



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

Waverly Community Schools

Regular Meeting

Monday, February 10, 2020 6:30 PM

Agenda of Regular Meeting

The Board of Education Waverly Community Schools

A Regular Meeting of the Board of Education of Waverly Community Schools will be held February 10, 2020, beginning at 6:30 PM in the Board Room, 515 Snow Road, Lansing, MI.

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

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

- I. Call to Order and Pledge to the Flag - President Mary Ann Martin
- II. Correspondence
- III. Board Member Comment
- IV. Adoption of Agenda
- V. ***Approval of Minutes 3
- VI. Presentation of Reports
 - A. Personnel & Policy
 - 1. ***Recommendation to approve - Report #19-41, Personnel Report 10
 - B. Finance & Facilities
 - 1. ***Recommendation to approve - Report #19-42, Finance Report 11
 - 2. Budget Amendment Resolution - Report #19-43 19
 - C. Teaching & Learning
 - 1. Recommendation to approve WHS Program of Studies - Report #19-44 28
- VII. Superintendent's Report
- VIII. Public Comment - Open Comment for District related items
- IX. Other Board Business
 - A. Closed Session - Personnel Issue
- X. Adjournment
- XI. *** Denotes Consent Agenda

Minutes of Organizational Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The Organizational meeting of the Waverly Community Schools Board of Education was held Monday, January 13, 2020, in the Professional Development Rm. (No heat in the Board Room) of the Waverly Administrative Center, 515 Snow Rd., Lansing, MI. The meeting was called to order at 6:30 PM by Board President, Mary Ann Martin and the pledge to the flag was led by: Tiffany Wright.

Members Present: Mrs. Mary Ann Martin, President
Mrs. Amy Krause, Secretary
Mrs. Melissa Sherry, Vice Secretary-Treasurer
Mrs. Alicia Guevara Warren, Trustee
Mr. Chris Beasley, Trustee
Mrs. Holly Nester, Vice President
Mrs. Rhonda Sosnowski, Treasurer

Members Absent:

Staff Present: Mrs. Kelly Blake, Superintendent
Mrs. Tiffany Wright, Director of Spec. Education
Dr. Lara Slee, Director of Teaching & Learning
Mrs. Patty Roost, Secretary
Mr. Mike Moreno, Principal WMS
Mr. Tim Lyman, Principal, Winans
Ms. Molly Francis, Principal Elmwood
Mr. Todd Simon

Correspondence:

Member Krause reported that there was none.

Special Presentation – School Board Recognition Month

Superintendent Blake read a statement about School Boards and what they do for a district. They all received a certificate and a token gift.

Public Comment:

None

Board Member Comment:

Member Beasley – No Comment

Member Guevara Warren – Happy New Year! Member Guevara Warren went to the H.S. and helped with the blankets that Interact makes.

Member Sosnowski – No Comment

Member Nester – No Comment

President Martin – Went to the combined concert at the high school. Her favorite part was all musicians and vocalists playing and singing together.

Member Krause – No Comment

Adoption of Agenda

A motion was presented by Member Krause and supported by Member Sherry.

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 December 16, 2019 were approved as written.

******Personnel Report #19-39 – For Action***

The Board of Education approved the Personnel Report as written

Employment of:

Non-Certified: Melissa Thomas – Food Service - WMS

Resignation of:

Non Certified: Salome Preston – Athletic Secretary/Community Relations
Alicea Anderson – SE Paraprofessional East

Transfer of:

Non-Certified: Zack Gleason – from MS 2nd shift Custodian to MS 1st Shift Head Custodian
Katrina Hines – from Head Secretary, Colt – Registrar, Admin. Bldg.

Termination of:

Non-Certified: Jeanette Payne – Food Service – Winans
LaRae Griggs – Food Service – WHS
Ashley Lopez – Food Service – East

Retirement – Administration of:

Susan Friend – Director of Human Resources effective 6/30/2020

Motion passed. Vote Ayes - 7; Nays – 0

Election of Officers: - Report #19-37

Nominations were accepted for the position of Board President – Member Sherry nominated Member Martin, Member Nester supported the nomination and Member Martin accepted the nomination.

Nominations were accepted for the position of Board Vice President – Member Guevara Warren nominated Member Nester and Member Sosnowski supported the nomination. Member Nester accepted the nomination.

Nominations were accepted for the position of Board Secretary – Member Sosnowski nominated Member Krause and Member Martin supported the nomination. Member Krause accepted the nomination.

