

# Agenda of Regular Meeting

## The Board of Education Waverly Community Schools

---

A Regular Meeting of the Board of Education of Waverly Community Schools will be held December 8, 2025, beginning at 6:00 PM in the Board Room, 515 Snow Road, Lansing, MI 48917.

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 Alicia Guevara
  
- II. Special Presentation
  - A. Student Recognition - Juniper Tyler
  - B. Waverly High School Band
  
- III. Correspondence
  
- IV. Public Comment for Specific Agenda Items Only  
**Per Board of Education Policy 167.3, each statement made by a participant will be limited to four (4) minutes duration. If an interpreter is used, participants will be limited to eight (8) minutes.**
  
- V. Board Member Comment
  
- VI. Approval of Agenda and Acceptance of all Reports into Discussion

**Recommendation: To request a motion to approve the December 8, 2025 agenda as presented and accept all reports into discussion.**

- VII. Approval of Consent Agenda 4  
Items listed below may be approved with one motion unless a board member requests that an item or items be removed for a separate action.

Special Meeting Minutes - Student Discipline - November 11, 2025  
Special Meeting Closed Session Minutes - November 11, 2025  
Regular Meeting Minutes - November 17, 2025  
Closed Session Meeting Minutes - November 17, 2025  
Special Meeting Minutes - Board PD Session November 18, 2025  
Superintendent's Report - November 17, 2025  
Report #25-29, HR Personnel Report  
Report #25-30, Finance Report

**Recommendation: To approve the consent agenda as presented.**

- VIII. Committee Meetings 25  
Meet Odd Months - September, November, January, March, May  
Finance & Facilities - To report in December  
Teaching & Learning - To report in December

Meet Even Months - October, December, February, April, June  
Advocacy & Outreach -  
Special Education

- IX. Presentation of Reports  
A. Personnel & Policy  
1. For Action - Report #25- 31, Policy Second Reading, Volume 40.1 28

**Recommendation: To request a motion to adopt the proposed Volume 40.1 polices as presented.**

- B. Teaching & Learning  
1. Waverly High School 2026-27 Program of Studies, First Reading 30

- X. Superintendent's Report

- XI. Public Comment - Open Comment for District Related items  
**Per Board of Education Policy 167.3, each statement made by a participant shall be limited to four (4) minutes<sup>2</sup> duration. If an interpreter is used,**

**participants will be limited to eight (8) minutes.**

XII. Other Board Business

XIII. Closed Session

A. Superintendent Evaluation

B. Attorney/Client Privileged Discussion

XIV. Adjournment

# Minutes of Special Meeting (Student Discipline)

## The Board of Trustees Waverly Community Schools

---

A Special (Student Discipline) meeting of the Waverly Community Schools Board of Education was held Tuesday, November 11, 2025 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917.

Members Present:     Deborah Lopez  
                              Cathy Pike  
                              Vince Perkins  
                              Ty Liggons  
                              Emily Lenneman  
                              Andrea Torres

Members Absent:     Alicia Guevara

Staff Present:        Glenn Mitcham, Superintendent  
                              Shawn Lewis, Director of School Culture  
                              Bernard Colton, Middle School Principal

Others Present:     Student and Guardian

The meeting was called to order at 3:08 pm by Vice President Lopez.

All in attendance introduced themselves.

Vice President Lopez asked if the guardian of Student A wanted a closed or opened session for the purpose of a student discipline hearing. Parent A requested a closed session.

A motion was presented by Member Perkins and supported by Member Lenneman to meet in closed session under section 8(e) of the Open Meetings Act, for the purpose of a student disciplinary hearing.

Roll Call Vote:	Cathy Pike – Yes	Emily Lenneman - Yes
	Vince Perkins – Yes	Andrea Torres - Yes
	Ty Liggons – Yes	Debbie Lopez - Yes

**Motion PASSED**

**Vote: Ayes – 6; Nays – 0; Absent – 1 – Member Guevara**

The Board entered into closed session at 3:10 pm.

The Board returned to open session at 4:22 pm.

Superintendent Mitcham read the proposed Student Discipline Board Resolution for Student A.

A motion was presented by Member Perkins and supported by Member Liggons to approve the Board Resolution for Student Discipline for Student A.

Roll Call Vote:	Cathy Pike – Yes	Emily Lenneman - Yes
	Vince Perkins – Yes	Andrea Torres - Yes
	Ty Liggons – Yes	Debbie Lopez - Yes

**Motion PASSED**

**Vote: Ayes – 6; Nays – 0; Absent – 1 – Member Guevara**

The meeting adjourned 4:32 pm.

Respectfully submitted,

Vincent Perkins, Secretary  
aml

# Minutes of Regular Meeting

## The Board of Trustees Waverly Community Schools

---

### Opening of Meeting

The regular monthly meeting of the Waverly Community Schools Board of Education was held on Monday, November 17, 2025 in the Waverly Board of Education Meeting Room, located at 515 Snow Rd., Lansing, MI 48917. President Guevara called the meeting to order at 6:00 PM. The pledge to the flag was led by Member Liggons.

Members Present:                   Alicia Guevara  
  Deborah Lopez  
  Vince Perkins  
  Cathy Pike  
  Ty Liggons  
  Andrea Torres  
  Emily Lenneman

Student Representative:       Vivian Wolfe

Members Absent:               None

### Correspondence:

None

### Public Comment for Agenda Items:

None

### Board Member Comment:

#### Member Lenneman:

- The school year is progressing well. Thank you to all staff making this happen successfully.

#### Member Lopez:

- Received the Vibe newsletter sent to all households in the school district, not just current families with student attending Waverly.

#### Member Pike:

- East Custodian, Jenny Shuall, is a great addition to East staff as she connects well with students is always willing to help where needed.
- Thanked Library Media Specialist, Rhonda Snook, for going above and beyond her job description as she accepts donations to augment middle school and high school libraries.

Member Torres:

- Thanked Superintendent Mitcham for communicating regularly with the board and providing weekly updates.

Student Representative Vivian Wolfe:

- Students are concerned about the potential discontinuation of the SAGA club, which has high student engagement.
- Spirit week concerns that certain groups could be discontinued and students are requesting a meeting to discuss equity for all groups/clubs.

**Approval Agenda and Accept all Reports into Discussion**

President Guevara requested a motion to amend the agenda to add a closed session at the end of the agenda, after Other Board Business, for the purpose of reviewing attorney-client privileged information under Section 8(H) of the Open Meetings Act and a student incident update.

A motion was presented by Member Pike and supported by Member Perkins to amend the agenda, as requested.

A motion was presented by Member Lopez and supported by Member Lenneman to approve the agenda as presented and accept all reports into discussion.

**Motion PASSED**

**Vote: Ayes – 7 ; Nays – 0; Absent – 0**

**Approval Consent Agenda Items**

A motion was presented by Member Lopez and supported by Member Lenneman to approve the consent agenda as presented.

**Motion PASSED**

**Vote: Ayes – 7 ; Nays – 0; Absent – 0**

**Committee Meetings**

- Outreach & Advocacy
  - Committee Chair Ty Liggons reported there was not a committee meeting in October due to scheduling conflicts, but he did review the committee purpose with Superintendent Mitcham.

**Presentation of Reports**

**For Action – Report #25-28, High School Out of State/Overnight Field Trip**

A motion was presented by Member Perkins and supported by Member Lenneman, to approve the High School Boys Basketball Out of State/Overnight Field Trip in January/February 2026.

**Motion PASSED**

**Vote: Ayes – 7 ; Nays – 0; Absent – 0**

**For Discussion – Policy First Reading – Fall Update Volume 40.1**

Superintendent Mitcham reviewed the Fall policy updates. These policies will be brought for action/adoption at the regular December 8, 2025 board meeting.

Vice President Lopez will be proposing changes to current policy 3112 and will send to the policy committee for review.

**Superintendent’s Report:**

Superintendent Mitcham reported:

- Sinking fund renewal passed on November 4<sup>th</sup>. A huge thank you to our Waverly community for voting yes and supporting our school district to enable critical maintenance to be completed yearly.
- Received a congratulatory letter from the State Superintendent and State Board of Education for the successful sinking fund renewal.
- Thank you to our community service clubs and food banks who helped our families during the budget uncertainty time.
- Lieutenant Governor Carlin Gilchrist visited Waverly High School classrooms on October 29, 2025 and spoke with students and staff.
- Construction update – Our construction company will update the board with a presentation during the regular January board meeting.
  - The Middle School office will be ready for occupancy this week.
- The Thanksgiving break will be November 26-30, 2025.
- All window coverings at the High School will be checked for stability.

