. The estimated cost of demolition is less than \$500,000.

**Historical Perspective:**

The School has been vacant since 2011. The Superintendent has held two community forums to discuss the disposition of the school and the Board has evaluated those options. The school was listed for sale, however, due to possible conflicts with zoning or school competition from potential charter academies, the school was taken off the market.

**Discussion of Options:**

The Board of Education can adopt the resolution as presented, or reject the resolution and seek an alternate course of action for the disposition of the school.

**Rationale for Recommendation:**

The primary purpose of Waverly Community Schools is identified in our mission statement. Any use of the school for a purpose other than one that aligns with our mission would distract from our mission. Additionally, the renovations required to make the school student-ready would be cost prohibitive and unnecessary given the goal of maintaining a specific target enrollment. Therefore, it would be in the best interest of the Board to demolish the building and eliminate ongoing maintenance costs and liability of the facility.

**Strategic Plan Reference:**

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

**RESOLUTION REGARDING THE DISPOSITION OF WINDEMERE VIEW**

At a regular meeting of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan (the "District"), held at \_\_\_\_\_ on the \_\_\_\_ day of \_\_\_\_\_ 2018, at \_\_\_\_\_ p.m.

The meeting was called to order by \_\_\_\_\_

Present: Members

Absent: Members

The following preamble and resolution was offered by \_\_\_\_\_ and supported by \_\_\_\_\_

**WHEREAS:**

1. The Board of Education of Waverly Community schools wishes to take action on the disposition of Windemere View Elementary School (the "School")
2. The School, located at 1500 Boynton Dr., Lansing, MI 48917 has been vacant since June 2011
3. The Superintendent has held two (2) community forums to discuss the disposition of the School
4. The Board of Education (the "Board") has evaluated its options with respect to the disposition of the School.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The Board desires to seek competitive bids for the demolition of the School
2. The Board reserves the right to accept or reject any or all bids, or portions thereof, and to select other than low bid, if it deems such action to be in their best interest

Ayes: Members

Nays: Members

Resolution declared adopted.

\_\_\_\_\_  
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a \_\_\_\_\_ meeting held on \_\_\_\_\_, 2018, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

\_\_\_\_\_  
Secretary, Board of Education

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 22, 2018**

**Report #17-47**

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

**Subject:** Waverly High School Program of Studies 2018-2019

**Recommendation:**

The Superintendent recommends the Board of Education approve the Waverly High School Program of Studies for 2018-2019 as presented.

**Statement of Purpose:**

The Program of Studies is reviewed and updated each year as appropriate. This has occurred so that development of the 2018-2019 course scheduling can begin. This includes revision and printing of the High School Program of Studies booklet which is used in the process for course selection. These recommendations will provide each student course options appropriate to their educational needs, while still allowing them to meet local and state standards.

**Budget Impact:**

None

**Discussion of Options:**

This report is being presented to the Board of Education for action to allow the students selection process of classes to begin in a timely manner.

**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 3<sup>rd</sup> 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 1<sup>st</sup>. 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](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:** 11<sup>th</sup> & 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 4<sup>th</sup> 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 4<sup>th</sup> year math credit option***

### Personal Finance

Elective 1 Semester

***Recommended: 10<sup>th</sup>-12<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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](http://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 story-telling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

### **Creative Writing**

Elective 1 Semester

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

## **Life Management**

### **Cooking for Singles**

Elective 1 Semester

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

### **Creative Cooking**

Elective 1 Semester

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

### **Life and Human Development**

Elective 1 Semester

**Recommended:** *Grades 11th or 12th*

Life and Human Development will take an in-depth look at the growth and development of human beings. The extent of study will begin with the growth

of the baby inside the womb and conclude with death. Under analysis will be an individual's physical, emotional, mental, and social needs during those designated years.

