



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

Waverly Community Schools

Organizational Meeting

Monday, February 11, 2019 6:30 PM

Agenda of Organizational Meeting

The Board of Education Waverly Community Schools

A Organizational Meeting of the Board of Education of Waverly Community Schools will be held February 11, 2019, 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
- II. Special Presentation
 - A. School Board Recognition
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- III. Correspondence
- IV. Public Comment - Agenda Items Only
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Meeting Agenda
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- IX. Organizational Meeting Activities
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- X. Presentation of Reports
 - A. Personnel & Policy
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 - B. Finance & Facilities
 - 1. ***Recommendation to approve Report #18-41, Finance Report 21
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 - C. Teaching & Learning

1. For Discussion - WHS Program of Studies for 2019-2020. 33
2. Recommendation to approve Report #18-44 , Extended /Overnight Student Trip to Chicago, IL 85

XI. Superintendent's Report

XII. Public Comment - Open Comment for District related items

XIII. Other Board Business

XIV. Adjournment

XV. ***Denotes Consent Agenda

OATH OF OFFICE – SCHOOL BOARD MEMBER

I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States and the constitution of this state and that I will faithfully discharge the duties of the office of Member of the Waverly Board of Education according to the best of my ability.

Minutes of Regular Meeting of the Waverly Community Schools Board of Education

Opening of Meeting

The Regular Meeting of the Waverly Community Schools Board of Education was held Monday, December 17, 2018, in the Board Room of the Waverly Administrative Center, 515 Snow Road, Lansing, MI. The meeting was called to order by Board President, Britt Slocum and the pledge to the flag was led by Ken, Luke & Maggie Slocum.

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

Staff Present: Mrs. Kelly Blake, Superintendent
Mrs. Tiffany Wright, Director of Spec. Services
Dr. Lara Slee, Director of Teaching & Learning
Mr. Evan Nuffer, Finance Director
Mrs. Susan Friend, Human Resources Director
Patty Roost
Mike Moreno
Helene McNeilly
Molly Francis
Shawn Talifarro
Vickie Tisdale
Todd Simon
Bruce Witwer

Others Present: Chris Beasley
Rhonda Sosnowski
Amy Krause
Arnold Weinfeld
Edith Suttles
Pege Slocum
Ann Slocum
Kenny Slocum
Luke Slocum
Maggie Slocum
Sue Slater
Steve Slater

Marge Mahoney
Will Mahoney
Jenny Blum
Nina Blum

Special Presentation:

A. Board of Education Interview w/Mrs. Amy Krause

Five of the Board Members were given a question to ask Mrs. Krause to gain more information about her and why she would like to be on the Board of Education.

1. Tell a little about yourself and why you are interested in serving on the Waverly Board of Education:

She has been married for 22 years, has 3 children. The oldest graduated from Waverly in 2016, middle child is a H.S. Junior, and the youngest is at the Middle School in 7th grade.

Mrs. Krause would like to serve on the Board to give back to the community, because they have given so much to her and her family.

2. Can you expand on why you have an interest to serve on the Board?

Mrs. Krause has worked for Waverly in the past and left that position due to an illness. I think Waverly is a great community and I would just like to help out.

3. Is there an area that you think is a great strength of Waverly Community Schools?

I know that Waverly is fiscally responsible and that is probably their biggest strength because she doesn't think there are too other many school districts with a balanced budget.

4. Is there an area you think Waverly Community Schools needs to work on?

She hasn't been around for the past couple of years, but probably some new goals for the future.

5. Is there anything else that we have not covered that you would like to tell us about yourself or you being a candidate?

Not really.

Member Wright made a motion and Member Martin supported, moving Action Item #18-34 – Appointment to the Board of Education to the beginning of the agenda.

Discussion – None

Vote: Aays – 7; Nays – 0

Motion passes to move Action Item #18-34 to the beginning of the agenda.

Recommendation to approve Report #18-34, Appointment to the Board of Education

A motion was made by Member Wright and supported by Member Martin to appoint Mrs. Amy Krause to the Waverly Board of Education, replacing Mrs. Angela Witwer who has resigned because of being elected to State Representative.

Discussion: None

Vote: Was done by ballot and read by Secretary to the Board, Patty Roost.
All Members of the Board of Education voted yes.

Motion passed – AAYS: 7; NAYS

B. Special Recognition to outgoing Board of Education Members, Slocum, Witwer, Wright & Jones.

Superintendent Blake spoke about the outgoing board members by saying, “Tonight is the last Board of Education Meeting for four dedicated, passionate, and hardworking members. I would like to thank you on behalf of Waverly Community Schools for supporting public education, for serving our schools and most importantly for serving our children. Your job as a school board member entailed an endless stream of meetings, school functions to attend, reports, agendas, proposals and other information to read and study and a host of difficult decisions to make. But your job also gave you many opportunities to witness joy, excitement, talent, growth and opportunities to see our students do many great things. I would like to thank you for your extraordinary dedication to our community and all of our children, you have generously given your time to make Waverly Community Schools, the best that it can be and we wish you all well.”

Superintendent Blake also spoke about each of the exiting Board Members (Wright, Witwer, Jones & Slocum) telling what rolls they have played as School Board Members, offices they have held on the board, committees they have been on and Achievements that they have received.

Correspondence:

None

Student Rep. Report – Marcus Love – absent

Public Comment - Agenda Items Only – Lara Slee – Thank you to the outgoing board members from the Administration.

Board Member Comment:

Member Nester – Going to miss all of you that are leaving us. It has been an honor to work with all of you. It has been great to work with you.

Member Sherry – Member Sherry mentioned that she knew **Calvin Jones** before he was on the Waverly Board, it was when he was on the Board for Volunteers of Mid-Michigan. Calvin was one of the reasons she ran for the Board of Education. She has been mentored by Calvin and it is going to be hard to be here without Calvin next to her. Thank you!

Alan, on my other side – you are just a genuine hard working parents here in the district. He is a huge advocate for the swim program and the great job that they are doing. He has just done a tremendous amount here for the district in terms of technology. Thank you for being here and thank you for all you have done.

Britt – I think I have learned a tremendous amount from you because of your leadership. I just want to say thank you so much for all you have done.

Angela and I knew each other before the Waverly School Board too. I worked with Angela at Sparrow and she was just a huge resource for me and someone that I really admired. I am so incredibly proud of where you are going next. And I was so proud of you when you started your own business. I am so blessed that I had the opportunity to not only work with you from our Sparrow days, but also here. I just want to say that all of you are leaving such an incredible legacy here on the school board and I just thank you from the bottom of my heart.

Member Martin – Looking forward to making blankets on Thursday night at the high school. We will be tying those and anyone that wants to join us in the cafeteria can do that. I would like to welcome our new board members, all four of you. I am really looking forward to getting to know you. Thank you to all of you who are retiring, I will miss you, don't be strangers. Call me and we will go get a cup of tea.

Member Wright – I am going to miss all of you guys. At times this is the most frustrating thing I have done, other times it has been the most rewarding thing I have ever done. I am going to miss everyone up here and I am really going to miss Evan. I have learned more about the world of Finance from Evan than I have supporting the Congressmen for twenty years. I actually looked forward to our finance meetings, always informative and he is just a great guy. When I joined the board I always said that I was going to leave when my kids aren't in the district anymore to make room for new parents. I also feel that this school district is in the best hands it has ever been in with Superintendent Blake. I can walk away knowing that this district can continue to be excellent.

Member Jones – I would like to recognize somebody that I have always admired and somebody that encouraged me to step up to the plate in terms of school board leadership. I always called this person with question I had with the district and she would answer me with Board Policy and this and that and I never understood a word she was talking about. I had her back and I just loved the way she took care of business. My thanks go out to Edith Suttles. She has been my mentor every step of the way. When I first came to the board, it was kinda rough. There weren't a lot of nice things being said. Edith always had something good to say. I followed her model and I always wanted to feel the same way. I am going to come to these board meetings and I am going to say something good. I am going to find something good to say about this district and I

am going to find something good to say about these kids. And I am going to feel better about what I have done when I leave this room. As a board member we had gone through a number of things together, we have gone through numerous Superintendents, some that we thought were the best things since pockets on a shirt, and turned out to be the worst things we could have done. We have learned a lot of things along the way. I think right now we have the best Superintendent we have ever had. And I am leaving the district on a very good high note. Kelly will take care of this district and do good and great things. Member Jones then explained about what had happened in his family with his daughter and how the community all came together and took care of things that he had no idea was even happening.

To the new members coming in: You were voted by the people to be here, you don't have to feel like you have to do what everyone else does. Study, do your homework. Count on Kelly, she is your employee. Call her, ask her questions, she will help you. She will be available to you. You don't have to know everything, she does. She will let you know whatever you need to know. You are always on call. They know where you work, they know where you go to church, they know your favorite coffee shop, and they will talk to you about a number of things. You're an elected official, make yourself available. You don't have to know everything, you just have to listen. I also want to impress upon you, taking classes. The more you know,

Member Witwer – I would like to start by saying that this is the most significant board I have ever served on. Nothing is more important. Calvin suggested she apply to the Board. It is very hard for Member Witwer to speak in front of people, so that you to Calvin she is overcoming that fear. It is so important to have a mix of people, parents and community members on the board.

Member Slocum – It all started from a phone call with Arnold Weinfeld. This has been the most rewarding and enriching things he has ever done besides raising his kids and marrying his girl! The Slaters and the Mahoney's, his neighbors have been very supportive of him. His family was also here for him. Edith Suttles has been his unspoken mentor.

Adoption of Agenda

A motion was presented by Member Jones and supported by Member Witwer. Motion: The Board of Education approve the agenda as written.

Motion passed. VOTE AYES – 7; NAYS – 0

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

The minutes of the regular meeting of November 19, 2018 were approved as presented.

Presentation of Reports - None

******Personnel Report #18-33 – For Action***

The Board of Education approved the employment of (Non-Certified) Lacey Balzer (Child Care Supervisor); Khawla Kata – Elmwood (Food Serv.); Alesia Norris – Winans (Food Serv.); The

transfer of (Non-Certified) Melody Sorrells from Winans (Food Serv./Parapro) to Winans Parapro; Najeema McMahon from Winans (Parapro) to Winans (Food Serv./Parapro); Kennan Lewis from Courier to 2nd Shift Custodian Class C.; The resignation (Non-Certified) of Laurinda Penner (Food Serv. – Winans); Nichelle LaMaster (Child Care Supervisor); Tanisha Robertson (Food Serv. WHS); the Termination (Non-Certified) of Michelle Washburn – East (Food Serv.); Emma Hainstock – Elmwood (Food Serv.); and Kimberly Zanolá (2nd Shift Custodian).