Nominations were accepted for the position of Board Treasurer – Member Sosnowski nominated Member Beasley and Member Nester supported the nomination. Member Beasley accepted the nomination.

Nominations were accepted for the position of Board Vice Sec./Treasurer – Member Sosnowski nominated Member Sherry and Member Martin supported the nomination. Member Sherry accepted the nomination.

Slate of Officers:

President – Mary Ann Martin

Vice President – Holly Nester

Secretary – Amy Krause

Treasurer – Chris Beasley

Vice Sec./Treasurer – Melissa Sherry

Member Krause made a motion and Member Sherry supported to accept the Slate of Officers as written.

Discussion – None

VOTE: Aays – 7 Nays – 0

Motion passed.

Board Pledge was read aloud by all of the members of the Board of Education in unison.

Board Member Appointments to Committees and as Reps. & Alternated – Report #19-38

Each Committee was ready off including prior members and members volunteered for the following:

Personnel & Policy Advisory Committee:

Holly Nester

Alicia Guevara Warren

Finance & Facilities Advisory Committee:

Melissa Sherry

Chris Beasley

Mary Ann Martin

Teaching & Learning Advisory Committee:

Holly Nester

Alicia Guevara Warren

Chris Beasley

Sinking Fund Advisory Committee

Melissa Sherry

Amy Krause

Holly Nester

MASB Delegate – Alicia Guevara Warren

MASB Alternate – Chris Beasley

MASB LRN Rep. – Amy Krause

MASB LRN Alternate – None

ISOA Rep. – Mary Ann Martin

ISOA Alternate – Holly Nester

Township Liaisons:

Delta/Lansing – Alicia Guevara Warren

Windsor/Watertown – Holly Nester

Parliamentarian – Holly Nester

*****Finance Report #19-40 – For Action**

The Board of Education approved the Finance Report as written.

Teaching & Learning – For Discussion – WHS Program of Studies for 2020-2021 – was presented at first reading by Principal Chris Huff.

Principal Huff talked about some new classes that they would like to add to the schedule and also discussed a change to the Top Ten Students. He asked that Board Members consider what he has proposed to them and they will vote at the next meeting in February. More than likely there will be two votes, one for the new classes and one for the change to the Top Ten Students.

Superintendent's Report:

- Superintendent Blake handed out pamphlets about the Spec. Ed. Headlee Restoration Millage vote that will take place on March 10, 2020. If you would like more information, please contact her.
- Superintendent Blake also handed out a flyer about the Elmwood Family Science Night on Wed. January 29th.
- Superintendent Blake went to Todd Simon's room at the high school the other day to see the artifacts that he had borrowed from the National WWII Museum for students to see.
- Negotiations are being held with WEA, that is why Evan & Susan are not here tonight.
- Wednesday night is WHS Solo and Ensemble concert.
- WHS has ½ days on Wed. & Thurs. this week because of exams.
- All Bldgs. will have a ½ day on Friday.
- Waverly Community Schools has given their sympathy to Haslett High School for the loss of their high school Principal. He passed away at a young age on Saturday.

Public Comment - None

Other Board Business – None

Meeting adjourned at 7:31 PM

***Denotes Consent Agenda

Respectfully submitted,



Amy Krause, Secretary

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Minutes of PD Meeting

The Board of Trustees Waverly Community Schools

Opening of Meeting

The PD meeting of the Waverly Community Schools Board of Education was held Thursday, January 30, 2020, in the downstairs PD Room of the Waverly Administrative Center, 515 Snow Rd., Lansing, MI. The meeting was called to order at 4:03 PM by Board President, Mary Ann Martin.

Members Present: Mrs. Mary Ann Martin, President
Mrs. Amy Krause, Secretary
Mrs. Alicia Guevara Warren, Trustee
Mr. Chris Beasley, Treasurer
Mrs. Holly Nester, Vice President
Mrs. Rhonda Sosnowski, Trustee

Members Absent: Mrs. Melissa Sherry, Vice Secretary-Treasurer

Staff Present: Mrs. Kelly Blake, Superintendent
Mr. Evan Nuffer, Director of Finance
Mrs. Susan Friend, Director of Human Resources
Dr. Lara Slee, Director of Teaching & Learning
Mrs. Patty Roost, Secretary
Mr. Chris Huff, WHS Principal

Others: Matt – TowerPinkster
- TowerPinkster
Jeff Atkins – Barton Malow
Paul Twig – Barton Malow

4:00 – 5:00 Session with architects from TowerPinkster and Barton Malow to discuss Facilities assessments and bond exploration. Binders were handed out to all Board Members.

