

Union City Community Schools

“Educating and Preparing Each Child for Their Future”

Union City, Michigan 49094 / Superintendent’s Office (517) 741-3300 – Fax (517) 741-5205

Board of Education Agenda

Monthly Board Meeting	High School Media Center
Monday, September 21, 2026	6:30 PM

- I. Call to Order
 - a. Pledge of Allegiance
 - b. Opening Statement

Welcome to the Union City Community Schools Board meeting. Our meeting agenda is available for you to follow. The expectation for our board meeting is to follow this agenda closely. We operate under the Open Meetings Act and utilize Roberts Rule of Order to govern our discussion and decision-making process. There is an opportunity for public comment during our set agenda. We welcome the public to express their opinions during this time of our agenda. If there are questions about the agenda or the board meeting process, please seek out one of the Board members for clarification.
- II. Addition or Deletion of Items on the Agenda
- III. Consent Agenda
 - a. Approval of Minutes
 1. Regular Minutes 8/17/2026
 2. Special Minutes 8/12/2026
 - b. Spring Break Trip

Mr. Bain is requesting Board approval for the Baseball Program trip to Myrtle Beach March 27, 2027 - April 2, 2027.
 - c. Resignation

Danielle Kelly has resigned her position as 5th grade Resource Room teacher at the middle school effective September 25, 2026.
 - d. Resignation

Melissa Koch has resigned her position as a paraprofessional at the elementary school effective immediately.
- IV. Correspondence
- V. Comments From the Audience on Agenda Items
 - a. Public Comments Statement

This is the section of the meeting in which the public may make comments or share their opinions about items on the agenda. We ask you to limit your comments to no longer than 5 minutes per person to allow others the opportunity to speak. This is an opportunity for the Board to listen to your concerns. It is not Board practice to act on the concerns voiced during this meeting to allow for the Board to do further research.
- VI. Information Items
 - a. Construction Update

Chris Katz will provide the board an update on the Construction Project at the High School as well as the status of the Elementary School and Athletic Fields
 - b. Presentation by Erin Ormsby

Erin Ormsby will give a presentation about her trip to France and Spain with students and families.
 - c. 8th Grade Trip to Trine University

On Wednesday September 30, 2026 8th grade students will visit the campus of Trine University.
 - d. Hiring of Olivia Olmsted as an LRE Paraprofessional

Olivia Olmsted has been hired as an LRE/Early Learning Room Paraprofessional at the elementary.

e. **Hiring of Amiya Hendrickson as a one-on-one Paraprofessional**

Amiya Hendrickson has been hired, pending completion of a background check, as a one-on-one paraprofessional at the elementary.

f. **Financial Reports**

Memo regarding the financial reports for August and September 2026.

VII. Action Items

a. **Closed Session**

Board action is required to adjourn to closed session for the purpose of discussing student discipline per Section 8(b) of the Open Meetings Act.

b. **Student Handbooks**

Board action is required to approve the student handbooks for 2026-2027 school year.

c. **High School Curriculum Guide**

Board action is required to approve the high school curriculum guide for 2026-2027 school year.

d. **Donation**

Board action is required to accept the donation of \$1,800 from the Global Methodist Church Women's Group to the elementary. Each general education classroom and all three specials teachers (gym, music, and art) will receive \$100 to purchase supplies.

VIII. Discussion Items

a. **Closed Session**

Board action is required to adjourn to closed session for the purpose of discussing the purchase or lease of real property per Section 8(d) of the Open Meetings Act.

IX. Public Comment

a. **Public Comment Statement**

This is the section of the meeting in which the public may make comments or share their opinions about Union City Community Schools. We ask you to limit your comments to no longer than 5 minutes per person to allow others the opportunity to speak. This is an opportunity for the Board to listen to your concerns. It is not Board practice to act on the concerns voiced during this meeting to allow for the Board to do further research.

X. Board Roundtable

a. **31aa Open Discussion**

The State of Michigan changed the language in 31aa this year and those changes warrant discussion

XI. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda items five (V) and nine (IX).