## **Mathematics**

### **Math Seminar 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: 9<sup>th</sup>

**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: 10<sup>th</sup>

**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: 11<sup>th</sup>

**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: 10<sup>th</sup> or 11<sup>th</sup>

**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: 9<sup>th</sup> – ONLY if concurrently in Geometry; 10<sup>th</sup> or 11<sup>th</sup>

**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: 10<sup>th</sup> or 11<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

**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 4<sup>th</sup> year math credit option**

### Advanced Placement (AP) Chemistry

1 Science Elective Credit

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

**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 12<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

**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: 9<sup>th</sup>-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: 9<sup>th</sup> or 10<sup>th</sup>

**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/](http://www.michigan.gov/mde/)).

Honors Biology 1 Science Core Credit

Grade Level: 9<sup>th</sup>

**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/](http://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: 11<sup>th</sup> or 12<sup>th</sup>

**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: 11<sup>th</sup> or 12<sup>th</sup>

~~**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: 11<sup>th</sup> or 12<sup>th</sup>~~

~~**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: 10<sup>th</sup> or 11<sup>th</sup>~~

~~**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/](http://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: 10<sup>th</sup> or 11<sup>th</sup>~~

~~**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/](http://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: 11<sup>th</sup> or 12<sup>th</sup>~~

~~**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: 11<sup>th</sup> or 12<sup>th</sup>~~

~~**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: 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>~~

~~**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/](http://www.michigan.gov/mde/)).~~

**Honors Physics** 1 Science Core Credit

Grade Level: 11<sup>th</sup> or 12<sup>th</sup>

~~**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/](http://www.michigan.gov/mdc/)). **\*This course qualifies as a 4<sup>th</sup>-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 9<sup>th</sup> 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

53

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, 11<sup>th</sup> 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: 21<sup>st</sup> Century History**

Elective 1 Semester

**Recommended:** *Grade 9, 10*

Welcome to the 21<sup>st</sup> 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 21<sup>st</sup> 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 10<sup>th</sup> or 11<sup>th</sup>

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***

61

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

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 22, 2018**

**Report #17-48**

**FOR ACTION**

**Subject:**

**Discussion and Possible Action on Superintendent's Contract**

CONTRACT OF EMPLOYMENT

SUPERINTENDENT OF SCHOOLS  
WAVERLY COMMUNITY SCHOOLS

It is hereby agreed by and between the Board of Education of Waverly Community Schools (“Board” or “District”) and Kelly Blake (“Superintendent”) that pursuant to Section 1229 of the Revised School Code, the Board hereby employs the Superintendent for a four (4) year period commencing according to the following terms and conditions:

<sup>July 1, 2017 and ending on</sup>  
June 30, 20~~21~~<sup>21</sup>, The Superintendent shall perform the duties as prescribed by the Board and by law and as may be established, modified, and/or amended from time to time by the Board. The Superintendent acknowledges the ultimate authority of the Board as to her duties and agrees to faithfully perform those duties and to diligently implement the District’s policies and educational programs.

2. The Superintendent represents that she possesses, and will maintain all certificates, credentials, and qualifications required by law, including the provisions of Sections 1246 and 1536 of the Revised School Code, regulations of the Michigan Department of Education, and those qualifications required by the Board to serve in the position assigned. Additionally the Superintendent agrees, as a condition of her continued employment, to meet and maintain all continuing education requirements for the position, as may be required by the Michigan department of Education. If at any time the Superintendent fails to maintain all required certificates, credentials, continuing requirements, and/or qualifications for the position, her contract shall automatically terminate and the Board shall have no further obligations hereunder.

The Superintendent shall supply copies of all current certificates, credentials and continuing education credits to the Board within thirty (30) days from the first day of employment. The Superintendent shall supply copies of future certificates, credentials, and continuing education credits to the Board within thirty (30) days of completion.

3. The Superintendent agrees to devote her talents, skills, efforts, and abilities toward competently and proficiently fulfilling all duties and responsibilities of the position assigned, including compliance with the Boards directives and carrying out its policies and educational programs. The Superintendent agrees to faithfully perform those duties assigned by the Board and to

comply with the directives of the Board with respect thereto. Further, the Superintendent agrees to comply with and fulfill all responsibilities required by the state and federal law (as well as by the Board and by the District) and to carry out the educational programs and services of the District during the term of her contract. Superintendent agrees that she will diligently and competently discharge her duties on behalf of the District to enhance the operation of the District and will use her best efforts to maintain and improve the quality of the District's program and services.

