

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 13, 2021, beginning at 6:30 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 Mary Ann Martin
- II. Correspondence
- III. Public Comment for Agenda Items
- IV. Board Member Comment
- V. Approval of Agenda and Acceptance of all Reports

Recommendation: *To request a motion to approve the December 13, 2021 agenda as presented and accept all reports into discussion.*

- VI. Approval of Consent Agenda Items
 - A. Items listed below may be approved with one motion unless a board member requests that an item or items be removed for separate action.
 - Regular Meeting Minutes November 15, 2021
 - Report #21-30, HR Personnel Recommendations
 - Report #21-31, Finance Report
 - Report #21-32, Breakfast, Lunch and Milk Prices for 2021-22 (Amended)
 - B. **Recommendation:** *To request a motion to approve the consent agenda as presented.*
- VII. Committee Meetings
 - A. Teaching & Learning
- VIII. Presentation of Reports
 - A. Finance & Facilities

1.	For Action - Report #21-33 - 2022 Building and Site Bonds Series I Authorizing Resolution	18
	<u>Recommendation:</u> <i>To approve the resolution to issue bonds in the amount of Sixty-Five Million Dollar (\$65,000,000)</i>	
B.	Teaching & Learning	
1.	2022-23 Program of Studies - Proposed Changes	49
IX.	Superintendent's Report	
A.	For Action - Report #21-34, Amending Start Time of all Waverly Board of Education Regular Meetings	91
	<u>Recommendation:</u> <i>To request a motion to approve the Waverly Board of Education amend the start time of all future Regular Board of Education meetings to 6:00 pm effective January 2022.</i>	
X.	Public Comment - Open Comment for District related items	
XI.	Other Board Business	
XII.	Adjournment	

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 15, 2021 at the Administration Building, located at 515 Snow Rd., Lansing, MI 48917. Board President Mary Ann Martin called the meeting to order at 6:31 PM. The pledge to the flag was led by Interim High School Principal, Tony Terranova.

Members Present: Mary Ann Martin
Christopher Beasley
Alicia Guevara Warren
Holly Nester

Members Absent: Rhonda Sosnowski
Tamia McClain
Amy Krause

Staff Present: Kelly Blake, Superintendent
Evan Nuffer, Director of Finance
Chris Huff, Interim Director of Teaching & Learning
Tim Lyman
Shawn Lewis
Tony Terranova
Molly Francis
Ann Marie Lindsay

Others: Charlene Dukes
Kelly Roberson
Leslie Murray

Correspondence:

None

Public Comment for Agenda Items:

None

Board Member Comment:

Member Beasley congratulated the Waverly Unified Team for being recognized by ESPN as a Top 5 National Banner School. Waverly Unified was chosen out of 8,000 teams.

Member Nester also congratulated the Unified Team for their ESPN Top 5 honor.

Member Guevara Warren stated she was excited about the bond improvements currently being completed and the upcoming renovations. She also congratulated Waverly Unified for their amazing achievement.

Member Martin is very proud of how all staff and students are handling the current school year and is thankful for all of the extra duties staff are completing. She stated she knows it is a difficult year, but, as usual, the Waverly Warriors are going above and beyond. She also congratulated the Waverly Unified Team for their outstanding achievement.

Adoption of Agenda, and Acceptance of Reports

A motion was presented by Member Nester and supported by Member Beasley to adopt the November 15, 2021 agenda as presented and accept all reports.

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 - Member Sosnowski, Member McClain, Member Krause

Approval Consent Agenda

A motion was presented by Member Guevara Warren and supported by Member Beasley to approve the consent agenda as presented.

1. Regular Meeting Minutes – October 18, 2021
2. Report #21-27, Human Resources Personnel Report
3. Report #21-28, Finance Report – September 2021

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 - Member Sosnowski, Member McClain, Member Krause

Presentation of Reports:

Finance & Facilities

Finance Committee Member Beasley reviewed the November 15, 2021 Finance Committee meeting, highlighting:

- The district is working with Delta Township on a possible 10 year Pool Use Agreement. An approximate \$1 million renovation is will be completed on the pool area at East Intermediate, including locker room improvement, new tile, etc.
- The district has an approved Letter Of Agreement with the WEA. The LOA is to modify teacher step advancement of staff for those who have maintained employment with Waverly.
- The 2021-22 Budget was reviewed and the district is down 140 students, which does have a negative impact on the budget. Updates will be given in upcoming meetings.
- Review of the existing Windemere property and how the district should proceed. Updates will be given in upcoming meetings.

Personnel & Policy

For Action – Report #21-29, Neola Policies Volume 36, No. 1

A motion was presented by Member Beasley and supported by Member Nester to adopt the Neola Policy updates from Volume 36, No. 1, as presented.

Motion PASSED

Vote: Ayes – 4; Nays – 0; Absent – 3 - Member Sosnowski, Member McClain, Member Krause

Superintendent’s Report:

- Congratulations to the Waverly Unified Team for their Top 5 National Banner School rating. We are so proud of them.
- Winter sports try-outs are being conducting currently.
- Monthly Waverly School Board meeting proposed start time change to 6 pm. This proposed change will be brought for action at the December 13, 2021 meeting.
- A bond update was sent to all staff from Finance & Operations Director, Evan Nuffer,
- The current East Intermediate front entrance is nearly complete.
- The Middle School auditorium renovation is progressing well and almost complete.
- Other stages of the bond project are in early design stages and updates will be given regularly as the Waverly Board Bond Committee begins to meet.
- A huge thank you to community member Diane Garey-Merrill, who donated 5 bags of hand-knitted hats and scarves for our students to have.
- Last year at the Silver Bells in the City parade the Waverly High School Band won the best illuminated band award. Because of that award, they have the privilege of being the “Santa Band” which means they will march right in front of Santa in the parade this Friday evening.
- Happy Thanksgiving to everyone.

Public Comment – Open Comment for District Issues

Community member Kelly Roberson, representative for Mom’s for Liberty, made a statement regarding the Eaton-Barry County mask mandate. Ms. Roberson also made a statement regarding online learning options for members of her family.

Superintendent Blake responded to the statement from Ms. Roberson that Waverly does have an online learning option if students qualify.

Superintendent Blake requested the following be included in the November 15, 2021 meeting minutes:

- The Waverly Community Schools mask mandate is our own mandate, put in place to help keep staff and students safe. East Intermediate is located in Ingham County and has to follow their requirements, which includes a mask mandate.
- Member Krause asked that the minutes include Superintendent Blake asked her to leave the meeting because she refused to wear a mask.

Other Board Business:

None

Adjournment at: 6:46 PM

Respectfully submitted,

Christopher Beasley, Board Treasurer
aml

WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
December 13, 2021

Report #21-30

Subject: Personnel Report

A. Employment – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Nellie McDaniel	Spec Ed ASD Teacher	Winans Ele	BA Step 2.5/\$42,585	12/16/2021
Nicolette Poprawa	Spec Ed ASD Teacher	Middle School	MA Step 3/\$46,790	12/13/2021

B. Employment – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Salary</u>	<u>Effective</u>
Stephannie Greer	Intervention Para Educator	Colt ECEC	\$18.32/hr	11/29/2021
Robert Underhill	Behavior Para Educator	Middle School	\$15.88/hr	12/6/2021
Shannon Chambers	Class C 3 rd Shift Custodian	High School	\$14.31/hr	11/29/2021
Nicole Clyne	Behavior Para Educator	Elmwood	\$18.32/hr	12/13/2021

C. Transfer – Non-Certified

<u>Name</u>	<u>From Position</u>	<u>To Position</u>	<u>Effective</u>
Laurie Swisk	Winans Para Educator	East Para Educator	11/29/2021
James Clyde	MS Para Educator	Winans Para Educator	11/29/2021

D. Termination – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective</u>
Colin Jones	Para Educator	Elmwood	11/16/2021

E. Resignation – Non-Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Reason</u>	<u>Effective</u>
Mitzi Muysenberg	Para Educator	Middle School	Personal	12/31/2021
Kim Walker	Food Service Worker	District	Personal	12/3/2021

F. Resignation – Certified

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Reason</u>	<u>Effective</u>
Mary Diedrich	SE Data Technician	District	Personal	12/3/2021
Elia Meekhoff	Choir Teacher	MS & HS	Personal	1/21/2022

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 13, 2021**

Report #21-31

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, 2021 was \$4,338,801.97. Receipts during November, consisting of state aid, property taxes and other revenues in the amount of \$3,653,784.65 minus disbursements during November of \$2,745,987.96, left the district with a General Fund cash balance, as of November 30, 2021, of \$5,246,598.66.

2021-22 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$2,900,625. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

2021-22 Student Activity Fund revenues exceed expenditures by \$47,019. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2021-22 Sinking Fund revenues exceed expenditures by \$379,215. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

2021-22 Public Improvement Fund expenditures/transfers-out exceed revenues/transfers-in by \$292,841. A summary of year to date activity in comparison to the budget is included in the supporting documentation.

The balance of the 2019 Building and Site, Series III Bonds remaining to be allocated, including \$60,567 of accrued interest and proceeds from the sale of surplus equipment, is \$2,994. A summary of life to date activity is included in the supporting documentation

The balance of the 2021 Building and Site, Series IV Bonds remaining to be allocated, including \$267 of accrued interest, is \$823,022. A summary of life to date activity is included in the supporting documentation

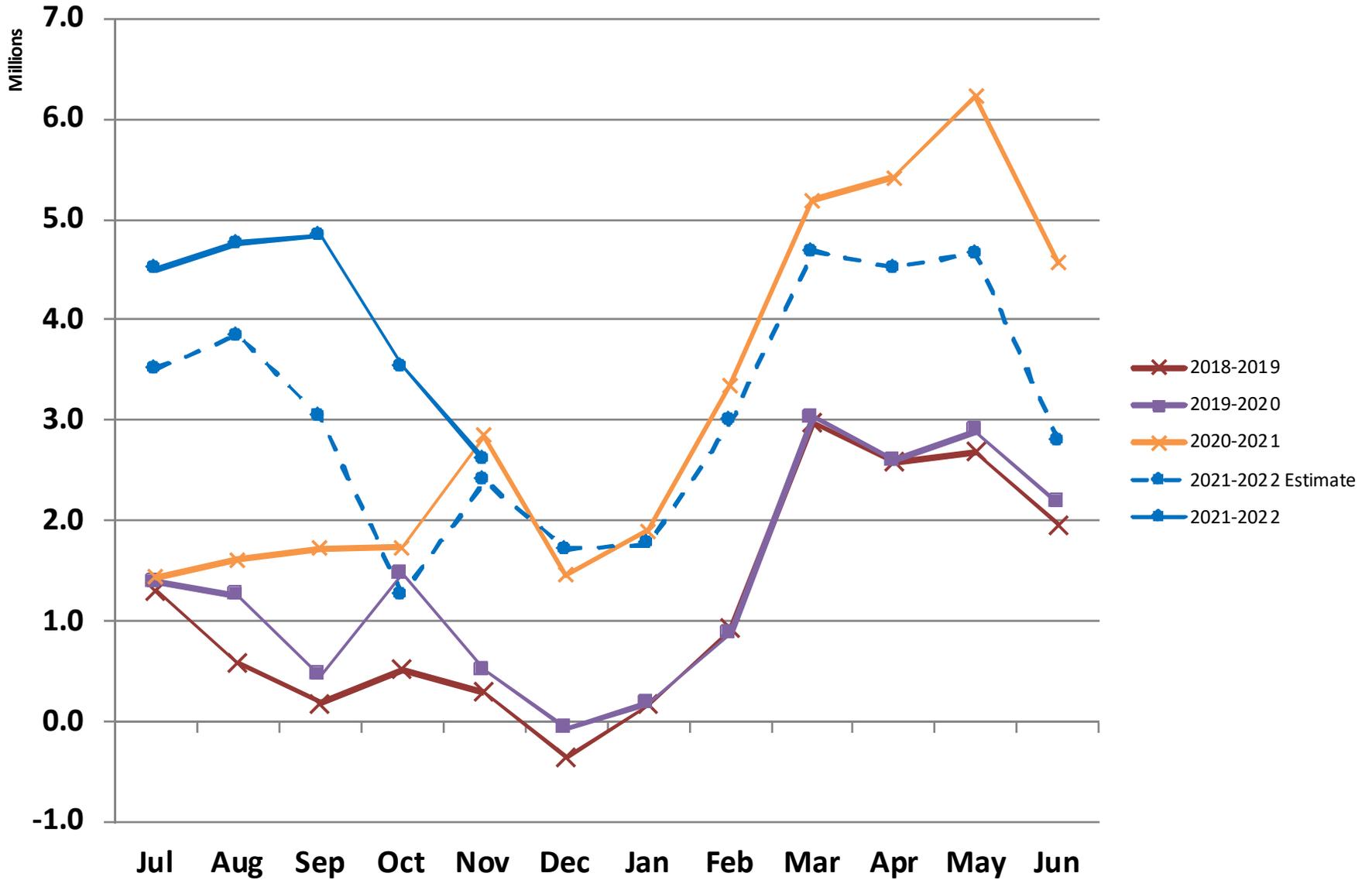
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended November 30, 2021

Balance on Hand October 31, 2021	4,338,801.97
Revenues	
State Aid	2,624,324.74
Taxes	36,337.07
Other Revenue	313,759.02
Interfund Transfers In	679,363.82
State Aid Note Proceeds	-
	<u>3,653,784.65</u>
Disbursements	
Payroll and Related Liabilities	(2,171,069.52)
Other Expenditures	(574,918.44)
State Aid Repayment	-
	<u>(2,745,987.96)</u>
Prior Month Adjustments During November 2021	-
Balance on Hand November 30, 2021	<u><u>5,246,598.66</u></u>
PNC Bank - General	5,106,666.05
MILAF	7,838.20
PNC Bank - Payroll	132,094.41
Comerica - Checking	-
	<u><u>5,246,598.66</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, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	10,037,007	4,170,010	(5,866,997)	58.5%
State sources	22,644,265	4,324,668	(18,319,597)	80.9%
Federal sources	2,330,239	44,684	(2,285,555)	98.1%
Intergovernmental	3,512,224	551,753	(2,960,471)	84.3%
Transfers In	90,000	-	(90,000)	100.0%
Total revenue	38,613,735	9,091,115	(29,522,620)	77.8%
Expenditures				
Current:				
Instruction:				
Basic program	16,021,254	4,204,788	(11,816,466)	73.8%
Added needs	6,470,790	1,684,342	(4,786,448)	74.0%
Total instruction	22,492,044	5,889,130	(16,602,914)	73.8%
Support Services:				
Pupil	4,189,394	1,270,853	(2,918,541)	69.7%
Instructional staff	2,206,836	750,256	(1,456,580)	66.0%
General administration	379,147	196,158	(182,989)	48.3%
School administration	2,530,852	998,929	(1,531,922)	60.5%
Business	551,640	211,460	(340,180)	61.7%
Operations and maintenance	3,806,430	1,390,550	(2,415,879)	63.5%
Pupil transportation services	1,214,289	343,946	(870,343)	71.7%
Central	595,995	293,767	(302,228)	50.7%
Other	70,216	41,356	(28,860)	41.1%
Total support services	15,544,798	5,497,275	(10,047,523)	64.6%
Athletics	669,863	269,033	(400,830)	59.8%
Community services	-	-	-	0.0%
Non Publics	10,304	336	(9,968)	96.7%
Facility Acquisition	-	-	-	0.0%
Debt service:				
Principal	140,000	70,000	(70,000)	50.0%
Interest	3,500	2,100	(1,400)	40.0%
Capital outlay	4,720	29,591	24,871	-526.9%
Payments to other public schools	1,097,643	234,274	(863,368)	78.7%
Total expenditures	39,962,871	11,991,740	(27,971,131)	70.0%
Excess of Revenue (Under)Over Expenditures	(1,349,136)	(2,900,625)	(1,551,489)	
Transfers Out	350,000	-	(350,000)	100.0%
Change in Fund Balance	(1,699,136)	(2,900,625)	(1,201,489)	
Favorable Expenditure Variance (1.5%)	599,443			
Projected Change in Fund Balance	(1,099,693)			
Fund Balance - Beginning of year	7,637,365			
Fund Balance - End of year	6,537,672			
	16.4%			

Waverly Community Schools
Student Activity Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	203,280	82,217	(121,063)	59.6%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	203,280	82,217	(121,063)	59.6%
Expenditures				
Student Activities	129,854	21,970	(107,883)	83.1%
Athletics	80,953	13,228	(67,725)	83.7%
Total expenditures	210,806	35,198	(175,608)	83.3%
Excess of Revenue (Under)Over Expenditures	(7,526)	47,019	54,545	
Transfers Out	-	-	-	0.0%
Change in Fund Balance	(7,526)	47,019	54,545	
Fund Balance - Beginning of year	208,965			
Fund Balance - End of year	201,439			