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the meeting or hearing, please contact, Rhonda Reese at 517-741-8091 at least one week prior to the meeting or as soon as possible

Monthly Board Meeting
Monday, August 17, 2026 6:30 PM Eastern

High School Media Center
430 St. Joseph Street
Union City, MI 49094

Call to Order

President Amber Herman called the meeting to order at 6:30pm.

Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Kate Stanton:	Absent
Archie Mears:	Present
Tyler Burgett:	Present
Paul Arlt:	Present

Pledge of Allegiance **Opening Statement**

Addition or Deletion of Items on the Agenda

Addition of Field Trip for High School Art under Action Items.

Consent Agenda

Approval of Minutes

Regular Meeting 7/20/2026

Closed Session 7/20/2026

Special Meeting 8/12/2026

Closed Session 8/12/2026

The Board of Education approves the Consent Agenda as presented. This motion made by, Darin LaBar and supported by Archie Mears, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Correspondence

None

Comments From the Audience on Agenda Items

None

Discussion Items

Chris Katz gave an update on the Grant and Bond funded construction project.

Action Items

Approval of Superintendent Goals

The Board of Education approves the Superintendent Goals as presented. This motion made by, Archie Mears and supported by Jennifer Gautsche, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Approval of Policy Revisions

The Board of Education approves the Policy Revisions as presented. This motion made by, Darin LaBar and supported by Archie Mears, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Policy 5209 Revision

The Board of Education approves the Policy 5209 Revision as presented. This motion made by, Darin LaBar and supported by Paul Arlt, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Policy 3102 and 4210 Revision

The Board of Education approves the Policy 3102 and 4210 as presented. This motion made by, Darin LaBar and supported by Archie Mears, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Policy 3410 Revision

The Board of Education approves the Policy 3410 Revision as presented. This motion made by, Archie Mears and supported by Darin LaBar, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Financials for June

The Board of Education approves the Financials for June as presented. This motion made by, Archie Mears and supported by Darin LaBar, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Financials for July

The Board of Education approves the Financials for July as presented. This motion made by, Darin LaBar and supported by Archie Mears, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

High School Field Trip to Grand Rapids Art Prize

The Board of Education approves the Field Trip as presented. This motion made by, Archie Mears and supported by Darin LaBar, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Information Items

Hiring of Emily Fletcher as a Paraprofessional at the Middle School

Hiring of Andrea Tennyson as the Head Cook at the Elementary.

Hiring of Bethany Bradford as the Assistant Prep Cook at the High School.

Public Comment

None

Board Roundtable

Tyler Burgett American Flag for Softball, Darin LaBar parking concerns, Patrick McKerr food donations from Branch County Fair, 31aa Funds, Facilities Committee Meeting August 31, 2026 at 6:30am, and possible Roberts Rules of Order Training for the Board.

Adjournment

The Board of Education adjourns the meeting. This motion made by, Darin LaBar and supported by Jennifer Gautsche, was carried.

Archie Mears: YEA, Darin LaBar: YEA, Tyler Burgett: YEA, Paul Arlt: YEA, Jennifer Gautsche: YEA, Amber Herman: YEA.

YEA: 6 NAY: 0

Board President, Amber Herman, adjourned the meeting at 7:17pm.

Special Board Meeting
Wednesday, August 12, 2026 6:30 AM Eastern

High School Media Center
430 St. Joseph Street
Union City, MI 49094

Call to Order

President Amber Herman called the meeting to order at 6:33am.

Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Kate Stanton:	Present
Archie Mears:	Present
Paul Arlt:	Present
Tyler Burgett:	Present

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items on the Agenda

None

Comments From the Audience on Agenda Items

None

Discussion Items

Discussion on Policy

Closed Session

The Board of Education adjourns to closed session per Section 8(a) of the Open Meetings Act. This motion made by Archie Mears and supported by Jennifer Gautsche, was carried.

Jennifer Gautsche: YEA, Darin LaBar: YEA, Paul Arlt: YEA, Archie Mears: YEA, Tyler Burgett: YEA, Kate Stanton: YEA, Amber Herman: YEA.

YEA: 7 NAY: 0

Board President Amber Herman adjourned to closed session at 7:23am.