5:00 – 5:15 Short break for food. The WEA, in celebration of Board of Education Month, provided everyone with dinner from DeLuca's, salad made by Becky McQuillan and cookies from Meijer. Thank you WEA!

5:15 – 6:00 Dr. Lara Slee did a presentation on What is "Great Instruction = Great Achievement". And the road map we are following for the next 5 years.

6:00 – 7:00

Mr. Chris Huff – Principal WHS – gave a presentation about his trip to Finland – what he learned, and what “global competencies” WHS has Implemented.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
February 10, 2020
Report #19-41**

Subject: Personnel Report***

A. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
Robert Herzing	High School English Teacher	BA+20 Step 4/\$48,136	01/27/2020
Laura Weber	MS & East Art Teacher	MA+30 Step 10/\$75,127	02/03/2020
Chris Laskos	School Psychologist 2020-21 School Year	MA+30 Step 9.5/\$73,013	08/10/2020
Miranda Oswald	Occupational Therapist 2020-21 School Yr	MA Step 1/\$41,883	08/10/2020

B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective</u>
John Humes	Food Service Lunch Aide East	\$12.02/hour	01/09/2020
Kimili Robertson	Food Service Helper HS	\$12.02/hour	01/21/2020
Richard Dethlefsen	Special Education Paraprofessional East	\$17.61/hour	01/21/2020

C. Resignation – Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Nadia Mathis	Special Education Teacher HS	Personal	02/07/2020

D. Resignation – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Tonia France	Food Service Lunch Aide East	Personal	01/13/2020

E. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
AmyLuzbetak	Food Service Asst Manager	Athletic Secretary	01/21/2020

F. Retirement – Certified

<u>Name</u>	<u>From Position</u>	<u>Reason</u>	<u>Effective</u>
Kim Bates	Speech & Language Pathologist MS/East	Personal	06/30/2020
Elizabeth Tembras-Gardner	Middle School Teacher	Personal	06/30/2020
Jennifer VanMeter-Vance	Middle School Teacher	Personal	06/30/2020

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 10, 2020
Report #19-42**

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended the following be approved:

Financial Report:

The cash balance as of December 31, 2019 was \$3,730,027.11. Receipts during January, consisting of State Aid, property taxes, and other revenues in the amount of \$3,814,360.18 minus disbursements during January of \$4,536,933.39, left the district with a General Fund cash balance, as of January 31, 2020, of \$3,007,453.90, including \$1,500,000.00 from the issuance of a State Aid Note.

2019-20 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$2,847,661. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2019-20 Student Activity Fund revenues exceed expenditures by \$12,931. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2019-20 Sinking Fund expenditures exceed revenues by \$341,303. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2019-20 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$85,252. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2019 Building and Site, Series III Bonds remaining to be allocated, including \$55,454 of accrued interest and proceeds from the sale of surplus equipment, is \$603,670. A summary of life to date activity is included in the supporting documentation