*****Finance Report - #18-35 – For Action**

The Board of Education approved the Finance Report as presented.

Recommendation to approve Report #18-36 – Bus Purchase

Motion was made by Member Wright and supported by Member Jones.

Discussion: President Slocum – What happened to the price of buses?

Member Wright – Happy to get to spend money on buses, one more time!

Member Martin – It pleases her that we continue to upgrade our buses.

Member Sherry – This is one of the things this Board can be happy about!

Motion passed: VOTE AYES – 7; NAYS – 0; ABSENT – 0

Recommendation to approve Report #18-37 – 2019 Building & Site Bonds Series III Resolution

Motion was made by Member Wright and supported by Member Witwer.

Discussion: This is for \$1,000,000,000 Bond –

Member Wright – This is the best things we have ever done! This is our 3rd refresh on devices.

Member Martin – Very proud we are doing this. I know not every district has 1:1 devices for K-12 students.

Member Slocum – We are very effective with it. Students and teachers are doing great things with their devices.

Motion passed. VOTE: AYES-7; NAYS-0

Superintendent's Report:

Evan is right now scheduling meetings with Barton Mallow and Kingscott to use the Dart Grant and get things going in the old woodshop in the middle school to make it into a really nice Robotics Lab. We have a middle school Robotics team working now, so it is being expanded.

December 18th at 6:00, East has a Band and Orchestra Concert.

December 19th – WHS Band, Choir and Orchestra will be having a concert at 7:00.

December 20th – Colt has their Holiday Performance at WHS Auditorium @ 6:00. And the same night @ the WHS, Interact has their blanket tying that Member Martin mentioned.

December 22th thru January 6th we will be on Winter Break, returning back to school on January 7th, 2019.

And again I would like the outgoing Board Members to take their name plates and Britt I would like you to take your Gavel and put them in your bags. And from all of us, Thank you for serving on the Waverly Board of Education.

Public Comment – Open Comment for District related items – Addressing the Board during this second Public Comment was: Edith Suttles, Arnold Weinfeld & Jenny Blum – All of whom spoke very kindly about the outgoing Board of Education Members.

Other Board Business:

Member Wright – These are cool posters that the kids made!

Member Slocum – New Board Members, take the 100 level classes please. This used to be a certified Board. It tells the community that you know your stuff. I wish this Board well and retiring colleagues the best. Best of luck to all of the new Board Members!

Adjourned @ 8:02 PM

Respectfully Submitted,

Mary Ann Martin, Secretary
par

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
January 28, 2019**

Report #18-38

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

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 28, 2019**

Report #18-39

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: Personnel & Policy, Finance & Facilities, Teaching &
Learning, Sinking Fund, Marketing & Communications
MASB delegate/alternate
MASB LRN representative/alternate
ISOA representative/alternate
Township Liaison: 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 COMMITTEES – 2018-19**

PERSONNEL & POLICY ADVISORY COMMITTEE:

FINANCE & FACILITIES ADVISORY COMMITTEE

TEACHING & LEARNING ADVISORY COMMITTEE

SINKING FUND ADVISORY COMMITTEE

MARKETING & COMMUNICATIONS ADVISORY COMMITTEE:

MASB – Delegate:

MASB – Alternate:

MASB – LRN – Representative:

MASB – LRN – Alternate:

ISOA Representative:

ISOA Alternate:

Township Liaisons:

Delta/Lansing - _____

Windsor/Watertown - _____

Parliamentarian: _____

Pledge

In support of the Waverly Community Schools' Board of Education Goals and with the deepest sense of responsibility and conviction we, the members of the Waverly Community Schools Board of Education, pledge the following:

- To understand our authority exists only when acting collectively with fellow board members.
- That our authority is derived from and obliged to serve the interests of our entire community.
- To exemplify ethical behavior and conduct that is above reproach.
- To engage in an ongoing process of board development and education and continuous improvement.
- To be prepared to participate in open, honest, and civil deliberation with and among my colleagues.
- To vote my conscience for the good of the school district and the community, and to support the decisions and policies we make.
- To honor the division of responsibility between the board, the superintendent and staff.
- To contribute in creating a spirit of true cooperation and mutually supportive relationships within our community.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
January 28, 2019**

Report #18-40

Subject: Personnel Report***

A. Employment – Certified

None

B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
Jessica Allie	Colt FS Lunch Aide	\$10.40/Hr	12/10/2018
Paula Burton	Preschool Associate Teacher	\$12.00/Hr	01/17/2019
Tiffany McGhee	Food Service Helper Elmwood	\$10.40/Hr	01/22/2019

C. Resignation – Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Emily Williams	Winans 1 st Grade Teacher	Personal	02/01/2019
Brad Case	High School Teacher	Personal	02/01/2019

D. Resignation – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Chad Brooks	HS 2 nd Shift Custodian/Grounds	Personal	12/20/2018
Laureen Garcia	Elmwood Food Service Helper	Personal	01/21/2019
Jessica Allie	Colt Food Service Helper	Personal	01/17/2019

E. Transfer – Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Rachel Goodman	HS Special Ed Teacher 1.0 fte	.4 ESL Teacher & .6 HS Spec Ed Teacher	01/22/2019

F. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Clint Balzer	On-Call Custodian	Courier	01/09/2019
Mary Potter	Paraprofessional East	Paraprofessional Colt	01/16/2019

G. Termination – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Effective</u>
None		

H. Retirement – Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Deborah Simmons	Middle School Teacher	Personal	06/30/2019
Anthony Pecoraro	Middle School Teacher	Personal	06/30/2019
Diana Oldham	Elmwood Special Ed Co-Teacher	Personal	06/30/2019

I. Retirement – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Nickey Hadley	Central Office Administrative Assistant	Personal	06/29/2019

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
Date: January 28, 2019**

FOR FUTURE ACTION

Subject: POLICY – First Reading

Volume 33, No. 1

Revised Bylaw – 100	Definitions
Revised Bylaw – 0122	Powers & Philosophy
Revised Bylaw – 0131.1	Functions
Revised Bylaw – 0143.1	Public Expression of Board Members
New Bylaw – 0165.6	Cancellation of Board Meeting
Revised Bylaw – 0166	Agenda – Board Meetings
Revised Bylaw – 0167.1	Voting – Board Meetings
Revised Bylaw – 0167.2	Closed Session – Board Meetings
Revised Bylaw – 0167.3	Public Participation at Board Meetings
Revised Bylaw – 0167.6	Use of Social Media
Revised Policy – 1422	Nondiscrimination and Equal Employment Opportunity
Revised Policy – 1662	Anti-Harassment
Revised Policy – 2112	Parent & Family Engagement
Revised Policy – 2260	Nondiscrimination and access to Equal Educational Opportunity
Revised Policy – 2261	Title I Services
Replacement Policy – 2261.01	Parent & Family Member Participation in Title I Programs
New Policy – 2261.03	District and School Report Card
Revised Policy – 2271	Postsecondary (Dual) Enrollment Option Program
Revised Policy – 2700	P.A. 25 Annual Report
Revised Policy – 3120	Employment of Professional Staff
Revised Policy – 3120.04	Employment of Substitutes
Revised Policy – 3122	Nondiscrimination and Equal Employment Opportunity
Revised Policy – 3130	Assignment and Transfer
Revised Policy – 3362	Anti-Harassment
Revised Policy – 4122	Nondiscrimination and Equal Employment Opportunity
Revised Policy – 4162	Controlled Substance & Alcohol Policy for Commercial Motor Vehicle Drivers and Other Employees Who Perform Safety Sensitive Functions
Revised Policy – 4362	Anti-Harassment
Revised Policy – 5330	Use of Medications
Revised Policy – 5460	Graduation Requirements
Revised Policy – 5517	Anti-Harassment
Revised Policy – 5517.02	Sexual Violence
Revised Policy – 5540	Interrogation of Students
Replacement Policy – 5610	Emergency Removal, Suspension, and Expulsion of Students
Rescind Policy – 5610.01	Expulsions/Suspensions – Required by Statute
Revised Policy – 5611	Due Process Rights
Revised Policy – 5630.01	Student Seclusion and Restraint

Revised Policy – 6325
Rescind Policy – 6350
Revised Policy – 8210

Procurement – Federal Grants/Funds
Prevailing Wage Coordinator
School Calendar

Recommendation:

The Superintendent recommends the Board of Education review the policy updates listed above and on the previous page at first reading.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 28, 2019**

Report #18-41

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended the following be approved:

Financial Report:

The cash balance as of November 30, 2018 was \$2,492,966.29. Receipts during December, consisting of state aid, property taxes, and other revenues in the amount of \$3,642,529.27 minus disbursements during December of \$2,691,018.89, left the district with a General Fund cash balance, as of December 31, 2018, of \$3,443,476.67, including \$1,500,000.00 from the issuance of a State Aid Note.