The Board of Education comes back into open session. This motion made by Darin LaBar and supported by Jennifer Gautsche, was carried.

Jennifer Gautsche: YEA, Darin LaBar: YEA, Paul Arlt: YEA, Archie Mears: YEA, Tyler Burgett: YEA, Kate Stanton: YEA, Amber Herman: YEA.
YEA: 7 NAY: 0

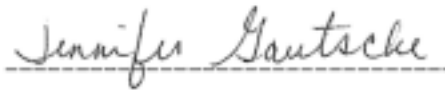
Board President Amber Herman called the meeting back to order at 8:10am.

Adjournment

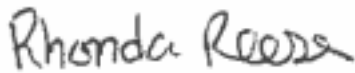
The Board of Education adjourns the meeting. This motion made by, Archie Mears and supported by Paul Arlt, was carried.

Jennifer Gautsche: YEA, Darin LaBar: YEA, Paul Arlt: YEA, Archie Mears: YEA, Tyler Burgett: YEA, Kate Stanton: YEA, Amber Herman: YEA.
YEA: 7 NAY: 0

Board President Amber Herman adjourned the meeting at 8:12am.



Jennifer Gautsche
Secretary



Rhonda Reese
Recording Secretary



The baseball program is requesting permission to travel out of state during Spring Break 2027 to Myrtle Beach, South Carolina. We are fundraising as a team and individual players are able to fundraise to help cover the cost of travel expenses and the training facility. Beyond being able to practice baseball, student-athletes will have opportunities to team build, make memories that last forever and new experiences. We have held one general parent meeting with another two other meetings scheduled to keep parents updated on the progress of group and individual fundraising activities (parents are also notified via email and Facebook updates). This year we will be taking the whole program and are once again planning on self-transportation. This will dramatically cut down on player cost. Please contact me if you have any questions.

Duration/Dates: March 27, 2027 (arrival)-April 2, 2027 (depart)

Approximate cost per player: \$700

We will be staying at *The Breakers* in Myrtle Beach.

<https://www.breakers.com/>

During the day we will be training at the *Ripken Experience*.

<https://www.ripkenbaseball.com/myrtle-beach-spring-training>

Many parents and family members are planning on attending if approved. We will have 1 chaperone per 5/6 players.

Players are not required to attend this trip.

Below is a list of fundraisers that we have done, are in the process of doing or will be completing in the future.

Hotdog sales at football games

Holiday Wreath Sale

Fill the Calendar

Pop can collection/drive

MS Concessions

Also see attached sample itinerary. This was our schedule from 2025 and we plan on a similar schedule.

Coach John Bain

517-741-3329

Cell: 517-227-1366

jbain@unioncityschools.org

Facebook: Union City HS Baseball

Website: <https://sites.google.com/site/ucchargerbaseball/>





SPRING TRAINING | HIGH SCHOOL BASEBALL

MARCH 13 - APRIL 23

(First play date Saturday, March 13)

With professional quality fields, plenty of training space, easy access to beaches, shopping, dining and more, The Ripken Experience® Myrtle Beach has everything you need for your next Spring Training trip.

\$110 - Per Person Per Night (includes lodging and baseball)

Please note the per person / per night fee covers lodging and participant cost for each player and coach.

OUR SPRING TRAINING PACKAGE INCLUDES

- Lodging accommodations featuring oceanfront views and golf course communities
- Flexible practice & game schedules
- Unlimited access to 17 batting cages & 12 bullpen mounds
- Umpires & game balls
- Live video streaming for every field at The Ripken Experience & Styers Athletic Complex
- No parking or gate fees

OTHER HIGHLIGHTS

- Four 90-foot turf diamonds equipped with lights
 - **No metal cleats for all players.**
- All on-site games PA Announced
 - Additional practices available
 - Staff on-site all day and night
- On-site concessions and pro shop
- Located 2 miles from the beach
 - Plenty of attractions, golf and restaurants
- **10% off if you bring your baseball and softball teams**