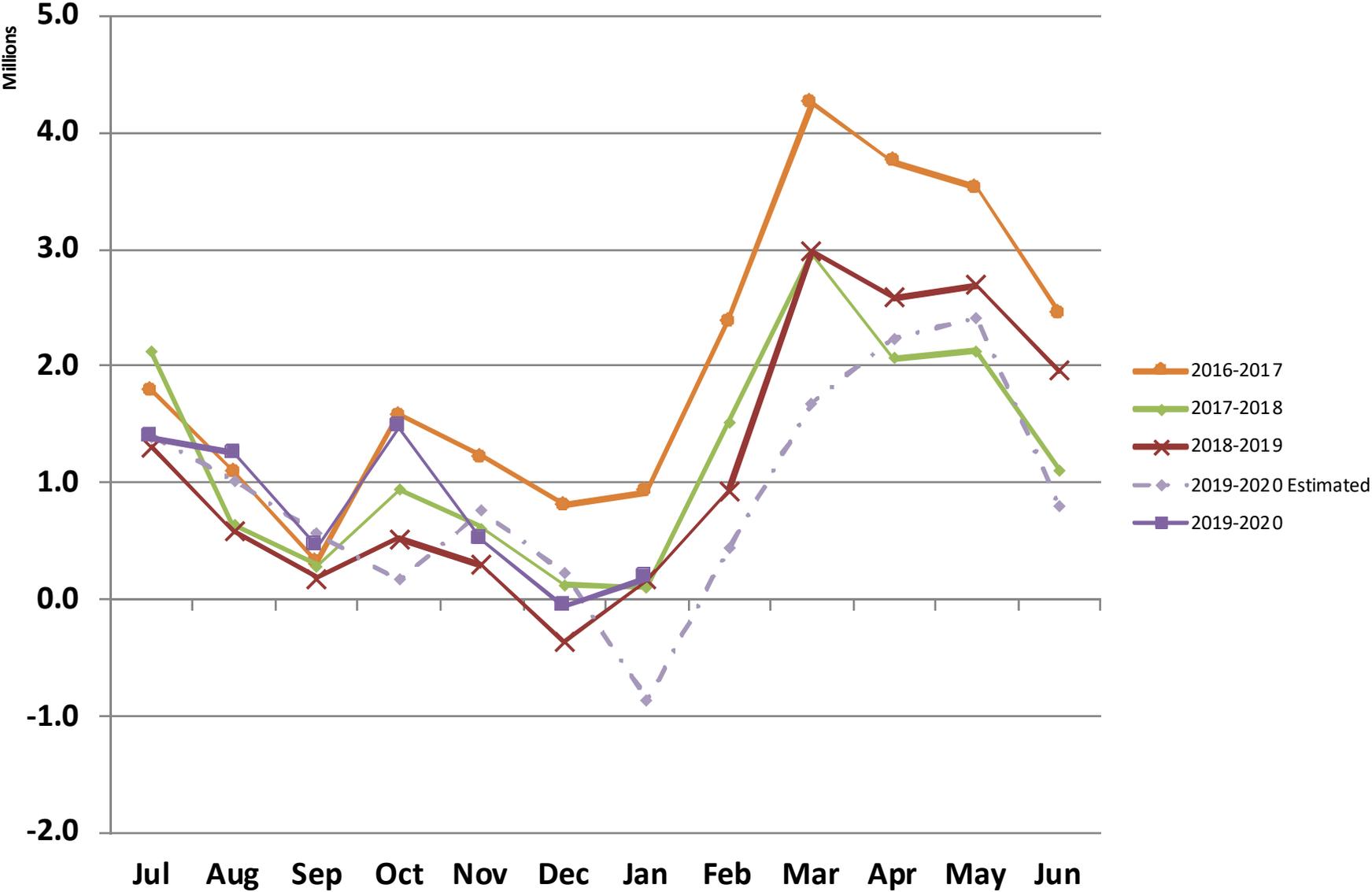
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended January 31, 2020

Balance on Hand December 31, 2019	3,730,027.11
Revenues	
State Aid	2,020,101.78
Taxes	612,387.13
Other Revenue	1,181,475.61
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>3,813,964.52</u>
Disbursements	
Payroll and Related Liabilities	(3,990,263.26)
Other Expenditures	(546,670.13)
State Aid Repayment	-
	<u>(4,536,933.39)</u>
Prior Month Adjustments During January 2020	395.66
Balance on Hand January 31, 2020	<u><u>3,007,453.90</u></u>
PNC Bank - General	2,922,736.13
MILAF	7,786.05
PNC Bank - Payroll	76,931.72
Comerica - Checking	-
	<u><u>3,007,453.90</u></u>
Difference	0.00

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



Waverly Community Schools
General Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2020