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	856,196	379,561	(476,635)	55.7%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	856,196	379,561	(476,635)	55.7%
Expenditures				
Current:				
Support Services - Business	-	261	261	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	-	85	85	0.0%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	-	-	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	-	346	346	0.0%
Excess of Revenue (Under)Over Expenditures	856,196	379,215	(476,981)	
Transfers Out	-	-	-	
Net Change in Fund Balance	856,196	379,215	(476,981)	
Fund Balance - Beginning of year	1,257,398			
Fund Balance - End of year	2,113,594			

Waverly Community Schools
Public Improvement Fund - Budgetary Comparison Schedule
For the Month Ended November 30, 2021

	Original Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	200	25	(175)	87.3%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	350,000	-	(350,000)	100.0%
Total revenue	350,200	25	(350,175)	100.0%
Expenditures				
Current:				
Support Services - Business	-	-	-	0.0%
Support Services - Operations and Maintenance	-	-	-	0.0%
Support Services - Transportation	292,866	292,866	-	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%
Total expenditures	292,866	292,866	-	0.0%
Excess of Revenue (Under)Over Expenditures	57,334	(292,841)	(350,175)	
Transfers Out	-	-	-	
Net Change in Fund Balance	57,334	(292,841)	(350,175)	
Fund Balance - Beginning of year	649,156	649,156		
Fund Balance - End of year	706,490	356,315		

Waverly Community Schools
2019 Building and Site Bonds, Series III
Budget Summary
As of November 30, 2021

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	-	-	-	-
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	-	-	-	-
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	22,277	-	(22,277)
Wireless Network	-	77,590	663	(78,253)
Phone System	-	-	-	-
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	99,867	663	(100,530)
Technology Equipment - Owner PO				
Computers/Mobile Devices	901,471	505,187	(0)	396,284
Servers/Backend Systems	-	-	-	-
Printers	81,929	83,179	-	(1,250)
AV Equipment	-	10,201	1,218	(11,419)
Non-Instructional Equipment (from FFE)	-	35,930	-	(35,930)
Tech Equipment Owner PO Subtotal	983,400	634,498	1,218	347,684
District				
Loose Equipment (Furniture & Transportation)	-	-	-	-
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	13,600	22,400	-	(8,800)
Field General Conditions	-	-	-	-
Architect	-	295,927	-	(295,927)
Tech Design/Construction Mgr	-	-	-	-
District Subtotal	13,600	318,327	-	(304,727)
Totals	997,000	1,052,692	1,881	(57,573)
Bank Interest/Proceeds				60,567
Total Available				2,994

Waverly Community Schools
2021 Building and Site Bonds, Series IV
Budget Summary
As of November 30, 2021

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	1,813,893	888,685	971,111	(45,903)
Site Improvements	-	-	-	-
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	1,813,893	888,685	971,111	(45,903)
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	-	-
Wireless Network	-	-	-	-
Phone System	-	750	-	(750)
AV Systems	-	-	-	-
Video Distribution/Video Production	-	-	-	-
Tech Equipment Contract Subtotal	-	750	-	(750)
Technology Equipment - Owner PO				
Computers/Mobile Devices	507,752	545,099	3,780	(41,126)
Servers/Backend Systems	-	-	-	-
Printers	-	-	-	-
AV Equipment	-	-	2,699	(2,699)
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	507,752	545,099	6,479	(43,825)
District				
Loose Equipment (Furniture & Transportation)	-	-	3,983	(3,983)
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	966,761	36,211	-	930,550
Field General Conditions	-	-	-	-
Architect	-	13,334	-	(13,334)
Tech Design/Construction Mgr	146,594	48,865	97,729	-
District Subtotal	1,113,355	98,410	101,712	913,233
Totals	3,435,000	1,532,943	1,079,302	822,755
Bank Interest/Proceeds				267
Total Available				823,022

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 13, 2021**

Report #21-32

FOR ACTION***

Subject:

Breakfast, Lunch and Milk Prices for 2021-2022 (amended)

Recommendation:

The Superintendent recommends the Board of Education establish the following rates for food service for the 2021-2022 school year, effective January 1, 2022:

*Elementary Breakfast (K-6)	no charge
*Secondary Breakfast (7-12)	no charge
Adult Breakfast	\$3.00
*Elementary Lunch (K-6)	no charge
*Secondary Lunch (7-12)	no charge
Adult Lunch	\$5.00
Milk	\$0.50

*Community Eligibility Provision (CEP) K-12

Statement of Purpose:

The purpose of the recommendation is to adjust the adult meal prices, effective January 1, 2022, consistent with the requirements of the National School Lunch Program

Budget Impact:

The Food Service fund does not generate a significant amount of revenue from adult meals.

Historical Perspective:

The District began serving breakfast and lunch under the CEP during the 2018-19 school year. The number of lunches served increased approximately 10% since inception of CEP. Overall revenue also increased due to the increased participation.

Rationale for Recommendation:

Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the Richard B. Russell National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty local educational agencies (LEAs) (or districts) and schools. The Act further requires an LEA to agree to serve free lunches AND breakfasts to all students for up to four consecutive years in approved schools. Under this provision, ALL students will receive a free breakfast and lunch.

Strategic Plan Reference:

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

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 13, 2021**

Report #21-33

FOR ACTION

Subject:

2022 Building and Site Bonds Series I Authorizing Resolution

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to issue bonds in the amount of Sixty-Five Million Dollars (\$65,000,000)

Statement of Purpose:

The purpose of this resolution is to authorize the sale of unlimited tax bonds, the proceeds of which will be used for the purpose of erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites

Budget Impact:

There is no impact to the General Fund of the District.

Historical Perspective:

Under the terms of Public Act 451 of 1976, as amended, the School District is authorized to issue bonds.

Discussion of Options:

The Board of Education can entertain a motion to adopt the resolution as presented, or reject the resolution.

Rationale for Recommendation:

On May 4, 2021 a special election was held for the purpose of proposing a ballot question to authorize Waverly Community Schools to borrow the sum of \$125,000,000 and issue its general obligation unlimited tax bonds therefor, in one or more series. The ballot proposal having received sufficient votes was approved. In order to continue work for the first series of the project, we must obtain bond proceeds to fund the project.

Strategic Plan Reference:

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

**WAVERLY COMMUNITY SCHOOLS
RESOLUTION AUTHORIZING THE ISSUANCE
AND DELEGATING THE SALE OF BONDS
AND OTHER MATTERS RELATING THERETO**

Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan (the “Issuer”)

A regular meeting of the board of education of the Issuer (the “Board”) was held:

in the _____, within the boundaries of the Issuer,

electronically through _____ with identification number _____

on the 13th day of December, 2021, at _____ o’clock in the __.m. (the “Meeting”)

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. On May 4, 2021, the qualified electors of the Issuer voted in favor of bonding the Issuer for the sum of not to exceed One Hundred Twenty-Five Million Dollars (\$125,000,000), the proceeds to be used for the purpose of erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites (the “Project”); and

2. Prior to the issuance of bonds, the Issuer must either achieve qualified status or secure prior approval of the bonds from the Michigan Department of Treasury (the “Department of Treasury”) pursuant to Act 34, Public Acts of Michigan, 2001, as amended.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The first series of bonds of the Issuer aggregating the principal sum of not to exceed Sixty-Five Million Dollars (\$65,000,000) be issued for the purpose of paying a part of the cost of the Project. The bonds shall be designated 2022 School Building and Site Bonds, Series I (the “Bonds”); shall be dated the date of delivery; shall be numbered consecutively in the direct order of maturity from 1 upwards; shall be fully registered Bonds as to principal and interest; shall be issued in denominations of \$5,000 or integral multiples thereof; shall bear interest at a rate or rates to be hereafter determined not less than one percent (1%) per annum and not exceeding five percent (5%) per annum, payable on November 1, 2022, or such other date as may be established at the time of sale, and semiannually thereafter on the first day of May and November in each year; and shall mature on May 1 and/or November 1 in each year as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
May 1, 2023	\$1,510,000	May 1, 2038	\$1,980,000
May 1, 2024	3,825,000	May 1, 2039	2,035,000
May 1, 2025	1,500,000	May 1, 2040	2,095,000
May 1, 2026	1,525,000	May 1, 2041	2,160,000
May 1, 2027	1,550,000	May 1, 2042	2,230,000
May 1, 2028	1,575,000	May 1, 2043	2,305,000
May 1, 2029	1,605,000	May 1, 2044	2,385,000
May 1, 2030	1,635,000	May 1, 2045	2,470,000
May 1, 2031	1,670,000	May 1, 2046	2,560,000
May 1, 2032	1,705,000	May 1, 2047	2,655,000
May 1, 2033	1,745,000	May 1, 2048	2,755,000
May 1, 2034	1,785,000	May 1, 2049	2,860,000
May 1, 2035	1,830,000	May 1, 2050	2,970,000
May 1, 2036	1,875,000	May 1, 2051	3,080,000
May 1, 2037	1,925,000	November 1, 2051	3,200,000

The interest on any one Bond shall be at one rate only, and all Bonds maturing in any one year must carry the same interest rate. No bid will be considered for a price less than 99% or greater than 118% of the par value.

The Superintendent or the Director, Finance and Operations of the Issuer (each an “Authorized Officer”) is authorized to adjust the maturity schedule and principal amounts pursuant to the recommendation of the Issuer’s financial advisor.

The principal of the Bonds and the interest thereon shall be payable in lawful money of the United States of America at or by a bank or trust company authorized to do business in Michigan (the “Paying Agent” or “Bond Registrar”), or such successor paying agent-bond registrar as may be approved by the Issuer, on each semiannual interest payment date and the date of each principal maturity but only to persons whose names are in the register of the Paying Agent as of the close of business on the 15th day of the month preceding any interest payment date. The Issuer may designate additional co-paying agents/bond registrars within or without the State of Michigan as deemed desirable by the Issuer.

A. Mandatory Redemption - Term Bonds.

Bonds maturing in any year are eligible for designation by the original purchaser at the time of sale as serial bonds or term bonds, or both. However, principal maturities designated as term bonds shall be subject to mandatory redemption, in part, by lot, at par and accrued interest on May 1st and/or November 1st of the year in which the Bonds are presently scheduled to mature. Each maturity of term Bonds and serial Bonds must carry the same interest rate. Any such designation must be made within one (1) hour of the Bond sale.

When term Bonds are purchased by the Issuer and delivered to the Paying Agent for cancellation or are redeemed in a manner other than by mandatory redemption, the principal amount of the term Bonds affected shall be reduced by the principal amount of the Bonds so redeemed or purchased in the order determined by the Issuer.

B. Optional Redemption.

Bonds of this issue maturing in the years 2023 through 2032, shall not be subject to redemption prior to maturity. Bonds or portions of Bonds in multiples of \$5,000 of this issue maturing on or after November 1, 2032 shall be subject to redemption prior to maturity, at the option of the Issuer, in such order as the Issuer may determine and by lot within any maturity, on any date occurring on or after May 1, 2032, at par and accrued interest to the date fixed for redemption.

Notice of redemption of any Bond shall be given not less than thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption by mail to the Registered Owner at the registered address shown on the registration books kept by the Paying Agent. Bonds shall be called for redemption in multiples of \$5,000, and Bonds of denominations of more than \$5,000 shall be treated as representing the number of Bonds obtained by dividing the denomination of the Bond by \$5,000, and such Bonds may be redeemed in part. The notice of redemption for Bonds redeemed in part shall state that upon surrender of the Bond to be redeemed a new Bond or Bonds in an aggregate principal amount equal to the unredeemed portion of the Bond surrendered shall be issued to the Registered Owner thereof. No further interest payment on the Bonds or portions of Bonds called for redemption shall accrue after the date fixed for redemption, whether presented for redemption, provided funds are on hand with the Paying Agent to redeem the same.

If less than all of the Bonds of any maturity shall be called for redemption prior to maturity, unless otherwise provided, the particular Bonds or portions of Bonds to be redeemed shall be selected by the Paying Agent, in such manner as the Paying Agent in its discretion may deem proper, in the principal amounts designated by the Issuer. Upon presentation and surrender of such Bonds at the corporate trust office of the Paying Agent, such Bonds shall be paid and redeemed.

2. Book Entry. Unless otherwise requested by the initial purchaser, the ownership of one fully registered bond for each maturity, in the aggregate principal amount of such maturity, shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“DTC”). So long as the Bonds are in the book entry form only, the Paying Agent shall comply with the terms of the Blanket Issuer Letter of Representations to be entered into between the Issuer and DTC, which provisions shall govern registration, notices and payment, among other things, and which provisions are incorporated herein with the same effect as if fully set forth herein. An Authorized Officer is authorized and directed to enter into the Blanket Issuer Letter of Representations with DTC in such form as determined by an Authorized Officer, in consultation with bond counsel, to be necessary and appropriate. In the event the Issuer determines that the continuation of the system of book entry only transfer through DTC (or a successor securities depository) is not in the best interest of the DTC participants, beneficial owners of the Bonds, or the Issuer, the Issuer will notify the Paying Agent, whereupon the Paying Agent will notify DTC of the availability through DTC of the bond certificates. In such event, the Issuer shall issue and the Paying Agent shall transfer and exchange Bonds as requested by DTC of like principal amount, series and maturity, in authorized denominations to the identifiable beneficial owners in replacement of the beneficial interest of such beneficial owners in the Bonds, as provided herein.

So long as the book-entry-only system remains in effect, in the event of a partial redemption the Paying Agent will give notice to Cede & Co., as nominee of DTC, only, and only Cede & Co. will be deemed to be a holder of the Bonds. DTC is expected to reduce the credit balances of the applicable DTC Participants in respect of the Bonds and in turn the DTC Participants are expected to select those Beneficial Owners whose ownership interests are to be extinguished or reduced by

such partial redemptions, each by such method as DTC or such DTC Participants, as the case may be, deems fair and appropriate in its sole discretion.

3. In the event the Bonds are no longer in book entry form only, the following provisions would apply to the Bonds:

Any Bond may be transferred upon the books required to be kept pursuant to this resolution by the person in whose name it is registered, in person or by the registered holder's duly authorized agent, upon surrender of the Bond for cancellation, accompanied by delivery of a duly executed written instrument of transfer in a form approved by the Paying Agent. Whenever any Bond or Bonds shall be surrendered for transfer, the Issuer shall cause a new Bond or Bonds to be executed and the Paying Agent shall authenticate and deliver said Bond or Bonds for like aggregate principal amount. The Paying Agent shall require the payment of any tax or other governmental charge required to be paid with respect to the transfer to be made by the bondholder requesting the transfer.

The Paying Agent shall keep or cause to be kept, at its principal office, sufficient books for the registration and transfer of the Bonds, which shall at all times during normal business hours be open to inspection by the Issuer; and, upon presentation and surrender for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, transfer or cause to be transferred on said books, Bonds as herein provided.

4. If any Bond shall become mutilated, the Issuer, at the expense of the bondholder, shall furnish or cause to be furnished, and the Paying Agent shall authenticate and deliver, a new Bond of like tenor in exchange and substitution for the mutilated Bond upon surrender to the Paying Agent of the mutilated Bond. If any Bond issued under this resolution shall be lost, destroyed or stolen, evidence of the loss, destruction or theft and indemnity may be submitted to the Paying Agent and, if this evidence is satisfactory to both the Paying Agent and the Issuer, an indemnity satisfactory to the Paying Agent and the Issuer shall be given and the Issuer, at the expense of the owner, shall furnish or cause to be furnished, and the Paying Agent shall thereupon authenticate and deliver a new Bond of like tenor and bearing the statement required by Act 354, Public Acts of Michigan, 1972, as amended, being §§ 129.131 to 129.134, inclusive, of the Michigan Compiled Laws, or any applicable law hereafter enacted in lieu of and in substitution of the Bond so lost, destroyed or stolen. If any such Bond shall have matured or shall be about to mature, instead of issuing a substitute Bond, the Paying Agent may pay the same without surrender thereof.

5. The President and Secretary are authorized to manually sign or cause their facsimile signatures to be affixed to the Bonds in conformity with the above specifications and the Treasurer is authorized and directed to have the Paying Agent's authorized signatory manually sign the Bonds and then cause the Bonds to be delivered to the purchaser thereof upon receipt of the purchase price and accrued interest, if any.

Blank Bonds with the manual or facsimile signatures of the President and Secretary affixed thereto, shall, upon issuance and delivery and from time to time thereafter as necessary, be delivered to the Paying Agent for safekeeping to be used for registration and transfer of ownership.