2018-19 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$3,155,479. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2018-19 Sinking Fund revenues exceed expenditures by \$88,053. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2018-19 Capital Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$683,328. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

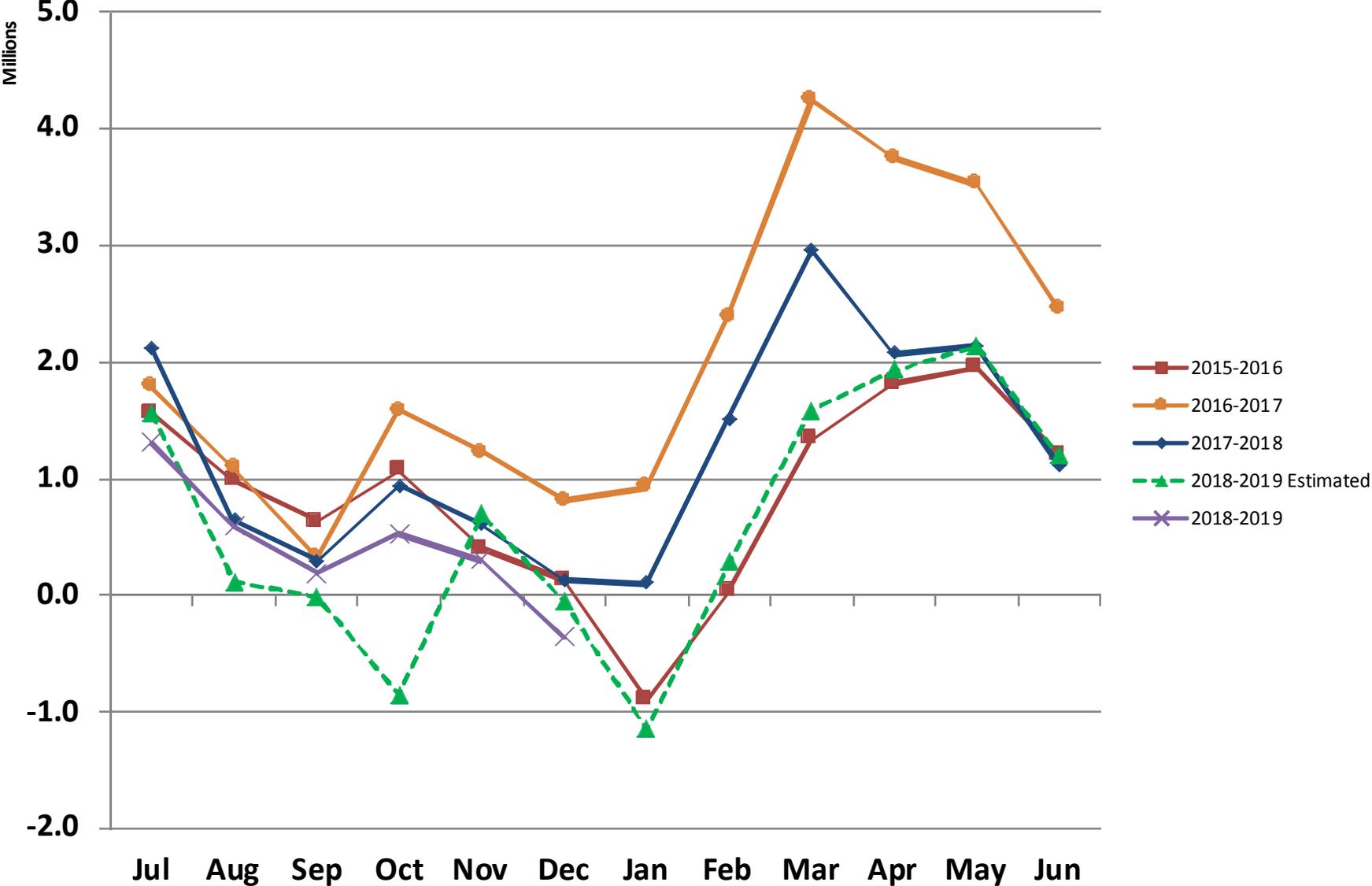
The balance of the 2016 Building and Site, Series II Bonds remaining to be allocated, including \$14,935 of accrued interest, is \$184,396. A summary of life to date activity is included in the supporting documentation

Waverly Community Schools

Finance Committee - Cash Position Report For the Month Ended December 31, 2018

Balance on Hand November 30, 2018	2,491,966.29
Revenues	
State Aid	1,920,556.65
Taxes	776,669.78
Other Revenue	204,548.54
Interfund Transfers In	740,754.30
State Aid Note Proceeds	-
	<u>3,642,529.27</u>
Disbursements	
Payroll and Related Liabilities	(1,990,275.46)
Other Expenditures	(700,601.12)
State Aid Repayment	-
	<u>(2,690,876.58)</u>
Prior Month Adjustments During December 2018	(142.31)
Balance on Hand December 31, 2018	<u><u>3,443,476.67</u></u>
PNC Bank - General	3,356,332.53
MILAF	7,615.89
PNC Bank - Payroll	43,057.44
Comerica - Checking	36,470.81
	<u><u>3,443,476.67</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2018

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,412,637	4,517,365	(4,895,272)	52.0%
State sources	21,352,390	5,907,902	(15,444,488)	72.3%
Federal sources	711,673	140,228	(571,445)	80.3%
Intergovernmental	2,754,701	443,717	(2,310,984)	83.9%
Transfers In	80,000	-	(80,000)	100.0%
Total revenue	34,311,401	11,009,212	(23,302,190)	67.9%
Expenditures				
Current:				
Instruction:				
Basic program	15,201,225	5,493,951	(9,707,274)	63.9%
Added needs	4,475,882	1,743,997	(2,731,885)	61.0%
Total instruction	19,677,106	7,237,948	(12,439,159)	63.2%
Support Services:				
Pupil	2,996,369	1,113,847	(1,882,522)	62.8%
Instructional staff	1,363,838	696,657	(667,181)	48.9%
General administration	453,574	246,595	(206,979)	45.6%
School administration	2,440,206	1,138,178	(1,302,028)	53.4%
Business	517,480	213,685	(303,795)	58.7%
Operations and maintenance	3,478,718	1,761,115	(1,717,603)	49.4%
Pupil transportation services	965,927	414,061	(551,866)	57.1%
Central	457,964	308,491	(149,473)	32.6%
Other	64,680	45,554	(19,126)	29.6%
Total support services	12,738,756	5,938,184	(6,800,572)	53.4%
Athletics	589,004	306,762	(282,242)	47.9%
Community services	41,796	19,799	(21,997)	52.6%
Non Publics	6,925	4,349	(2,576)	37.2%
Facility Acquisition	-	-	-	0.0%
Debt service:				
Principal	130,000	65,000	(65,000)	50.0%
Interest	16,850	6,150	(10,700)	63.5%
Capital outlay	221,236	176,595	(44,641)	20.2%
Payments to other public schools	926,178	409,904	(516,274)	55.7%
Total expenditures	34,347,851	14,164,691	(20,183,160)	58.8%
Excess of Revenue (Under)Over Expenditures	(36,450)	(3,155,479)	(3,119,029)	
Transfers Out	350,000	-	(350,000)	100.0%
Change in Fund Balance	(386,450)	(3,155,479)	(2,769,029)	
Favorable Expenditure Variance (1.5%)	515,218			
Projected Change in Fund Balance	128,768			
Fund Balance - Beginning of year	4,034,306			
Fund Balance - End of year	4,163,074			
	12.1%			

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2018

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	817,625	400,877	(416,748)	51.0%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	817,625	400,877	(416,748)	51.0%
Expenditures				
Current:				
Support Services - Business	-	4	4	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	77,650	70,722	(6,928)	8.9%
Architecture and Engineering Services	-	22,834	22,834	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	218,335	219,265	930	-0.4%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	295,985	312,824	16,839	-5.7%
Excess of Revenue (Under)Over Expenditures	521,640	88,053	(433,587)	
Transfers Out	-	-	-	
Net Change in Fund Balance	521,640	88,053	(433,587)	
Fund Balance - Beginning of year	743,402	743,402		
Fund Balance - End of year	1,265,042	831,455		

Waverly Community Schools
Capital Improvement Fund - Budgetary Comparison Schedule
For the Month Ended December 31, 2018

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	-	4,437	4,437	0.0%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	350,000	-	(350,000)	100.0%
Total revenue	350,000	4,437	(345,563)	98.7%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	42,985	42,985	-	0.0%
Support Services - Transportation	177,588	-	(177,588)	100.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	680,608	481,432	(199,176)	29.3%
Architecture and Engineering Services	14,200	4,898	(9,302)	65.5%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	165,241	160,450	(4,791)	2.9%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	1,080,622	689,765	(390,857)	36.2%
Excess of Revenue (Under)Over Expenditures	(730,622)	(685,328)	45,294	
Transfers Out	-	-	-	
Net Change in Fund Balance	(730,622)	(685,328)	45,294	
Fund Balance - Beginning of year	1,223,703	1,223,703		
Fund Balance - End of year	493,081	538,375		

Waverly Community Schools
2016 Building and Site Bonds, Series II
Budget Summary
As of December 31, 2018

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	928,411	946,155	0	(17,745)
Site Improvements	228,638	228,638	(0)	0
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	1,157,049	1,174,793	0	(17,745)
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	-	-
Wireless Network	-	-	-	-
Phone System	-	-	-	-
AV Systems	122,000	58,022	0	63,978
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	122,000	58,022	0	63,978
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,162,653	1,070,136	-	92,517
Servers/Backend Systems	35,000	(14,342)	-	49,342
Printers	-	-	-	-
AV Equipment	53,350	82,602	-	(29,252)
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	1,251,003	1,138,395	-	112,608
District				
Loose Equipment (Furniture & Transportation)	781,396	758,181	23,488	(274)
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	30,903	30,903	-	-
Field General Conditions	-	18,992	-	(18,992)
Architect	40,625	10,739	-	29,886
Tech Design/Construction Mgr	117,024	117,024	-	(0)
District Subtotal	969,948	935,839	23,488	10,620
Totals	3,500,000	3,307,050	23,489	169,461

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 28, 2019**

Report #18-42

FOR ACTION

Subject:

Reimbursement Resolution

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to reimburse the General Fund for any monies received by the Sinking Fund as an advance from the General Fund to be repaid upon receipt of the 2019 sinking fund tax collections.

Statement of Purpose:

The District anticipates that it will need a portion of the 2019 sinking fund tax collections to fully fund sinking fund eligible projects scheduled for summer 2019.

Budget Impact:

None

Historical Perspective:

On March 8, 2016 a special election was held for the purpose of proposing a ballot question to authorize Waverly Community Schools to levy not to exceed 1 mill for a period of 10 years to create a sinking fund for construction or repair of school buildings and all other purposes authorized by law. The ballot proposal having received sufficient votes was approved.

The sinking fund committee has prioritized work for summer 2019 with a construction cost estimate of approximately \$1.7 million. It is estimated that approximately \$1.3 million will be available, as of June 30, 2019, from the proceeds from prior years sinking fund tax collections. Additionally, \$125,000 has been received by the DART foundation to fund a portion of these projects. The remaining amount necessary to borrow from the General Fund is expected to be \$275,000.

Discussion of Options:

The Board of Education can adopt the resolution as presented, or reject the resolution and propose changes to the sinking fund projects scheduled for summer 2019.

Rationale for Recommendation:

Rather than seeking a short term borrowing and paying interest and closing fees on a private placement loan, the District can utilize available cash resources from the General Fund to complete the eligible sinking fund projects and reimburse the General Fund with the 2019 sinking fund tax collections.

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.

Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan (the "District")

A _____ meeting of the board of education of the District (the "Board") was held in the _____, within the boundaries of the District, on the _____ day of _____, 20__, at ____ o'clock in the __.m.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

- 1. The District anticipates undertaking certain sinking fund eligible projects (the "Projects") in 2019 prior to receipt of the 2019 sinking fund tax collections; and
- 2. By current estimates, the District anticipates that it will need a portion of the 2019 sinking fund tax collections to fully fund the Projects; and
- 3. In anticipation and preparation for the Projects, the District will incur certain expenses in advance of the 2019 sinking fund tax collections; and
- 4. Payments of such expenses made by the Board out of the General Fund are expected as an advance from the General Fund to be repaid upon receipt of the 2019 sinking fund tax collections.

NOW, THEREFORE, BE IT RESOLVED THAT:

- 1. All of the payments of expenses initially to be made for the Projects with funds other than sinking fund tax proceeds that are to be reimbursed by the District from proceeds of the sinking fund tax collections will be for costs of a type properly chargeable to the sinking fund account under Michigan law and Michigan Department of Treasury rulings.
- 2. The payments of expenses and the purposes of said payments are hereby approved and the monies are authorized to be advanced from monies on hand in the General Fund, which monies will be repaid to the General Fund from the 2019 sinking fund tax collections when received.
- 3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

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 constitutes a true and complete copy of a resolution adopted by the Board at a _____ meeting held on _____, 20__, the original of which is part of the Board's 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, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

CJI/klg



**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
JANUARY 28, 2019**

Report #18-43

FOR ACTION

Subject:

Technology Equipment Purchase Recommendation

Recommendation:

The Superintendent recommends the Board of Education approve the purchase of technology equipment from MOSS, as per the attached summary, in accordance with Board Policy 6320 (Purchasing).

Statement of Purpose:

The purpose of this recommendation is to replace technology equipment nearing the end of its useful life by utilizing Category 2 E-Rate funding to offset eighty percent (80%) of the purchase price.

Budget Impact:

The total cost of this recommendation is not to exceed Seventy-Three Thousand Eight Hundred Thirty-Six and 04/100 Dollars (\$73,836.04). This purchase will be funded with the proceeds from the sale of \$3,500,000 Building and Site, Series II bonds. The total cost of this recommendation is within the budget allocated for these purchases and reflects a discount amount equal to approximately eighty percent (80%) of the total cost funded directly by USAC for category 2 Erate services.

Historical Information:

The Universal Service Administrative Company (USAC) is an independent non-profit created to administer almost \$10 billion annually for the purpose of pursuing accessible, affordable and pervasive high-speed connectivity, including the Schools and Libraries (E-Rate) Program. Among the Category 2 Erate eligible services are: Access points, Uninterruptible Power Supply (UPS)/Battery Backup and Switches.

On May 7, 2013 a special election was held for the purpose of proposing a ballot question to authorize Waverly Community Schools to borrow the sum of \$18,470,000 and issue its general obligation unlimited tax bonds therefor, in one or more series. The ballot proposal having received sufficient votes was approved.

Rationale for Recommendation:

The rationale for this recommendation is to replace AP's, UPS and Switches which were last purchased in 2014 when the District first implemented wireless technology. The existing equipment is nearing its end of life and the current AP's are now outdated compared to the newest standard available. Leveraging the funds available from USAC will allow us to upgrade to the newest standard earlier than budgeted in the bond estimate at a fraction of the cost. With increased technology use and an expansion of the 1:1 initiative through the entire District, this recommendation also allows for the expansion of the wireless technology to meet future demand.

Strategic Plan Reference:

We will enhance and implement the tools and instruction to develop each student's proficiency in 21st century technology.

Waverly Community Schools

FY2019 E-rate Request for Proposal

Bid Analysis

Building	Component	Base Bid - Unit		Base Bid - Cos		Per Unit (10yr Support)		
		MOSS	Delta	MOSS	Delta	MOSS	Delta	
High School	Access Points	80	56	40,564.80	15,726.48	507.06	280.83	
	Licensing	80	56	2,804.00	6,272.00	70.10	373.33	
	Cabling	80		3,056.21		38.20	-	
	Installation	80	56	9,144.00	5,824.00	114.30	104.00	
	HS Total			55,569.01	27,822.48	729.66	758.16	
	Total Minus Licensing			52,765.01	21,550.48	659.56	384.83	
	Option 1 Switches	2	2	3,439.54	4,856.00	1,719.77	2,428.00	
	Option 2 UPS	7	7	26,619.14	15,217.37	3,802.73	2,173.91	
	Subtotal			82,823.69	41,623.85	6,182.07	4,986.74	
	20% of subtotal			16,564.74	8,324.77	1,236.41	997.35	
	20% of Subtotal + License			19,368.74	14,596.77	1,306.51	1,370.68	
	Middle School	Access Points	60	26	30,451.68	7,301.58	507.53	280.83
		Licensing	60	26	2,103.00	2,912.00	70.10	373.33
		Cabling	60		4,080.63	-	68.01	-
		Installation	60	26	9,106.00	2,704.00	151.77	104.00
MS Total				45,741.31	12,917.58	797.41	758.16	
Total Minus Licensing				43,638.31	10,005.58	727.31	384.83	
Option 1 Switches		4	4	6,879.08	9,712.00	1,719.77	2,428.00	
Option 2 UPS		4	4	16,229.67	10,582.10	4,057.42	2,645.53	
Subtotal				66,747.06	30,299.68	6,504.49	5,458.36	
20% of subtotal				13,349.41	6,059.94	1,300.90	1,091.67	
20% of Subtotal + License				15,452.41	8,971.94	1,371.00	1,465.00	
East		Access Points	60	37	30,451.68	10,390.71	507.53	280.83
		Licensing	60	37	2,103.00	4,144.00	70.10	373.33
		Cabling	60		2,689.68	-	44.83	-
		Installation	60	37	7,614.00	3,848.00	126.90	104.00
	East Total			42,858.36	18,382.71	749.36	758.16	
	Total Minus Licensing			40,755.36	14,238.71	679.26	384.83	
	Option 1 Switches	1	1	1,719.77	2,428.00	1,719.77	2,428.00	
	Option 2 UPS	3	3	12,728.35	8,316.24	4,242.78	2,772.08	
	Subtotal			55,203.48	24,982.95	6,641.81	5,584.91	
	20% of subtotal			11,040.70	4,996.59	1,328.36	1,116.98	
	20% of Subtotal + License			13,143.70	9,140.59	1,398.46	1,490.32	
	Elmwood	Access Points	35	23	17,766.00	6,459.09	507.60	280.83
		Licensing	35	23	1,226.75	2,576.00	70.10	373.33
		Cabling	35		1,479.23	-	42.26	-
		Installation	35	23	4,434.00	2,392.00	126.69	104.00
Elmwood Total				24,905.98	11,427.09	746.65	758.16	
Total Minus Licensing				23,679.23	8,851.09	676.55	384.83	
Option 1 Switches		1	1	1,719.77	2,428.00	1,719.77	2,428.00	
Option 2 UPS		1	1	6,734.59	5,262.63	6,734.59	5,262.63	
Subtotal				32,133.59	16,541.72	9,130.91	8,075.46	
20% of subtotal				6,426.72	3,308.34	1,826.18	1,615.09	
20% of Subtotal + License				7,653.47	5,884.34	1,896.28	1,988.43	
Winans		Access Points	40	22	20,338.56	6,178.26	508.46	280.83
		Licensing	40	22	1,402.00	2,464.00	70.10	373.33
		Cabling	40		2,257.03	-	56.43	-
		Installation	40	22	5,564.00	2,288.00	139.10	104.00
	Winans Total			29,561.59	10,930.26	774.09	758.16	
	Total Minus Licensing			28,159.59	8,466.26	703.99	384.83	
	Option 1 Switches	1	1	1,719.77	2,428.00	1,719.77	2,428.00	