Member Lenneman inquired about the construction materials behind Colt and the safety of those items and liability surrounding them being accessible. She requested caution tape surround the items.

**Public Comment – Open Comment for District Issues**

The following individuals gave a public comment:

Staff Member Nicole Ohl-Shaw – School ambiance and request to have more flexibility in building decoration.

Community member Natasha Ortega – concerns with the newly implemented health standards.

Community member Susie Pratt – concerns with student safety

**Other Board Business**

None

A motion was presented by Member Perkins and supported by Members Pike and Lenneman to enter into closed session for the purpose of reviewing attorney/client privileged information under Section 8(H) of the Open Meetings Act and an update on a student incident.

Roll Call Vote:	Andrea Torres – Yes	Alicia Guevara - Yes
	Cathy Pike – Yes	Ty Liggons - Yes
	Vince Perkins – Yes	Emily Lenneman - Yes
	Debbie Lopez - Yes	

**Motion PASSED**

**Vote: Ayes – 7 ; Nays – 0; Absent – 0**

The board exited to closed session at 6:35 pm.  
The board returned to open session at 7:30 pm.

A motion was presented by Member Perkins and supported by Member Pike to approve the Opt-In and Waiver resolution to receive 31aa Funding in accordance with the presented resolution.

Roll Call Vote:	Andrea Torres – Yes	Alicia Guevara - Yes
	Cathy Pike – Yes	Ty Liggons - Yes
	Vince Perkins – Yes	Emily Lenneman - Yes
	Debbie Lopez - Yes	

**Motion PASSED**

**Vote: Ayes – 7 ; Nays – 0; Absent – 0**

The meeting adjourned at 7:32 pm.

Respectfully submitted,

Vince Perkins, Secretary  
aml

## Superintendents Report November 17, 2025

### Sinking Fund Renewal

- A huge shout out of THANKS to the Waverly community for passing our sinking fund renewal. We here in Waverly Community Schools do not take your approval for granted – we understand that you had a choice. Thank you for once again supporting our schools! The sinking fund is important money used for maintenance and upkeep of our buildings – without it we would not be able to maintain the level of high-quality learning spaces that are so important to a school community. Thank you, thank you, thank you!

### Budgets and Government

- I am happy to report that there are currently no overdue budgets or government shutdowns! Thank you to those who reached out with extra support for families in need. We have strong partnerships with our local food banks and community service clubs – they are there for our families. I saw examples of school groups doing food drives and clothes drives, etc.. for our families. So cool!
- Speaking of Government... On October 29<sup>th</sup>, the Michigan Lt. Governor came to Waverly High school! He visited classrooms and met with students and teachers afterwards in the high school Warrior Room. He told students a little about himself, asked students what they were working on in class, opened the floor with questions etc.... Number one question?... How tall is he? Answer: 6'8"! It was a great opportunity for our kids! While I was hanging out in the back hallway of the high school waiting for his arrival – many thought I was the Lt. Governor!

### Construction Update

- Once again, I have included a construction update for each of our buildings from our bi-weekly construction meeting. This update will be available in the minutes from this meeting. I have asked our construction company to come in January with an in-person update (with pictures!). The biggest highlight from this month's update is that the middle school front office should be finished and ready to occupy this week!
  - a. **Colt / Delta**

- Demo Complete
- Overhead Mechanical & Electrical Ongoing
- Underground Plumbing Ongoing – Plan Approval
- Masonry Patching Ongoing
- Sitework
- Footings: Rebar Shop Drawings – Rebar Delivery Date – Plan Approval
- RFI 9 Canopy Demo
- RFI Concrete Height Difference
  - Pull and remove
- Create RFI for Plaster Above interior Windows
- Submittal List: Submittal Priority vs. Schedule
  - Working with TP for Submittal Priority

**b. High School**

- Restroom Construction continues.
  - Framing Begins
  - Fire Suppression 11/10
- Railings at Ramp
  - Lighting in process
- New Vestibule & Doors at top of ramp.
  - RFI roof drain - corner
- Existing roof leaks.
  - Metal Panels
  - Pipe Scope

**c. Middle School**

- Furniture
- Electrical Inspections: Egress Lighting
  - Surface Mount Lights RFI: Fixtures with TP
- Metal Panels: Dri Design completed drawings Nov. 3<sup>rd</sup>. JD Candler to sign off Nov. 6<sup>th</sup>. Production to begin.
- Rollershades 2-3 weeks
- Water Main
  - Status with Delta Twp
  - Freezing Concern

**d. Winans**

- Foundation Work
  - Dimensions
- Masonry 11/10
- Gym Roofing Underway
- Accent Paint Complete
- Locker Tops Ship Nov. 6
- Chiller Underway
- Power to Softball: GLPL & BWL
- Area A Schedule & Inspections
  - Furniture Install
  - Door Frames 11/7
  - Final Electrical 11/12
  - *Move in – 3 weeks*
- Light Poles
- Fence at Softball
- Drainage at turn around

e. **Elmwood**

- A wing foundations complete
- Backfill Area A
- B wing foundations ongoing
- Boiler Room Started
- Masonry Ongoing
- BWL Move Primary out of Foundation next Saturday. Requires building shut down. Any IT concerns?

***Punchlist***

- *Issued through Autodesk*
- *Contractors will work evenings & Weekends*

**Thanksgiving Holiday Break**

- A reminder that our Thanksgiving Holiday Break is coming up next week. WCS will be closed November 26-28. I wish everyone a relaxing break – hopefully spent with friends and family. Rest, eat, laugh and repeat!

# Minutes of Special Meeting Board Professional Development

## The Board of Trustees Waverly Community Schools

---

### Opening of Meeting

A Special meeting of the Waverly Community Schools Board of Education was held Tuesday, November 18, 2025. President Guevara called the meeting to order at 5:08 pm.

Members Present:     Alicia Guevara  
                              Debbie Lopez  
                              Cathy Pike  
                              Vince Perkins  
                              Ty Liggons  
                              Emily Lenneman

Members Absent:

Staff Present:           MASB Consultant Tim Stein

President Guevara requested the addition of a closed session at the end of the work session for the purpose of attorney/client privileged discussion.

A motion was presented by Member Perkins and supported by Member Pike to add a closed session after the PD session was complete.

Roll Call Vote:           Alicia Guevara – Yes           Ty Liggons - Yes  
                              Cathy Pike – Yes               Emily Lenneman - Yes  
                              Vince Perkins – Yes  
                              Debbie Lopez - Yes

### **Motion PASSED**

**Vote: Ayes – 6; Nays – 0; Absent – 1 Member Torres**

Michigan Leadership Institute Consultant, Tim Stein, reviewed:

- Waverly Board of Education Operating Procedures and Protocols
- Reviewed the duties of the Superintendent
- Reviewed the duties of the Waverly Board of Education
  - Hiring the Superintendent
  - Evaluating the Superintendent
  - Establishing district policy
- Reviewed proper process in relaying questions/concerns/complaints from the community.
- Answered questions from the Board of Education.
- Provided clarification on potential scenarios the Board could experience and appropriate actions.
- Encouraged regular dialogue with the Superintendent.
- BOE agreed in principle that the December 2025 evaluation will be in regards to the Superintendent's presented 90 day plan.

Member Torres entered the PD session at 6:07 pm.

Public Participation

None

The Board took a recess from 6:40 pm – 6:45 pm.

A motion was presented by Member Torres and supported by Member Liggons to enter into closed session for the purpose of an attorney/client privileged discussion.

Roll Call Vote:	Alicia Guevara – Yes	Ty Liggons - Yes
	Cathy Pike – Yes	Emily Lenneman - Yes
	Vince Perkins – Yes	Andrea Torres - Yes
	Debbie Lopez - Yes	

**Motion PASSED**

**Vote: Ayes – 7; Nays – 0; Absent – 0**

The board exited to closed session at 6:46 pm.

The board returned to open session at 7:24 pm.

The meeting adjourned at 7:25 pm.