6. There is hereby created a separate depository account to be kept with a bank located in the State of Michigan and insured by the Federal Deposit Insurance Corporation, previously approved as an authorized depository of funds of the Issuer, to be designated 2022 SCHOOL BOND DEBT RETIREMENT FUND (the "DEBT RETIREMENT FUND"), all proceeds from

taxes levied for the DEBT RETIREMENT FUND shall be deposited as collected into said fund to be used for the purpose of paying the principal and interest on the Bonds as they mature or are redeemed. Upon receipt of the Bond proceeds from the sale of the Bonds, the accrued interest, if any, shall be deposited in the DEBT RETIREMENT FUND. DEBT RETIREMENT FUND monies may be invested as authorized by law.

Commencing with the 2022 tax levy, there shall be levied upon the tax rolls of the Issuer in each year for the purpose of the DEBT RETIREMENT FUND a sum not less than the amount estimated to be sufficient to pay the principal and interest on the Bonds as such principal and interest fall due, the probable delinquency in collections and funds on hand being taken into consideration in arriving at the estimate. If funds are borrowed from the School Loan Revolving Fund, such funds may be taken into consideration in arriving at the estimated required tax levy. Taxes required to be levied to meet the principal and interest obligations may be without limitation as to rate or amount, as provided by Article IX, Section 6, and Article IX, Section 16, of the Michigan Constitution of 1963.

7. There is hereby created a separate account to be designated 2022 CAPITAL PROJECTS FUND, to which the proceeds of the Bond issue are to be credited.

8. The Bonds shall be in substantially the form attached hereto as Exhibit A and made a part of this resolution by reference.

9. The Secretary is authorized and ordered to publish notice of sale of the Bonds herein authorized in a publication printed in the English language and circulated in this state, which carries as a part of its regular service the notices of the sale of municipal bonds/notes and which has been approved by the Department of Treasury, pursuant to Act 34, Public Acts of Michigan, 2001, as amended, as a publication complying with the qualifications provided in said section, which notice of sale shall be in substantially the form attached hereto as Exhibit B and made a part of this resolution by reference. Upon receipt of express written recommendation of the Issuer's financial advisor, an Authorized Officer is authorized to award the sale of the Bonds, approve the winning bidder and approve the interest rates and final principal amounts of the Bonds in accordance with the notice of sale and subject to the parameters of this resolution. As an alternative to a public sale, an Authorized Officer is authorized to negotiate the sale of the Bonds to a bank or financial institution. In authorizing the negotiated sale of the Bonds, the Board determines that a competitive sale of the Bonds would be prohibitively more expensive than a negotiated sale, and that a negotiated sale would allow flexibility in the timing, sale and structure of the Bonds in response to changing market conditions. Further, an Authorized Officer is authorized to negotiate the sale of the Bonds to the Michigan Finance Authority pursuant to Act 227, Public Acts of Michigan, 1985, as amended; Act 34, Public Acts of Michigan, 2001, as amended; and other applicable statutory provisions, with said Bonds to bear an original issue date, be payable in the amounts and on the dates, bear interest at the rates and be subject to redemption as shall be determined in the resolution awarding Bonds to the Michigan Finance Authority.

10. An Authorized Officer, or designee if permitted by law, is authorized to:

- a. file with the Department of Treasury an application for approval to issue the Bonds, if required, and to pay any applicable fee therefor and, further, within fifteen (15) business days after issuance of the Bonds, file any and all documentation required subsequent to the issuance of the Bonds, together with any statutorily required fee.

- b. if deemed advisable by the Issuer's financial consultant, request a waiver of the requirement that ratings be obtained from a nationally recognized ratings agency.
- c. make application for municipal bond insurance if, upon advice of the financial consulting firm of the Issuer, the purchase of municipal bond insurance will be cost effective. The premium for such bond insurance shall be paid by the Issuer from Bond proceeds.
- d. approve the circulation of a Preliminary Official Statement describing the Bonds.
- e. execute and deliver the Continuing Disclosure Agreement (the "Agreement") in substantially the same form as set forth in Exhibit C attached hereto, or with such changes therein as the individual executing the Agreement on behalf of the Issuer shall approve, their execution thereof to constitute conclusive evidence of their approval of such changes. When the Agreement is executed and delivered on behalf of the Issuer as herein provided, the Agreement will be binding on the Issuer and the officers, employees and agents of the Issuer, and the officers, employees and agents of the Issuer are authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Agreement as executed, and the Agreement shall constitute, and is made, a part of this resolution, and copies of the Agreement shall be placed in the official records of the Issuer, and shall be available for public inspection at the office of the Issuer. Notwithstanding any other provision of this resolution, the sole remedies for failure to comply with the Agreement shall be the ability of any Bondholder or beneficial owner to take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the Issuer to comply with its obligations under the Agreement.

11. Bids for the Bonds shall be conditioned upon the unqualified approving opinion of Thrun Law Firm, P.C., East Lansing, Michigan, bond counsel, the original of such opinion will be furnished without expense to the purchaser of the Bonds at the delivery thereof. Further, Thrun Law Firm, P.C., has informed this Board that it represents no other party in the issuance of the Bonds.

12. The financial consulting firm of Baker Tilly Municipal Advisors, LLC, is appointed as financial consultant to the Issuer with reference to the issuance of the Bonds herein authorized.

13. The Issuer shall furnish Bonds ready for execution at its expense. The Bonds will be delivered without expense to the purchaser at a place to be mutually agreed upon with the purchaser. The usual closing documents, including a certificate that no litigation is pending affecting the issuance of the Bonds, will be delivered at the time of the delivery of the Bonds.

14. The President or Vice President, the Secretary, the Treasurer, the Superintendent, the Director, Finance and Operations, and/or all other officers, agents and representatives of the

Issuer and each of them shall execute, issue and deliver any certificates, statements, warranties, representations, or documents necessary to effect the purposes of this resolution or the Bonds.

15. The officers, agents and employees of the Issuer are authorized to take all other actions necessary and convenient to facilitate the sale and delivery of the Bonds.

16. Immediately after the sale of the Bonds, a certified copy of this resolution shall be filed with the Treasurer of the State of Michigan with the Application for Final Qualification of Bonds, which is approved and attached hereto as Exhibit D.

17. The Issuer covenants to comply with existing provisions of the Internal Revenue Code of 1986, as amended (the "Code"), necessary to maintain the exclusion of interest on the Bonds from gross income.

18. The advance payment for the Project was previously approved by resolution of the Board on July 19, 2021, which authorization is hereby ratified and affirmed.

19. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution are rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

CJI/keh

EXHIBIT A

**[No.]
UNITED STATES OF AMERICA
STATE OF MICHIGAN
COUNTIES OF INGHAM, EATON AND CLINTON
WAVERLY COMMUNITY SCHOOLS
2022 SCHOOL BUILDING AND SITE BOND, SERIES I
(GENERAL OBLIGATION - UNLIMITED TAX)**

Rate Maturity Date Date of Original Issue CUSIP No.

REGISTERED OWNER:
PRINCIPAL AMOUNT:

WAVERLY COMMUNITY SCHOOLS, COUNTIES OF INGHAM, EATON AND CLINTON, STATE OF MICHIGAN (the "Issuer"), promises to pay to the Registered Owner specified above, or registered assigns, the Principal Amount specified above, in lawful money of the United States of America on the Maturity Date specified above, with interest thereon, from the Date of Original Issue until paid at the Rate specified above on the basis of a 360-day year, 30-day month, payable on November 1, 2022, and semiannually thereafter on the first day of May and November of each year (the "Bond" or "Bonds"). Principal on this Bond is payable at the corporate trust office of _____, MICHIGAN (the "Paying Agent"), upon presentation and surrender hereof. Interest is payable by check or draft mailed to the Registered Owner at the registered address shown on the registration books of the Issuer kept by the Paying Agent as of the close of business on the 15th day of the month preceding any interest payment date. The Issuer may hereafter designate a successor paying agent/bond registrar by notice mailed to the Registered Owner not less than sixty (60) days prior to any interest payment date.

The Bonds, of which this is one, are the first series of bonds to be issued from a total amount of not to exceed \$125,000,000 authorized by the electors of the Issuer. The Bonds are of like date and tenor, except as to denomination, rate of interest and date of maturity, aggregating the principal amount of \$ _____, issued under and in pursuance of the provisions of Act 451, Public Acts of Michigan, 1976, as amended; Act 34, Public Acts of Michigan, 2001, as amended; a majority vote of the qualified electors of the Issuer voting thereon at an election duly called and held on May 4, 2021; and by resolutions duly adopted by the Board of Education of the Issuer on December 13, 2021 and _____, 20__, for the purpose of authorizing issuance of the Bonds by the Issuer.

The series of Bonds of which this is one is issued for the purpose of erecting additions to, remodeling, including security improvements to, furnishing and refurnishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites.

The Issuer has pledged its full faith, credit and resources for the payment of the principal and interest on the Bonds. The Bonds of this issue are payable from ad valorem taxes, which may



be levied without limitation as to rate or amount as provided by Article IX, Section 6, and Article IX, Section 16, of the Michigan Constitution of 1963.

MANDATORY REDEMPTION

The Bonds maturing on May 1, _____, are term Bonds subject to mandatory redemption, in part, by lot, on the redemption dates and in the principal amounts set forth below and at a redemption price equal to the principal amount thereof, without premium, together with accrued interest thereon to the date fixed for redemption. When term Bonds are purchased by the Issuer and delivered to the Paying Agent for cancellation or are redeemed in a manner other than by mandatory redemption, the principal amount of the term Bonds affected shall be reduced by the principal amount of the Bonds so redeemed or purchased in the order determined by the Issuer.

<u>Redemption Dates</u>	<u>Principal Amounts</u>
May 1, _____	\$
May 1, _____	
May 1, _____	
May 1, _____ (maturity)	

OPTIONAL REDEMPTION

Bonds of this issue maturing in the years 2023 through 2032, shall not be subject to redemption prior to maturity. Bonds or portions of Bonds in multiples of \$5,000 of this issue maturing on or after November 1, 2032 shall be subject to redemption prior to maturity, at the option of the Issuer, in such order as the Issuer may determine and by lot within any maturity, on any date occurring on or after May 1, 2032, at par and accrued interest to the date fixed for redemption.

Notice of redemption of any Bond shall be given not less than thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption by mail to the Registered Owner at the registered address shown on the registration books kept by the Paying Agent. Bonds shall be called for redemption in multiples of \$5,000, and Bonds of denominations of more than \$5,000 shall be treated as representing the number of Bonds obtained by dividing the denomination of the Bond by \$5,000, and such Bonds may be redeemed in part. The notice of redemption for Bonds redeemed in part shall state that upon surrender of the Bond to be redeemed a new Bond or Bonds in an aggregate principal amount equal to the unredeemed portion of the Bond surrendered shall be issued to the Registered Owner thereof. No further interest payment on the Bonds or portions of Bonds called for redemption shall accrue after the date fixed for redemption, whether presented for redemption, provided funds are on hand with the Paying Agent to redeem the same.

If less than all of the Bonds of any maturity shall be called for redemption prior to maturity, unless otherwise provided, the particular Bonds or portions of Bonds to be redeemed shall be selected by the Paying Agent, in such manner as the Paying Agent in its discretion may deem proper, in the principal amounts designated by the Issuer. Upon presentation and surrender of such Bonds at the corporate trust office of the Paying Agent, such Bonds shall be paid and redeemed.

This Bond is registered as to principal and interest and is transferable, as provided in the resolutions authorizing the Bonds, only upon the books of the Issuer kept for that purpose by the Paying Agent, by the Registered Owner hereof in person or by an agent of the Registered Owner

duly authorized in writing, upon the surrender of this Bond together with a written instrument of transfer satisfactory to the Paying Agent duly executed by the Registered Owner or agent thereof and thereupon a new Bond or Bonds in the same aggregate principal amount and of the same maturity shall be issued to the transferee in exchange therefor as provided in the resolutions authorizing the Bonds, and upon payment of the charges, if any, therein provided. The Bonds are issuable in denominations of \$5,000, or any integral multiple thereof, not exceeding the aggregate principal amount for each maturity.

It is hereby certified and recited that all acts, conditions and things required to be done, to happen, and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed in due time, form and manner, as required by law.

This Bond shall not be deemed a valid and binding obligation of the Issuer in the absence of authentication by manual execution hereof by the authorized signatory of the Paying Agent.

IN WITNESS WHEREOF, Waverly Community Schools, Counties of Ingham, Eaton and Clinton, State of Michigan, by its Board of Education, has caused this Bond to be signed in the name of the Issuer by the manual or facsimile signature of its President and countersigned by the manual or facsimile signature of its Secretary as of _____, 2022, and to be manually signed by the authorized signatory of the Paying Agent as of the date set forth below.

WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND
CLINTON
STATE OF MICHIGAN

Countersigned

By _____
Secretary

By _____
President

CERTIFICATE OF AUTHENTICATION

Dated:

This Bond is one of the Bonds described herein.
(Name of Bank)
(City, State)
PAYING AGENT

By _____
Authorized Signatory

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____

NOTICE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular without alteration or any change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by an eligible guarantor institution participating in a Securities Transfer Association recognized signature guarantee program.

The Paying Agent will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners if the Bond is held by joint account.)

PLEASE INSERT SOCIAL SECURITY NUMBER OR OTHER IDENTIFYING NUMBER OF ASSIGNEE

(if held by joint account, insert number for first named transferee)

EXHIBIT B

OPTIONAL DTC BOOK-ENTRY-ONLY

OFFICIAL NOTICE OF SALE

\$65,000,000

**WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND CLINTON
STATE OF MICHIGAN
2022 SCHOOL BUILDING AND SITE BONDS, SERIES I
(GENERAL OBLIGATION - UNLIMITED TAX)**

BIDS for the purchase of the above 2022 School Building and Site Bonds, Series I (the “Bond” or “Bonds”) will be received electronically on behalf of Waverly Community Schools, Ingham, Eaton and Clinton Counties, Michigan (the “Issuer”), on _____, the ____ day of _____, 20____, until _____ o’clock in the ____m., prevailing Eastern Time, by the Municipal Advisory Council of Michigan (the “MAC”) via email at munibids@macmi.com. The bids will be opened and read at the MAC at that time. Award of the bid will be made on behalf of the Issuer by an authorized officer of the Issuer by _____ o’clock in the ____m., prevailing Eastern Time, on that date.

ELECTRONIC BIDS: Bidders submitting signed bids electronically must ensure their bids are received prior to the time and date fixed for receipt of bids. Bidders submitting bids electronically bear the full risk of failed or untimely transmission of their bids, and bidders are encouraged to confirm the timely receipt of their full and complete bids by telephoning the MAC at (313) 963-0420.

PARITY: Bids may be presented via *PARITY* on the date and at the time shown above. To the extent any instructions or directions set forth in *PARITY* conflict with this Notice, the terms of this Notice shall control. For further information about *PARITY*, potential bidders may contact Baker Tilly Municipal Advisors, LLC, at (517) 321-0110 or *PARITY* at (212) 849-5021.

OPTIONAL DTC BOOK-ENTRY-ONLY: Unless otherwise requested by the winning bidder (the “Purchaser”), the Bonds will be initially offered as registered in the name of Cede & Co., as registered owner and nominee for The Depository Trust Company, New York, New York (“DTC”) under DTC’s Book-Entry-Only system of registration. If DTC Book-Entry-Only is used, purchasers of interests in the Bonds (the “Beneficial Owners”) will not receive physical delivery of bond certificates, and ownership by the Beneficial Owners of the Bonds will be evidenced by book-entry-only. As long as Cede & Co. is the registered owner of the Bonds as nominee of DTC, payments of principal and interest payments will be made directly to such registered owner which will in turn remit such payments to the DTC participants for subsequent disbursement to the Beneficial Owners.

BOND DETAILS: Said Bonds will be fully registered Bonds, of the denomination of \$5,000 each or multiples thereof up to the amount of a single maturity, shall be dated the date of delivery, numbered in order of issue from 1 upwards and will bear interest from their dated date payable on November 1, 2022, and semiannually thereafter.

The Bonds will mature on May 1 and/or November 1 as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
May 1, 2023	\$1,510,000	May 1, 2038	\$1,980,000
May 1, 2024	3,825,000	May 1, 2039	2,035,000
May 1, 2025	1,500,000	May 1, 2040	2,095,000
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May 1, 2034	1,785,000	May 1, 2049	2,860,000
May 1, 2035	1,830,000	May 1, 2050	2,970,000
May 1, 2036	1,875,000	May 1, 2051	3,080,000
May 1, 2037	1,925,000	November 1, 2051	3,200,000

MATURITY ADJUSTMENT: The Issuer reserves the right to decrease the aggregate principal amount of the Bonds after receipt of the bids and prior to final award. Such adjustment, if necessary, will be made in increments of \$5,000 and may be made in any maturity.