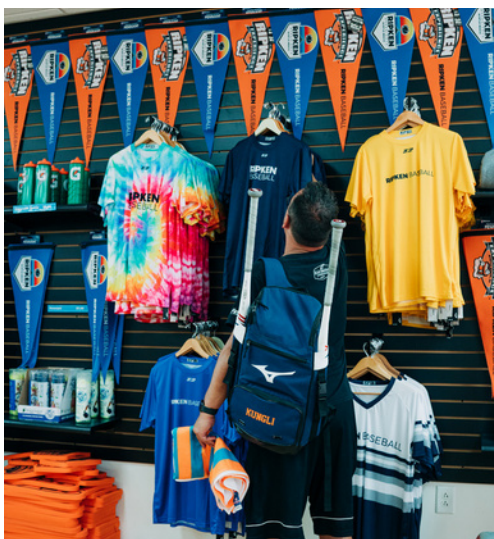
THE RIPKEN EXPERIENCE® MYRTLE BEACH

RIPKENBASEBALL.COM



OUR FIELDS

The Ripken Experience® Myrtle Beach features four 90-foot baseball diamonds modeled after historic major-league parks. Each field is equipped with lights for night games, along with covered dugouts for an authentic Big-League training experience.



BIG LEAGUE GRILLE

- Full-service concessions available during all games
- Team meal options (upon request)

MERCHANDISE SHOP

- All merchandise outfitted by Under Armour & DOME
- Spring Training tees available for pre-order and on-site
- Store open during all programming



THE RIPKEN EXPERIENCE® MYRTLE BEACH

RIPKENBASEBALL.COM



ACCOMMODATIONS

The Ripken Experience® has teamed up with Ripken Preferred Hotels to provide lodging options for all Spring Training teams. In order to participate in Spring Training at The Ripken Experience®, all teams must stay at a Ripken approved hotel listed below:

4-Night Minimum Stay Required

MYRTLEWOOD VILLAS Teams will be booked in either a 2BR or 3BR condo based on # of players or coaches 2BR condos sleep up to 5 players, 3BR condos sleep up to 7 players

3-Night Minimum Stay Required

CARIBBEAN RESORT

5 players per suite / 3 coaches per suite

GRANDE CAYMAN RESORT

5 players per suite / 3 coaches per suite

COMPASS COVE RESORT

5 players per suite / 3 coaches per suite

BREAKERS RESORT

5 players per suite / 3 coaches per suite

OCEAN REEF RESORT

4 players per room / 2 coaches per room

MONTEREY BAY SUITES (breakfast included)

4 players per suite/ 2 coaches per suite

*The Ripken Experience® has negotiated the best possible rates for our teams to keep our package affordable for our teams. Parents who want to stay in the same lodging as the team are encouraged not to wait to book, as rooms sell out fast. We are partnered with other hotel properties in the event that the above properties are sold out. All team rooms (players and coaches) will be booked through The Ripken Experience®.

To book online visit <https://ripkenbaseball.com/locations/myrtle-beach/lodging/> or contact Kim Barbary at 843-213-2699 or kbarbary@ripkenbaseball.com.





TO REGISTER

Contact: Mike Darnell, Assistant General Manager

Phone: (843) 213-2718

Email: mdarnell@ripkenbaseball.com

TRAVEL INFORMATION

Airport and Ground Transportation

Myrtle Beach International Airport is located 3 miles south of the complex. Allegiant, American, Avelo, Breeze, Contour, Delta, Frontier, Southwest, and United Airlines fly into Myrtle Beach International Airport.

Enterprise Car Rental

(855) 266-9289

www.enterprise.com/ripkenbaseball

Promo code: XZ18GUE

Carolina Limo & Coach

Provides private transportation including coach buses, limousines, trolleys, & airport service.

(843) 294-5466

www.carolinalimo.com

ADDRESS

The complex is located near the intersection of U.S. Highway 17 Bypass and 10th Avenue North, near Myrtle Waves Water Park and is visible from U.S. Highway 17 Bypass.