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,612,347	6,034,631	(3,577,716)	37.2%
State sources	22,933,423	8,372,369	(14,561,054)	63.5%
Federal sources	767,317	17,566	(749,751)	97.7%
Intergovernmental	3,253,576	1,503,117	(1,750,459)	53.8%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	36,656,663	15,927,682	(20,728,981)	56.5%
Expenditures				
Current:				
Instruction:				
Basic program	15,727,956	7,431,912	(8,296,045)	52.7%
Added needs	5,388,456	2,689,218	(2,699,239)	50.1%
Total instruction	21,116,412	10,121,129	(10,995,283)	52.1%
Support Services:				
Pupil	3,131,621	1,480,473	(1,651,148)	52.7%
Instructional staff	1,539,913	808,258	(731,655)	47.5%
General administration	497,428	283,772	(213,656)	43.0%
School administration	2,472,021	1,454,334	(1,017,687)	41.2%
Business	567,422	305,399	(262,023)	46.2%
Operations and maintenance	3,672,471	1,960,913	(1,711,558)	46.6%
Pupil transportation services	1,074,322	602,076	(472,246)	44.0%
Central	603,044	385,405	(217,639)	36.1%
Other	61,757	31,638	(30,119)	48.8%
Total support services	13,619,999	7,312,267	(6,307,732)	46.3%
Athletics	646,281	329,925	(316,356)	49.0%
Community services	23,950	19,783	(4,167)	17.4%
Non Publics	22,159	6,612	(15,547)	70.2%
Facility Acquisition	-	-	-	0.0%
Debt service:				
Principal	135,000	65,000	(70,000)	51.9%
Interest	9,050	4,850	(4,200)	46.4%
Capital outlay	273,219	221,318	(51,901)	19.0%
Payments to other public schools	1,334,467	694,458	(640,009)	48.0%
Total expenditures	37,180,537	18,775,343	(18,405,194)	49.5%
Excess of Revenue (Under)Over Expenditures	(523,874)	(2,847,661)	(2,323,786)	
Transfers Out	350,000	-	(350,000)	100.0%
Change in Fund Balance	(873,874)	(2,847,661)	(1,973,786)	
Favorable Expenditure Variance (1.5%)	557,708			
Projected Change in Fund Balance	(316,166)	(2,847,661)		
Fund Balance - Beginning of year	4,145,907			
Fund Balance - End of year	3,829,741			
	10.3%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2020

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	220,317	110,159	(110,159)	50.0%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	220,317	110,159	(110,159)	50.0%
Expenditures				
Student Activities	113,503	56,751	(56,751)	50.0%
Athletics	80,953	40,476	(40,476)	50.0%
Total expenditures	194,455	97,228	(97,228)	50.0%
Excess of Revenue (Under)Over Expenditures	25,862	12,931	(12,931)	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	25,862	12,931	(12,931)	
Fund Balance - Beginning of year	165,349	165,349		
Fund Balance - End of year	191,211	178,280		

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2020

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	835,436	580,568	(254,868)	30.5%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	835,436	580,568	(254,868)	30.5%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	11,117	11,117	0.0%
Architecture and Engineering Services	98,863	87,489	(11,374)	11.5%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	886,585	823,265	(63,320)	7.1%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	985,448	921,871	(63,576)	6.5%
Excess of Revenue (Under)Over Expenditures	(150,012)	(341,303)	(191,292)	
Transfers Out	-	-	-	
Net Change in Fund Balance	(150,012)	(341,303)	(191,292)	
Fund Balance - Beginning of year	923,000	923,000		
Fund Balance - End of year	772,989	581,697		

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended January 31, 2020

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	-	3,885	3,885	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	3,885	(346,115)	98.9%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	33,000	35,085	2,085	-6.3%
Support Services - Transportation	264,000	-	(264,000)	100.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	1,046	54,052	53,006	-5067.4%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	298,046	89,137	(208,910)	70.1%
Excess of Revenue (Under)Over Expenditures	51,954	(85,252)	(137,206)	
Transfers Out	-	-	-	
Net Change in Fund Balance	51,954	(85,252)	(137,206)	
Fund Balance - Beginning of year	585,673	585,673		
Fund Balance - End of year	637,627	500,421		

Waverly Community Schools
2019 Building and Site Bonds, Series III
Budget Summary
As of January 31, 2020

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	-	-	-	-
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	-	-	-	-
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	96,113	(96,113)
Wireless Network	-	-	-	-
Phone System	-	-	-	-
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	-	96,113	(96,113)
Technology Equipment - Owner PO				
Computers/Mobile Devices	901,471	204,828	-	696,643
Servers/Backend Systems	-	-	-	-
Printers	81,929	82,404	-	(475)
AV Equipment	-	7,109	-	(7,109)
Non-Instructional Equipment (from FFE)	-	12,751	23,179	(35,930)
Tech Equipment Owner PO Subtotal	983,400	307,093	23,179	653,128
District				
Loose Equipment (Furniture & Transportation)	-	-	-	-
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	13,600	22,400	-	(8,800)
Field General Conditions	-	-	-	-
Architect	-	-	-	-
Tech Design/Construction Mgr	-	-	-	-
District Subtotal	13,600	22,400	-	(8,800)
Totals	997,000	329,493	119,292	548,215

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 10, 2020
Report #19-43**

FOR ACTION

Subject:

Waverly Community Schools 2019-2020 Budget Amendment Resolutions

Recommendation:

The Superintendent recommends the Board of Education approve the following resolutions:

The 2019-20 General Fund Resolution with revenues/transfers-in of \$36,656,663 and expenditures/transfers-out of \$37,530,537

The 2019-20 Special Revenue Funds Resolution with revenues/transfers-in of \$2,443,938 and expenditures/transfers-out of \$2,665,785

Statement of Purpose:

The chief administrative officer is required to provide the school board such information as the board requires for proper consideration of the recommended budget. (MCL 141.434)

Budget Impact:

The projected General Fund balance as of June 30, 2020 is estimated at \$3,829,741, or 10.3% of current year operating expenditures.