ADJUSTMENT TO PURCHASE PRICE: In the event of a maturity adjustment, the purchase price of the Bonds will be adjusted proportionately to the adjustment in principal amount of the Bonds and in such manner as to maintain as comparable an underwriter spread as possible to the winning bid.

TERM BOND OPTION: Bidders shall have the option of designating bonds maturing in any year as serial bonds or term bonds, or both. The bidder must designate whether each of the principal amounts shown above represent a serial maturity or a mandatory redemption requirement for a term bond maturity. There may be more than one term bond maturity. In any event, the above principal amount schedule shall be represented by either serial bond maturities or mandatory redemption requirements, or a combination of both. Any such designation must be made within one (1) hour of the Bond sale.

PAYING AGENT: Principal and interest shall be payable at a bank or trust company qualified to act as a paying agent in Michigan (the "Paying Agent"), or such other Paying Agent as the Issuer may hereafter designate by notice mailed to the registered owner not less than sixty (60) days prior to any change in Paying Agent. In the event the Bonds cease to be held in book entry form only, the Paying Agent will serve as bond registrar and transfer agent, interest shall be paid by check mailed to the owner as shown by the registration books of the Issuer as of the close of business on the 15th day of the month preceding any interest payment date and the Bonds will be transferable only upon the registration books of the Issuer kept by the Paying Agent. See "Optional DTC Book-Entry-Only" above.

PRIOR REDEMPTION:

A. Mandatory Redemption - Term Bonds.

Principal designated by the Purchaser as a term maturity shall be subject to mandatory redemption, in part, by lot, at par and accrued interest on the redemption dates corresponding to the maturities hereinbefore scheduled. When term Bonds are purchased by the Issuer and delivered to the Paying Agent for cancellation or are redeemed in a manner other than by mandatory redemption, the principal amount of the term Bonds affected shall be reduced by the principal amount of the Bonds so redeemed or purchased in the order determined by the Issuer.

B. Optional Redemption.

Bonds of this issue maturing in the years 2023 through 2032, shall not be subject to redemption prior to maturity. Bonds or portions of Bonds in multiples of \$5,000 of this issue maturing on or after November 1, 2032 shall be subject to redemption prior to maturity, at the option of the Issuer, in such order as the Issuer may determine and by lot within any maturity, on any date occurring on or after May 1, 2032, at par and accrued interest to the date fixed for redemption.

Notice of redemption of any Bond shall be given not less than thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption by mail to the Registered Owner at the registered address shown on the registration books kept by the Paying Agent. Bonds shall be called for redemption in multiples of \$5,000 and Bonds of denominations of more than \$5,000 shall be treated as representing the number of Bonds obtained by dividing the denomination of the Bond by \$5,000 and such Bonds may be redeemed in part. The notice of redemption for Bonds redeemed in part shall state that upon surrender of the Bond to be redeemed a new Bond or Bonds in an aggregate principal amount equal to the unredeemed portion of the Bond surrendered shall be issued to the Registered Owner thereof. No further interest payment on the Bonds or portions of Bonds called for redemption shall accrue after the date fixed for redemption, whether presented for redemption, provided funds are on hand with the Paying Agent to redeem the same.

If less than all of the Bonds of any maturity shall be called for redemption prior to maturity unless otherwise provided, the particular Bonds or portions of Bonds to be redeemed shall be selected by the Paying Agent, in such manner as the Paying Agent in its discretion may deem proper, in the principal amounts designated by the Issuer. Upon presentation and surrender of such Bonds at the corporate trust office of the Paying Agent, such Bonds shall be paid and redeemed.

INTEREST RATE AND BIDDING DETAILS: The Bonds shall bear interest at a rate or rates not less than one percent (1%) per annum and not exceeding five percent (5%) per annum, to be fixed by the bids therefor, expressed in multiples of 1/8 or 1/100 of 1%, or both. The interest on any one Bond shall be at one rate only. All Bonds maturing in any one year must carry the same interest rate. No proposal for the purchase of less than all of the Bonds or at a price less than 99% or greater than 118% of the par value, or at a price which will cause the true interest cost on the Bonds to be less than one percent (1%) per annum or exceed five percent (5%) per annum, will be considered.

PURPOSE AND SECURITY: The Bonds are the first of two or more series of bonds that were authorized at an election on May 4, 2021, for the purpose of erecting additions to, remodeling,

including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites. The Bonds will pledge the full faith, credit and resources of the Issuer for payment of the principal and interest thereon, and will be payable from ad valorem taxes, which may be levied without limitation as to rate or amount as provided by Article IX, Section 6, and Article IX, Section 16, of the Michigan Constitution of 1963.

STATE QUALIFICATION: The Bonds are expected to be fully qualified pursuant to Act 92, Public Acts of Michigan, 2005, as amended, enacted pursuant to Article IX, Section 16, of the Michigan Constitution of 1963. Under the terms of said constitutional and statutory provisions, if for any reason the Issuer will be or is unable to pay the principal and interest on the Bonds when due, then the Issuer shall borrow, and the State of Michigan shall lend to it, an amount sufficient to enable the Issuer to make the payment.

AWARD OF BONDS: The Bonds will be awarded to the bidder whose bid produces the lowest true interest cost which is the rate that will discount all future cash payments so that the sum of the present value of all cash flows will equal the Bond proceeds computed from _____, 2022 (the anticipated date of delivery).

LEGAL OPINION: Bids shall be conditioned upon the unqualified approving opinion of Thrun Law Firm, P.C., East Lansing, Michigan, bond counsel, the original of which will be furnished without expense to the Purchaser of the Bonds at the delivery thereof. The fees of Thrun Law Firm, P.C. for services rendered in connection with such approving opinion are expected to be paid from Bond proceeds. Except to the extent necessary to issue its approving opinion as to the validity of the above Bonds, Thrun Law Firm, P.C. has not been requested to examine or review, and has not examined or reviewed, any financial documents, statements or other materials that have been or may be furnished in connection with the authorization, marketing or issuance of the Bonds and, therefore, has not expressed and will not express an opinion with respect to the accuracy or completeness of any such financial documents, statements or materials.

TAX MATTERS: In the opinion of bond counsel, assuming continued compliance by the Issuer with certain requirements of the Internal Revenue Code of 1986, as amended (the "Code"), interest on the Bonds is excluded from gross income for federal income tax purposes, as described in the opinion, and the Bonds and interest thereon are exempt from all taxation in the State of Michigan, except inheritance and estate taxes and taxes on gains realized from the sale, payment or other disposition thereof. The Issuer has covenanted to comply with certain requirements of the Code necessary to continue the exclusion of interest on the Bonds from gross income for federal income tax purposes.

OFFICIAL STATEMENT: Upon the sale of the Bonds, the Issuer will publish an Official Statement in substantially the same form as the Preliminary Official Statement, subject to minor additions, deletions and revisions as required to complete the Preliminary Official Statement. Promptly after the sales date, but in no event later than seven (7) business days after such date, the Issuer will provide the Purchaser with either a reasonable number of final Official Statements or a reasonably available electronic version of the same. The Issuer will determine which format will be provided. The Purchaser agrees to supply to the Issuer all necessary pricing information and

any underwriter identification necessary to complete the Official Statement within twenty-four (24) hours after the award of Bonds. Additional copies of the final Official Statement may be obtained up to three months following the sale of the Bonds by a request and payment of costs to the financial consultant. The Issuer agrees to provide to the Purchaser at closing a certificate executed by appropriate officers of the Issuer acting in their official capacities, to the effect that as of the date of delivery the information contained in the Official Statement, and any supplement to the Official Statement, relating to the Issuer and the Bonds are true and correct in all material respects, and that the Official Statement does not contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

CONTINUING DISCLOSURE: As more particularly described in the Official Statement, the Issuer will agree in the bond resolution or sales resolution to provide or cause to be provided, in accordance with the requirements of Rule 15c2-12 (the “Rule”) promulgated by the Securities and Exchange Commission, (i) on or prior to the end of the sixth month after the end of the fiscal year of the Issuer, commencing with the fiscal year ended June 30, 2022, certain annual financial information and operating data, including audited financial statements for the preceding fiscal year, generally consistent with the information contained or cross-referenced in the Official Statement relating to the Bonds, (ii) timely notice of the occurrence of certain significant events with respect to the Bonds and (iii) timely notice of a failure by the Issuer to provide the required annual financial information on or before the date specified in (i) above.

BOND INSURANCE: In the event the Purchaser elects to obtain bond insurance for the Bonds, all costs and expenses related to such bond insurance shall be the responsibility of the Purchaser. The failure of such bond insurance to be issued at or before delivery of the Bonds shall not be a basis for the Purchaser to refuse to accept delivery of the Bonds. In the event the Purchaser obtains bond insurance, the bond insurer shall not be entitled to be designated as an addressee of any bond counsel opinion related to the Bonds, nor shall the bond insurer be entitled to a reliance letter associated with the same. If the Purchaser obtains bond insurance, the Issuer agrees to insert any reasonable and necessary insurance language in the Bonds.

CERTIFICATION REGARDING “ISSUE PRICE”: Please see Appendix __ to the Preliminary Official Statement for the Bonds, dated _____, 20__, for information and requirements concerning establishing the issue price for the Bonds.

CLOSING DOCUMENTS: Drafts of all closing documents, including the form of Bond and bond counsel’s legal opinion, may be requested from Thrun Law Firm, P.C. Final closing documents will be in substantially the same form as the drafts provided. Closing documents will not be modified at the request of a bidder, regardless of whether the bidder’s proposal is accepted.

DELIVERY OF BONDS: The Issuer will furnish Bonds ready for execution at its expense. Bonds will be delivered without expense to the Purchaser at a place to be mutually agreed upon with the Purchaser. The usual closing documents, including a certificate that no litigation is pending affecting the issuance of the Bonds, will be delivered at the time of the delivery of the Bonds. If the Bonds are not tendered for delivery by twelve o’clock, noon, prevailing Eastern Time, on the 45th day following the date of sale, or the first business day thereafter if the 45th day is not a business day, the Purchaser may on that day, or any time thereafter until delivery of the Bonds, withdraw the proposal by serving notice of cancellation in writing, on the undersigned.

Accrued interest to the date of delivery of the Bonds shall be paid by the Purchaser at the time of delivery. Payment for the Bonds shall be made in federal reserve funds. Unless the Purchaser furnishes the Paying Agent with a list giving the denominations and names in which it wishes to have the certificates issued at least five (5) business days prior to delivery of the Bonds, the Bonds will be delivered in the form of a single certificate for each maturity registered in the name of the Purchaser, subject to the election under the “Optional DTC Book-Entry-Only” provisions herein.

CUSIP NUMBERS: CUSIP numbers will be printed on the Bonds at the option of the Purchaser; however, neither the failure to print CUSIP numbers nor any improperly printed CUSIP numbers shall be cause for the Purchaser to refuse to take delivery of and pay the purchase price for the Bonds. Application for CUSIP numbers will be made by Baker Tilly Municipal Advisors, LLC, municipal advisor to the Issuer. The CUSIP Service Bureau’s charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

BIDDER CERTIFICATION - NOT “IRAN-LINKED BUSINESS”: By submitting a bid, the bidder shall be deemed to have certified that it is not an “Iran-Linked Business” as defined in Act 517, Public Acts of Michigan, 2012; MCL 129.311, et seq.

FURTHER INFORMATION may be obtained from Baker Tilly Municipal Advisors, LLC, 2852 Eyde Parkway, Suite 150, East Lansing, Michigan 48823, telephone: (517) 321-0110.

THE RIGHT IS RESERVED TO REJECT ANY OR ALL BIDS.

ENVELOPES containing the bids should be plainly marked “Proposal for Waverly Community Schools 2022 School Building and Site Bonds, Series I.”

Secretary, Board of Education

EXHIBIT C
FORM OF
CONTINUING DISCLOSURE AGREEMENT

\$65,000,000
WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND CLINTON
STATE OF MICHIGAN
2022 SCHOOL BUILDING AND SITE BONDS, SERIES I
(GENERAL OBLIGATION - UNLIMITED TAX)

This Continuing Disclosure Agreement (the “Agreement”) is executed and delivered by Waverly Community Schools, Counties of Ingham, Eaton and Clinton, State of Michigan (the “Issuer”), in connection with the issuance of its \$65,000,000 2022 School Building and Site Bonds, Series I (General Obligation - Unlimited Tax) (the “Bonds”). The Bonds are being issued pursuant to resolutions adopted by the Board of Education of the Issuer on December 13, 2021 and _____, 2022 (together, the “Resolution”). The Issuer covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Agreement. This Agreement is being executed and delivered by the Issuer for the benefit of the Bondholders and in order to assist the Participating Underwriter in complying with the Rule. The Issuer acknowledges that this Agreement does not address the scope of any application of Rule 10b-5 promulgated by the SEC pursuant to the 1934 Act to the Annual Reports or notices of the Listed Events provided or required to be provided by the Issuer pursuant to this Agreement.

SECTION 2. Definitions. In addition to the definitions set forth in the Resolution, which apply to any capitalized term used in this Agreement unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the Issuer pursuant to, and as described in, Sections 3 and 4 of this Agreement.

“Bondholder” means the registered owner of a Bond or any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including any person holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bond for federal income tax purposes.

“Dissemination Agent” means any agent designated as such in writing by the Issuer and which has filed with the Issuer a written acceptance of such designation, and such agent’s successors and assigns.

“EMMA” shall mean the MSRB’s Electronic Municipal Market Access which provides continuing disclosure services for the receipt and public availability of continuing disclosure documents and related information required by Rule 15c2-12 promulgated by the SEC.

“Financial Obligation” shall mean (a) a debt obligation, (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (c) a guarantee of (a) or (b) provided; however, that a “Financial Obligation” shall not include any municipal security for which a final official statement has been provided to the MSRB consistent with the Rule.

“Listed Events” shall mean any of the events listed in Section 5(a) of this Agreement.

“MSRB” shall mean the Municipal Securities Rulemaking Board.

“1934 Act” shall mean the Securities Exchange Act of 1934, as amended.

“Official Statement” shall mean the final Official Statement for the Bonds dated _____, 2022.

“Participating Underwriter” shall mean any of the original underwriters of the Bonds required to comply with the Rule in connection with the offering of the Bonds.

“Resolution” shall mean the resolutions duly adopted by the Issuer authorizing the issuance, sale and delivery of the Bonds.

“Rule” shall mean Rule 15c2-12 promulgated by the SEC pursuant to the 1934 Act, as the same may be amended from time to time.

“SEC” shall mean the Securities and Exchange Commission.

“State” shall mean the State of Michigan.

SECTION 3. Provision of Annual Reports.

(a) Each year, the Issuer shall provide, or shall cause the Dissemination Agent to provide, on or prior to the end of the sixth month after the end of the fiscal year of the Issuer commencing with the fiscal year ending June 30, 2022, to EMMA an Annual Report for the preceding fiscal year which is consistent with the requirements of Section 4 of this Agreement. Currently, the Issuer’s fiscal year ends on June 30. In each case, the Annual Report may be submitted as a single document or as separate documents comprising a package, and may include by specific reference other information as provided in Section 4 of this Agreement; provided, however, that if the audited financial statements of the Issuer are not available by the deadline for filing the Annual Report, they shall be provided when and if available, and unaudited financial statements in a format similar to the financial statements contained in the Official Statement shall be included in the Annual Report.

(b) The Annual Report shall be submitted to EMMA either through a web-based electronic submission interface or through electronic computer-to-computer data connections with EMMA in accordance with the submission process, document format and configuration requirements established by the MSRB. The Annual Report shall also include all related information required by MSRB to accurately identify: (i) the category of information being provided; (ii) the period covered by the Annual Report; (iii) the issues or specific securities to which the Annual Report is related (including CUSIP number, Issuer name, state, issue description/securities name, dated date, maturity date, and/or coupon rate); (iv) the name of any

obligated person other than the Issuer; (v) the name and date of the document; and (vi) contact information for the Dissemination Agent or the Issuer's submitter.

(c) If the Issuer is unable to provide to EMMA an Annual Report by the date required in subsection (a), the Issuer shall send a notice in a timely manner to the MSRB in substantially the form attached as Appendix A.

(d) If the Issuer's fiscal year changes, the Issuer shall send a notice of such change to the MSRB in substantially the form attached as Appendix B. If such change will result in the Issuer's fiscal year ending on a date later than the ending date prior to such change, the Issuer shall provide notice of such change to the MSRB on or prior to the deadline for filing the Annual Report in effect when the Issuer operated under its prior fiscal year. Such notice may be provided to the MSRB along with the Annual Report, provided that it is filed at or prior to the deadline described above.