Respectfully submitted,

Vince Perkins, Secretary  
aml

WAVERLY COMMUNITY SCHOOLS  
 BOARD OF EDUCATION  
 REGULAR MEETING  
 December 8, 2025

**Report #25-29**

**Subject: Personnel Report**  
**All individuals listed on this report have completed the required background check**

**A. Employment – Administrator**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
-------------	-----------------	-----------------	---------------	------------------

---

**B. Employment – Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
-------------	-----------------	-----------------	---------------	------------------

---

**C. Employment – Non-Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Minerva Goggins	Class C 2 <sup>nd</sup> Shift Custodian	Middle School	\$17.26 /hr	11/17/2025
Marc Miller	Class C 2 <sup>nd</sup> Shift Custodian	High School	\$17.26/hr	11/17/2025

---

**D. Resignation – Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Molly Watson	School Nurse	District	12/5/2025

---

**E. Resignation – Non-Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
-------------	-----------------	-----------------	------------------

---

**F. Staff Transfer**

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
James Session	Head Custodian Elmwood	Colt Custodian	11/17/2025
Kara Ramirez	2 <sup>nd</sup> Shift Class C Custodian	Class BB Head Custodian Elmwood	11/17/2025
Sabria Webb	Head Secretary Elmwood	Spec Ed Para Educator	December 2025
Isabella Frarey	Spec Ed Para Educator Elmwood	Spec Ed Para Educator East	12/1/2025

---

**G. Retirement – Administration**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
-------------	-----------------	-----------------	------------------

---

**H. Retirement – Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
-------------	-----------------	-----------------	------------------

---

**I. Retirement – Non-Certified**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Michelle Berry	Bus Driver	Transportation	12/31/2025

---

**J. Termination**

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Meredith Jackon	School Social Worker	Colt ECEC	11/25/2025

**WAVERLY COMMUNITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING  
DECEMBER 8, 2025**

**Report #25-30**

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

**Subject:**

Finance Report

**Recommendation:**

The Superintendent recommends the Board of Education review and approve the following report:

**Financial Report:**

The cash balance as of October 31, 2025, was \$4,641,881.30. Receipts during November, consisting of State aid, property taxes and other revenues/transfers-in in the amount of \$7,330,901.49 minus disbursements during November of \$6,210,926.16, left the district with a General Fund cash balance, as of November 30, 2025, of \$5,761,856.63.

2025-26 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$3,537,036. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Student Activity Fund revenues/transfers-in exceed expenditures/transfers-out by \$33,809. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Sinking Fund revenues exceed expenditures by \$524,305. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

2025-26 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$311,551. A summary of year-to-date activity in comparison to the budget is included in the supporting documentation.

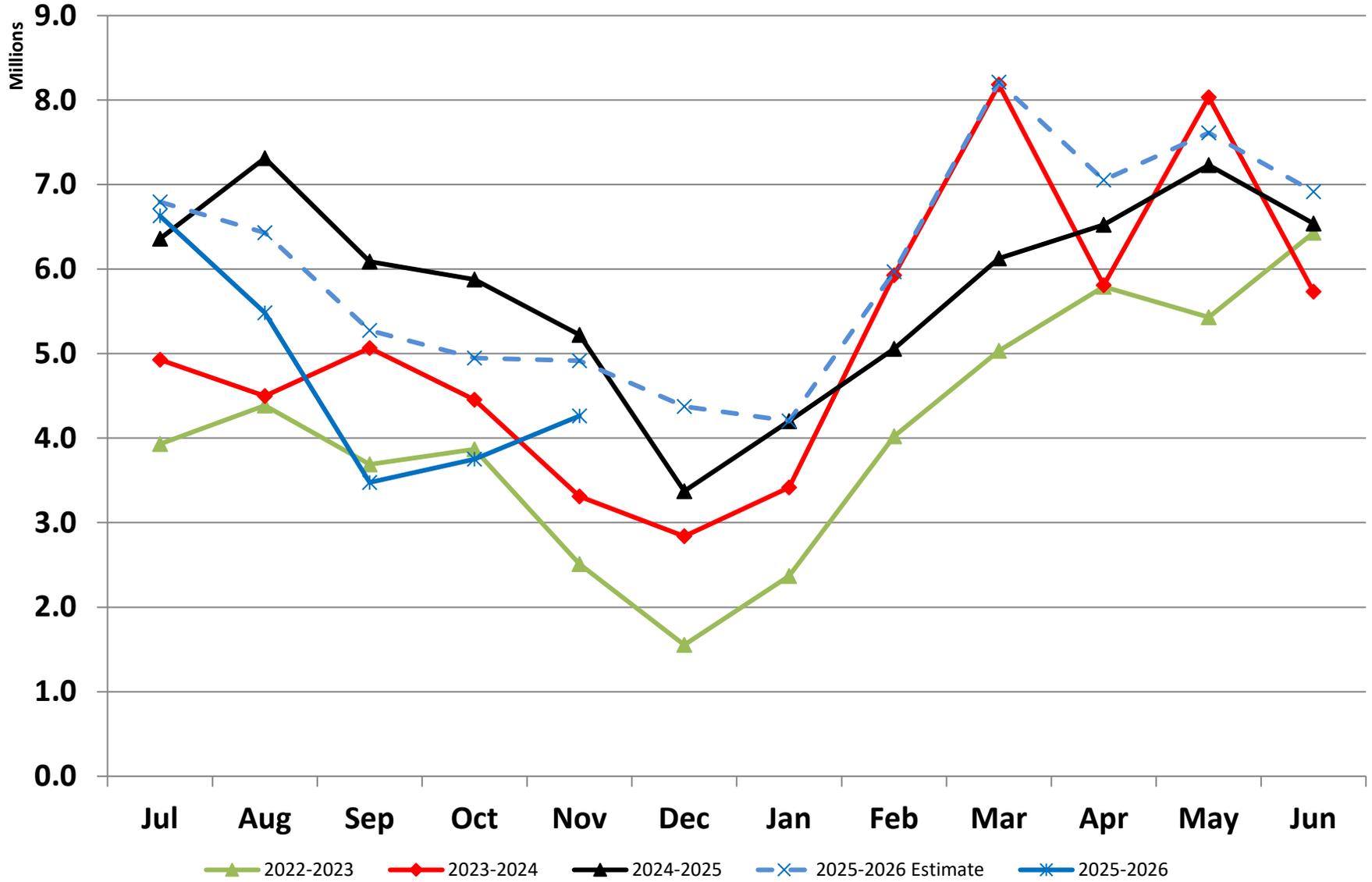
The balance of the 2024 Building and Site, Series II Bonds remaining to be allocated, including \$3,911,017 of accrued interest/change in market value, is \$2,554,365. A summary of life-to-date activity is included in the supporting documentation

# Waverly Community Schools

Finance Committee - Cash Position Report  
For the Month Ended November 30, 2025

Balance on Hand October 31, 2025	4,641,881.30
Revenues	
State Aid	3,568,617.83
Taxes	33,213.12
Other Revenue	579,070.54
Interfund Transfers In	3,150,000.00
State Aid Note Proceeds	-
	<u>7,330,901.49</u>
Disbursements	
Payroll and Related Liabilities	(3,599,326.04)
Other Expenditures	(2,611,600.12)
State Aid Repayment	-
	<u>(6,210,926.16)</u>
Prior Month Adjustments - October 2025	-
Balance on Hand November 30, 2025	<u><u>5,761,856.63</u></u>
PNC Bank - General	3,906,484.22
MILAF	1,583,034.88
PNC Bank - Payroll	272,337.53
Comerica - Checking	-
	<u><u>5,761,856.63</u></u>
Difference	-

## Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools**  
**General Fund - Budgetary Comparison Schedule**  
**For the Month Ended November 30, 2025**