The projected Community Services Fund balance as of June 30, 2020 is estimated at \$29,955, or 5.6% of current year operating expenditures.

The projected Food Service Fund balance as of June 30, 2020 is estimated at \$325,851, or 17.5% of current year operating expenditures.

The projected Student Activities Fund balance as of June 30, 2020 is estimated at \$144,187, or 79.5% of current year operating expenditures.

Historical Perspective:

The budget is amended as needed throughout the year in accordance with the Uniform Budgeting and Accounting Act.

Discussion of Options:

The Board may adopt the resolutions collectively, reject the resolutions collectively, or take action on each individual resolution separately.

Rationale for Recommendation:

In accordance with the Uniform Budgeting and Accounting Act, when revenues are going to be less than estimated or expenditures are going to be greater than estimated, the Superintendent is to make a recommendation to reduce expenditures or increase the amount of fund balance available to appropriate for current year expenditures.

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 life long learner, and contribute as a citizen of our global society.

**Waverly Community Schools
Budget Amendment - General Fund
February 10, 2020**

	Original Budget	Revised Budget	Difference (Revised - Original)
Revenue			
Local sources	9,587,085	9,612,347	25,262
State sources	23,059,260	22,933,423	(125,837)
Federal sources	749,258	767,317	18,059
Intergovernmental	2,866,968	3,253,576	386,608
Transfers In	90,000	90,000	-
Total revenue	36,352,571	36,656,663	304,092
Expenditures			
Current:			
Instruction:			
Basic program	15,974,610	15,727,956	(246,653)
Added needs	5,110,326	5,388,456	278,130
Total instruction	21,084,936	21,116,412	31,477
Support Services:			
Pupil	3,189,913	3,131,621	(58,292)
Instructional staff	1,548,112	1,539,913	(8,199)
General administration	485,408	497,428	12,020
School administration	2,416,439	2,472,021	55,582
Business	561,122	567,422	6,300
Operations and maintenance	3,708,160	3,672,471	(35,689)
Pupil transportation services	1,067,043	1,074,322	7,279
Central	562,355	603,044	40,689
Other	82,194	61,757	(20,437)
Total support services	13,620,746	13,619,999	(747)
Athletics	627,679	646,281	18,602
Community services	42,637	23,950	(18,687)
Non Publics	19,400	22,159	2,759
Facility Acquisition	-	-	-
Debt service:			
Principal	135,000	135,000	-
Interest	9,050	9,050	-
Capital outlay	275,219	273,219	(2,000)
Payments to other public schools	1,336,854	1,334,467	(2,387)
Total expenditures	37,151,521	37,180,537	29,017
Excess of Revenue (Under)Over Expenditures	(798,949)	(523,874)	275,075
Transfers Out	350,000	350,000	-
Net Change in Fund Balance	(1,148,949)	(873,874)	275,075
Favorable Expenditure Variance (1.5%)	557,273	557,708	435
Projected Change in Fund Balance	(591,676)	(316,166)	275,510
Fund Balance - Beginning of year	4,145,907	4,145,907	
Fund Balance - End of year	3,554,231	3,829,741	
	9.6%	10.3%	

Waverly Community Schools
Budget Amendment - Food Service Fund
February 10, 2020

	Original Budget	Revised Budget	Difference
Revenue			
Local sources	96,000	96,000	-
State sources	57,000	57,000	-
Federal sources	1,576,535	1,609,373	32,838
Transfers In	-	-	-
Total revenue	1,729,535	1,762,373	32,838
Expenditures			
Support Services:			
Business	32,538	34,824	2,286
Operations and maintenance	500	500	-
Food Services	1,399,426	1,527,779	128,353
Total support services	1,432,464	1,563,103	130,639
Capital outlay	89,789	238,893	149,104
Payments to other public schools	57,500	57,500	-
Total expenditures	1,579,753	1,859,496	279,743
Excess of Revenue (Under)Over Expenditures	149,782	(97,123)	(246,905)
Transfers Out	90,000	90,000	-
Net Change in Fund Balance	59,782	(187,123)	(246,905)
Fund Balance - Beginning of year	512,974	512,974	
Fund Balance - End of year	572,756	325,851	
	36.3%	17.5%	