SECTION 4. Content of Annual Reports. The Issuer's Annual Report shall contain or include by reference the following:

(a) audited financial statements of the Issuer prepared pursuant to State laws, administrative rules and guidelines and pursuant to accounting and reporting policies conforming in all material respects to generally accepted accounting principles as applicable to governmental units as such principles are prescribed, in part, by the Financial Accounting Standards Board and modified by the Government Accounting Standards Board and in effect from time to time; and

(b) additional annual financial information and operating data as set forth in the Official Statement under "CONTINUING DISCLOSURE".

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the Issuer or related public entities, which previously have been provided to each of the Repositories or filed with the SEC. If the document included by specific reference is a final official statement, it must be available from the MSRB. The Issuer shall clearly identify each such other document so included by reference.

SECTION 5. Reporting of Significant Events.

(a) The Issuer covenants to provide, or cause to be provided, notice in a timely manner not in excess of ten business days of the occurrence of any of the following events with respect to the Bonds in accordance with the Rule:

- (1) principal and interest payment delinquencies;
- (2) non-payment related defaults, if material;
- (3) unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) substitution of credit or liquidity providers, or their failure to perform;
- (6) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;

- (7) modifications to rights of security holders, if material;
- (8) bond calls, if material, and tender offers;
- (9) defeasances;
- (10) release, substitution, or sale of property securing repayment of the securities, if material;
- (11) rating changes;
- (12) bankruptcy, insolvency, receivership or similar event of the Issuer or other obligated person;
- (13) the consummation of a merger, consolidation, or acquisition involving the Issuer or other obligated person or the sale of all or substantially all of the assets of the Issuer or other obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) appointment of a successor or additional trustee or the change of name of a trustee, if material;
- (15) incurrence of a Financial Obligation of the Issuer or other obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Issuer or other obligated person, any of which affect security holders, if material;
- (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Issuer or other obligated person, any of which reflect financial difficulties.

(b) Whenever the Issuer obtains knowledge of the occurrence of a Listed Event, the Issuer shall as soon as possible determine if such event would constitute material information for the Bondholders, provided that any event other than those listed under Section 5(a)(2), (6), (7), (8), (10), (13), (14) or (15) above will always be deemed to be material. Events listed under Section 5(a)(6) and (8) above will always be deemed to be material except with respect to that portion of those events which must be determined to be material.

(c) The Issuer shall promptly cause a notice of the occurrence of a Listed Event, determined to be material in accordance with the Rule, to be electronically filed with EMMA, together with a significant event notice cover sheet substantially in the form attached as Appendix C. In connection with providing a notice of the occurrence of a Listed Event described in Section 5(a)(9) above, the Issuer shall include in the notice explicit disclosure as to whether the Bonds have been escrowed to maturity or escrowed to call, as well as appropriate disclosure of the timing of maturity or call.

(d) The Issuer acknowledges that the “rating changes” referred to above in Section 5(a)(11) of this Agreement may include, without limitation, any change in any rating on the Bonds or other indebtedness for which the Issuer is liable, or on any indebtedness for which the State is liable.

(e) The Issuer acknowledges that it is not required to provide a notice of a Listed Event with respect to credit enhancement when the credit enhancement is added after the primary offering of the Bonds, the Issuer does not apply for or participate in obtaining such credit enhancement, and such credit enhancement is not described in the Official Statement.

SECTION 6. Termination of Reporting Obligation.

(a) The Issuer's obligations under this Agreement shall terminate upon the legal defeasance of the Resolution or the prior redemption or payment in full of all of the Bonds.

(b) This Agreement, or any provision hereof, shall be null and void in the event that the Issuer (i) receives an opinion of nationally recognized bond counsel, addressed to the Issuer, to the effect that those portions of the Rule, which require such provisions of this Agreement, do not or no longer apply to the Bonds, whether because such portions of the Rule are invalid, have been repealed, amended or modified, or are otherwise deemed to be inapplicable to the Bonds, as shall be specified in such opinion, and (ii) delivers notice to such effect to the MSRB.

SECTION 7. Dissemination Agent. The Issuer, from time to time, may appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Agreement, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent.

SECTION 8. Amendment. Notwithstanding any other provision of this Agreement, this Agreement may be amended, and any provision of this Agreement may be waived to the effect that:

(a) such amendment or waiver is made in connection with a change in circumstances that arises from a change in legal requirements, a change in law or a change in the identity, nature or status of the Issuer, or the types of business in which the Issuer is engaged;

(b) this Agreement as so amended or taking into account such waiver, would have complied with the requirements of the Rule at the time of the primary offering of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances, in the opinion of independent legal counsel; and

(c) such amendment or waiver does not materially impair the interests of the Bondholders, in the opinion of independent legal counsel.

If the amendment or waiver results in a change to the annual financial information required to be included in the Annual Report pursuant to Section 4 of this Agreement, the first Annual Report that contains the amended operating data or financial information shall explain, in narrative form, the reasons for the amendment and the impact of such change in the type of operating data or financial information being provided. If the amendment or waiver involves a change in the accounting principles to be followed in preparing financial statements, the Annual Report for the year in which the change is made shall present a comparison between the financial statements or information prepared based on the new accounting principles and those prepared based on the former accounting principles. The comparison should include a qualitative discussion of such differences and the impact of the changes on the presentation of the financial information. To the extent reasonably feasible, the comparison should also be quantitative. A notice of the change in the accounting principles should be sent by the Issuer to the MSRB. Further, if the annual financial information required to be provided in the Annual Report can no longer be generated because the operations to which it related have been materially changed or discontinued, a statement to that effect shall be included in the first Annual Report that does not include such information.

SECTION 9. Additional Information. Nothing in this Agreement shall be deemed to prevent the Issuer from disseminating any other information, using the means of dissemination set forth in this Agreement or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Agreement. If the Issuer chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Agreement, the Issuer shall have no obligation under this Agreement to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the Issuer to comply with any provision of this Agreement, any Bondholder may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the Issuer to comply with its obligations under this Agreement. A default under this Agreement shall not be deemed an Event of Default under the Resolution or the Bonds, and the sole remedy under this Agreement in the event of any failure of the Issuer to comply with the Agreement shall be an action to compel performance.

SECTION 11. Duties of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Agreement.

SECTION 12. Beneficiaries. This Agreement shall inure solely to the benefit of the Issuer, the Dissemination Agent, the Participating Underwriter, and the Bondholders and shall create no rights in any other person or entity.

SECTION 13. Governing Law. This Agreement shall be construed and interpreted in accordance with the laws of the State, and any suits and actions arising out of this Agreement shall be instituted in a court of competent jurisdiction in the State. Notwithstanding the foregoing, to the extent this Agreement addresses matters of federal securities laws, including the Rule, this Agreement shall be construed and interpreted in accordance with such federal securities laws and official interpretations thereof.

WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND
CLINTON
STATE OF MICHIGAN

By: _____
Its: Superintendent

Dated: _____, 2022

APPENDIX A

NOTICE TO THE MSRB OF FAILURE TO FILE ANNUAL REPORT

Name of Issuer: Waverly Community Schools, Ingham, Eaton and Clinton Counties,
Michigan

Name of Bond Issue: 2022 School Building and Site Bonds, Series I (General Obligation -
Unlimited Tax)

Date of Bonds: _____, 2022

NOTICE IS HEREBY GIVEN that the Issuer has not provided an Annual Report with respect to the above-named Bonds as required by Section 3 of its Continuing Disclosure Agreement with respect to the Bonds. The Issuer anticipates that the Annual Report will be filed by _____.

WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND
CLINTON
STATE OF MICHIGAN

By: _____
Its: Superintendent

Dated: _____



APPENDIX B

NOTICE TO THE MSRB OF CHANGE IN ISSUER'S FISCAL YEAR

Name of Issuer: Waverly Community Schools, Ingham, Eaton and Clinton Counties,
Michigan

Name of Bond Issue: 2022 School Building and Site Bonds, Series I (General Obligation -
Unlimited Tax)

Date of Bonds: _____, 2022

NOTICE IS HEREBY GIVEN that the Issuer's fiscal year has changed. Previously, the
Issuer's fiscal year ended on _____. It now ends on _____.

WAVERLY COMMUNITY SCHOOLS
COUNTIES OF INGHAM, EATON AND
CLINTON
STATE OF MICHIGAN

By: _____
Its: Superintendent

Dated: _____



APPENDIX C

SIGNIFICANT EVENT NOTICE COVER SHEET

This cover sheet and significant event notice should be provided in an electronic format to the Municipal Securities Rulemaking Board pursuant to Securities and Exchange Commission Rule 15c2-12(b)(5)(i)(C) and (D).

Issuer's and/or other Obligated Person's Name: _____

Issuer's Six-Digit CUSIP Number(s): _____

or Nine-Digit CUSIP Number(s) to which this significant event notice relates: _____

Number of pages of attached significant event notice: _____

Description of Significant Events Notice (Check One):

1. _____ Principal and interest payment delinquencies
2. _____ Non-payment related defaults
3. _____ Unscheduled draws on debt service reserves reflecting financial difficulties
4. _____ Unscheduled draws on credit enhancements reflecting financial difficulties
5. _____ Substitution of credit or liquidity providers, or their failure to perform
6. _____ Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security
7. _____ Modifications to rights of security holders
8. _____ Bond calls
9. _____ Tender offers
10. _____ Defeasances
11. _____ Release, substitution, or sale of property securing repayment of the securities
12. _____ Rating changes
13. _____ Bankruptcy, insolvency, receivership or similar event of the Issuer or other obligated person
14. _____ The consummation of a merger, consolidation, or acquisition involving the Issuer or other obligated person or the sale of all or substantially all of the assets of the Issuer or other obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms
15. _____ Appointment of a successor or additional trustee or the change of name of a trustee
16. _____ Incurrence of a financial obligation of the Issuer or other obligated person
17. _____ Agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation that affect security holders
18. _____ Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the Issuer or other obligated person that reflect financial difficulties
19. _____ Other significant event notice (specify) _____

I hereby represent that I am authorized by the issuer or its agent to distribute this information publicly:

Signature: _____

Name: _____ Title: _____

Employer: _____

Address: _____

City, State, Zip Code: _____

Voice Telephone Number: (_____) _____

The MSRB Gateway is www.msrb.org or through the EMMA portal at emma.msrb.org/submission/Submission_Portal.aspx. Contact the MSRB at (703) 797-6600 with questions regarding this form or the dissemination of this notice. The cover sheet and notice may also be faxed to the MAC at (313) 963-0943.

EXHIBIT D

Michigan Department of Treasury
3451 (Rev. 07-20)

Application No. SBL

Application for Final Qualification of Bonds for Participation in the Michigan School Bond Qualification and Loan Program

Issued under authority of Public Act 92 of 2005, as amended.

Legal Name of School District Waverly Community Schools	District Code Number 33215	Telephone Number 517-321-7265	
Address 515 Snow Road	City Lansing	County Ingham	ZIP Code 48917
Name of Person Responsible for Preparation of this Application Kelly Blake		Title Superintendent	

CERTIFICATION

I, the undersigned, Secretary of the Board of Education, do certify hereby that the following constitutes a true and complete copy of a resolution adopted by the Board of Education of this School District, at a

regular or special meeting held on the 13 day of December, 2021,

and that the meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with Act 267 of the Public Acts of 1976 (Open Meetings Act).

Name of Secretary (Print or Type) Amy Krause	Signature of Secretary	Date
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PARTICIPANTS

Secretary, Board of Education Amy Krause	Superintendent of Schools Kelly Blake
Treasurer, Board of Education Tamia McClain	Architectural Firm TowerPinkster
Bond Counsel Thrun Law Firm	Construction Manager Barton Malow
Financial Advisor Baker Tilly Municipal Advisors, LLC	Paying Agent TBD
Senior Underwriter TBD	

SALE TYPE

Competitive Bid Negotiated Sale

RESOLUTION

A meeting was called to order by _____, President.

Present: Members _____

Absent: Member _____

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

BACKGROUND

1. Act 92 of the Public Acts of Michigan, 2005, as amended, ("Act 92") enacted pursuant to Article IX, Section 16, of the Michigan Constitution of 1963, provides the procedure, terms and conditions for the final qualification of bonds for participation in the School Bond Qualification and Loan Program.
2. This district has taken all necessary actions to comply with all legal and procedural requirements for final qualification of this bond issue.

ACTION OF THE BOARD

1. The district hereby applies for final qualification of bonds by the State Treasurer for the purpose of:
 - Financing the school construction **and/or**
 - Refinancing existing debt as described in this application.
2. The bonds of the district qualified by the State Treasurer will conform to all the requirements of law pertaining generally to school bonds and specifically to school bonds qualified under Section 16, Article IX of the 1963 Michigan Constitution, Act 92, and Act 112, Public Acts of 1961, as amended.
3. Any moneys obtained through the sale of the qualified bonds of the district as herein proposed will be used only for the purpose of:
 - Financing the projects described in the application including such limited changes allowed by statute, that have been submitted to the State Treasurer for preliminary qualification of bonds numbered SBL_____ **/and/ or**
 - Refinancing existing qualified debt and for no other purpose unless such change of purpose is permitted by law and has the prior approval of the State Treasurer.
4. The district agrees to annually certify and levy its debt millage tax by filing an Annual Loan Activity Statement in accordance with the requirements of Act 92 and to determine the amounts, if any, to be borrowed from or repaid to the School Loan Revolving Fund ("SLRF"). The district agrees to deposit proceeds of debt millage upon receipt into an account established solely for debt service with the appointed banking institution as defined in Section 9. The district agrees to comply with the provisions of Act 92 governing the periodic recalculation of its millage, the adjustment of its millage levy when necessary, and the repayment of funds to the SLRF, where applicable.
5. The district agrees to enter into a loan agreement and file all necessary applications for qualified loans from the SLRF along with all supporting information for repayment to the SLRF within statutory application dates and in accordance with forms and procedures as prescribed by the State Treasurer. The (insert title of authorized school district official(s)) Superintendent/Director, Finance & Operations are/is authorized and directed to execute and deliver the loan agreement and any other documents that may be required by the loan agreement on behalf of the district. The district covenants to comply with the terms of any applicable qualified loan agreement it is now or may be a party to, including the provisions related to its millage levy.
6. The district agrees to take actions and refrain from taking actions as necessary to maintain the tax-exempt status of tax-exempt debt issued by the State of Michigan or the Michigan Finance Authority for the purpose of financing the School Bond Loan Fund or the School Loan Revolving Fund as defined in P.A. 227 of 1985, as amended.
7. The district agrees that if these bonds are issued as tax exempt bonds, it will use the proceeds of these bonds only for the purposes that are allowed for tax exempt bonds and that none of such proceeds will be used for more than the first advance refunding of any original bond issued after 1985, nor more than the second advance refunding of any original bond issued before 1986, and the district further agrees that proceeds of bonds issued as Qualified Zone Academy Bonds, Qualified School Construction Bonds, Build America Bonds or Recovery Zone Economic Development Bonds[will only be used for the purposes that are allowed for such bonds.
8. The district agrees to use any funds borrowed from the SLRF only for the payment of principal and interest on qualified bonds that is immediately payable to bondholders and not to fund escrow or sinking funds.

- 9. **The district agrees to appoint a banking institution that performs paying agent services in general, and to execute a signed agreement that provides, at a minimum, the following procedures:**
 - a. **If the district has not established an irrevocable escrow account with a qualified escrow agent, the district agrees to submit debt service payments for its qualified bonds in immediately available funds to its banking institution no less than five business days prior to the debt service due date, and agrees not to withdraw, or cause a debit to be drawn against, such funds except to pay debt service.**
 - b. **The district agrees to use an existing or establish a new interest bearing, money market or investment account with the banking institution that performs paying agent services for the subject bonds, that allows the district to provide written investment instructions for the investment of collected funds on hand preceding the debt service due date.**
 - c. **The paying agent will implement notification procedures that provide that if sufficient funds for full payment of debt service do not reach the banking institution five business days prior to the debt service payment due date, the paying agent will notify the district of the amount of insufficient funds four business days prior to the debt service payment due date. In the event that the district does not immediately resolve the insufficient funds situation, the paying agent will notify the Michigan Department of Treasury of the delinquency three business days before the payment due date.**
 - d. **The district agrees to furnish written notification to the paying agent and the Department of Treasury of any bonds that have been refunded.**
- 10. **The district agrees to deposit all federal interest credits received with respect to its qualified bonds issued as direct credit type bonds into the debt retirement fund payable for such bonds.**
- 11. **The district requests that the State Treasurer increase its computed millage if at any time the full amount of any tax credit related to direct credit type bonds is not received or the amount of debt service on its qualified bonds increases for any reason and the current computed millage is not sufficient to repay all outstanding qualified loans by the final mandatory repayment date.**
- 12. The district agrees that if Treasury determines that the district will not be able to make all or part of the debt service payment, Treasury will process an emergency loan from the SLRF. If the district incurs an emergency loan it shall be a legal debt of the district and the State Treasurer shall bill the school district for the amount paid and the school district shall remit the amount to the state.
- 13. The board directs the school district administration to report any failure to perform as a result of this application. **In the event that the district fails to perform any actions as identified in this application or required by law, the district will submit to the State Treasurer a board approved resolution which indicates the actions taken and procedures implemented to assure future compliance.**
- 14. The district board members have read this application, approved all statements and representations contained herein as true to the best knowledge and belief of said board, and authorized the Secretary of the Board of Education to sign this Final Application and submit same to the State Treasurer for his or her review and approval.