	Original Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	10,745,037	4,337,782	(6,397,786)	59.6%
State sources	32,559,556	7,723,689	(24,914,118)	76.3%
Federal sources	781,175	23,668	(757,507)	97.0%
Intergovernmental	4,773,209	685,398	(4,087,811)	85.6%
Transfers In	125,000	-	(125,000)	100.0%
<b>Total revenue</b>	<b>48,983,977</b>	<b>12,770,537</b>	<b>(36,282,223)</b>	<b>74.0%</b>
<b>Expenditures</b>				
<b>Current:</b>				
<b>Instruction:</b>				
Basic program	16,923,805	5,601,247	(11,446,560)	67.1%
Added needs	10,081,124	2,766,099	(7,164,920)	72.1%
<b>Total instruction</b>	<b>27,004,929</b>	<b>8,367,346</b>	<b>(18,611,480)</b>	<b>69.0%</b>
<b>Support Services:</b>				
Pupil	4,069,536	1,174,228	(2,841,815)	70.8%
Instructional staff	2,873,618	1,018,587	(2,060,183)	66.9%
General administration	460,807	286,269	(251,355)	46.8%
School administration	3,286,120	1,226,560	(2,082,877)	62.9%
Business	699,187	302,713	(415,851)	57.9%
Operations and maintenance	4,857,683	1,811,118	(3,097,224)	63.1%
Pupil transportation services	1,497,907	612,333	(1,095,853)	64.2%
Central	1,187,298	595,963	(603,363)	50.3%
Other	326,967	140,661	(187,011)	57.1%
<b>Total support services</b>	<b>19,259,123</b>	<b>7,168,432</b>	<b>(12,635,532)</b>	<b>63.8%</b>
Athletics	745,363	295,734	(475,586)	61.7%
Community services	-	160	160	0.0%
Welfare Activities	-	-	-	0.0%
Non Publics	13,608	-	(13,608)	100.0%
Facility Acquisition	-	-	-	0.0%
<b>Debt service:</b>				
Principal	-	-	-	0.0%
Interest	-	-	-	0.0%
Capital outlay	2,000	56,015	34,186	-156.6%
Payments to other public schools	1,852,471	419,886	(1,432,585)	77.3%
<b>Total expenditures</b>	<b>48,877,494</b>	<b>16,307,573</b>	<b>(33,134,444)</b>	<b>67.0%</b>
Excess of Revenue (Under)Over Expenditures	106,483	(3,537,036)	(3,147,779)	
Transfers Out	1,100,000	-	(1,100,000)	100.0%
Change in Fund Balance	(993,517)	(3,537,036)	(2,047,779)	
Favorable Expenditure Variance (1.5%)	733,162			
Projected Change in Fund Balance	(260,354)			
Fund Balance - Beginning of year	10,043,259			
Fund Balance - End of year	9,782,905			20.0%

**Waverly Community Schools**  
**Student Activity Fund - Budgetary Comparison Schedule**  
**For the Month Ended November 30, 2025**

	Original Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	172,456	88,601	(83,855)	48.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	1,000	1,000	0.0%
Transfers In	-	-	-	0.0%
<b>Total revenue</b>	<b>172,456</b>	<b>89,601</b>	<b>(82,855)</b>	<b>48.0%</b>
<b>Expenditures</b>				
Student Activities	108,104	25,334	(82,770)	76.6%
Athletics	58,298	30,458	(27,839)	47.8%
<b>Total expenditures</b>	<b>166,401</b>	<b>55,793</b>	<b>(110,609)</b>	<b>66.5%</b>
Excess of Revenue (Under)Over Expenditures	6,055	33,809	27,754	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	6,055	33,809	27,754	
Fund Balance - Beginning of year	364,713			
Fund Balance - End of year	370,768			

**Waverly Community Schools**  
**Sinking Fund - Budgetary Comparison Schedule**  
**For the Month Ended November 30, 2025**

	Original Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	1,218,543	525,586	(692,957)	56.9%
State sources	-	2,110	2,110	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
<b>Total revenue</b>	<b>1,218,543</b>	<b>527,695</b>	<b>(690,848)</b>	<b>56.7%</b>
<b>Expenditures</b>				
Current:				
Support Services - Business	-	3,390	3,390	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
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%
<b>Total expenditures</b>	<b>-</b>	<b>3,390</b>	<b>3,390</b>	<b>0.0%</b>
<b>Excess of Revenue (Under)Over Expenditures</b>	<b>1,218,543</b>	<b>524,305</b>	<b>(694,238)</b>	
Transfers Out	-	-	-	
<b>Net Change in Fund Balance</b>	<b>1,218,543</b>	<b>524,305</b>	<b>(694,238)</b>	
<b>Fund Balance - Beginning of year</b>	<b>5,398,905</b>			
<b>Fund Balance - End of year</b>	<b>6,617,448</b>			

**Waverly Community Schools**  
**Public Improvement Fund - Budgetary Comparison Schedule**  
**For the Month Ended November 30, 2025**

	Original Budget	Actual	Over (Under) Budget	% Available
<b>Revenue</b>				
Local sources	30,000	21,101	(8,899)	29.7%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	1,100,000	-	(1,100,000)	100.0%
<b>Total revenue</b>	<b>1,130,000</b>	<b>21,101</b>	<b>(1,108,899)</b>	<b>98.1%</b>
<b>Expenditures</b>				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	-	-	-	0.0%
Support Services - Transportation	-	288,910	288,910	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	-	-	-	0.0%
Architecture and Engineering Services	-	-	-	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	43,742	43,742	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
<b>Total expenditures</b>	<b>-</b>	<b>332,652</b>	<b>332,652</b>	<b>0.0%</b>
<b>Excess of Revenue (Under)Over Expenditures</b>	<b>1,130,000</b>	<b>(311,551)</b>	<b>(1,441,551)</b>	
Transfers Out	-	-	-	
<b>Net Change in Fund Balance</b>	<b>1,130,000</b>	<b>(311,551)</b>	<b>(1,441,551)</b>	
<b>Fund Balance - Beginning of year</b>	<b>1,197,935</b>			
<b>Fund Balance - End of year</b>	<b>2,327,935</b>			

# Waverly Community Schools

## 2022 Building and Site Bonds, Series II

### Budget Summary

As of November 30, 2025

	Budget	Actual	Encumbered	Balance Remaining
<b>Construction</b>				
New Construction	17,907,799	1,258,301	1,342,655	15,306,843
Remodeling	22,686,766	15,734,870	29,930,129	(22,978,232)
Site Improvements	2,611,016	1,150,743	605,275	854,998
<b>Construction Base Budget Subtotal</b>	<b>43,205,581</b>	<b>18,143,914</b>	<b>31,878,058</b>	<b>(6,816,391)</b>
<b>Instructional Technology</b>				
Computers and Mobile Devices	598,414	52,042	0	546,372
Audio / Visual	996,982	344,319	406,012	246,651
<b>Instructional Technology Subtotal</b>	<b>1,595,396</b>	<b>396,361</b>	<b>406,012</b>	<b>793,023</b>
<b>Loose Furnishings and Equipment</b>				
Non-Instructional Computers and Mobile Devices	272,130	-	-	272,130
Non-Instructional Audio / Visual	290,215	-	190,986	99,229
Furnishings, Fixtures and Equipment (FF&E)	1,912,269	1,403,857	169,483	338,929
<b>Loose Furnishings and Equipment Subtotal</b>	<b>2,474,614</b>	<b>1,403,857</b>	<b>360,469</b>	<b>710,288</b>
<b>District</b>				
Buses	674,918	-	-	674,918
Contingency	1,719,624	-	2,550,935	(831,311)
Election/Issuance Costs	829,463	252,597	-	576,866
General Conditions	1,055,897	812,971	297,157	(54,231)
Architect and Engineering Fees	2,775,410	221,650	368,040	2,185,720
A/E Reimbursables	462,568	74,228	58,711	329,629
Technology Design	251,083	82,468	12,133	156,482
Construction Mgr	3,238,964	721,204	1,315,880	1,201,880
<b>District Subtotal</b>	<b>11,007,927</b>	<b>2,165,117</b>	<b>4,602,857</b>	<b>4,239,953</b>
Bank Interest/Proceeds	(283,526)	(3,911,017)	-	3,627,491
<b>Totals</b>	<b>57,999,992</b>	<b>18,198,231</b>	<b>37,247,396</b>	<b>2,554,364</b>
Underwriters Discount	1,154,642	1,154,642	-	1
<b>Grand Total</b>	<b>59,154,634</b>	<b>19,352,873</b>	<b>37,247,396</b>	<b>2,554,365</b>

**Waverly Community Schools**  
**Building and Site Bonds - May 2021 Authorization**  
**Budget Summary - All Series**  
**As of November 30, 2025**