The Ripken Experience® Myrtle Beach

3051 Ripken Way Blvd., Myrtle Beach, SC 29577

Phone: (843) 913-5278



THE RIPKEN EXPERIENCE® MYRTLE BEACH

RIPKENBASEBALL.COM

Spring Trip Itinerary 2025

Depart Union City, MI, March 28 *This is up to you.*

Saturday, March 29

arrive Saturday March 29 ≈ TBA:

Breakers Resort, 2014 N. Ocean Blvd, Myrtle Beach, SC 29577

*Check in is at 4:00, players will be allowed access to facilities with wristbands until check in

When you arrive, please let Coach Bain know through the app or text.

9:00-10:30 PM Ebbets Field, Ripken Experience: *Practice, tour of facility* 10 minute drive

Sunday, March 30

9:00-Breakfast at the hotel

11:00-1:00 Grand Park Field #7 Practice 15 minute drive

--Break--

1:15 Lunch at hotel

6:30-8:30 Intersquad Scrimmage Crosley Field, Ripken Experience 10 minute drive

Arrive by 6:00

Monday, March 31

8:00 Breakfast at the hotel

8:30-10:30 Practice at Grand Park #1 15 minute drive

11:30 Team Building Activity [Broadway Grand Prix](#) and lunch

other family members can purchase at group rate of \$24.99 (does not include food)

- - Players off rest of the day - -

Tuesday, April 1

9:00 Breakfast at the hotel

11:00-1:00 Training Island/or Westside Grounds (HR Derby?) 10 minute drive

1:30 Lunch provided at the hotel

--Break--

9:00 PM Intersquad Scrimmage *Ebbets Field* 10 minute drive

Wednesday, April 2

9:00 Breakfast at the hotel

Lunch provided at the hotel after practice

11:30–1:30 Practice at Grand Park #2 15 minute drive

- - Players off rest of the day - -

Thursday, April 3

9:00 Breakfast at the hotel

12:00 Lunch provided at the hotel

12:30-1:30 PM Hitting in cages at Grand Park (before scrimmage)

--Break--

1:30-3:30 PM Intersquad Scrimmage Grand Park #7 15 minute drive

- - Players off rest of the day - -

Friday, April 4:

Depart Breaker’s Resort Check out 11:00 AM

Addresses

Ripken Experience 3051 Ripken Way, Myrtle Beach, SC 29577

Broadway Grand Prix 1820 12st Avenue, Myrtle Beach, SC 29577

Grand Park 1011 Crabtree Ln, Myrtle Beach, SC 29577 (15 minutes from Ripken, 15 minutes from Hotel)

- **Griffith Field, Crossley Field, Ebbets Field** and the **Polo Grounds** are the 3, 90 foot diamonds where all the games and some practices will take place.
- **Duncan, Navin, Huntington, Westside, Shibe** are the 5 youth fields (as noted on your schedule) where the majority of practices will take place. Since all the fields are composed of FieldTurf, we have the ability to put down 90 foot bases at each field. There is adequate space at each youth field to run a full practice. The only limitation is that you will not be able to take batting practice on the field.
- **Grand Park** – You may see on your schedule Grand Park 1, 2, or 3. These are three additional, 90 foot fields that we have reserved for our Spring Training teams to use for practice. These are three brand new fields, composed of **FieldTurf**, built by the City of Myrtle Beach located about 15 minutes away from the Ripken Experience. **Practice sessions will be 2 hours.**
- **Training Island:** The training island is open up all day for teams to use. The island is composed of 17 batting cages, 12 bullpen mounds, and 4 infield training circles. Please keep in mind there is no electricity at the batting cages. **Due to space, we ask that teams use no more than two cages per session.**

September 3, 2026

Dear Dr. McKerr,

Please accept this letter as formal notice of my resignation from my position as 5th grade resource room teacher at Union City Middle School effective September 25, 2026.

I feel incredibly lucky to have been part of UCMS. It truly is such a special place, and that is a reflection of the hard work, dedication, and heart Jamie and her staff bring to it every day.

Thank you for your support and understanding. I wish you and your school district continued success.

Sincerely,

Danielle Kelly

Hi, Michael,

I'm sorry for the short notice, but I've decided to resign from my position, effective immediately. I apologize for not being able to give you more notice. I really appreciate the opportunity and everyone that has been so kind and welcoming. After giving it a lot of thought, I don't feel like the position is the right fit for me. I'm sorry for any inconvenience this causes. I can drop my tablet and key fob off at the office next week.