Waverly Community Schools

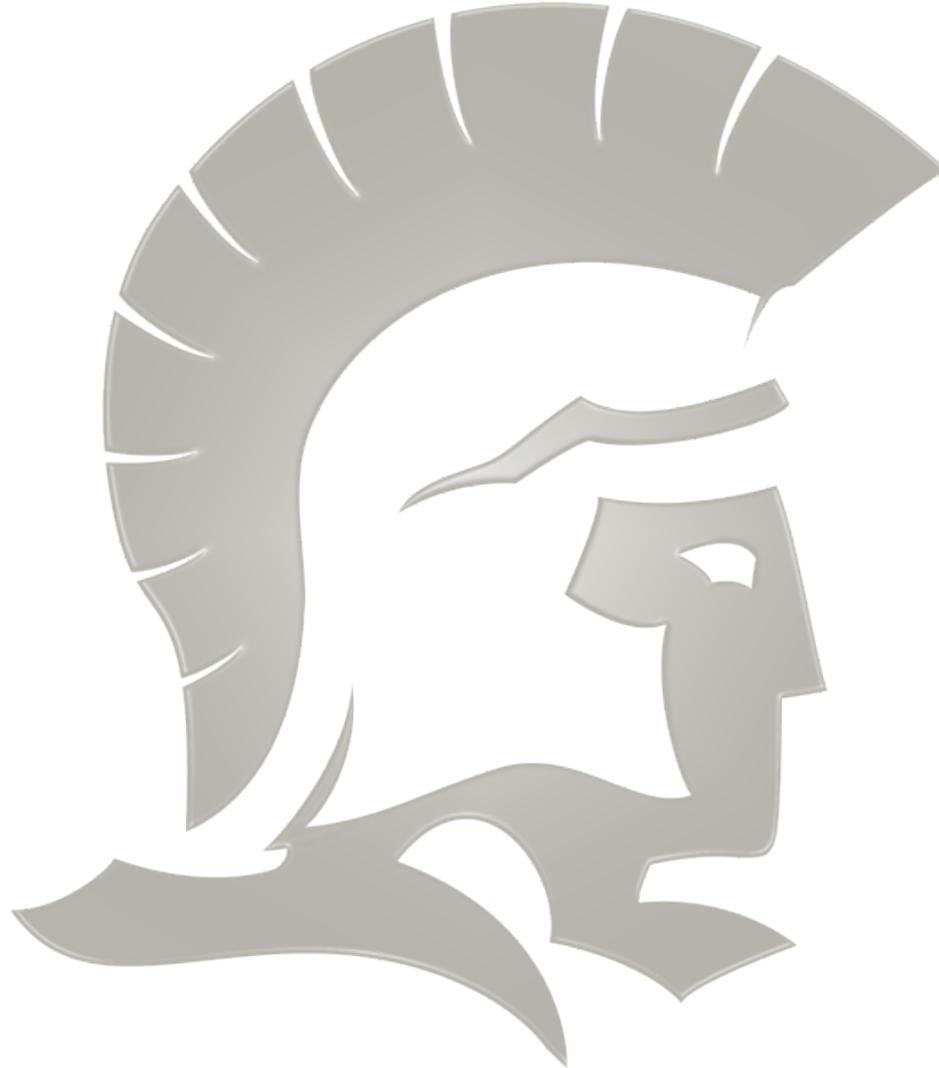
FY2019 E-rate Request for Proposal

Bid Analysis

	Base Bid - Unit		Base Bid - Cos		Per Unit (10yr Support)	
Option 2 UPS	1	1	6,734.59	5,262.63	6,734.59	5,262.63
Subtotal			36,613.95	16,156.89	9,158.35	8,075.46
20% of subtotal			7,322.79	3,231.38	1,831.67	1,615.09
20% of Subtotal + License			8,724.79	5,695.38	1,901.77	1,988.43
Colt						
Access Points	40	22	20,338.56	6,178.26	508.46	280.83
Licensing	40	22	1,402.00	2,464.00	70.10	373.33
Cabling	40		2,257.03	-	56.43	-
Installation	40	22	5,564.00	2,288.00	139.10	104.00
Colt Total			29,561.59	10,930.26	774.09	758.16
Total Minus Licensing			28,159.59	8,466.26	703.99	384.83
Option 1 Switches	1	1	1,719.77	2,428.00	1,719.77	2,428.00
Option 2 UPS	1	1	9,575.24	6,684.74	9,575.24	6,684.74
Subtotal			39,454.60	17,579.00	11,999.00	9,497.57
20% of subtotal			7,890.92	3,515.80	2,399.80	1,899.51
20% of Subtotal + License			9,292.92	5,979.80	2,469.90	2,272.85
Subtotal						
Other Items Total	315	186		7,690.63		
Total Base Bid			324,017.12	175,706.72	50,037.23	43,918.50
20& District + Licensing Total			73,636.02	51,806.94	10,343.93	10,575.70

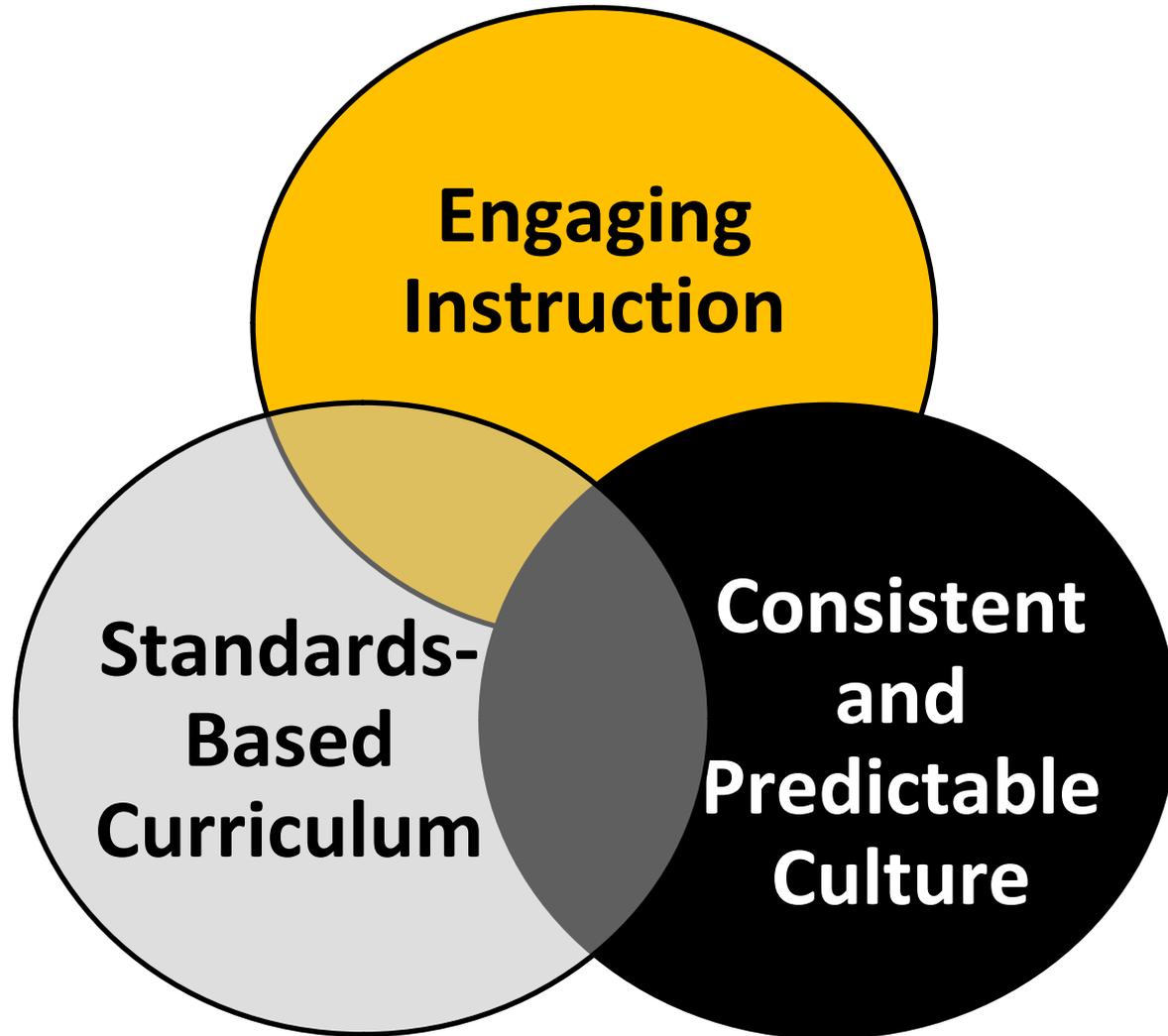
WHS Program of Studies

2019-2020





Start with “Why”





Start with “Why”

- ✓ Courses that appeal to our students
- ✓ Courses that align to Post-Secondary goals
- ✓ Increase rigor



New Courses

- ✓ Personal Finance 2
- ✓ Computer Science 1 & 2
- ✓ Introduction to Robotics
- ✓ Conspiracy Theories in History and Literature
- ✓ AP Statistics
- ✓ Race and Ethnic Studies of US History
- ✓ Projects in Action in Government and Economics (PAGE)



Graduation Requirements

'12-'13:

6 Period Day

23 Grad Credits Required

- 18 MMC Credits

- 5 Elective Credits

Class of 2013:

23 credits / 24 opportunities (96%)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective



Graduation Requirements

'13-'14:

7 Period Day

23 credits

Class of 2014:

23 credits/ 25 opportunities (92%)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
			Elective



Graduation Requirements

Class of 2015: 23 credits /26 opportunities (88%)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
		Elective	Elective



Graduation Requirements

Class of 2015: 23 credits /27 opportunities (85%)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
	Elective	Elective	Elective



Graduation Requirements

Class of 2017 and beyond 23 credits / 28 opportunities (82%)
(3 graduating classes)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
Elective/PRIDE	Elective/PRIDE	Elective/PRIDE	Elective/PRIDE



Graduation Requirements

School	Grad Requirements	Opportunities	Percentage
DeWitt	31	32	97%
Grand Ledge	57	60	95%
Haslett	22	24	92%
East Lansing	22	24	92%
Okemos	22	24	92%
Williamston	22	24	92%
Holt	22	24	92%
Mason	27.5	30	92%
Waverly	23	28	82%
Lansing	22	28	79%



Graduation Requirements

1. Change PRIDE Period credit to $\frac{1}{4}$ per semester = '19-'20
2. Change in Grad Requirements = Class of 2023
(Incoming 8th Grade)

Proposed: 24 Credits to Graduate

- ✓ 18 MMC Credits
- ✓ 4 Electives
- ✓ 2 PRIDE Credits

= **24 Credits/ 26 Opportunities** -> **92%**



Graduation Requirements

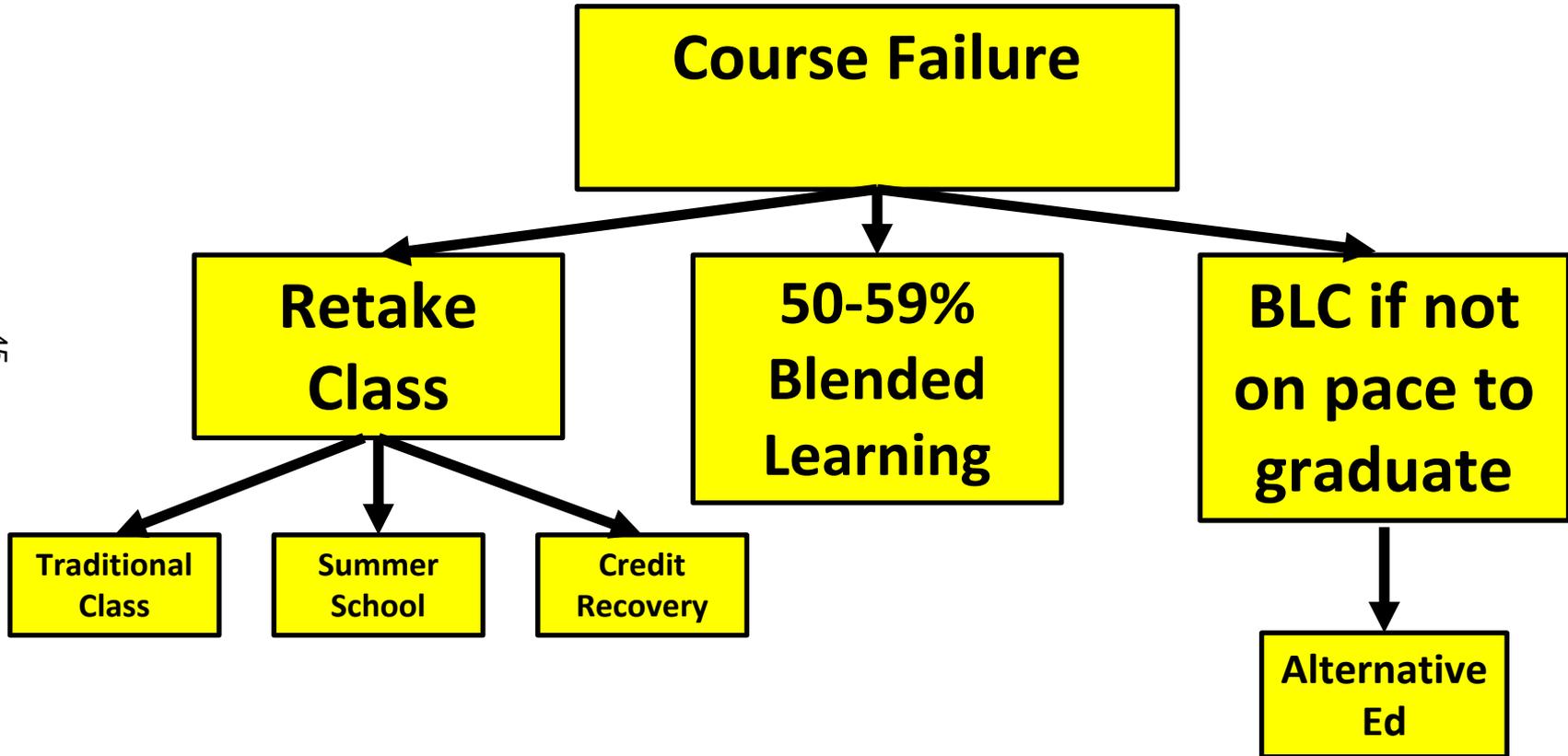
Class of 2023 and Beyond

- ✓ 18 MMC Credits
- ✓ 4 Elective Credits
- ✓ 2 PRIDE Period credits (1/4 per semester)