	Budget	Actual	Encumbered	Balance Remaining
<b>Construction</b>				
New Construction	17,907,799	1,875,734	1,342,655	14,689,410
Remodeling	66,426,131	56,439,258	29,906,379	(19,919,506)
Site Improvements	7,103,972	7,511,044	605,275	(1,012,347)
<b>Construction Base Budget Subtotal</b>	<b>91,437,902</b>	<b>65,826,037</b>	<b>31,854,309</b>	<b>(6,242,443)</b>
<b>Instructional Technology</b>				
Computers and Mobile Devices	3,943,267	1,673,336	(0)	2,269,931
Audio / Visual	2,831,354	1,389,219	406,012	1,036,123
<b>Instructional Technology Subtotal</b>	<b>6,774,621</b>	<b>3,062,555</b>	<b>406,012</b>	<b>3,306,055</b>
<b>Loose Furnishings and Equipment</b>				
Non-Instructional Computers and Mobile Devices	618,614	-	-	618,614
Non-Instructional Audio / Visual	290,215	-	190,986	99,229
Furnishings, Fixtures and Equipment (FF&E)	6,012,398	4,015,636	169,483	1,827,279
<b>Loose Furnishings and Equipment Subtotal</b>	<b>6,921,227</b>	<b>4,015,636</b>	<b>360,469</b>	<b>2,545,122</b>
<b>District</b>				
Buses	1,124,864	-	-	1,124,864
Contingency	1,793,817	38,928	2,574,686	(819,797)
Election/Issuance Costs	1,787,689	511,045	-	1,276,644
General Conditions	2,099,386	2,289,245	297,158	(487,016)
Architect and Engineering Fees	5,901,198	5,558,162	482,112	(139,077)
A/E Reimbursables	913,401	954,634	60,115	(101,348)
Technology Design	817,208	632,255	198,503	(13,550)
Construction Mgr	6,439,865	4,974,074	2,648,250	(1,182,459)
<b>District Subtotal</b>	<b>20,877,428</b>	<b>14,958,343</b>	<b>6,260,824</b>	<b>(341,739)</b>
Bank Interest/Proceeds	(1,011,178)	(7,664,384)	-	6,653,206
<b>Totals</b>	<b>125,000,000</b>	<b>80,198,187</b>	<b>38,881,613</b>	<b>5,920,200</b>
Underwriters Discount	1,609,442	1,609,442	-	1
<b>Grand Total</b>	<b>126,609,442</b>	<b>81,807,628</b>	<b>38,881,613</b>	<b>5,920,200</b>

## Finance/Facilities Committee

Meeting Minutes – November 17, 2025 @ 4:00pm

**Members Present:**, Mrs. Catherine Pike – Chairperson, Ms. Alicia Guevara

**Members Absent:** Ms. Andrea Torres

**Staff Present:** Mr. Glenn Mitcham – Superintendent, Mr. Evan Nuffer – Director of Finance and Operations

**Others Present:** none

### **Old Business**

none

### **New Business**

**Finance** – The committee reviewed the multi-year budget projections. Mr. Nuffer explained the purpose of the multi-year projections is to help determine available resources, inform negotiations and make decisions on schools of choice. The accuracy of the multi-year projections can only be as good as the inputs, such as the Consensus Revenue Estimating Conference revenues and historical patterns for inflationary cost increases. Mr. Nuffer does not anticipate any drastic changes in programming or services but does expect the District will need to tighten up financially in order to prevent any significant erosion of fund balance.

Mr. Nuffer presented the 2024-25 Energy Report to the committee. Combined gas and electric costs were up approximately \$27,000 over the prior year due to nearly 10% increase in electricity rates. However, the total cost avoidance was approximately \$330,000 due to the implementation of the 2013 School Facility Improvement project. Data shows a significant decrease in electric and gas consumption after the installation of energy efficient equipment, thereby leading to a significant cost avoidance in comparison to the expected energy usage. The next step is to analyze the impact of the 2021 Building and Site bonds. Mr. Nuffer will present this information in the 2025-2026 Energy Report.

**Facilities** – The committee reviewed the detailed bond budgets for each of the building projects, including athletics and technology.

**Other** – none

Meeting adjourned at 5:05p.m. Next meeting is scheduled for January 12, 2026 at 4:00pm.

Teaching and Learning Committee Notes  
November 17, 2025

Meeting called to order at 5:07

Present:

Emily Lenneman

Cathy Pike

Glenn Mitcham

Due to negotiations Mr. Huff was unable to join the committee meeting.

The committee discussed what different types and processes of feedback we can gather to make sure our data includes all of the interested parties.

What we would like to include:

-student feedback

- including their thoughts and insights, not just grades

-teacher feedback

-is the new curriculum helpful?

-what adaptations have been made

-parent feedback

-is the curriculum understandable to them as they try to help their students with assignments?

Member Lenneman suggested that “Parent Blackboards” be created with resources for parents who need support with the content of the curriculum. Superintendent Mitcham expressed enthusiastic support for the idea. The committee will continue to discuss this topic and seek input from Mr. Huff.

The committee also discussed academic goals for the year.

We would like to see the goals for each of the buildings (or grade levels if written as such).

-can the committee have a simple list of goals for each building?

-if a simple list does not currently exist can we work toward that goal?

Following are Member Lopez’s specific questions as well as Mr. Huff’s responses.

- Do we have a process in place to collect feedback on the newer curriculum we’ve rolled out over the last year? If so, can you please share? If not, is this something can consider doing?

Yes. The committees that reviewed the materials and ultimately made the recommendations continue to meet so that we can trouble shoot around common challenges, lead the implementation within their building, and provide insights into our pacing.

- As a district, what are our academic goals for this school year? Does each school building have their own academic goals?

I can probably do a better job of explaining in person but several State Superintendents ago the requirement of each school to have their own School Improvement Plan was lifted and Districts were charged with creating improvement plans at the district level known as the Michigan Continuous Improvement Plan (MICIP). While I appreciated less work as a Principal, it has made things a little harder to coordinate since many times different buildings will need different things. This year I am having each building write their own School Improvement Plan again using that continuous improvement process. We have not yet crossed all the T's and dotted all the I's on the wording around each goal but I can provide a general overview.

- How are we utilizing the results from the most recent staff survey? Have staff had an opportunity to view results? I apologize; I can't remember the name of the survey.

We just finished the Fall survey. I am attaching a comparison between last Fall and this Fall. Pretty exciting results! Double digit increase in:

- Professional Development (+16%)
  - Autonomy (+14%)
  - Principal/Teacher Trust (+16%)
  - Appreciation (+17%)
  - Collaboration (+11%)
  - Work/Life Balance (+15%)
  - Self-Efficacy (+18%)
  - Evaluation (+16%)
  - Teacher Voice & Leadership (+18%)
  - Recruitment, Hiring & Onboarding (+16%)
  - Compensation and Career Path (+15%)
  - Belonging & Wellbeing (+10%)
  - Satisfaction & Purpose (+11%)
  - Future Commitment (+15%)
- 87% of teachers participated in the survey. Principals will be meeting with the Leadership Coach during December and then will work with their teams to analyze building-level results and set goals for the rest of the year after Winter Break.

Meeting adjourned at 5:36

**WAVERLY COMMUNITY SCHOOLS BOARD OF EDUCATION**  
**REGULAR BOARD MEETING**  
**December 8, 2025**  
**Report #25-31**

**SUBJECT:** POLICY – **Second Reading – For Adoption**

**RECOMMENDATION:**

The Superintendent recommends the Board of Education move the policy updates listed below to second reading.

**Volume 40, No.1**

Policy 2210	Curriculum Development – Approved Courses
Policy 2266	Nondiscrimination on the Basis of Sex in Education Programs or Activities
Policy 2412	Revised - Homebound Instruction Program
Policy 4162	Controlled Substance and Alcohol Policy for Commercial Motor Vehicle (CMV) Drivers and Other Employees who Perform Safety-Sensitive Functions
Policy 5517.01	Revised - Bullying and Other Aggressive Behavior Towards Students
Policy 7540.02	Revised – Digital Content and Accessibility
Policy 7541	Rescind – Electronic Data Processing Disaster Recovery Plan
Policy 8300	Revised – Continuity of Organizational Operations Plan
Policy 8305	Revised – Information Security
Policy 1422	Replacement – Nondiscrimination, Equal Employment Opportunity and, Anti-Harassment
Policy 1422.02	Rescind – Nondiscrimination Based on Genetic Information of the Employee
Policy 1662	Rescind – Anti-Harassment
Policy 3122	Replacement – Nondiscrimination, Equal Employment Opportunity, and Anti-Harassment
Policy 3122.02	Rescind – Nondiscrimination Based on Genetic Information of the Employee

Policy 3362	Rescind – Anti-Harassment
Policy 4122	Replacement – Nondiscrimination, Equal Employment Opportunity, and Anti-Harassment
Policy 4122.02	Rescind – Nondiscrimination Based on Genetic Information of the Employee
Policy 4362	Rescind – Anti-Harassment

**2026-27**

# Program of Studies



# Waverly High School

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

## **Administration**

Tony Terranova, Principal  
Jekeia Murphy, Assistant Principal  
Christopher Smith, Assistant Principal  
Scott Castele, Athletic Director

## **Guidance/Counseling Staff**

Kristen Gazley  
Ezekiel Moreno  
TBA

# 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.

## 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.

**Career Zones-**The six Michigan Career Zones are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Some careers may have connections to more than one pathway.