Thank you again,

Melissa

Field Trip Request Response

Info **Answers** Messages

Trip Title	Requesting Staff Member
8th grade College Visit	Carrie Adams

If this trip is under 50 miles, please select your building principal. If your trip is over 50 miles, please select the superintendent.	Destination Address
	720 Thunder Drive Angola, IN 46703

Jamie Thomas

Trip Date	Departure Time
2026-09-30	08:45

Return Time	Number of Students
13:00	79

Number of Chaperones	Transportation Type
5	• Bus

Purpose of Trip/Learning Objectives	Additional Instructions or Information
Michigan Career Development Model Target 3: Career exploration and continued knowledge about careers, post-secondary, and employment opportunities.	Waiting for confirmation from Trine, but wanted to get the process started.



UNION CITY ELEMENTARY SCHOOL

601 Walnut Street
Union City, MI 49094
517-741-8191
Fax: 517-741-8415

Principal: Michael Bates
mbates@unioncityschools.org

Secretary: Veronica Wallen
vwallen@unioncityschools.org

September 11, 2026

I am pleased to recommend Olivia Olmsted for the LRE Program Paraprofessional position in our Early Learning classroom at Union City Elementary.

Olivia is a recent graduate of Union City and has remained connected to our school community through volunteer experiences throughout her time in the district. These experiences have provided her with a strong understanding of working with young children and the importance of building positive, supportive relationships with students.

Olivia brings patience, compassion, and a genuine desire to work with students with special needs. She understands the importance of meeting students where they are while helping them develop the academic, social, and life skills necessary to become increasingly independent and successful.

I recommend Olivia Olmsted for hire as an LRE Program Paraprofessional at Union City Elementary.

Sincerely,
Mr. Michael Bates
Union City Elementary Principal



UNION CITY ELEMENTARY SCHOOL

601 Walnut Street
Union City, MI 49094
517-741-8191
Fax: 517-741-8415

Principal: Michael Bates
mbates@unioncityschools.org

Secretary: Veronica Wallen
vwallen@unioncityschools.org

September 11, 2026

I am pleased to recommend Amiya Hendrickson for the 1:1 Paraprofessional position at Union City Elementary.

Amiya brings valuable experience working with children ages 3–18 through ABA therapy, respite, and Community Living Supports services. She has experience supporting children with a variety of individual needs while maintaining a safe, caring, and structured environment.

Amiya understands the importance of patience, teamwork, communication, and individualized support to help each student succeed. Her experience and compassionate approach will make her a valuable addition to our team.

I recommend Amiya Hendrickson for hire as a 1:1 Paraprofessional at Union City Elementary.

Sincerely,
Mr. Michael Bates
Union City Elementary Principal

Union City Community Schools

430 St Joseph Street

Union City, MI 49094

(517) 741-8091, Fax (517) 741-5205

TO: Union City Schools School Board

FROM: Sara Leson

DATE: September 18, 2026

SUBJECT: Update on August Financial Reports

I wanted to give you a quick update regarding this month's financial reporting.

Prepping for our annual audit and then the audit starting last week has taken extra time. I wasn't able to wrap up the bank reconciliation and Treasurer's report for August in time for the school board meeting on Monday, September 21.

I will have both the **August and September reports** ready and put together by the October board meeting.

Thanks so much for your patience and understanding. Please feel free to reach out if you have any questions!

Thank you,

A handwritten signature in black ink, appearing to read "Sara Leson", written in a cursive style.

Sara Leson
Business Manager



Union City Community Schools

Student Handbook

2026-2027

We are excited to have you as part of our school community. The vision of Union City Community Schools is to be a model small community school district that provides outstanding academic, athletic, extra-curricular, and support programs that prepare each child for their future. This handbook is designed to help you understand our expectations, resources, and opportunities so that every student can learn, grow, and succeed. Together, we look forward to making this school year a positive and rewarding experience.