4. In consideration of her performance of her duties and responsibilities in conformance with the requirements and expectations of the Board, the Superintendent shall be paid an annual (12 months) salary of One Hundred Forty Thousand Dollars (\$140,000).

The Board retains the right to adjust the salary of the Superintendent during the term of her Contract. Any adjustments of salary made during the term of this Contract shall be in the form of a written amendment and, when executed by the Superintendent and Board shall become part of the Contract.

The Superintendent may, through voluntary salary reduction, contribute amounts from the above stated compensation to a 403b annuity plan selected by the Superintendent from among those made available by the District to its employees. All contributions shall be within the limitations and procedures established by the Internal Revenue Code and other pertinent statutes.

The Superintendent's annual salary shall be paid in twenty-six (26) equal bi-weekly installments beginning with the fiscal/contract year. Upon her separation from employment during any fiscal year, the Superintendent's salary shall be adjusted, consistent with the requirements of the Fair Labor Standards Act, to reflect payment for the number of workweeks in which services were rendered during the fiscal year.

Any amounts due the Superintendent upon separation from employment shall be remitted by the Board to her as soon as such amounts can diligently be determined. Any salary amounts received by the Superintendent in excess of weeks (including partial weeks) actually worked during the fiscal year shall be deducted from the Superintendent's remaining wages (including any severance payment amounts) and the Superintendent, by executing the Contract, consents to such deduction. Any wage overpayments not recovered by the Board through wage deduction shall be remitted to the Board by the Superintendent within three (3) business days of separation from employment. If any wage overpayments are not remitted in this manner, the Superintendent agrees that judgment may be entered against her in any Michigan court of competent jurisdiction for such amounts.

5. Additionally, as part of her remuneration for services under the terms of this Contract, The Board shall annually contribute (beginning July 1, 2018) on behalf of the Superintendent the amount of Fifteen Thousand (\$15,000) to a deferred compensation plan approved by the Board. The Board agrees to pay retirement benefits, if any, as may be established or adopted for personnel employed by the district expressly identified as the Superintendent of Schools.
6. The Superintendent is employed on the basis of fifty-two (52) weeks of work per fiscal year (July 1 through June 30) as scheduled by the Board. The Board agrees to pay Effective July 1, the Superintendent shall be granted vacation time of thirty-one (31) business days per fiscal year. At no time shall the Superintendent's vacation accumulation exceed fifty (50) days.

The Superintendent shall schedule use of vacation days in a manner to minimize interference with the orderly operation and conduct of business of the School District. All scheduling of vacation is subject to the approval of the Board President.

7. The Superintendent's performance shall be evaluated at least annually by the Board using multiple rating categories to take into account data on student growth as required by section 1249 of the Revised School Code (or its successor provision).

This Contract may be extended by the Board at its discretion, if in the opinion of the Board; the Superintendent's performance merits such an extension. Notification of any extension shall be given to the Superintendent by March 15. The Superintendent shall give the Board's President and Secretary a written reminder of the notification requirement by January 1 of each year. If this Contract is extended, a revised Contract reflecting the new term and any other amendments shall be prepared and executed by the parties. The failure of the Board to provide notice under this provision shall not result in an extension of this Contract.

8. The Board shall be entitled to terminate the Superintendent's employment at any time during the term of this contract if it determines that the Superintendent has engaged in acts of moral turpitude, misconduct, dishonesty, fraud, insubordination, incompetency, if the Superintendent materially breaches the terms and conditions of this Contract, or for causes that are not arbitrary or capricious.

In the event that the Board undertakes to dismiss the Superintendent during the term of this Contract, she shall be entitled to a written notice of charges and an opportunity for a hearing before the Board. In the event of termination of this Contract under this paragraph, neither the Board nor the

Superintendent shall have further obligation upon the effective date of that termination.

The forgoing standards for termination of the Contract during its term shall not apply to nonrenewal of this Contract at the expiration of its term or non-extension of this Contract during its term, which decisions are discretionary with the Board.