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (.5)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)



Course Repeats





Impact of PRIDE Credit

Class of 2020:

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (Elective)	PRIDE (Elective)	PRIDE (Elective)	PRIDE (.5)

*No additional Credits needed
unless student is >4.5 credits
deficient*



Impact of PRIDE Credit

Class of 2021:

9 th	10 th	11 th	12 th	
Math	Math	Math	Math	
English	English	English	English	
Science	Science	Science	Elective	Elective
Social Studies	Social Studies	Social Studies	Elective	
WL	WL	Elective	Elective	
PE/Health	VP	Elective	Elective	
PRIDE (Elective)	PRIDE (Elective)	PRIDE (.5)	PRIDE (.5)	

*Will need to earn ½ additional Credit
Only a problem for students >4 credits
deficient*



Graduation Requirements

Class of 2022:

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (Elective)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)

*Will need to earn 1 additional Credit
Only a problem for students >3.5 credits
deficient*



Graduation Requirements

Class of 2023 and Beyond...

9 th	10 th	11 th	12 th
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (.5)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)



Next Steps...

- ✓ For BOE Consideration (Jan/Feb)
- ✓ Policy 5460 Associated with Graduation Requirements
- ✓ See you next month!

Meanwhile...

Schedule had begun assuming new courses would be approved.

Will remove from course selections if that is not the case.

2019-20

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 Brokstad
Tonya Droessler
Kristen Gazley



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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.



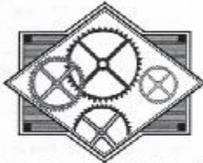
Arts & Communications



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

In accordance with WCS Board Policy 5460

Classes of 2020, 2021, & 2022	Classes of 2023 and beyond
<p>23 Credits required for Graduation</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 5 from Elective offerings (including PRIDE) ✓ Take Michigan Merit Exam 	<p>24 Credits required for Graduation</p> <ul style="list-style-type: none"> ✓ 18 from the Michigan Merit Curriculum ✓ 4 from Elective offerings ✓ 2 from PRIDE Period ✓ Take Michigan Merit Exam

The Michigan Merit Curriculum- 18 Credits

The Michigan Merit Curriculum (MMC) requires students to obtain a minimum of 18 credits 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. 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.

ENGLISH LANGUAGE ARTS 4 Credits

English Language Arts 9 English Language Arts 10	English Language Arts 11 English Language Arts 12
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MODIFICATIONS:

-only available to students with IEPs

MATHEMATICS 4 Credits

Algebra I Geometry	Algebra II One math course in final year of high school
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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 One additional science credit	Physics or Chemistry
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MODIFICATIONS:

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

-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
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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

PHYSICAL EDUCATION & HEALTH (.5 Credits each)

1 Credit

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

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

LANGUAGE OTHER THAN ENGLISH

2 Credits

Spanish

French

American Sign Language

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

ONLINE LEARNING EXPERIENCE

Course or integrated into the students' learning experience

Elective Offerings– 5 or 4 Credits*

In addition to the Michigan Merit Curriculum, Waverly Community Schools seeks to offer students a well-rounded educational experience and prompt students to explore areas of interest. A variety of elective credits are available from each curricular department at WHS. **Credit for PRIDE shall be included as an Elective Credit for the classes of 2020, 2021, and 2022.**

***Class of 2020, 2021, & 2022:** must earn 5 Elective Credits (including PRIDE)

***Class of 2023 and beyond:** must earn 4 Elective Credits (not including PRIDE)

PRIDE Period – 2 Credits (Class of 2023 and beyond)

PRIDE Period provides students the opportunity to pursue academic opportunities for support, acceleration, and enrichment. Beginning with the 2019-2020 school year PRIDE shall be a quarter-credit class per semester. **Students in the classes of 2023 and beyond must earn 2 PRIDE credits.** If credit is not earned for PRIDE Period, a student may exchange a successfully completed Elective course to meet this requirement.

Testing Out: Michigan Law for Testing Out of Courses

According to 380.1278(a) (4) (a) of the Michigan School Code, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State or on the assessment developed or selected for the subject area by the State or if the student earns a qualifying score as determined by the District on one of more assessments developed or selected by the school district that measures a students' understanding for the subject area content expectations or guidelines that apply to the credit. A qualifying score shall be 77% or greater on the assessment and/or performance task developed by the department to measure the cumulative standards of the course. Students requesting the opportunity to test-out must make their request by June 1st. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

Personal Curriculum

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

Requesting a Personal Curriculum

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

Personal Curriculum Modifications

Please visit this link for the latest information regarding PC modifications:

http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf

Course Descriptions

Art Education

Art Department Objectives

To help each student understand the creative process.

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

Art 1

Elective 1 Semester

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

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

Art 2-D

Elective 1 Semester

Recommended: *Art-1 or Department Approval*

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art 1. 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 1. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper mache', metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

Art-Advanced

Elective 1 Semester

Recommended: *Art-1 and one of the following-Art 2-D, Art 3-D, Photography (min. B-) and Department Approval*

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

Art History

Elective 1 Semester

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

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

Art-Portfolio

Elective 1 Semester

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

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

Photography

Elective 1 Semester

Recommended: 11th & 12 Grade

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

Career and Technical Education

Accounting 1

Elective 1 Semester

This course includes the fundamental principles of accounting, such as double-entry accounting, cash, expenses, revenue. It also involves financial statements such as balance sheets and income statements. The emphasis of this course will be to understand the accounting cycle for a small, sole-proprietorship. ***This course qualifies as a 4th year math credit option**

Accounting 2

Elective 1

Semester

Recommended: Accounting 1

This course expands upon already established principles of Accounting 1. The student will complete an accounting cycle for a retail business. As a result, terms such as 'merchandise' and 'inventory' are introduced and incorporated. Accounting concepts which were previously introduced are also reinforced and reviewed.

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

Personal Finance 1

Elective 1 Semester

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

This course focuses on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included. ***This course qualifies as a 4th year math credit option**

Computer Science 1

Elective 1 Semester

Based on the "Computer Science Discoveries" curriculum from Code.org, Computer Science 1 takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data.

Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

Computer Science 2

Elective 1 Semester

Recommended: *Computer Science 1 or Instructor Approval*

Based on the "Computer Science Principles" curriculum from Code.org, Computer Science 2 introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computer Science 2 complements Computer Science 1 with a deeper focus on concepts such as how the internet works and the societal impacts of computer science. The course works for beginners and students with experience in our other courses.

Computer Media

Elective 1 Semester

Recommended: *Grades 10th-12th*

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

Broadcasting

Elective 1 Semester

Recommended: *Computer Media and Instructor Approval*

Students may enroll in this course as a continuation of Computer Media 101 and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Computer Media 101. ****This course qualifies as a 4th year math credit option***

Digital Filmmaking

Elective 1 Semester

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

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.)

LINKS/Peer to Peer

Elective 1 Semester

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

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

Work Experience

Elective 1 Semester

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

Student Requirements:

- Updated Educational Development Plan (EDP) with career goals indicated.

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

Online Learning/Late Arrival/Early Dismissal

Elective 1 Semester

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

English

English Lab

Elective 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*

Honors English 12 will offer some of the best reading available today. The list includes classics like Fitzgerald's *The Great Gatsby* and William's *A Streetcar Named Desire*. The course will focus on several different genres, including novels, biographies, dramas, short stories, essays, and poetry. 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.

Conspiracy Theories in History and Literature

Elective 1 Semester

This course will examine conspiracy theories throughout history, including, but not limited to, the JFK Assassination, Area 51, the Lincoln Assassination, the 9/11 World Trade Center attack, and those contained in the novel The DaVinci Code. Students will read and analyze these theories and either de-bunk or confirm them. Students will regularly be asked to respond in writing to clarify their thoughts and ideas and will also work in groups to discover new theories and to offer explanations for them with the use of presentation software.

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.

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 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

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) Statistics

1 Year

Recommended: Honors Algebra II or Algebra II

This year-long course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It's intended for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning

ability. The main conceptual themes are exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study). Anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Students are expected to take the Advanced Placement exam in May. Successful completion of this exam may result in a credit for a one-semester introductory college statistics course.

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

Elective 1 Year

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.

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. **This class covers the Michigan Merit Curriculum Standards and may be used toward a student's Physical Education graduation requirement.**

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 (Physics/Chemistry)

1 Year

Grade Level: 9th

Prerequisite: Concurrently enrolled in Algebra 1

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

Biology with Earth Science

1 Year

Grade Level: 10th

Prerequisite: Adequate progress in Physical Science

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

Earth, Atmosphere, and Space Science

1 Year

Grade Level: 11th

Prerequisite: Adequate progress in Biology

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

Chemistry with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Chemistry. In addition to an introduction to scientific instruments and methods, the course includes the structure of matter, chemical bonding, chemical reactions, and acids and bases. This course focuses primarily on concepts. However, some basic algebra is required. Students should be able to solve equations such as $D = m/V$ for any of the variables. This class will also draw connections to basic Earth systems.