The vision of Union City Community Schools is to be a model small community school district that provides outstanding academic, athletic, extra-curricular and support programs that prepare each child for their future.

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their students with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

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IMPORTANT INFORMATION

District Website

www.unioncityschools.org

Board Policies

Board Policies are available at: The Union City Community School Website or by visiting:
<https://meetings.boardbook.org/Public/Organization/2400>

Contact Information & Addresses:

Union City High School 430 St. Joseph Street Union City, MI 49094 Main Office: 517.741.8561 Fax: 517.7415205	Union City Middle School 435 St. Joseph St. Union City, MI 49094 Main Office: 517.741.5381 Fax: 517.741.8513	Union City Elementary School 601 Walnut Lane Union City, MI 49094 Main Office: 517.741.8191 Fax: 517.741.8415
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Administration

Dr. Patrick McKerr, Superintendent 517.741.3300

Sara Leson, Business Manager 517.741.3301

Stacy Guertler, Career and College Readiness Coordinator 517.741.3309

Amber Case, High School Principal 517.741.3305

Jamie Thomas, Middle School Principal 517.741.3368

Michael Bates, Elementary School Principal 517.741.5762

Hayley Denney, Athletic Director 517.741.3306

Deb Brauker, Transportation Director 517.741.3350

Nicole Marvin, Food Services Director 517.741.3312

Commented [1]: New Hire

2026-27 Calendar

August (4)	14	Fri	New Teacher Orientation
	17	Mon	Staff Day – Full Day
	18	Tue	Professional Development (Full Day PD)-6
	19	Wed	Professional Development (Full Day PD)-6
	20	Thu	Professional Development (12:00pm – 3:00pm) Meal provided by district
	21	Fri	Open Houses (ES 5:00-6:30, MS 5:30-7:00, HS 6:00-7:30) Professional Development (Full Day PD)-6
	26	Wed	1st Day for Students
September (20)	4	Fri	No School
	7	Mon	No School (Labor Day)
October (22)			
November (18)	5	Thu	1/2 Day Students PTC 12-3 PM PTC (ES 4:00-7:00, MS 4:30-7:30, HS 5:00-8:00)
	6	Fri	Professional Development (Full Day PD)-6
	20	Fri	End of First Trimester
	25	Wed	1/2 Day Students & Staff / Thanksgiving Break Begins
	26	Thu	No School - Thanksgiving Break
	27	Fri	No School - Thanksgiving Break
December (14)	18	Fri	1/2 Day Students & Staff / Christmas Break Begins
January (19)	4	Mon	School Resumes
	15	Fri	End of 1st Semester
	18	Mon	Professional Development/Staff Day PM (PD-3; Staff-3)
February (19)	15	Mon	Mid Winter Break/ No Students or Staff
March (19)	5	Fri	End of 2nd Trimester
	26	Fri	No School - Spring Break Begins
April (20)	5	Mon	School Resumes
May (20)	31	Mon	No School Memorial Day
June (4)	4	Fri	1/2 Day Students & Staff / End of year
-179 Student Days		-175 Full Days	
-4 Student Half Days		-30 Hours PD	

In lieu of formal spring conferences Teachers will make every possible effort to have direct, meaningful contact with student's parents/guardian early 2nd semester. ES teachers contact each student's parents/guardian, MS / HS divide student's parents/guardian by teams, as necessary.

A family / community connection event will be held second semester, 2 hours, planned by each building / Grade level.

2025-2026 DAILY SCHEDULE

Unless students are participating in a school activity, school staff will not provide supervision before or after the school day begins and ends.

UCMS Full Day Schedules

Doors open to all students at 7:30 a.m.