9. In the event of any dispute between the parties relating to discharge of the Superintendent during the term of this Contract, the parties hereby agree to submit the dispute to binding arbitration. The selection of the arbitrator and the arbitration proceeding shall be conducted under the National Rules for the Resolution of Employment Disputes of, and administered by, the American Arbitration Association. Arbitration under this provision shall be conducted pursuant to the terms of the Michigan Arbitration Act, MCL 600.5001, *et seq.*, and MCR 3.602.

The scope of the arbitrator's authority is limited exclusively to the issue of whether a breach of contract occurred, and if so, the measure of monetary damages, which shall not be greater than the value of the salary and benefits remaining at the time of the alleged breach. The arbitrator has no authority to reinstate in the event of a determination of employment. The arbitrator's fee and the expense of the American Arbitration Association shall be shared sixty percent (60%) by the Board and forty(40%) by the Superintendent. All parties are entitled to have representation of their designation; however, each party shall be responsible for the costs of such respective representation.

Any claim for arbitration under this provision must be filed with the American Arbitration Association, in writing and served on the Board within one hundred eighty (180) days of the effective date of the Superintendent's discharge during the term of this contract. The Decision and Award of the arbitrator shall be final and binding and the judgment thereon maybe entered in the circuit court for the 56<sup>th</sup> Judicial Circuit of Michigan (Eaton County), pursuant to MCL 600.5001.

10. The Superintendent shall submit to such medical examinations, supply such information, and execute such documents as may be required by the Board in order to determine if the Superintendent is capable of performing the essential functions of her assignment, with or without reasonable job accommodations. Any Physical or psychological examination or disclosure of such information required by the Board shall be job related and consistent with business necessity. The Superintendent may request to have an annual physical examination. Any physical or psychological examination under this section shall be at Board expense. Any information obtained from physical or psychological examinations or inquiries shall be confidential.

11. In the event of the Superintendent's mental and/or physical incapacity to perform the duties of her position, she may request and may be granted an initial leave of ninety (90) workdays for purpose of recovery. The Superintendent shall first exhaust any accumulated sick leave and accrued vacation time, with the balance of the ninety (90) workday period to be unpaid. To the extent required by law, health plan premium payments shall be made on the behalf of the Superintendent during this interval. Upon utilizing leave under this provision, the Superintendent shall furnish medical certification to the Board with respect to the necessity for the leave.

If the Board has reason to doubt the validity of the medical certification supplied by the Superintendent, it may require a second and/or third opinion, at Board expense.

The Superintendent may request a ninety (90) day unpaid leave extension in the event of her physical and/or mental inability to work at the expiration of initial leave interval, as described above, provided that there is verified prognosis that the Superintendent will be able to resume her duties at the end of the extended leave interval. Medical certification shall be supplied by the Superintendent as a condition to any leave extension. Any extensions of leave for this purpose shall be at the Boards discretion.

If the Superintendent is unable to or does not resume work at the conclusion of a leave or extension taken under this paragraph, her employment and her Contract may be terminated at the Board's option; however, no such termination shall occur where restoration after leave is required by the Family and Medical Leave Act.

Prior to any resumption of duty after an unpaid leave of absence for a serious health condition, the Superintendent shall provide to the Board a fitness for duty certification from his health care provider.

12. The Superintendent agrees that she shall not be deemed to be granted continuing tenure in the position initially assigned or to any other position to which she may be assigned or transferred in any capacity other than that of a classroom teacher, should the probationary period required for tenure as a teacher be fulfilled, by virtue of this contract or any other employment assignment (requiring certification) with the District. Nor shall any decision of the Board not to continue or renew the employment of the Superintendent for any subsequent period in any capacity, other than as a classroom teacher as may be required by the Michigan Teachers' Tenure Act, be deemed a breach of this Contract or a discharge or demotion within the provisions of the Michigan Teachers' Tenure Act.

13. Upon proper application and acceptance for enrollment by the appropriate insurance underwriter, policyholder, and/or third-party administrator, the Board shall make premium payments on behalf of the Superintendent and her eligible dependents for enrollment in the following insurance programs:

**Health Insurance**

The District will designate the health insurance plan and its specifications. The Superintendent agrees that the Board has the right to allocate to the Superintendent responsibility for a portion of the premium for health insurance, as may be determined by the Board, in its discretion. The contribution shall not be less than the amount determined by the Board to be necessary to comply with the Publicly Funded Health Insurance Contribution Act, 2011 PA 152.