Ayes: Members _____

Nays: Members _____



BOND DETAIL

- 1. **PURPOSE:** Specify the purpose of bond issue exactly as stated on the ballot and as it is to be cited in the Order Qualifying Bonds (or attach an official copy).

For the purpose of: erecting additions to, remodeling, including security improvements to, furnishing and refurbishing, and equipping and re-equipping school buildings; acquiring and installing instructional technology and instructional technology equipment for school buildings; purchasing school buses; and developing, equipping and improving playgrounds, play fields, athletic fields, parking areas and sites.

- 2. **ELECTION DATA:**

- a. Date of election: 5/4/2021
- b. **Attach a copy of the Certified Official Canvass of Election (if not already on file).**

- 3. **FINAL MATURITY SCHEDULE:**

- a. Total amount of this issue \$ 65,000,000
- b. Due date annually for principal payments: May 1st
- c. Due date semi-annually for interest payments: May 1st/Nov 1st
- d. Attach a copy of the bond amortization and millage impact schedules.

- 4. **DEBT AMOUNTS:**

- a. Amount of this bond issue \$ 65,000,000
- b. Total amount of bonded debt prior to this issue \$ 9,025,000
- c. Total amount of bonds being refunded \$ 0
- d. **Total amount of proposed and existing debt (4a + b - c)** \$ 74,025,000

- 5. **PROPERTY VALUATION: Taxable valuation as of this date** \$ 878,035,732

- 6. **CHANGES IN FINANCIAL STRUCTURE: Specify any changes in financial structure since Preliminary Qualification or original Order Qualifying Bonds was approved:**

- 7. Bond Type(s) (Check all that apply):

- Fixed Rate**
- Variable Rate
- Tax Exempt**
- Taxable
- Qualified Zone Academy Bond**



2022-23

Program of Studies



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Waverly High School

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

Administration

, Principal

Dr. Dan Kemsley, Asst. Principal
Tony Terranova, Asst. Principal
Scott Castele, Athletic Director

Guidance/Counseling Staff

Stephanie Brokstad
Tonya Droessler
Kristen Gazley



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Waverly High School Program of Studies

The world of work is rapidly changing, as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of the Waverly Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Waverly community members have an opportunity to experience success.

The high school program of the Waverly Community Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and vocational courses all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Waverly High School graduates may continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they strive to reach their own individual academic and career goals

The Academic/Career Plan

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All high school students in Waverly Community Schools are to determine a career path and develop an appropriate academic/career plan leading to advance study at a four-year college or university, community college, technical institution, or direct entry into the world of work. It is the responsibility of the school, home, and community to provide counseling experiences to assist students in making informed decisions about college and career opportunities.

Waverly Community Schools has a K-12 career education program. Career awareness activities begin in the elementary years followed by career exploration at the middle school level designed to provide students with a wide range of career related learning experiences. Assessments of student interest, aptitudes, and abilities, are integrated with a variety of career exploration opportunities. Career speakers, research projects, and other learning experiences that enrich academic content are combined with effective counseling practices to assist students in making informed decisions and in setting goals.

The Waverly High School counseling program continues to offer career exploration opportunities through a career path focus. The counseling office provides the student and family with direct access to career resources.

The high school curriculum further expands career related knowledge and experience through a variety of academic courses in a planned sequence that prepare the students for a post-secondary connection in their chosen path.

During each of their high school years, students meet with school staff to review their academic experience, and to discuss their educational plans. The school counselor, administrators, college adviser and teachers are available to assist students as they explore options and make program decisions.



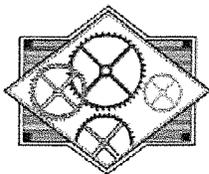
Arts & Communications



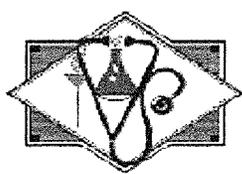
Business, Management, Marketing & Technology



Human Services



Engineering, Manufacturing & Industrial Technology



Health Sciences



Natural Resources

Career Paths

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The Waverly High School program of studies is designed to offer students a path to success. The student will develop a four-year high school educational plan that will maximize his or her post high school potential and opportunities. Through an applied academic instructional program, all students will begin to see and value the relationship between their academic studies and real world application. These contextual learning experiences will enable students to make informed decisions that will better match their interests and aptitudes with their academic experiences as they consider career major options. Students will continue to meet with their counselor and other resource staff throughout high school to review their progress toward achieving their goals and to further refine their academic and career plans.

Career Path Partnership

The Waverly Community Schools career readiness approach represents a commitment to the students in our community. It is critical that the home, schools, and community establish and maintain effective communications in order to assist students in meeting academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences both within the school and the community, we elevate those collaborative partnerships that lead to student success.

The school-to-work program provides a variety of opportunities for Waverly High School students. The Wilson Talent Center is an excellent resource for students to review their interests and opportunities. This will help ensure that students select the most challenging courses to meet their college and career goals. Careful scheduling is especially important as we implement more rigorous graduation requirements.

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

The Career Paths

Arts and Communications

The fine arts and communications path will match your interest in working with people and servicing their needs through a variety of related fields in the arts and communications, and human industries. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade schools, or other post secondary training for career level entry.

Business, Management, Marketing, and Technology

The business services technology path is for the student who is interested in the real world marketplace of ideas, products, and people. Your strong communication and interpersonal skills will serve you well as you consider career opportunities in the business, marketing, and management fields. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Engineering/Manufacturing and Industrial Technology

The engineering and industrial path is for the student who is interested in matching academic and problem solving skills with hands-on learning experiences in related fields of engineering, manufacturing, and industrial systems. The student will be interested in developing skills and technology for design, development, installation, or maintenance of physical systems. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Health Sciences

The health science path is for the student who has an interest in meeting the needs of people in a variety of services relating to the promotion of health as well as the treatment of injuries, conditions, and diseases. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Human Services

The human services path is for the student who is interested in meeting the needs of people in a variety of service industries promoting social services, civil services, child care, education, and hospitality. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Natural Resources and Agri-Science

The natural resources and agri-science path is for the student interested in careers related to natural resources, agriculture and the environment. Students selecting the professional career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the technical career will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Graduation Requirements

In accordance with WCS Board Policy 5460

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

<p>22 Credits are required for Graduation</p> <ul style="list-style-type: none"> ✓ 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 ⁵⁴ 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

English Language Arts 11
English Language Arts 12

4 Credits

MODIFICATIONS:

-only available to students with IEPs

MATHEMATICS

Algebra I
Geometry

Algebra II
One math course in final year of high school

4 Credits

MODIFICATIONS:

-1 credit may be condensed into a ½ credit if all state standards are met in that ½ credit (allowing for 3.5 years of math)

-additional modifications available to students with IEPs

SCIENCE

Biology
One additional science credit

Physics or Chemistry

3 Credits

MODIFICATIONS:

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

-additional modifications available to students with IEPs

SOCIAL STUDIES

US History/Geography
.5 Credit in Government

World History/Geography
.5 Credit in Economics

3 Credits

MODIFICATIONS:

-1 credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Languages, or CTE. Government may not be exchanged.

-additional modifications available to students with IEPs

PHYSICAL EDUCATION & HEALTH (.5 Credits each)

1 Credit

MODIFICATIONS:

- ½ PE credit may be earned through participation in district-approved extra-curricular activities that involve physical activity
- credit can be exchanged for additional credit(s) beyond the required credits in English Language Arts, Math, Science, World Language, or CTE.
- additional modifications available to students with IEPs

VISUAL, PERFORMING AND APPLIED ARTS

1 Credit

MODIFICATIONS:

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

LANGUAGE OTHER THAN ENGLISH

2 Credits

Spanish

French

American Sign Language

In grades 9-12; OR an equivalent learning experience in grades K-12

MODIFICATIONS:

- 1 credit can be exchanged for additional credits in a **career** technical education program or an additional visual, performing and applied arts credit
- additional modifications available to students with IEPs

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ONLINE LEARNING EXPERIENCE

Course or integrated into the students' learning experience

Elective Offerings– 5-or-4 Credits*

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

~~Glass of 2022:~~ must earn 5 Elective Credits (including PRIDE)*

~~Glass of 2023 and beyond:~~ must earn 4 Elective Credits (not including PRIDE)

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

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

~~*DUE TO THE COVID-19 PANDEMIC PRIDE PERIOD WAS NOT OFFERED DURING THE 2020-2021 AND 2021-2022 SCHOOL YEARS.~~

- ~~✓ The Class of 2022 must have earned 4 Elective Credits and 22 Credits overall~~
- ~~✓ The Classes of 2023 and 2024 must have earned 1 PRIDE Credits and 23 Credits overall~~

~~**DUE TO THE COVID-19 PANDEMIC THE SPRING 2021 MICHIGAN MERIT EXAM WAS GANGELED.~~

- ~~✓ The MME requirement is waived for the Class of 2022~~

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 June 1st. The department will schedule the test-out date after all requests have been submitted. If study materials are issued, a deposit to ensure the return of materials may also be required.

Personal Curriculum

A Personal Curriculum (PC) may be requested by students to modify the specific course requirements outlined by the Michigan Merit Curriculum (MMC). 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 to their IEP.

Requesting a Personal Curriculum

1. Initiation: parents/legal guardians, emancipated students, or school personnel may initiate a PC by 56 contacting the student's counselor or special education case load manager
2. PC Team assembled: members of the team shall include but are not limited to the student, parent/guardian, counselor, teachers with specific content knowledge and/or knowledge of the student. The PC request is presented to team members for review and approval.
3. Agreement: a written plan shall be outlined by the team and kept with the student's graduation progress records. The Plan must be consistent with the student's IEP and/or EDP.
4. Revision: If a PC needs to be re-visited, the same process as above shall be followed

Personal Curriculum Modifications

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

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

Course Descriptions

Art Education

Art Department Objectives

To help each student understand the creative process.

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

Art 1

Elective 1 Semester

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

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

Art 2-D

Elective 1 Semester

Recommended: *Art-1 or Department Approval*

Art 2-D is a course that broadens and deepens the knowledge and practice of the two-dimensional media experience in Art 1, while connecting art to aspects of artists and cultures. This course is for the student that has an interest in performing in a more intentional way than the beginning level student.

Students electing this course can expect further application of the elements of design with a concentration in the use of many two-dimensional materials: pencils, charcoal, pen and ink, paper, paint, etc.

Art 3-D

Elective 1 Semester

Recommended: *Art-1, or Department Approval*

Art 3-D is a course that broadens and deepens the knowledge and practice of the three-dimensional media experience in Art 1. This course is for the student that has an interest in performing in a more intentional way than the beginning level student. Students electing this course can expect further application of the elements and principles of design with a concentration in the use of three-dimensional materials such as: clay, plaster, paper mache', metal, wood, and found objects. This course may be repeated for full credit with departmental approval.

Art-Advanced

Elective 1 Semester

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

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

Art History

Elective 1 Semester

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

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

Art-Portfolio

Elective 1 Semester

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

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

Art-Portfolio may be repeated for full credit with departmental approval.

Photography

Elective 1 Semester

Recommended: 11th & 12 Grade

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

Career and Technical Education

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Accounting 1

Elective 1 Semester

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

Accounting 2

Elective 1 Semester

Recommended: Accounting 1

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

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

Personal Finance 1 & 2

Elective 1 Semester

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

These courses focus on personal finance and money management. Units include but are not limited to the following: Consumerism, Banking, Checking Accounts, Savings Accounts, Loans, Credit Cards, Investments, Insurance, purchasing cars and houses, leasing cars, renting apartments and houses, healthcare, budgeting, taxation, and Introductory Economics. Along with the material covered in the course, students will also be assessed on the following mathematic skills: fractions, decimals, percentages, unit price, simple interest, and compound interest, rate of return, and basic functions and manipulation of formulas. The mathematics will connect directly to the material of the course. The grade for the course is evenly based on both the course material and mathematics. Tests and quizzes will be the majority of the assessment, but projects, papers, and daily work and assignments will also be included. Personal Finance 1 will be first semester, Personal Finance 2 will be second semester. Students may take Personal Finance 2 without taking Personal Finance 1

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

Computer Science 1

Elective 1 Semester

Based on the “Computer Science Discoveries” curriculum from Code.org, Computer Science 1 takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

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

Advanced Placement Computer Science

Elective 1 Year

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

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

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

Computer Media

Elective 1 Semester

Recommended: *Grades 10th-12th*

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

Broadcasting

Elective 1 Semester

Recommended: *Digital Film Making and Instructor Approval*

Students may enroll in this course as a continuation of Digital Film Making and will work independently on media projects with a focus on television production agreed upon with the instructor. The student may also assist and train students working in Digital Film Making.

Digital Filmmaking

Elective 1 Semester

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

Leadership

Elective 1 Semester

Recommended: *Grades 11th or 12th*

The students in this course will be provided the opportunity to explore major components of leadership and character development. Also, students will develop critical thinking and problem solving skills that the student can use in college or the workplace (i.e., attitude, preparation, diversity, courage, integrity, etc.)

LINKS/Peer to Peer

Elective 1 Semester

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

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

This course may be taken as a .5 semester course, and may be taken every year/semester as approved by school administration and staff.

Work Experience

Elective 1 Semester

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

Student Requirements:

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

Online Learning/Late Arrival/Early Dismissal

Elective 1 Semester

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

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English

English Lab

Elective 1 Year

Recommended: Department Approval

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

English 9 Lit & Comp

1 Year

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

Honors English 9 Lit & Comp

1 Year

Recommended: Placement Test and Department Approval

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

English 10 Lit & Comp

1 Year

Recommended: English 9

This course is designed for students who are reading and writing at grade level. It integrates reading, writing, listening, and speaking skills. This course would be appropriate for college-prep students. In this year long class, students will become familiar with many of the major writers of American literature through thematic

units. Students will read a variety of genres such as autobiographies, novels, poetry, plays, and short stories. These works will be based upon the theme, "The American challenge is to maintain the delicate balance between individual rights and the general welfare of the group." Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to the past and to modern life. Students will be expected to do several writing assignments based on the literature. Speech and listening activities are integrated into the units. Students will also do several formal speeches.

Honors English 10 Lit & Comp

1 Year

Recommended: English 9 and Department Approval

This course is designed for college-prep students who are reading and writing at or above grade level and have shown great strengths and high levels of success in English classes. This year-long class functions on the same framework as English 10 Lit & Comp, but students will be expected to read and comprehend more advanced and complex literature, do more in-depth writing assignments, and exhibit the qualities of an honors student.

Honors English 11 - Classical Literature

1 Year

Recommended: English 9 and English 10

This year-long course is based on classical literature, reflecting the universal themes of human experiences in a variety of cultures and time periods. The diverse and challenging units of study will range from Greek philosophy to Shakespeare to modern readings. The literature, including drama, poetry, novels, short stories, and biographies will be explored through reading, writing, oral presentations, and class discussions. Students will complete several writing assignments including literary analysis, persuasive essays, and a research paper.

English 11 - Modern Literature

1 Year

Recommended: English 9 and English 10

This year-long course focuses on modern literature (1950 to the present) and its relationship to social and political issues. Unit themes include modern lit heroes, science fiction, fantasy, and protest movements: Vietnam and feminism. The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions and oral presentations.

English 11 - World Literature

1 Year

Recommended: English 9 and English 10

This year-long course integrates reading, writing, listening, and speaking. The literature will include different genres (both contemporary and classical) that focus on the themes "Heroes" and "Observing Human Inhumanity." The writing will include personal, subjective, reflective, creative, and academic (including a research unit). Listening and speaking will consist of small and large group discussions, oral presentations, and performance of literature.