Waverly Community Schools
Budget Amendment - Community Services Fund
February 10, 2020

	Original Budget	Revised Budget	Difference
Revenue			
Local sources	423,871	521,411	97,540
Transfers In	-	-	-
Total revenue	423,871	521,411	97,540
Expenditures			
Preschool Instruction	214,363	254,058	39,695
Community services	212,208	280,915	68,707
Total expenditures	426,571	534,973	108,402
Excess of Revenue (Under)Over Expenditures	(2,700)	(13,562)	(10,862)
Transfers Out	-	-	-
Net Change in Fund Balance	(2,700)	(13,562)	(10,862)
Fund Balance - Beginning of year	43,517	43,517	
Fund Balance - End of year	40,817	29,955	
	9.6%	5.6%	

Waverly Community Schools
Budget Amendment - Student Activities Fund
February 10, 2020

	Original Budget	Revised Budget	Difference
Revenue			
Local sources	-	160,154	160,154
Transfers In	-	-	-
Total revenue	-	160,154	160,154
Expenditures			
Support Service - Other	-	181,316	181,316
Community services	-	-	-
Total expenditures	-	181,316	181,316
Excess of Revenue (Under)Over Expenditures	-	(21,162)	(21,162)
Transfers Out	-	-	-
Net Change in Fund Balance	-	(21,162)	(21,162)
Fund Balance - Beginning of year	165,349	165,349	
Fund Balance - End of year	165,349	144,187	
	#DIV/0!	79.5%	

GENERAL FUND APPROPRIATIONS
Resolution for Adoption by
The Waverly Community Schools Board of Education

RESOLVED that this resolution shall be the General appropriations of Waverly Community Schools for the 2019-20 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Waverly Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the General Fund of the school district for fiscal year 2019-20 which includes 17.9946 operating mills to be levied on all property, except principal residence and other property exempted by law and 4.4692 supplemental (hold harmless) operating mills on all principal residences, qualified agricultural property, qualified forest property, industrial personal property and commercial personal property not otherwise exempted by law of ad valorem taxes to be used for operating purposes is as follows:

Revenue:

Local	\$9,612,347
State	22,933,423
Federal	767,317
Other Financing Sources	3,343,576
Total Revenue	\$36,656,663
Total Fund Balance, July 1 Available to Appropriate	\$4,145,907
Total Available to Appropriate	\$40,802,570

BE IT FURTHER RESOLVED, that \$37,530,537 of the total available to appropriate in the general fund is hereby appropriated in the amounts and for the purposes set forth below:

Expenditures:

Instruction	
Basic Programs	\$16,061,156
Added Needs	5,434,956
Support Services	
Pupil Support	3,131,621
Instructional Staff Support	1,575,732
General Administration	497,428
School Administration	2,486,366
Business Services	727,681
Operations and Maintenance	3,704,071
Transportation	1,081,722
Central Support	1,073,463
Other Support	708,038
Community Activities	23,950
Nonpublic Schools	22,159
Payments to Other Public Schools	284,125
Facilities Acquisitions and Debt Service	368,069
Other Financing Uses	350,000
Total Appropriated	\$37,530,537

BE IT FURTHER RESOLVED, that an amount not to exceed \$350,000 of local revenue shall be appropriated as Other Financing Uses and transferred from the General Fund to the Public Improvement Fund and that such funds shall be used for non-routine capital items, including, but not limited to, the construction of new buildings, major remodeling of buildings, and acquisition of equipment and vehicles.

BE IT FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2020, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

SPECIAL REVENUE FUNDS APPROPRIATIONS
Resolution for Adoption by
The Waverly Community Schools Board of Education

RESOLVED that this resolution shall be the Special Revenue appropriations of Waverly Community Schools for the 2019-2020 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by Waverly Community Schools.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the Special Revenue Funds of the school district for fiscal year 2019-2020 is as follows:

Revenue:	
Local	\$777,565
State	57,000
Federal	1,609,373
 Total Revenue	 \$2,443,938
 Total Fund Balance, July 1 Available to Appropriate	 \$616,097
 Total Available to Appropriate	 \$3,060,035

BE IT FURTHER RESOLVED, that \$2,665,785 of the total available to appropriate in the Special Revenue Funds is hereby appropriated in the amounts and for the purposes set forth below:

Expenditures:	
Instructional Services	\$254,058
Business Services	34,824
Operations and Maintenance	500
Athletics	66,106
Student Activities	115,210
Food Services	1,824,172
Community Services	280,915
Fund Modifications (Transfers Out)	90,000
 Total Appropriated	 \$2,665,785

BE IT FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval of the board.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2020, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
FEBRUARY 10, 20
Report #19-44**

FOR ACTION

Subject: Waverly High School Program of Studies 2019-2020

Recommendation: The Superintendent recommends the Board of Education approve the Waverly High School Program of Studies for 2019-2020 as presented.