There are six zones identified for Michigan that are designed to cover all career opportunities and reflect these critical characteristics:

- Encompass the entire spectrum of career options available to students
- Share common characteristics for careers within each zone
- Provide opportunities for all students and all ability levels
- Offer significant potential for knowledge and skill transferability within the zone
- Encompass the full range of work requirements within each zone from basic entry level to more advanced.

## The Career Zones

### 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

## 22 Credits are required for Graduation

- ✓ 18 from the Michigan Merit Curriculum
- ✓ 4 from Elective offerings
- ✓ 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

English Language Arts 9  
English Language Arts 10

##### MODIFICATIONS:

*-only available to students with IEPs*

English Language Arts 11  
English Language Arts 12

**4 Credits**

#### MATHEMATICS

Algebra I  
Geometry

##### 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) Personal Finance/AP Cybersecurity 2 may be used for Senior Year Math Course.*

*-additional modifications available to students with IEPs*

Algebra II  
One math course in final year of high school

**4 Credits**

#### SCIENCE

Biology  
One additional science credit

##### MODIFICATIONS:

*-substitute CTE credit for 3<sup>rd</sup> credit of Science after the first two have been earned*

*-additional modifications available to students with IEPs*

Physics or Chemistry

**3 Credits**

#### SOCIAL STUDIES

US History/Geography  
.5 Credit in Government

##### 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*

World History/Geography  
.5 Credit in Economics

**3 Credits**

**PHYSICAL EDUCATION & HEALTH (.5 Credit 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, CTE, or ½ credit in Personal Finance.\**

*-additional modifications available to students with IEPs*

**LANGUAGE OTHER THAN ENGLISH 2 Credits**

Spanish

French

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. ½ Credit can be exchanged for Personal Finance.\**

*-additional modifications available to students with IEPs*

**PERSONAL FINANCE\* .5 Credit**

\*Class of 2028 and Beyond

**ONLINE LEARNING EXPERIENCE Integrated into the students' learning experience**

**Elective Offerings 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.

**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 or 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 December 1<sup>st</sup> or May 1<sup>st</sup>. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

**Personal Curriculum**

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). PCs are most appropriate for students desiring advancement or specialized content, students with IEPs, or transfer students. A PC allows students to exchange MMC required courses with credits more closely aligned to the student's post-secondary goals. PCs 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 with 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 caseload manager
2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student. The PC request is presented to team members for review and approval.
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP.
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

### Personal Curriculum Modifications

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

[http://www.michigan.gov/documents/mde/PC\\_Guide\\_1\\_2015\\_482101\\_7.pdf](http://www.michigan.gov/documents/mde/PC_Guide_1_2015_482101_7.pdf)

## Course Descriptions

### Art Education

#### Art Department Objectives

1. To help each student understand the creative process.
2. To help each student develop technical competence with visual art materials.
3. To give each student a sound foundation in the elements and principles of design.
4. To help each student develop his/her expressiveness to the extent of his/her ability.
5. 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.

**Intro to Ceramics****Elective 1 Semester**

**Recommended:** *Art 1*

Introduction to Ceramics is a semester-long course designed to introduce students to the fundamental techniques, processes, and concepts of working with clay. Building upon the foundational art knowledge gained in Art 1, this course will allow students to explore clay as a three-dimensional form and a medium for artistic expression. Students will learn hand-building methods such as pinch, coil, and slab construction, as well as basic ceramic vocabulary and safety procedures for the studio and kiln. We will explore the elements of art (such as form and texture ) and the principles of design (such as balance and proportion ) as tools for planning and creating functional and sculptural ceramic works.

**Photography****Elective 1 Semester**

**Recommended:** *11<sup>th</sup> & 12 Grade*

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

**Sewing and Creative Design A and B****Elective 1 Semester**

**Recommended:** *9-12th Grade*

Sewing and Creative Design is a hands-on, project-based course that introduces students to the art, history, and practice of clothing construction and creative apparel design. Students will learn foundational sewing skills, safe and effective use of equipment, pattern reading, fabric selection, and garment construction techniques. Through upcycling and redesign projects (e.g. theatrical costume construction/redesign), students will apply principles of sustainability, creativity, and problem-solving to transform existing materials into functional and expressive new pieces.

## Unified Art

Elective 1 Semester

**Recommended:** 9-12th Grade

Unified Art is an introductory art course that combines students with intellectual disabilities and students without disabilities for experiences related to visual arts. Art brings people together. Unified Art does just that, too and much more. Unified Art will break down stereotypes about people with intellectual disabilities in a really fun way. Unified Arts creates a unique artistic experience through the use of modified art opportunities. This class is designed to emphasize the following areas: teamwork, discipline, technical skill, design, composition, leadership, problem solving, conceptual thinking, creativity, aesthetics, safety, and visual culture while exploring different art making methods. These experiences create a culture of inclusion and foster understanding among students of all abilities. Unified Art is dedicated to promoting social inclusion through shared abilities and common experiences in class. Having art in common is just one more way that preconceptions and false ideas are swept away. Unified Art will include leadership roles. Through the YAC (Youth Activity Committee) all students will discuss different disabilities and unique characteristics of all students around them to bring together our community and school population. This class will create a safe environment that allows for growth as a student and as an artist. The hope is that all students will find appreciation for art and embark on a journey of self-respect, self-reflection, growth, tolerance, and artistic success. This class provides instruction in basic and beginning techniques for creative art making.

## Career and Technical Education

### 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.

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

### 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.

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

### Advanced Placement Computer Science Principles

Elective 1 Year

**Recommended:** Algebra 1 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.

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

### Advanced Placement Computer Science A

Elective 1 Year

**Recommended:** AP Computer Science Principles or Teacher Approval

This course is designed to prepare students for the AP Computer Science A examination. The course emphasizes content comparable to a first college course in programming for Computer Science majors. Using the Java programming language, the course introduces program design including static and object-oriented programming. It also introduces data structures, searching and sorting algorithms, and algorithm comparison.

**\*This course qualifies as a 4<sup>th</sup> year math credit option**

**Advanced Placement Cybersecurity 2: Cybersecurity Fundamentals****Elective 1 Year****Recommended:** 10-12th Grade

Career Kickstart Cybersecurity 2: Cybersecurity Fundamentals, the second course in the Cybersecurity Pathway, is a full-year course covering foundational cybersecurity concepts and skills. It is equivalent to a collegiate Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries faced by organizations and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; response; and recovery. Students will research emerging trends in cybersecurity and get hands-on experience implementing security protocols. This class counts as a 4th year Math class.

**Video Game Programming****Elective 1 Year****Recommended:** 10th, 11th or 12th grade

This course focuses on teaching skills required to program video games using the UNITY engine. The class will spend time covering the basics of programming, planning, designing, playtesting, and finishing a video game. The class will also cover information around careers that are available to those who are looking to pursue the industry after high school. Students will have the opportunity to certify in Unity by the end of the course. This class will help students develop and improve skills that are critical to programming.

**Digital Filmmaking****Elective 1 Semester**

Students will gain an 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, storyboard, 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 Based Learning & Employability Skills****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. **This course will assist the student in learning skills necessary to become 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.**

**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. Every five hours of work equals one instructional hour (.5 credits).
- Required meetings with the assigned coordinator and employer.
- Signed timesheets must be submitted every two weeks.
- All forms required by the State must be completed and on file to earn credit.
- All jobs must be approved by the individual school's work based education coordinator.

**Online Learning/Late Arrival/Early Dismissal****Elective 1 Semester**

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

**English****English 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 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 yearlong 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 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 course is designed for 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 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.

**Graphic Novels/Comics as Contemporary Literature****Elective 1 Semester****Recommended:** *9th, 10th, 11th or 12th Grade*

Students will read a variety of texts, including superhero stories, historical narratives, and personal memoirs, all presented through the medium of graphic novels/comics. Along the way, they will analyze how visual and textual elements work together to create meaning, tone, and theme. In addition to critical reading and discussion, students will engage in creative projects such as designing panels, storyboarding, or creating their own short comics, which reinforce literary analysis skills in a new medium. By the end of the course, students will develop both a deeper appreciation for visual storytelling and the ability to critically interpret multimodal texts.