Honors Chemistry

1 Year

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

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

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

Physics with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

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

Honors Physics

1 Year

Grade Level: 11th or 12th

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

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

Advanced Placement (AP) Chemistry

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and concurrently in Algebra II

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

Advanced Placement (AP) Biology

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and/or Physics

This course is designed to be the equivalent of a university level first-year general biology course. The student will be encouraged, but not required, to take the Advanced Placement exam in May administered by the College Board. Upon passing, college credit may be awarded for the first year of college biology. The student may be placed in an advanced course upon entering college.

Principles of Geology and Meteorology

Elective 1 Year

Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry and/or Physics

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

Severe weather; Cloud formation; Adiabatic cooling and adiabatic temperature changes; Thermodynamics; Carbon cycle; Fluid Dynamics; El Nino and La Nina; Seawater density and salinity; Oceanic currents and layering; and Climate change. The student with a strong interest in these subjects or in exploring careers in one of the earth sciences, as well as students who wants to broaden their science education should consider this course.

Human Anatomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This course looks at the basic biological concepts of structure and function of the human body. A look into the body systems, such as cardiovascular, respiratory nervous, digestive, muscular and skeletal, integumentary, immune, urinary, reproductive, and endocrine will be explored.

Environmental Science

Elective 1 Semester

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

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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

Botany (with Ethnobotany Emphasis)

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. This course will also introduce students to the origins of many of the plants and plant products that are an important part of everyday life, and the ways that the development of different cultures has been influenced by plants throughout history. Topics covered include basic plant morphology, origins of major agricultural crops, economically important plant products, and medicinal and poisonous plants.

Introduction to Robotics

Elective 1 Semester

Grade Level: 11th or 12th

This course will focus on the basics of robotics and technology. Students will work in teams to design, construct, and program robots to complete in assigned tasks. Basic design skills, construction techniques, and programming are helpful but not required.

Social Studies

U.S. History/Geography

1 Year

Recommended: Department Recommendation

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

Honors U.S. History/Geography

1 Year

Prerequisite: Department Approval and 9th Grade standing

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

World History/Geography

1 Year

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

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

Honors World History/Geography

1 Year

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

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

US Government

1 Semester

Recommended: U.S. History/Geography and at least one Semester of World History/ Geography

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

Honors Government is a course designed for students in the 11th grade. The goal of the government course is for student to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities. This course will require advanced reading, writing, discussion and critical thinking skills.

Economics

1 Semester

Recommended: U.S. History/Geography and World History/Geography

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

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

Elective 1 Year

Grade Level: 11th or 12th

Recommended: Honors U.S. History/Geography

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

History of Your Life: 21st Century History

Elective 1 Semester

Recommended: Grade 9, 10

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

History Through Film (US and World)

Elective 1 Semester

Recommended: Grade 9, 10

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

Global Studies

Elective 1 Semester

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

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.

Race and Ethnic Studies of US History

Elective 1 Semester

Race and Ethnic Studies examines US History from multiple perspectives to arrive at a plural and multicultural understanding of US society. It introduces students to core concepts and methods used in the study of race and ethnic relations in the United States.

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.

Projects in Action in Government and Economics (PAGE)

Elective 1 Year

Recommended: Government and Economics

For students who have an interest in the functions of state government, this program is an experiential learning offering. Students will meet in the classroom setting under the direction of their Waverly High School instructor while at the same time participate in a hybrid internship program 2 days a week in downtown Lansing. **This course may run more than one class period per day.**

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 (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 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 19 career 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 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 - 16 WTC programs have college credit partnerships upon successful completion

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

Elective 1-2 Years

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. 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
Fashion Design
Heavy Equipment Operation
Heavy Equipment Repair

The Early College

The Early College at Lansing Community College is a three-year program for students entering grade 11 in the fall semester. The program has a STEM focus, a basis in science, technology, engineering and mathematics, with an emphasis on problem-based learning and inquiry. These fields prepare students for a wide range of careers and provide a solid foundation for many four-year college majors. Students begin their experience by taking core high school classes as well as participating in extensive success skill training in order to be prepared for the rigors of a college curriculum. In the middle of their first semester, students may become eligible to be credentialed for taking college classes to obtain at least 60 transferrable college credits or a minimum of 30 credits in a certificate program. Students also receive extensive career readiness and exploration learning experiences.

Students electing TEC graduate one year after their cohort. As this is the case TEC students forego being included in class rankings and other honors such as “Top Ten” as TEC presents its own honors program. TEC students may participate in Commencement with their cohort although they will not receive their diploma until all graduation requirements are completed through the TEC program.

Interdepartmental Courses

Test Prep 10/11

Elective 1 Semester

Prerequisite: Grades 10th or 11th

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

Waverly Alternative Education

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

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

Credit Recovery

Elective 1 Semester

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

Independent Study

Elective 1 Semester

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

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

English as a Second Language

Elective 1 Semester

Prerequisite: *Limited English Proficiency (LEP)*

An independent study, individually designed for students whose native language is not English, and who have limited English proficiency (LEP). This will serve students who are at risk of not succeeding in other classes due to lack of language skills. This course is carried on in a small, seminar setting.

Class sizes are approximately two to ten students. Grades are based on an A-F system. This course may be repeated.

Blended Learning

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. 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.

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. Edgenuity classes do not qualify toward Top Ten status.

Waverly High School Mission Statement

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

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

Waverly Community Schools Mission Statement

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

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

in partnership with the family and our diverse community.

Notice Regarding Non-Discrimination Policy

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

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

High School Title IX 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 28, 2019**

Report #18-44

FOR ACTION

Subject: Extended Field Trip

The Superintendent recommends the Board of Education approve an extended field trip to Chicago, Illinois. This trip will take place on April 25, 2019 – April 27th, 2019 and will allow the students in the H.S. Spanish Honor Society as well as the students in Latinos Unidos to learn more about Spanish/Latino language and culture.

This will include 10-25 students in grades 10 thru 12 at a cost of \$650.00 and will be paid for using student funds and/or SHS/LU Fundraising.

The staff member in charge will be Renee Gutierrez, H.S. Spanish Teacher who has done other trips in the past. An additional staff member, Jennie Galasso will also be going.

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Support
 4/25/19

Type of Trip Spanish Immersion Trip
 Proposed Departure Date 4/25/19 Return Date 4/27/19
 Proposer Renée Gutiérrez Position H.S. Spanish teacher
 Date by which response is needed asap Proposal Date 12/10/18

A. Purpose

1. What is the major place to be visited or event to be attended?

Chicago, Illinois

- please see attached flyer

2. How is the trip related to the educational program of the District?

It is a Spanish Immersion trip. Our students will learn more about Spanish/Latino language and culture.

3. In what ways will the students benefit?

Please see answer to question #2.

4. In what ways will the District benefit?

" "

5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Students will fill out a survey upon completion of the trip.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?

H.S. Spanish Honor Society
 and

Latinos Unidos students

10th - 12th grade

B. Students and Staff (cont'd)

2. How many students in total?

10 - 25 students

3. How many students are currently experiencing academic problems?

Unknown

4. Which staff member will be in charge?

Renée Gutiérrez

5. What previous experience has the staff member had in conducting overnight or extended field trips?

Perú 2017 Costa Rica 2001
Spain/France 2018 I was a chaperone on these trips.

6. What other staff members will be going?

Jennie Galasso.

7. How many chaperones, in addition to staff members, will be going?

Unknown

8. What are their names and affiliations with the students?

Unknown

9. How many school days will be missed?

2

10. How will teachers be advised in advance that the students will be out of school?

I will email the teachers.

C. School Work

1. How will missed work be made up?

Each individual teacher will determine this.

2. What special assistance will be provided students with academic problems?

Unknown at this time

D. Itinerary

1. What is the destination?

Chicago, Illinois

2. What will be the mode of transportation? What liability insurance does the carrier have?

Chartered bus. \$50 million in general liability insurance that covers ~~the~~ school districts and teachers on tours, as well as \$1 million indemnity bond with the U.S. Tour Operators Association.

3. Where will the group be housed and fed?

hotel and restaurants
Fairfield Inn, Downtown Chicago

D. Itinerary (cont'd)

4. What enroute or supplementary activities are planned?

none

5. What arrangements have been made for dealing with emergency situations?

24 Hour Duty Officer System, Emergency Contact Info,
6. If tour guides are involved, what liability insurance do they carry?
Please see question #2, Professional Tour Manager

E. Finances

1. What is the estimated total cost and cost per student?

\$650

2. What is the source of funds?

student funds
SAS/LU fundraising

3. How will the funds be collected and safeguarded?

Students will pay the tour company directly.

4. How will any shortfall be made up or excess funds used?

n/a

5. What provision has been made for students who are financially unable to pay any necessary costs?

none, refund by Jan. 1st 2019

Spanish on Location: Chicago

Apr 25 - Apr 27, 2019

Group Leader:

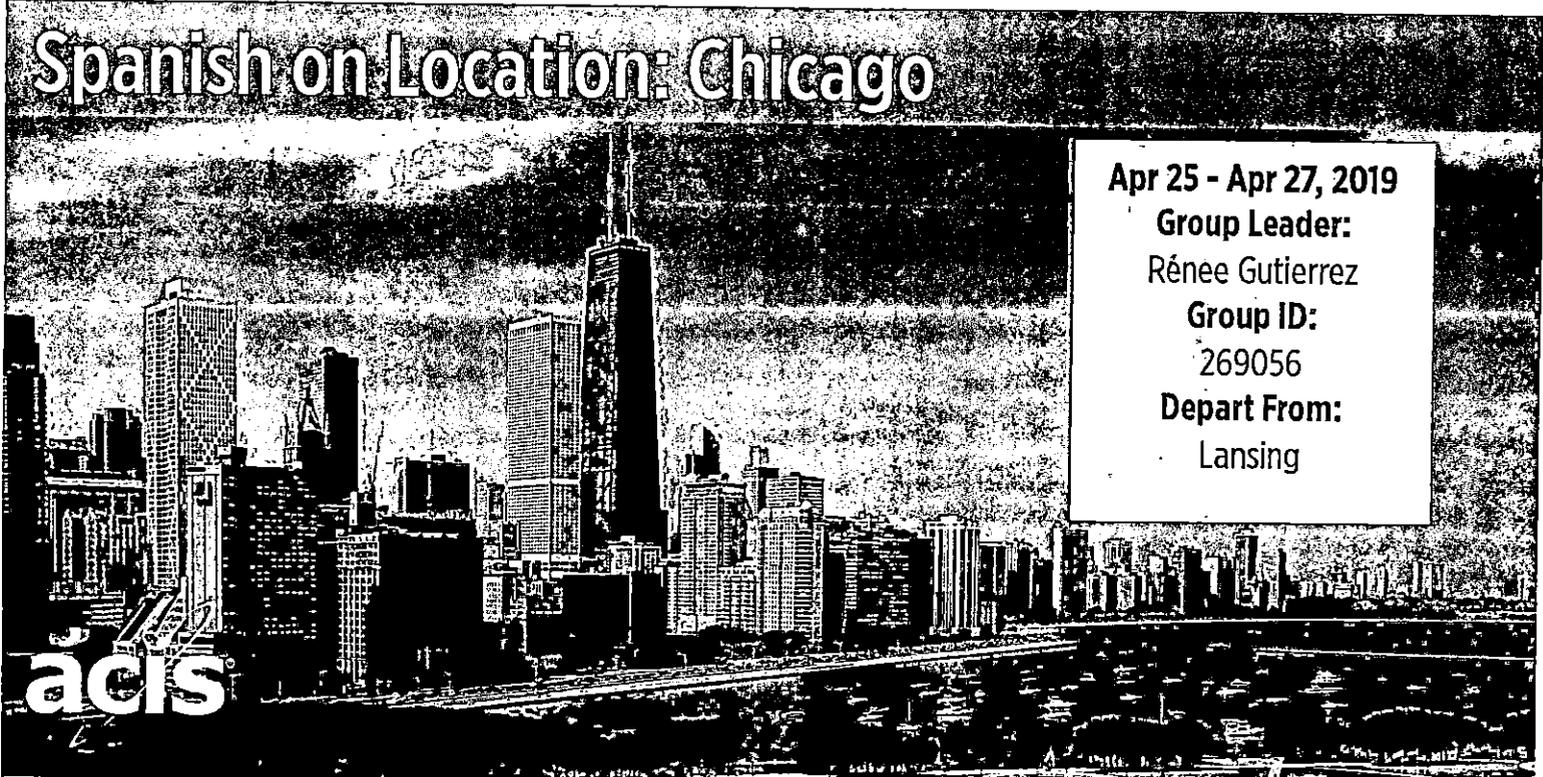
Rénee Gutierrez

Group ID:

269056

Depart From:

Lansing



acis

what's included

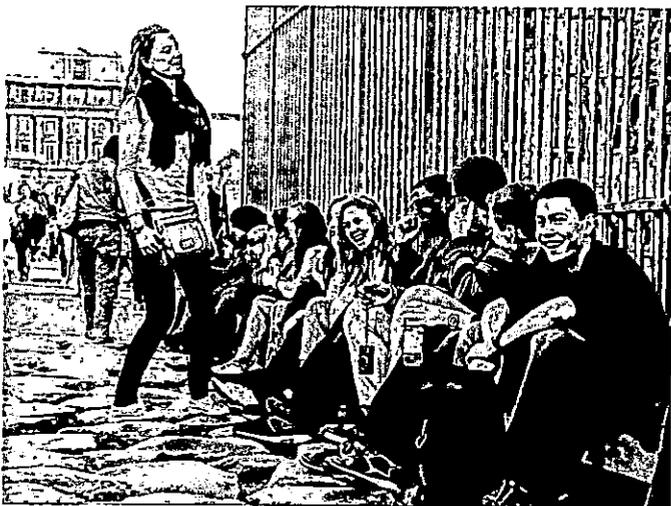
- ✓ Round-Trip Transportation
- ✓ 3- and 4-star quality hotels with quad occupancy
- ✓ Daytime Tour Manager (On-Call in Evening)
- ✓ Daily Breakfast and Dinner (unless otherwise noted)
- ✓ Overnight Security
- ✓ Basic Travel Protection
- ✓ Field Museum of Natural History
- ✓ Paella Cooking Lesson
- ✓ Navy Pier
- ✓ National Museum of Mexican Art
- ✓ Art Institute of Chicago
- ✓ John Hancock Observatory
- ✓ Shedd Aquarium
- ✓ Magnificent Mile

our promise

In educational travel, every moment matters. Pushing the experience from “good enough” to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens. *Travel changes lives.*

“Our tour guide was phenomenal; he went above and beyond my expectations. His knowledge of the area and the history behind it was most impressive.”

Matthew L. Participant



Travel Changes Lives

To learn more, we invite you to read our free ebook, "The Making of a Five-Star Future."
<http://pages.acis.com/ebook>



Can travel make a difference in students' futures? It certainly can and does every single day. In fact, we surveyed 930 former ACIS travelers to see how their tours abroad as young adults influenced their choices in education and paved a way for future careers. Many of them credit travel as a defining moment in their adolescence, and below is a recap of our findings.

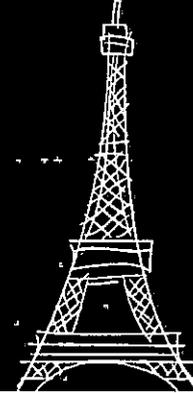
education



81%
of those that traveled in middle school or high school continued their studies at the college level compared to the national average of 68%.

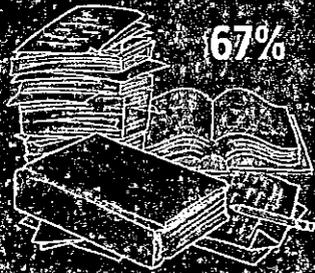


of travelers who went on to college said their travel experience influenced their field of study.



57%
of respondents were motivated to study abroad during college.

language skills



67%

of students continued to study foreign language in college.



of ACIS travelers say they speak one foreign language fairly well compared with 18% of the American population.



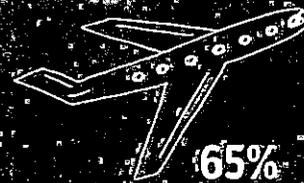
personal development



94% felt more independent after their trip.

78% saw an increase in their problem solving skills.

92% noted improvement in their interpersonal skills.



65%

have traveled overseas again since their ACIS trip.

Get Started Today

ONLINE:

Find Your Trip at: www.acis.com

Enter your Group Leader's ID & Last Name (on page 1) under Find Your Trip. Click Register Now on your Trip Site when you're ready to sign up.

MAIL:

If you prefer, send your completed registration form to:

ACIS
343 Congress Street Suite 3100
Boston, MA 02210

QUESTIONS?

Give client services a ring at:
877-795-0813 or
email: accounts@acis.com

trip itinerary - 3 days

Apr 25, 2019: Chicago

Arrive in Chicago (Mexico City's sister city), and meet your ACIS Tour Manager at your hotel.

- Begin your visit with lunch on your own at the Field Museum of Natural History then tour its Ancient Americas Exhibit.
- End your day with a four-course dinner and a real jousting tournament in the replica Spanish castle of Count Don Raimundo II at Medieval Times.

Apr 26, 2019: Chicago

After breakfast, immerse yourself in Spanish culture in the heart of Chicago.

- Guided visit at the National Museum of Mexican Art, the largest Latino arts institution in the United States.
- Lunch on your own along the Magnificent Mile.
- Pause at the stainless steel sculpture Cloud Gate (nicknamed the bean) in Millennium Park.
- Then view the works of the Spanish Masters at the Art Institute of Chicago.
- Enjoy dinner and a memorable evening of cultural immersion at an authentic rancho-style Colombian restaurant.
- After dinner, transfer to the John Hancock Observatory for a panoramic view of the lakefront and the Chicago skyline. (B,D)

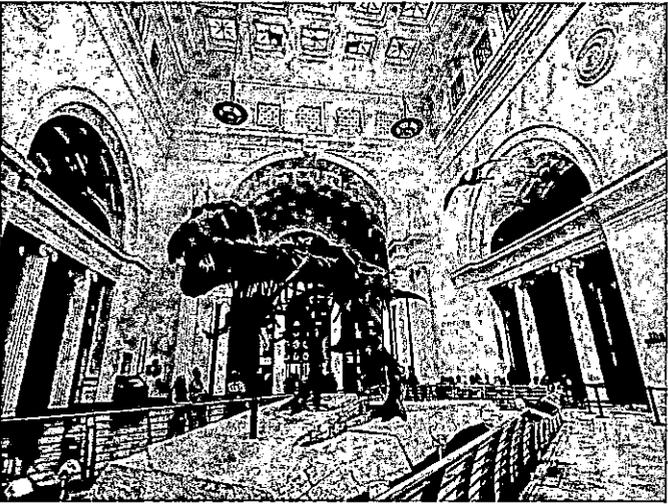
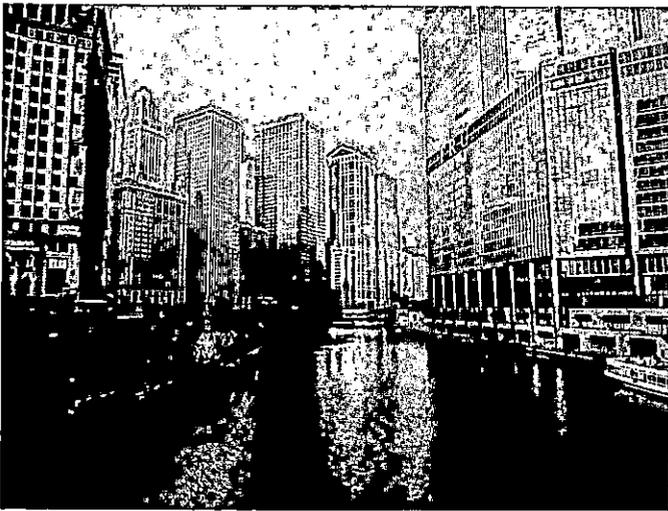
Apr 27, 2019: Departure

After breakfast, pack your bags and check out of the hotel.

- Visit the Shedd Aquarium in Chicago's Museum Campus.
- Have lunch on your own.
- Depart for home. (B)

This is a preliminary itinerary for your group.





tour cost

Participant Fees

Program Fee	\$650
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Total Participant Fees ²	\$650
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² Valid through 12/01/18 with \$200 deposit.

Additional Fees (as applicable)

Adult Surcharge	\$30
Single Room Supplement	\$190
Double Room Supplement	\$90
Comprehensive Protection Plan	\$45

notes from acis

- All registered participants can enjoy the convenience, security and savings of having payments automatically withdrawn from a checking account by enrolling in an Automatic Payments plan. To learn more, visit www.acis.com/autopay
- Adult travelers age 24 and older should add in the Adult Surcharge and Double or Single Room Supplement to calculate their Total Participant Fees.
- Pricing based on quad rooming for participants
- Tipping for Tour Manager and Bus Driver is not included
- This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.

The Most Recommended
Educational Travel Company!



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