Statement of Purpose: The Program of Studies is reviewed and updated each year as appropriate. This has occurred so that development of the 2019-2020 course scheduling can begin. This includes revision and printing of the High School Program of Studies booklet which is used in the process for course selection. These recommendations will provide each student course options appropriate to their educational needs, while still allowing them to meet local and state standards.

Budget Impact: None

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

2020-21

Program of Studies



Waverly High School

160 Snow Road
Lansing, MI 48917
(517) 323-3831

Administration

Christopher Huff, Principal
Dr. Dan Kemsley, Asst. 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.



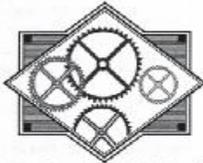
Arts & Communications



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, while connecting art to aspects of artists and cultures. 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 & 2

Elective 1 Semester

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

These courses focus 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, purchasing cars and houses, leasing cars, renting apartments and houses, healthcare, budgeting, taxation, 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. Personal Finance 1 will be first semester, Personal Finance 2 will be second semester. Students may take Personal Finance 2 without taking Personal Finance 1

***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.

Advanced Placement Computer Science

Elective 1 Year

Recommended: *Computer Science 1 & 2 or Instructor Approval*

This course introduces foundational concepts of computer science and explores computing’s impact on the world. It focuses on creative problem solving and real-world applications. The course teaches use of computational tools to analyze and develop computational artifacts and computational thinking practices including abstraction, collaborative problem solving, and communication. This course is designed to support student preparation of the project required to be submitted to the College Board and prepares them for the end of the year exam.

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: *Digital Film Making and Instructor Approval*

Students may enroll in this course as a continuation of Digital Film Making 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 Digital Film Making.

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.

Stock Market Math 1 & 2

Elective 1 Semester

Stock Market Math will focus on the basics of how the Stock Market works and give student an opportunity to strengthen their math skills using real-world scenarios. Students will measure the rise and fall of the market, analyze industry trends, and learn how to read and create balance sheets. Stock Market Math 1 will provide the back ground knowledge needed to be an effective investor. Stock Market Math 2 will include an investment simulation.

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.**

Unified Physical Education

Elective 1 Semester

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified is a gateway for further participation in Special Olympics programs and events. Unified integrates physical activity, fitness, sports, health, wellness, nutrition and student leadership into the class and broader school community.

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.

Introduction to Engineering

Elective 1 Semester

Grade Level: 10th, 11th or 12th

Introduction to Engineering is a high school level course that is appropriate for students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communications methods, global and human impacts, engineering standards, engineering careers, and technical documentation. Introduction to Engineering gives students the opportunity to develop skills and an understanding of course concepts through project and problem-based learning.

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

Global Studies

Elective 1 Semester

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

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

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.**

Interdisciplinary Seminar for Social Science Exploration

Elective 1 Semester

Recommended: Grades 12th or with Instructor Approval

We live in the 21st century and there are new ways of acquiring knowledge. The Interdisciplinary Seminar for Social Science Investigation is designed to expose students to new methods of information acquisition and challenge them to share new knowledge in a way that benefits themselves and others. A blended approach will allow students to pursue knowledge of personal interest while learning essential 21st century skills of communication, critical thinking, creativity and cultural awareness. Students will choose topics of personal interest to study using “Open Source” material from colleges and universities. There are 1,000’s of free courses available for on-line learning. The focus of these courses is enrichment and are not intended for academic credit for college.

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)
Automotive Technology
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 2020-2021 course offerings are:

Animal Science & Zoo Management
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 SAT. 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 SAT will also be covered. The class begins with a full SAT pre-test and concludes with a full SAT 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 credit 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 applying 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.

Graduating With Honors

Students whose cumulative GPA is a 3.67 or higher will be awarded gold honors cords to wear at the graduation ceremony and shall be considered to be “Graduating with Honors”

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

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