The Superintendent hereby agrees to be responsible for any premium contributions required to maintain coverage in excess of the Board designated premium contribution above for his enrollment category. The Superintendent hereby consents to payroll deduction for all premium amounts in excess of the Board designated premium subsidy, as indicated above.

Should the Superintendent not opt to enroll in the District's medical/hospitalization program a cash amount of \$550 per month shall be provided, through a section 125 Plan adopted by the Board. The Superintendent may elect to contribute the above amount to a 403(b) tax deferred annuity selected from among the options available under the District's 403(b) Plan.

**Dental Insurance**

The Superintendent is eligible for District-paid premiums for dental coverage through Delta Dental (full family coverage). Coverage is effective the first day of the month after the date of hire.

The District has the option to self-fund this benefit.

Benefits provided will include no less than one hundred percent (100%) coverage for basic dental; fifty percent (50%) coverage of prosthodontics services, not to exceed \$1,500 per family member; fifty percent (50%) coverage of orthodontic services, not to exceed \$1,500 per family member.

### **Life Insurance**

The Superintendent is eligible for District-paid premiums for group term life insurance in the amount of two times the Superintendent's annual salary (rounded up to the next \$1,000) to be paid to the Superintendent's immediate survivors(s). Coverage is effective the first day of the month following the date of hire. Superintendent may opt to personally fund this insurance after termination with the district.

### **Vision Insurance**

The Superintendent is eligible for District-paid premiums for SET/SEG II vision insurance or comparable vision insurance through a carrier selected by the District (full family coverage). Coverage is effective the first day of the month following date of hire. The District has the option to self-fund this benefit.

### **Long Term Disability**

The Superintendent is eligible for District-paid premiums for long-term disability insurance. Coverage is effective the first day of the month following the date of hire. The District will provide full premiums towards the purchase of a long-term disability plan. The plan will have the following specifications: 60-day (2 months) waiting period; ninety percent (90%) of salary to a maximum of \$6,750 per month for the first six months; seventy percent (70%) of salary to a maximum of \$5,250 per month for the next 6 months, thereafter as per the Lifestyle LTS Benefit. The LTD carrier shall be selected by the District.

14. The Board reserves the right to change the identity of the insurance carrier, policyholder, or third-party administrator for any of the above coverage(s), provided that comparable coverage (as determined by the Board) is maintained during the term of this Contract. The Board shall not be required to remit premiums for any insurance coverage(s) for the Superintendent and/or her eligible dependents if enrollment or coverage(s) denied by the insurance underwriter, policyholder, or third-party administrator.

The terms of any contract or policy issued by any insurance company or third-party administrator shall be controlling as to all matters pertaining to benefits, eligibility, coverage, termination of service, and other related matters. The Superintendent is responsible for assuring completion of all forms and documents needed to receive the above-described insurance coverage(s). The Board, by payment of the premium amounts for which it is obligated under this Contract shall be relieved from all liability for insurance benefits.

15. The Superintendent shall be credited with the number of sick days that she currently has. Sick leave shall be credited at fifteen (15) days per year, pro-rated based on date of hire and /or departure, with unlimited accumulation. The Superintendent may utilize up to four (4) sick days per fiscal year for personal business.

Sick leave may also be used for personal illness or disability of the Superintendent, as well for serious illness or medical care of the Superintendent's spouse, dependent, or immediate family (as defined below) who resides with the Superintendent.

Up to five (5) days per occurrence of sick leave may be used for a death in the Superintendent's immediate family. For purposes of this paragraph, the terms "immediate family" shall include: mother; father; spouse; brother; sister; brother-in-law; sister-in-law; son; daughter; son-in-law; daughter-in-law; mother-in-law; father-in-law; grandparent and grandchild.

Upon retirement from employment of the WCS, the Superintendent will receive a severance payment of a per diem reimbursement of his accumulated sick days not to exceed a cash value of \$4,000.00. In addition the Superintendent who has the equivalent of ten years of service with WCS will receive a lump sum payment of one hundred (100.00) dollars per year of service (\$3,000.00) maximum no later than the 1<sup>st</sup> scheduled pay period after the month that retirement becomes effective. This shall not apply in the event of termination during the term of this Contract pursuant to paragraph 8 or to nonrenewal of this Contract for minimally effective or ineffective performance. A payment of up to 20 accumulated vacation days shall be made in the year which the Administrator terminates employment.