**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.

**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.

### **Writing for Publication- Yearbook**

**Elective 1 Year**

**Recommended:** *Instructor Approval and Grades 10<sup>th</sup> -12<sup>th</sup>*

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-School Media**

**Elective .5 or 1 Year**

**Recommended:** *Grades 10<sup>th</sup> – 12<sup>th</sup>*

Basic journalism writing skills will be the focus throughout this writing course. Students will also focus on learning the computer design and layout of Waverly High School's chosen school media. 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 to lead the production process. Several computer programs used in publishing will be taught. The students will also focus on the business side of production. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet publication's deadlines. This course may be repeated for credit as students move up the editorial ladder.

### **Eastern Literature and Application Lab**

**Elective 1 Semester**

This course is designed to combine literature, journaling, and movement in order to introduce the rich history of the yogic tradition, promote vibrant physical and mental health, and connect students to mindfulness practices which will serve them far beyond the mat. Using various texts, students will study the philosophy and history of yoga and will keep an interactive notebook to record key concepts as well as their individual experiences. The aim of this course is to introduce students, safely and ethically, to the basic postures, breathing techniques, relaxation methods, and benefits of yoga and meditation. Through the learning lab, students will begin to incorporate movement in order to experience the benefits of yoga and tuning into the breath.

### **Narrative Literature in Video Games**

**Elective 1 Semester or 1 Year**

Creatives are always discovering new ways to tell stories to their audience. Video games have been a growing genre of entertainment and storytelling since the early 90s. It continues to expand its influence as one of the most popular forms of entertainment for kids, teens, and adults. Many of these video games are narrative-based and allow the "reader" to progress through the story at their own pace while incorporating a higher level of interactivity, making engagement a necessity. Bringing this genre of modern and relatable texts into the classroom will give many students who have not responded to traditional texts a different and more familiar platform to practice the same skills that are applied to literary analysis. In addition, video games bring their own creative and interesting elements to storytelling that students can learn to enrich their understanding of how stories can be told.

## **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 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.

### **Algebra I Honors**

**1 Year**

**Recommended:** *Placement*

This course is designed for the college-bound student who demonstrates strong mathematical ability and a high level of motivation. Honors Algebra I extends beyond the standard Algebra I curriculum with increased depth, rigor, and pace. Students will explore linear, quadratic, and exponential relationships; systems of equations; and functions through analytical, graphical, and real-world applications. Students will also explore data and statistics, focusing on interpreting data, modeling relationships, and strengthening reasoning and problem-solving skills. Students who successfully complete this course with a grade of C or higher will be prepared to take Honors 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 the 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 antiderivative, application of antiderivative, 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.

### **Advanced Placement (AP) Precalculus**

**1 Year**

**Recommended:** *Algebra II or Algebra II with Trigonometry*

Students will apply the mathematical tools they acquire in real-world modeling situations. Students will examine functions through multiple representations. Students will gain a deeper understanding of functions by examining them graphically, numerically, verbally, and analytically. Students will develop rigorous symbolic manipulation skills needed for future mathematics courses. Students will engage in function building that does not reflect a static view of things but embodies how things change. Every function representation characterizes the way in which values of one variable simultaneously change as the values in another variable change. This study of functions and their graphs as embodying dynamic covariation of quantities prepares students to understand an ever changing world.

### **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 students 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 background knowledge needed to be an effective investor. Stock Market Math 2 will include an investment simulation.

### **The Math of Data Science**

**Elective 1 Year**

#### ***Recommend: Algebra 1***

Students are introduced to data science and will learn to be data explorers. They will develop an understanding of correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments and more. Students will also be introduced to basic computer programming skills and machine learning. Students will not need to be advanced in math, but this course will help prepare students for AP Calculus, AP Statistics, AP computer science, careers in the humanities and STEM careers.

## **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 the 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.

### **Modern Band and Orchestra**

**Elective 1 Year**

#### ***Prerequisite: 9th, 10th, 11th, 12th Grade***

Modern Band and Orchestra provides students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through teacher-guided group instruction, peer mentors, and self-teaching. Students who take Modern Band and Orchestra learn the basics of popular instruments such as drums, bass, guitar, keyboard, as well as music technology and production. Performance opportunities for Modern Band and Orchestra students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.

### **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 advanced instrumental music students. Students will learn music theory and will investigate the history of various genres 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.

## **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.

### **Advanced Physical Education**

47

**Elective 1 Semester**

**Recommended:** *Team Sports, General Physical Education, Personal Conditioning, or Walking for Fitness*

This advanced Physical Education course is designed for highly motivated students who have a strong foundation in fitness and sports and wish to pursue physical activities tailored to their individual interests and goals. Moving beyond traditional curriculum, this course empowers you to design and execute your own personalized physical activity plan. Students will choose from a wide range of options—from advanced skill development in a favorite sport to specialized conditioning, or focused training in areas like strength training, basketball, volleyball, or distance running. The course focuses on self-directed learning, goal setting, time management, and demonstrating proficiency in your chosen area. You will be responsible for maintaining detailed activity logs, setting measurable fitness or performance goals, and submitting regular progress reports, culminating in a final presentation or project that demonstrates your learning and achievements. This structure allows our most advanced PE students to excel and deepen their passion for physical wellness.

### **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.

### **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. Through the YAC (Youth Activity Committee) all students will discuss different disabilities and unique characteristics of all students around them to bring together our community and school population.

**Physical Education: Walking for Fitness****1 Semester Elective****Prerequisite:** 9th, 10th, 11th, or 12th grade

Walking for Fitness is a beginner level physical education course that is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. This course is targeted for those students that need a Physical Education course for graduation but also looking for less intensity and competition. Students will be expected to participate in daily class walks indoor and outdoor weather permitting. We will track our progress with the use of technology in order to see our personal improvement throughout the semester. Athletic shoes are required for participation (No Crocs/Sandals/Slides/Boots).

**Sports Officiating****1 Semester Elective****Recommended:** 9th, 10th, 11th or 12th grade

This course is for the student who has an interest in learning the rules and techniques required for officiating as a part-time or full-time vocation. Students will acquire knowledge of sport rules, regulations and to develop skills in officiating selected sports. Students will gain the knowledge to become a certified Michigan High School Athletic Association Official through the MHSAA Legacy program, which is the goal of the course. The program allows students to accept paid officiating assignments while still in high school upon passing the MHSAA Test.

**Science****Physical Science (Semester 1 Chemistry/Semester 2 Physics)****1 Year**Grade Level: 9<sup>th</sup>**Prerequisite:** Concurrently enrolled in Algebra 1

This class is aligned with the State of Michigan Next Generation Science Standards for Physics and Chemistry. 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, and chemistry, 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: 9th (with referral from 8th grade Science Teacher) or 10<sup>th</sup>**Prerequisite:** Adequate progress in Physical Science

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

**Earth, Atmosphere, and Space Science****1 Year**Grade Level: 11<sup>th</sup>**Prerequisite:** Adequate progress in Biology

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

**Chemistry with Earth Science****1 Year**

Grade Level: 10<sup>th</sup> or 11<sup>th</sup>

**Prerequisite:** Biology with Earth Science AND Algebra 1

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

### **Physics with Earth Science**

**1 Year**

Grade Level: 10<sup>th</sup> or 11<sup>th</sup>

**Prerequisite:** Biology with Earth Science and Algebra II or higher concurrently

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.

### **Advanced Placement (AP) Chemistry**

**1 Year**

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

**Prerequisite:** Chemistry or Physical Science/Biology 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: 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Chemistry and/or Physics and Biology

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.

### **Human Anatomy**

**Elective 1 Semester**

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

**Prerequisite:** Biology

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.

### **Introduction to Robotics**

**Elective 1 Semester**

Grade Level: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

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

### **Introduction to Engineering**

**Elective 1 Semester**

Grade Level: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

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. The continued building of reading, writing, research, and oral presentations skills will be emphasized. Reading materials in this course will be at ~~high-school~~ **grade** level.

### **Honors U.S. History/Geography**

**1 Year**

***Prerequisite:*** ~~Department Approval and 9<sup>th</sup> Grade standing~~

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

### **World History/Geography**

**1 Year**

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

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

### **Honors World History/Geography**

**1 Year**

***Recommended:*** ~~One semester of~~ U.S. History/Geography, **Departmental Approval**

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. **This rigorous course is targeted toward students who have the skills to pursue Advanced Placement options.**

### **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 nation, states, and communities.

### **Honors Government**

**1 Semester**

***Recommended:*** U.S. History/Geography, **World History/Geography, Department Approval** ~~and at least one Semester of World History/Geography~~

Honors Government is a course designed for students in the 11th or **12th** 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 nation, states, and communities. This course will require advanced reading, writing, discussion, and critical thinking skills.