English 12

1 Year

Recommended: English 9, 10 and 11

This course will present diverse literature and will include novels, short stories, poetry, plays, essays, and other non-fiction. This course will cover a wide range of writing tasks, including essays of various types, as well as some creative and reflective writing. Students who take this course will also benefit from a review of the English grammar and conventions that were covered in English 9, 10, and 11. Analytical thinking will be stressed as students respond in writing and through discussion to critical issues relating to their reading. The writing framework will provide students with many different writing strategies and experiences that will allow them to use the writing process. Full essay development will be emphasized and in particular, college-level academic writing will be a focus. Direct instruction and applied practice will be provided in the following areas: sentence structure, punctuation, subject-verb agreement, pronoun-antecedent agreement, verb tense, modifiers, paragraphing, revising, and editing.

Honors English 12

1 Year

Recommended: English 9, 10 and 11

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

including novels, biographies, dramas, short stories, essays, and poetry. Seniors will respond to, discuss, analyze, and write about the literature they read with a quality that can be considered consistent with a graduating senior. College Prep English 12 is also designed to prepare students for the type of writing they will be expected to do in college classes. During the semester, they will write a variety of expository papers (all 3 to 7 pages long), including persuasive essays, research papers, and literary analyses. Students will also be writing in class essays and updating their academic/professional portfolios.

Advanced Placement (AP) English

1 Year

Recommended: English 9, 10, 11 and Department Approval

Advanced Placement English has a two-fold purpose; to prepare students for the National Advanced Placement English Literature Test and to provide students with a freshman college English experience. Thus, the materials and assignments will help students develop analytical thinking, writing, and speaking abilities as well as cultivate language habits that will provide life-long learning and enjoyment. This course is designed for the college-bound, advanced senior who wants to be academically challenged in English. Students should be intellectually mature and able to work at an accelerated pace. In essence, this is a college course. If students pass the national AP English Exam, they may earn college credit. The learning for this class begins in the summer as students read, analyze, and write essays for two or three novels. Other summer work may also be required. During the year, students will write a variety of expository papers (all 3 to 9 pages long), including persuasive essays, research papers, timed in-class essays, and literary analyses. Students will read more than 10 major pieces of literature and do an extensive study of poetry. Students' eligibility for AP English will be determined by their performance in prior English courses and teacher recommendation.

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Advanced Oral Communication

Elective 1 Semester

Recommended: English 10

This course is designed for any student who wishes to improve verbal and human interaction skills. This course will integrate writing, critical thinking, and speaking skills. The topics that will be included in this course are: public speaking, debate, personal job interviews, group dynamics, parliamentary procedure, and oral interpretation.

Literature Through Film

Elective 1 Semester

This course is designed for students who have an interest in the art of story-telling, particularly as it is done through film. Students in this course will analyze films and the stories they portray, taking into account such factors as casting, character development, camera angle, musical score, and lighting. A strong understanding of core English principles (i.e. plot, theme, symbolism, character, etc.) is an essential component to this course.

Creative Writing

Elective 1 Semester

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

Writing for Publication- Yearbook

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

This year long course will focus on the computer design and layout of Waverly's Iliad. Basic journalism writing skills will also be a focus as students produce yearbook pages. The students will learn several computer programs used in desktop publishing and become familiar with current and past trends in yearbook layout. They will also focus on the business side of production by selling ads and books and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours will be required beyond class time to produce this publication. This course may be repeated for credit as a student moves up the editorial ladder.

Writing for Publication- Newspaper

Elective 1 Year

Recommended: Instructor Approval and Grades 10th-12th

Basic journalism writing skills will be the focus throughout this yearlong writing course. Students will also focus on learning the computer design and layout of Waverly's Pleiad. Students will become part of a teamwork

approach to production in order to meet deadlines. As a student publication, the students will apply to become page editors. Several computer programs used in desktop publishing will be taught to produce the newspaper. The students will also focus on the business side of production by selling ads and fundraising in order to pay for printing costs. This course requires a motivated, hardworking attitude since some hours may be required beyond class time to meet this publication's deadlines. This course may be repeated for credit as student moves up the editorial ladder.

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 in to the breath.

Mathematics

Math Lab

Elective 1 Year

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

Algebra I

1 Year

Recommended: Placement, Pre-Algebra

Algebra I is a course designed for the college bound student who wishes to fulfill math requirements and meet state and national core objectives, but does not intend to take AP Calculus in high school. A major emphasis will be placed on solving problems in real world situations. The student who completes this course with a C or better will be prepared to take Geometry the following year.

Geometry

1 Year

Recommended: Applied Geometry or Algebra I

Geometry builds on mathematical topics and problem-solving techniques introduced in Algebra. This course continues to integrate algebra objectives along with an introduction and study of formal proofs while meeting 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 anti-derivative, application of anti-derivative, techniques of integration, the definite integral, and applications of the integral.

Advanced Placement (AP) Statistics

1 Year

Recommended: Honors Algebra II or Algebra II

This year-long course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It's intended for students who have successfully completed a second-year course in algebra and who possess sufficient mathematical maturity and quantitative reasoning ability. The main conceptual themes are exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study). Anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Students are expected to take the Advanced Placement exam in May. Successful completion of this exam may result in a credit for a one-semester introductory college statistics course.

Discrete Mathematics

Elective 1 Year

Recommended: Algebra II

Discrete mathematics is a course designed to follow Algebra II or Trigonometry. The goal of this course is to offer a broad overview of all the discrete mathematics topics as outlined by the state and national (MCTM & NCTM) standards. Discrete Mathematics introduces the six unifying themes for a discrete math course as specified by NCTM; modeling, use of technology, algorithmic thinking, recursive thinking, decision making, and mathematical induction. The course contains numerous examples of social and political relevance using technology, charts, graphs, photos, and actual newspaper clippings.

Statistics

Elective 1 Year

Prerequisite: Intermediate Algebra II or higher

The purpose of the Probability and Statistics Curriculum is to encourage student awareness of the importance of mathematics in the modern world. This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. The course will cover basic statistical concepts that will prepare the student to take a college-level statistics course in the future. Students will explore and analyze

data by observing patterns or the absence of patterns, interpret information from graphical and tabular displays, apply appropriate statistical models to infer information from data, and learn to use technology in solving statistical problems.

Stock Market Math 1 & 2

Elective 1 Semester

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

Music

Images (SSA)

Elective 1 Year

This is a course that covers basic musicianship for vocal music. Emphasis will be placed on proper voice and tone production, and the principles of sight singing with the enjoyment of both serious and popular music. Students will perform in various concerts and festivals during the day and evening as a part of the requirement of the class. This course will be all treble voices. Students may participate in Solo and Ensemble Festival.

Visions (SATB)

Elective 1 Year 65

Prerequisite: Audition or approval of director.

Visions is an intermediate choir, offering the extension of basic musicianship that members will have acquired previously. Continued work on vocal production and sight-singing, and increased difficulty of repertoire will differentiate Visions from Images. All students will be required to perform in an evening concert each marking period and choral festival once or twice during the school day. Members of Visions will be encouraged to participate in Solo and Ensemble Festival.

Honors Chorale: Reflections

Elective 1 Year

Prerequisite: Audition, Minimum 1 year of Images and/or Visions, Juniors and Seniors only

This course is designed for the advanced vocal student who has learned the fundamentals of proper voice and tone production. Literature is advanced and ranges from baroque to pop. This class performs about 30 or 40 times a year and some dancing is required. This choir participates in local and state festivals. A strong background of music theory is needed. Course work consists of regular rehearsals, rehearsals outside of class time; attendance at concerts and festivals. The course of study includes technical development, music theory, history, and appreciation, of many musical styles. Further development of chamber music skills will be stressed. Students are expected to perform at Solo and Ensemble Festival.

Concert Orchestra

Elective 1 Year

Prerequisite: Audition

Concert Orchestra is a course designed for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in orchestra festivals, concerts, and other performances that may arise for this ensemble. Membership is open to high school orchestra students by successful completion of eighth grade orchestra and/or recommendation of the director. Except for string bass players, students are expected to own their own instruments.

Festival Orchestra

Elective 1 Year

Prerequisite: Audition

Festival Orchestra is a course designed for advanced instrumental music students. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in orchestra festivals, concerts, solo and ensemble, sectionals, pit orchestra, and other performances that might arise for this ensemble. Except for string bass players, students are expected to own their own instruments.

Concert Band

Elective 1 Year

Prerequisite: Audition

This is a course for the intermediate instrumental music student who has completed at least three years of study on their instrument. Literature will be selected to develop instrumental and musical skills. Members of this ensemble will be expected to participate in band festivals, concerts, marching band (and band camp), and pep bands. Other performance opportunities include jazz band, solo and orchestra. Membership is open to high school band students by successful completion of eighth grade band and/or recommendation of the director. Except for a few of the larger instruments, students are expected to provide their own instruments.

Symphonic Band

Elective 1 Year

Prerequisite: Audition

This is a course for the advanced instrumental music student. Students will learn music theory and will investigate the history of various genre of music. Students will be exposed to music of the highest caliber and will be expected to prepare this music through regular, rigorous practice. Membership is by audition only. Members of this ensemble will be expected to participate in band festivals, concerts, solo and ensemble festival, sectionals, marching band (and band camp), and pep bands. In addition, the top seats in each section perform in the Orchestra for honors credit. Other performance opportunities include jazz band and pit orchestra. Except for a few of the larger instruments, students are expected to provide their own instruments.

Jazz Band

Elective 1 Year

Prerequisite: Audition

This course is open to students who play an instrument in the standard jazz band instrumentation; saxophone, trumpet, trombone, guitar, piano, drum set, bass. Students will learn to perform music from the jazz/swing idiom and will learn the basics of improvisation. Students will be expected to participate in all scheduled concerts, festivals, and civic events. Advanced members of the ensemble may be selected to participate in Jazz Combo. Concurrent enrollment in band required for wind and percussion players; band, orchestra or choir for guitar, bass, or piano players.

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Songwriting

Elective 1 Semester

Students taking this class will learn and practice the art of writing songs of any and all genres. Students must have a way to accompany themselves for the songs they write. Students will analyze songs and use their analysis to aid in their own songwriting. Songwriting involves writing lyrics, melodies, harmonies, and arranging. Each week students will share their progress with the class, and will keep a journal about their songwriting process. Throughout the semester, students will learn how to collaborate with musicians, produce their songs, and will learn about the business of music, such as how to publish, promote, and protect their creative works. An informal class performance will conclude the semester

Physical Education

The Physical Education program is designed to expose students to a wide range of activities, give students alternatives within those activities, and let students decide what they want to take within those alternatives. The Physical Education Department feels that physical education can contribute to a student's growth in many ways. These are: learning to work with and help others, enjoy physical activity and learn skills for their leisure time, aid in development and growth of the body and physical coordination, learn to work independently, learn a respect for others rights, and learn to take responsibility for their own actions. There are many ways that growth and learning in these areas can be encouraged and allowed. Some of the opportunities we present students with are; a chance for active participation, chances to make decisions, independent work time, working in small and large groups, setting their own goals, talking about seeing and thinking how their actions can detract from or enhance the class and class members, planning class activities, setting up and dismantling equipment. Physical fitness as well as proper nutrition is emphasized in each of our offerings.

Included in the content are Physical Activities (i.e. individual, team, and water activities) and units in Physical Fitness, Nutrition, Reproductive Health, Disease, Safety/Accident Prevention, First Aid, and Substance Abuse Education.

General Physical Education

Required 1 Semester

This is a beginning course in physical education. The emphasis is on lifetime activities including both fitness and sports. Fitness activities focus on strength, cardiovascular endurance, flexibility and agility. Sports activities include individual and team aspects.

Health Education

Required 1 Semester

This course is designed to combine comprehensive health education with the practice of skills and activities necessary for good communication, making responsible decisions about managing one's body functions to promote a better quality of life, and appreciation of health as it affects one physically, emotionally, intellectually, and socially.

Personal Conditioning

Elective 1 Semester

Recommended: *General Physical Education*

This course is designed to introduce students to a variety of weight and aerobic exercises. Students will participate in an instructor-led circuit weight training program three days a week. The other two days will consist of a running/flexibility program, and team sports. The course will stress proper technique and the benefits of an aerobic/resistance program. Students will leave with the understanding of the value of an exercise program to their lifelong health.

Team Sports

Elective 1 Semester

Recommended: *General Physical Education*

This is a semester course where the student has the opportunity to participate in a variety of team games and fitness activities. Techniques in skills and strategies will be developed along with the rules. In addition, the positive effects of proper nutrition combined with a good exercise program will be stressed.

Movement Fundamentals

Elective 1 Semester

A course to develop coordination, strength, endurance, and movement fundamentals. Physical fitness through aerobics, Zumba, cardio circuits, yoga, stretching, class games, and gymnastic skills will be stressed. In addition, the positive effects of proper nutrition combined with an appropriate exercise program will be emphasized. **This class covers the Michigan Merit Curriculum Standards and may be used toward a student's Physical Education graduation requirement.**

Unified Physical Education

Elective 1 Semester

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

Advanced Personal Conditioning

Elective 1 Semester

Prerequisite: *PE and Health Education. This course is open for male and female athletes. Non-athletes are welcome in to the class upon approval of instructor and counselor, should numbers allow.*

This is an intense course designed to meet the needs of the serious athlete. This course will provide each individual with programs that will develop significant strength gains while improving individual's cardiovascular level as well. Discussion regarding proper nutrition, rest and dietary supplements will be addressed as well as the dangers associated with the use of illegal muscle enhancing drugs. Monthly testing in the areas of strength, vertical jump, speed and agility will be recorded and evaluated. Form running in addition to advanced running techniques will be taught as part the speed development unit. Responsibility to scholastic achievement, leadership, sportsmanship and career direction are also critical aspects of course content. Student/athletes will benefit from the opportunity to improve strength and conditioning during school hours while having additional time for enhancing academic responsibility and accountability outside of school.

Science

Physical Science (Physics/Chemistry)

1 Year

Grade Level: 9th

Prerequisite: Concurrently enrolled in Algebra 1

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

Biology with Earth Science

1 Year

Grade Level: 10th

Prerequisite: Adequate progress in Physical Science

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

Earth, Atmosphere, and Space Science

1 Year 68

Grade Level: 11th

Prerequisite: Adequate progress in Biology

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

Chemistry with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

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

Honors Chemistry

1 Year

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

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

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

Physics with Earth Science

1 Year

Grade Level: 10th or 11th

Prerequisite: Biology with Earth Science AND Algebra 1

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

Honors Physics

1 Year

Grade Level: 11th or 12th

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

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

Advanced Placement (AP) Chemistry

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and concurrently in Algebra II

This course is designed to be the equivalent of a university level first-year general chemistry course. Students should attain an understanding of fundamental chemical principles and a competence in dealing with chemical problems. This course should contribute to the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. The student will be encouraged, but not required, to take the Advanced Placement examination in May administered by the College Board. Upon passing, college credit⁶⁹ may be awarded for the first year of college chemistry. The student may be placed in an advanced course upon entering college.

Advanced Placement (AP) Biology

1 Year

Grade Level: 11th or 12th

Prerequisite: Honors Chemistry and/or Physics

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

Principles of Geology and Meteorology

Elective 1 Year

Grade Level: 11th or 12th

Prerequisite: Biology, Chemistry and/or Physics

The content of this course will emphasize the following concepts: Human Interaction with the Geosphere; Basic Principles of Geology; Mineral/Rock forming processes; Earth's Internal Structure; Seismology; Plate Tectonics; Volcanology; Geologic Formations and The Geologic Time Scale; Atmospheric heat transfer; Severe weather; Cloud formation; Adiabatic cooling and adiabatic temperature changes; Thermodynamics; Carbon cycle; Fluid Dynamics; El Nino and La Nina; Seawater density and salinity; Oceanic currents and layering; and Climate change. The student with a strong interest in these subjects or in exploring careers in one of the earth sciences, as well as students who wants to broaden their science education should consider this course.

Human Anatomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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

Environmental Science

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

This course is an intensive study into the interdisciplinary field of the study called environmental science. The goal in this course is to integrate the concepts of ecology and geology to come to an understanding of the natural world and the forces that affect it. Topics will also include a study of resource use and alternative

energy development, both locally and globally, climate, oceanography and atmosphere and how they influence the environment.

Astronomy

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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

Botany (with Ethnobotany Emphasis)

Elective 1 Semester

Grade Level: 11th or 12th

Prerequisite: Chemistry and/or Physics

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

Introduction to Robotics

Elective 1 Semester

Grade Level: 11th or 12th

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

Introduction to Engineering

Elective 1 Semester

Grade Level: 10th, 11th or 12th

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

Social Studies

U.S. History/Geography

1 Year

Recommended: Department Recommendation

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

Honors U.S. History/Geography

1 Year

Prerequisite: Department Approval and 9th Grade standing

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

World History/Geography

1 Year

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

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

Honors World History/Geography

1 Year

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

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

US Government

1 Semester

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

Government is a course designed for students in the 11th grade. The goal of the government course is for students to gain knowledge of the federal system of U.S. government and politics in order to make decisions about governing our nations, states, and communities.