16. Any expense to be incurred by the Superintendent for travel outside the boundaries of the Ingham Intermediate School District shall be submitted in advance for the review and approval by the Board. The Superintendent shall be required to present an itemized account of his reasonable and necessary expenses in accordance with the direction of the Board.

17. The Board encourages the Superintendent to establish and maintain his residence within the Boundaries of the Waverly Community Schools.

18. Subject to express approval by the Board, the fees or dues for the Superintendent's membership in an appropriate professional organization shall be paid by the Board.

19. The Superintendent is entitled to the following holidays for which no service to the District is required:

New Year's Eve  
New Year's Day  
President's Day (when School is not in session)  
Good Friday (only if students are not in attendance on Good Friday)  
Memorial day  
Independence Day  
Labor Day  
Thanksgiving Day  
Day after Thanksgiving  
Christmas Eve  
Christmas Day

20. The Board agrees to pay the premium amount for errors and omissions insurance coverage for the Superintendent while engaged in the performance of a governmental function and while acting within the scope of her authority. The District's policy limits for this coverage shall be to the extent provided in the District's errors and omissions and umbrella policies. The terms of the errors and omissions and umbrella insurance policies shall control the Superintendent's defense and indemnity.

The Board's sole obligation shall be limited to the payment of premium amounts for the above errors and omissions coverage. In the event that such insurance coverage(s) cannot be purchased at a reasonable premium rate, the Board shall have the right to discontinue said coverage and shall so notify the Superintendent. In that event, the Board agrees on a case-by-case basis to consider providing legal defense and/or indemnification to the superintendent as is authorized under MCL 691.1408 and MCL 380.11a (3) (d).

21. This Contract the entire agreement and understanding by and between the Board and its Superintendent with respect to employment of the Superintendent. Representations, promises, contracts, or understandings (written or oral) not contained in this Contract shall have no force or effect. All prior agreements (written or oral) pertaining to, connected with, or arising in any manner out of the employment or selection of the Superintendent by the Board are hereby terminated and shall have no force or effect.

No amendment to or modification of this Contract shall be valid or binding unless it is in writing, approved by official action of the Board of Education as reflected in its minutes, and signed by the Superintendent and the President and Vice-President of the Board. No valid waiver of any provision of this Contract, at any time, shall be deemed a waiver of any other provision of this Contract at any time.

22. If any provision of this Contract becomes or is declared by a court of competent jurisdiction to be illegal, unenforceable, or void, this Contract shall continue in full force and effect without said provision(s).

23. The Superintendent agrees that any claim or suit, filed by the Superintendent arising out of her employment with the Board must be filed no more than six (6) months after the date of the employment action that is the subject of the claim or suit. The Superintendent understands that the statute of limitations for claims arising out of an employment may be longer than six (6) months, but agrees to be bound by the six (6) month period of limitation established herein, and waive(s) any statute of limitations to the contrary.

Should a court of competent jurisdiction determine that this provision allows an unreasonably short period of time to commence a suit, it is the intent of the parties that the courts enforce this provision to the extent possible and declare the suit barred unless it was brought within the minimum reasonable time within which this suit should have been commenced.

24. This Contract is executed on behalf of the Waverly Community Schools pursuant to the authority granted by resolution of the Board.

**IN WITNESS WHEREOF**, the parties have caused this Contract to be executed on the day and year written below.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Kelly A Blake  
Superintendent of Schools

Dated: \_\_\_\_\_

\_\_\_\_\_  
Britt Slocum, President  
Waverly Community Schools  
Board of Education

Dated: \_\_\_\_\_

\_\_\_\_\_  
Angela Witwer, Vice-President  
Waverly Community Schools  
Board of Education

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
JANUARY 22, 2018**

**Report #17-49**

**FOR ACTION**

**Subject:**

**Recommendation to approve Settlement Agreement – Report #17-49**