### **Advanced Placement Government and Politics**

**1 Year**

**Recommended:** *Department Approval, 10th, 11th or 12th Grade, U.S. History/Geography, World History/Geography*

This course is designed to engage students at the same level as an introductory college political science course on U.S. Government. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students will be expected to analyze, interpret, and apply political concepts, landmark cases, foundational documents, qualitative sources, and quantitative data visuals. Argumentative essays and a ~~year-long~~ Civic Engagement project will provide additional opportunities for sustained, real-world learning. The College Board/AP curriculum meets the MMC standards/curriculum for government requirement

**Advanced Placement African American Studies**

**Elective 1 Year**

**Recommended:** *10th, 11th or 12th Grade, U.S. History/Geography, Department Approval*

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

**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, 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. This course is targeted toward students who are reading or have math skills at or above grade level.

**Personal Finance 1 & 2**

**1 Semester**

**Recommended:** *11th-12<sup>th</sup> Grade or Algebra I Credit*

The course content focuses on economic systems and finances in relation to economics with a 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 mathematical 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 the first semester, Personal Finance 2 will be the second semester. Students may take Personal Finance 2 without taking Personal Finance 1

***\*This course qualifies as a 4<sup>th</sup> year math credit option***

Grade Level: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

**Recommended:** *Department Approval; 10th, 11th, or 12th Grade 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 be able, motivated, and well prepared students. It will appeal to students who have either a passion for the study of history or academically accelerated students who seek the challenge of an advanced placement course in U.S. History.

### **History of Your Life: 21<sup>st</sup> Century History**

**Elective 1 Semester**

~~**Recommended:** *Grade 9<sup>th</sup>, 10<sup>th</sup>*~~

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

### **U.S History Through Film**

**Elective 1 Semester**

~~**Recommended:** *Grade 9<sup>th</sup>, 10<sup>th</sup>*~~

In this elective course, ~~geared toward younger students~~ the class will examine history through the lens of a camera. ~~In an 18-week~~ During the semester, students will learn the history behind, view, and analyze history as presented in ~~8-10 films based on the American experience~~. 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.~~

### **World History Through Film**

**Elective 1 Semester**

~~In this elective course, the class will examine history through the lens of a camera. During the semester, students will learn the history behind, view, and analyze history as presented in films based on events that took place outside of the United States. 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.~~

### **Global Studies**

**Elective 1 Semester**

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

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 U.S. History from multiple perspectives to arrive at a plural and multicultural understanding of U.S. 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/Geography and World History/Geography*

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

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 the ability to function in society.

**Sociology****Elective 1 Semester****Recommended:** *Grades 11<sup>th</sup> or 12<sup>th</sup>*

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:** **Department Approval;** *Grades 11<sup>th</sup> or 12<sup>th</sup>*

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:** U.S. 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 two 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 12<sup>th</sup> or with **Instructor Department 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 thousands of free courses available for online learning. The focus of these courses is enrichment and not intended for academic credit for college.

## **World Language**

### **French I (First Year)**

**Elective 1 Year**

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.

### **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.

### **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.

### **Self Determination**

**1 Year**

**Prerequisite:** *Special Services Caseload*

The course/class is targeted for younger high school students who require insight on positive social interactions with their peers and adults. There is a focus of everyday problem solving with a specific stated objective. The objective ranges from understanding self-awareness to the daily implementation of practical strategies used to problem solve. By giving students opportunities to verbally respond daily without infringing on their peers or adult's feelings, the students become more aware of positive and negative strategies that can be used within their space to enhance social interactions.

### **Life and Social Skills**

**1 Year**

**Prerequisite:** *Special Services Caseload*

A course designed to teach students about their disabilities, self-advocacy, rights, responsibilities and support available to them. Students will also increase independence based on individualized needs in areas such as communication, home skills, community, safety, medical, and more.

## **Career & Technical Education Programs**

### **Wilson Talent Center Elective**

**1-2 Years**

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

The Wilson Talent Center (WTC) in Mason is Waverly's career and technical education training school. Students from Waverly and eleven 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 Assistant, Patient Care Technician, Therapeutic Services)

Automotive Technology

Bioscience Careers

Business & Risk Management

Career Start

Construction Technology

Cosmetology

Criminal Justice (Law Enforcement)

Culinary Arts & Hospitality

Cybersecurity & Digital Forensics

Engineering Technology

Healthcare Foundations

Manicuring

New Media

Precision Machining Technology

Programming & Mobile Applications

Sports Medicine and Rehabilitation  
Welding Technology

### **Eaton RESA Career Preparation Center**

**Elective 1-2 Years**

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

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 associate's 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 2023-2024 course offerings are: Animal Science & Zoo Management, Heavy Equipment Operation and Repair, and Aviation Career.

## Interdepartmental Courses

### **Waverly Virtual Education**

Virtual 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 Virtual 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.

### **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.

### **Student Instructional Supports**

**1 Semester**

*Prerequisite: Approved by counseling department*

The Student Instructional Supports course is designed for students who have traditionally faced academic challenges. This course provides targeted instruction and guidance to help students improve overall academic achievement. Students will engage in topics such as personal responsibility, goal setting, time management, and planning for future goals.

In addition to reviewing and completing Michigan Merit Curriculum Content Standards. The class also offers support for current coursework, allowing students to receive individualized assistance, dedicated time for study and preparation, as well as structured opportunities to reassess and demonstrate mastery of key concepts for their current coursework. To ensure continued growth, students may take this course multiple times, benefiting from ongoing access to academic resources and personalized support.

**FLEX****1 Semester*****Prerequisite: None***

Students will receive instruction and guidance from the teacher of record to support their overall academic achievement. Topics will include social emotional learning, goal setting, academic advising and future goal planning. The class will also offer academic assistance for students to review and complete the Michigan Merit Curriculum Content Standards within their current coursework. The course offers 0 credits.

**Academic Regulations****Credit/No Credit**

The following guidelines must be followed:

1. Application for credit/no credit must be made within the first four 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: successfully completing Algebra I and 2 or Spanish 1 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 WTC. 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 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 six classes unless a medically documented condition prevents the student from doing so. 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 earn a qualifying score on the AP Exam. Credits earned at other high schools and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

**Transfer**

Students' current grade from their old school will be equally calculated into their new WHS course when applicable. 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.

**Exchange Students**

Exchange students shall earn a Certificate of Attendance. Exchange students may fully participate in Honors and Graduation ceremonies but will not receive a Waverly High School diploma.

**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.

**GPA Scale**

A = 4.0  
 A- = 3.67  
 B+ = 3.33  
 B = 3.0  
 B- = 2.67  
 C+ = 2.33  
 C = 2.0  
 C- = 1.67  
 D+ = 1.33  
 D = 1.0  
 D- = 0.67  
 F = 0.0

**GPA Scale- AP Classes**

A = 4.33  
 A- = 4.0  
 B+ = 3.67  
 B = 3.33  
 B- = 3.0  
 C+ = 2.67  
 C = 2.33  
 C- = 2.0  
 D+ = 1.67  
 D = 1.33  
 D- = 1.0  
 F = 0.0

**"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.

### **Grade Change**

Only the issuing teacher may change a grade. If the issuing teacher is not available the principal and a designated committee will make the determination. A grade should be changed within a reasonable time after the original grade is issued unless special circumstances are present.

### **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**

Honor Rolls will be published and awarded at the semester to students with a 3.0 or higher GPA.

To qualify for the 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"

### **Top Ten Qualifications**

For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their sophomore year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. For each year of high school a minimum of four graded core classes (core classes include academic classes such as: Math, Science, Social Studies, English, & World Language), or 3 AP classes in a semester must be taken. Edgenuity classes do not qualify toward Top Ten status.

### **Academic Letter**

Students who earn a (3.67) or better GPA for **both first and second** semesters of an academic year will earn an academic letter. These awards will be given out in the fall of the following school year. Please note the award is based on GPA for each semester, not a cumulative average for the school year.

### **Repeat Classes for Credit**

If a student repeats a class then the grades for both instances will appear on the transcript. The student will receive credit toward graduation only once from the same class except: A) some classes may be repeated for credit due to nature of the class (i.e. PE), B) If the student passed the class with D- the first time and earns C+ or better the second time, double credit will be given toward graduation. Students may request the lower of two grades be deleted. The teacher may honor this request.

## **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