Honors Government

1 Semester

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

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

Economics

1 Semester

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

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources.

Honors Economics

1 Semester

Prerequisite: U.S. History/Geography, World History /Geography

Economics is a course designed for students in the 11th grade. The goal of the economics course is for students to gain knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of scarce resources. This course is targeted toward students who are reading or have math skills at or above grade level.

Advanced Placement (AP) U.S. History

Elective 1 Year

Grade Level: 11th or 12th

Recommended: Honors U.S. History/Geography

Through the AP U.S. History course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to 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: 21st Century History

Elective 1 Semester

Recommended: Grade 9, 10

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

History Through Film (US and World)

Elective 1 Semester

Recommended: Grade 9, 10

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

Global Studies

Elective 1 Semester

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

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

Race and Ethnic Studies of US History

Elective 1 Semester

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

Topics in United States History

Elective 1 Semester

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

The emphasis of the Topics in United States History will change each semester based on the instructor assigned to teach the course. The assigned instructor will develop the course based on a special topic of interest. Examples of topics might be the Vietnam War and the 1960's, Role of Women in United States History, and Understanding the role of African Americans in the United States: The Great Migration and the Harlem Renaissance. The topics will change each semester so a student could choose to take this course numerous times.

Psychology

Elective 1 Semester

Recommended: Grades 11th or 12th

The field of psychology is a scientific study of the behavior of all living organisms. Since the subject is so broad, this course is limited to the study of human behavior with the major emphasis upon the development of the individual personality and the ability to function in society.

Sociology

Elective 1 Semester

Recommended: Grades 11th or 12th

Sociology is a course designed for students in 11th or 12th grade. The goal of the Sociology course is for students to gain an increased understanding of the complex social world of which they are a part. Sociology will place emphasis on understanding the relationships between people, groups of people and various institutions in American and global societies. Sociology will reflect the emphasis on each of the four pillars of the Framework for Social Studies Education in Michigan, Disciplinary Knowledge, Thinking Skills, Democratic Values and Citizenship Participation.

Advanced Placement (AP) Psychology

Elective 1 Year

Recommended: Grades 11th or 12th

Through the AP Psychology course, the student receives an opportunity to pursue and receive credit for college level work at the secondary level. The course is sponsored by the College Board and is based on the premise that college level material can be taught successfully to able, motivated, and well-prepared students. In psychology we have inherently interesting subject matter, but the student's responsibility is to delve beyond the surface attraction of popular psychology and become true students of the discipline. This approach will make the learning experience quite rewarding.

Projects in Action in Government and Economics (PAGE)

Elective 1 Year

Recommended: Government and Economics

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

Interdisciplinary Seminar for Social Science Exploration

Elective 1 Semester

Recommended: Grades 12th or with Instructor Approval

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

World Languages

American Sign Language I

Elective 1 Year

This course will cover basic vocabulary used in American Sign Language. Students will acquire a basic understanding of the deaf community, including different cultural norms, values, and beliefs, embraced by culturally deaf people in the United States. Students will be versed in Deaf history, as well as various other timelines, via documentaries and popular television media. Daily class routines focus on building student's receptive, expressive finger spelling, and signing skills. Daily lessons include introduction of new vocabulary, both in isolation, as well as conversationally. Every parameter must be written for each new sign learned.

American Sign Language II

Elective 1 Year

Prerequisite: ASL I

This course is based on a continuum of ASL I. Students will be introduced to more advanced vocabulary and conversational signing via personalized videos of interpreters and native signers. Student's performance is based on increased receptive and expressive ability in the context of natural conversation. A keen understanding and the use of personal pronouns, classifiers, tense, and idiomatic phrases are emphasized, as these are paramount in each student's ability to reach fluency.

French I (First Year)

Elective 1 Year

Recommended: should possess above average study and organizational skills

In French I, students will begin to develop listening comprehension, speaking, and writing skills through the study of situational vocabulary and basic grammatical structures. Through short reading selections students will also begin to develop reading skills. Students will express themselves in the present and near future in both spoken and written forms of the language. Accurate pronunciation and intonation will be encouraged. The geographies and cultures of the contemporary Francophone world will be studied and compared and contrasted with our own.

French II (Second Year)

Elective 1 Year

Recommended: French I

This course is the continuation of French I. Students will be introduced to more complex conversational exchanges in which native speakers are speaking at a more normal conversational speed. As students develop their listening comprehension skills, their productive skills will also increase. Students will progress from "sentence-level" dialogues to "paragraph-level" conversations. More extensive reading practice will be included as well as a variety of writing opportunities which will improve writing skills. Students will continue a formal study of the grammar and syntax of the language, with special emphasis being placed on the use of the past tenses (*passé composé* and *imparfait*). Continued attention will be given to good pronunciation and intonation. The cultural material will be expanded to include brief historical overviews, as well as presentations of contemporary reality.

French III/IV (Third and Fourth Years)

Elective 1 Year

Prerequisite: French II

In the third and fourth years of French, students continue to develop conversational skills through the study of situational vocabulary, idiomatic expressions, more complex grammar structures, and general vocabulary expansion. Listening and speaking skills continue to be developed, with emphasis on accurate pronunciation and intonation. Listening comprehension and culture are emphasized through the viewing of a movie in French. Writing skills are further developed through original skits, stories, and children's books. Reading skills are developed by reading several short stories and a novel. Students will continue to study the geography and culture of various French-speaking countries.

Spanish I (First Year)

Elective 1 Year

In first year Spanish, students will begin to develop listening and speaking skills. Reading and writing short phrases and passages will also be emphasized. Students will develop basic conversational skills through topical and situational vocabulary studies and the mastery of basic grammar structures. Students will learn to accurately use present tense verbs. Students will write and perform original skits. Language as communication will be continuously emphasized. A supplementary compact disc and videotape series will reinforce listening skills. Supplementary student workbooks will reinforce written skills. Throughout the course, students will study the geography and culture of various Spanish-speaking countries.

Spanish II (Second Year)

Elective 1 Year

Recommended: Spanish I

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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 75

Prerequisite: Special Services Caseload

This course is designed to assist the student in learning skills necessary to becoming successfully employed. The areas of study include learning how to research careers, researching careers and post high school training, job shadowing, interviewing techniques, application process, effective communication skills, problem solving and working as a team member. The student will learn functional academic skills related to employability.

Basic Life Skills

1 Year

Prerequisite: Special Services Caseload

This course is designed to assist students in learning skills necessary for living independently. The areas of study include substance abuse awareness, reproductive health, personal health and safety, social skills, homemaking skills, and family living skills. Students will also learn about setting goals.

Learning Center

1 Year

Prerequisite: Special Services Caseload

This is a special education course designed to aid students with their mainstreamed courses. School study skills will be emphasized, including time management, test taking skills, listening skills, text usage, problem solving, and appropriate classroom behavior. Tutorial help will also be available for student's mainstreamed classes.

Community Based Vocational Education and Instruction Yearly Goals

.5 to 3.0 credits per semester

Prerequisite: Approval of Instructor and Caseload Teacher

This course is designed to teach students to establish transition goals which are needed to increase their independence in the areas of employment, adult living, recreation, post-secondary education, transportation/mobility. Community based activities will include unpaid/paid Work Based Learning (WBL) experiences and other types of instruction (such as use of public transit, banking, shopping, voting, exploration of community resources and linking with appropriate agencies). Instruction will focus on pre-employment/work activities, weekly/monthly planning, arranging transportation, paying bills, budgeting, menu planning, food preparation and clean-up. Transitional Community Living Experiences (TCLE) may be provided completely outside the building with approved service provider agreements and individualized student learning plans.

Math Fundamentals

1 Year

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

English Fundamentals

1 Year

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

MI-Access Prep

1 year

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

Career & Technical Education Programs

Wilson Talent Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The Wilson Talent Center (WTC) in Mason is Waverly's career and technical education training school. Students from Waverly and 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 Asst, 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
Welding Technology

Eaton RESA Career Preparation Center

Elective 1-2 Years

Prerequisite: Grades 11th or 12th

The Eaton RESA Career Preparation Center (CPC) is situated on the West campus of Lansing Community College. In addition, programs are also located at AIS Construction and Potter Park Zoo. Eaton RESA and the Career Preparation Center have partnered with Lansing Community College for over 38 years to offer Career Preparation programs to area high school students. By enrolling and successfully completing these programs, students will learn technical and employability skills, earn high school credit, and have an opportunity to earn college credit.

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

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The Eaton RESA Career Preparation Center's 2020-2021 course offerings are:

Animal Science & Zoo Management
Heavy Equipment Operation

The Early College

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

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

Interdepartmental Courses

Test Prep 10/11

Elective 1 Semester

Prerequisite: Grades 10th or 11th

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

Waverly Alternative Education

Alternative Learning provides students with an approach and an environment that are different from a

traditional classroom setting. Students receive computer-assisted personalized instruction, individualized attention with a low student-to-instructor ratio and the freedom to work at their own pace-

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

Credit Recovery

Elective 1 Semester

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

Independent Study

Elective 1 Semester

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

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

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English as a Second Language

Elective 1 Semester

Prerequisite: Limited English Proficiency (LEP)

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

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

Blended Learning

1 Semester

Prerequisite: Approved by counseling department

Blended Learning serves two purposes. First, it is a modern approach to repeating a class. Using online curriculum and instruction, students can demonstrate proficiency in the lessons and units they may have mastered the first time they took the course although they did not pass the entire class. This strategy allows students to be exempted from repeating segments they already know. Second, it is an avenue for students to take online classes through Michigan Virtual High School. The role of the instructor in Blended Learning is to support the student, provide opportunities for practice, and to monitor progress since the actual instruction is presented by the online modules.

PRIDE Period

Elective 1 Semester

This period is a class in which all WHS students are scheduled to be in at the same time each day. This allows students the flexibility to meet with teachers, complete assignments, explore career and college opportunities, study subjects that they may be interested in, and practice for the SAT or PSAT among other things. Clubs and organizations may choose to meet during this time. Special Presentations and events are also scheduled to occur during the PRIDE Period. Students are monitored in their PRIDE period for academic progress.

Academic Regulations

Credit/No Credit

The following guidelines must be followed:

1. Application for credit/no credit must be made within the first ~~two~~ **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: 1) successfully completing Algebra I; and, 2) earning a proficient score on the final course exam.

Wilson Talent Center

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

AP Classes

In recognition of the district's commitment to run sections of AP Classes that may be smaller than other classes, students signing up for AP Classes must also show a commitment to the extra level of study. Therefore, **a student enrolled in AP Classes will not be allowed to drop the class(es) once the spring enrollment period has ended.** In order to earn college credits students must participate in the national AP exam (fee required). Students must be recommended by subject area teachers for AP courses

Class Load/Transfer of Credits/Diploma

During each semester of attendance at Waverly High School a student must enroll in seven classes unless a medically documented condition prevents the student from doing so. Credit for work done at other high schools, as well as credit for work study, Career Center, Lansing Community College, and other institutions will be accepted. Diplomas are awarded at the end of the school year in which an individual completes the requirements.

Mid-Year Transfer

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

Grading Scale

A 100-93 = 4.0	A- 92-90 = 3.67	
B+ 89-87 = 3.33	B 86-83 = 3.0	B- 82-80 = 2.67
C+ 79-77 = 2.33	C 76-73 = 2.0	C- 72-70 = 1.67
D+ 69-67 = 1.33	D 66-63 = 1.0	D- 62-60 = .67
F 59-00 = 0		

Grading Scale- AP Classes

A 100-93 = 4.33	A- 92-90 = 4.0	
B+ 89-87 = 3.67	B 86-83 = 3.33	B- 82-80 = 3.0
C+ 79-77 = 2.67	C 76-73 = 2.33	C- 72-70 = 2.0
D+ 69-67 = 1.67	D 66-63 = 1.33	D- 62-60 = 1.0
F 59-00 = 0		

“I” Grade

An “I” grade may be issued if a student’s absences leave a determination at grading time impossible or unfair. “I” grades may be used at any grading time. “I” grades must be changed within a semester or will become a failing grade.

Assessment Methodology/Tests

Assessments will be aligned with the High School Content Expectations and the Waverly Assessment Guidelines.

Schedule Adjustments

Once courses are selected, adjustment will be made on a limited basis. Schedules may be adjusted if any of the following qualifications are met:

1. Incomplete schedules
2. Duplication of courses
3. Courses in incorrect sequence.
4. Students who lack a required course for graduation or grade level.
5. Acceptance to special programs (work experience, child development, etc.)
6. Re-enrollment in a course in which the student received a failing grade or no credit.
7. Misplacement due to inappropriate skill level for class

All students must attend the classes on their current schedule until the classes are rescheduled. Attendance records will be forwarded to the new class. All schedule change requests must be made within two weeks of the start of the semester.

Honor Roll Guidelines

There are three honor rolls, awarded at the semester, defined as follows:

- **4.0 Honor Roll** - student will have a grade point average of 4.0
- **3.5 Honor Roll** - students with a 3.5-3.9 GPA
- **3.0 Honor Roll** - students with a 3.0-3.4 GPA

To qualify for any Honor Roll, a student must be a full time student taking a minimum of four graded classes for the period covered by the Honor Roll.

Graduating With Honors

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

Top Ten Qualifications

For a student to be eligible for the Top 10, they must be enrolled at WHS from the fall of their sophomore year. The grades earned in other schools will be included in the GPA calculation. Determination is made at the end of the first semester of the senior year, however, all top ten qualifiers must attend school eight semesters. For each year of high school a minimum of 4 graded core classes (core classes include academic classes such as: Math, Science, Social Studies, English, & World Language), or 3 AP classes in a semester must be taken. Edgenuity classes do not qualify toward Top Ten status.

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.

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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

Matt Corliss

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

22-23 WHS Program of Studies





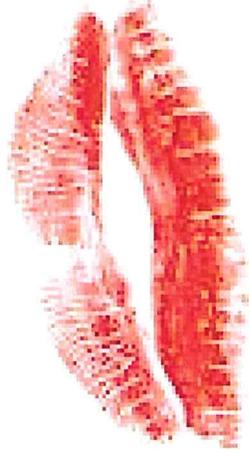
Covid-related adjustments

- PRIDE Period had become a graduation requirement starting with the class of 2023
- Due to Covid-mitigation measures, we have not run PRIDE Period since 19-20
- What does PRIDE period look like in the future?



Covid-related adjustments

- **Solution:** Remove PRIDE-related graduation requirements
(*May still run PRIDE in the future, but without credit-bearing status*)
- Without PRIDE requirement:
All classes need 22 Graduation Credits to earn diploma



KISS

keep

it

simple

silly



Graduation Requirements

Class of 2022 (originally 23 Credits Required):

9 th 18-19	10 th 19-20	11 th 20-21	12 th 21-22
Math	Math	Math	Math
English	English	English	English
Science	Science	Science	Elective
Social Studies	Social Studies	Social Studies	Elective
WL	WL	Elective	Elective
PE/Health	VP	Elective	Elective
PRIDE (Elective)	PRIDE (.5)	PRIDE (.5)	PRIDE (.5)
(7 Credits)	(6.5 Credits)	(6 Credits)	(6.5 Credits)

-1.0 Credits available. Adjust to 22 Total



Graduation Requirements

Class of 2023 (Originally 24 Credits)

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

-1.5 Credits available. Adjust to 22 Total (.5 “Covid Bonus”)



Graduation Requirements

Class of 2024 and beyond (Originally 24 Credits)

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

-2.0 Credits available. Adjust to 22 Total



Additional Updates

- Stay the course on current class offerings until the future is more certain
- Add language to clarify grade formulation for Transfer students
- Add language to clarify that Exchange students receive a Certificate of Attendance



Next Steps....

BOE Consideration (January)

Student scheduling for 22-23 begins (February)

See you next month for Q & A!

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
DECEMBER 13, 2021**

Report #21-34

FOR ACTION***

Subject:

Amending the start time of all BOE meetings to 6:00 p.m. beginning January 2022

Recommendation:

The Superintendent recommends the Board of Education amend the start time of all future Board of Education meetings to 6:00 p.m. effective January 2022.

Statement of Purpose:

The purpose of this proposal is to adjust the start time to accommodate staff and BOE member schedules.

Budget Impact:

No budget impact

Historical Perspective:

Historically, the district BOE meetings have started at 6:30 p.m.