5th grade Students:

7:45 a.m. – 8:44 a.m. 1st hour
8:48 a.m. – 9:47 a.m. 2nd hour
9:51 a.m. – 10:50 a.m. 3rd hour
10:50 a.m. – 11:20 a.m. Lunch
11:24 a.m. – 12:23 p.m. 4th hour
12:27 p.m. – 1:26 p.m. 5th hour
1:30 p.m. – 2:15 p.m. 6th hour
2:19 p.m. – 2:50 p.m. 7th hour

7th grade Students:

7:45 a.m. – 8:44 a.m. 1st hour
8:48 a.m. – 9:47 a.m. 2nd hour
9:51 a.m. – 10:50 a.m. 3rd hour
10:54 a.m. – 11:53 a.m. 4th hour
11:53 a.m. – 12:23 p.m. Lunch
12:27 p.m. – 1:26 p.m. 5th hour
1:30 p.m. – 2:15 p.m. 6th hour
2:19 p.m. – 2:50 p.m. 7th hour

6th grade Students:

7:45 a.m. – 8:44 a.m. 1st hour
8:48 a.m. – 9:47 a.m. 2nd hour
9:51 a.m. – 10:50 a.m. 3rd hour
10:50 a.m. – 11:20 a.m. Lunch
11:24 a.m. – 12:23 p.m. 4th hour
12:27 p.m. – 1:26 p.m. 5th hour
1:30 p.m. – 2:15 p.m. 6th hour
2:19 p.m. – 2:50 p.m. 7th hour

8th grade Students:

7:45 a.m. – 8:44 a.m. 1st hour
8:48 a.m. – 9:47 a.m. 2nd hour
9:51 a.m. – 10:50 a.m. 3rd hour
10:54 a.m. – 11:53 a.m. 4th hour
11:53 a.m. – 12:23 p.m. Lunch
12:27 p.m. – 1:26 p.m. 5th hour
1:30 p.m. – 2:15 p.m. 6th hour
2:19 p.m. – 2:50 p.m. 7th hour

NOTE: On HALF days, students will follow a shortened class schedule that allows them to see all classes except Advisory and Enrichment classes!

High School Bell Schedule

7:50 - 8:47 Period 1

8:51 - 9:48 Period 2

9:52 - 10:49 Period 3

10:53 - 11:23 A Lunch 11:23 - 11:53 Advisory Period 4

10:53 - 11:23 Advisory A 11:23 - 11:53 B Lunch Period 4

11:57 - 12:53 Period 5

12:57 - 1:54 Period 6

1:58 - 2:55 Period 7

Half Day Times

7:50 - 8:52 1st hour

8:56 - 9:58 2nd hour

10:03 - 11:05 3rd hour

For high school students, all half days run morning classes only.

EMERGENCY SCHOOL CLOSING PROCEDURES

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the District will notify students, parents, and the general public about the closure in the following manner:

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

Designated Title IX Coordinator
Jamie Thomas UCMS Principal
435 St. Joseph St, Union City, MI 49094
517.741.3368
jthomas@unioncityschools.org

Second Title IX Coordinator
Michael Bates UCES Principal
430 Walnut St., Union City, MI 49094
517.741.3368
mbates@unioncityschools.org

Commented [2]: New role for Mr. Bates

Designated Section 504 Coordinator
Amber Case UCHS Principal
430 St. Joseph St., Union City, MI 49094
517.741.3305
acase@unioncityschools.org

Designated Civil Rights Coordinator/Employment Compliance Officer
Sara Leson, Business Manager
430 St. Joseph St., Union City, MI 49094
517.741.3302
sleson@unioncityschools.org

Commented [3]: The Superintendent used to be listed here but Sara has already actually done that work

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at unioncitycommunityschools.org

To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed above.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the Grievance Process described by Policy.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206.

The District provides equal access to the Boy Scouts and other designated youth groups as required by law.

Examples of Unlawful Harassment

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 3115-3115H.

SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

Attendance

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, the parent must report that absence by calling the attendance line 517.741.7265 prior to the start of the school day.

If a student arrives late, the student must sign in at the office. A student may only leave school early if the student's parent notifies the office or the student is an emancipated minor.

The following absences will be considered excused if they are confirmed by communication to the school from the student's Parent:

- the student's physical or mental illness (verification from a physician, physician assistant, or nurse practitioner is required after 4 consecutive days of absence for illness);
- severe weather;
- medical appointments for the student;
- death or serious illness of the student's family member;
- attendance at a funeral, wedding, or graduation;
- appearance at court or for other legal matters;
- observance of religious holidays of the student's own faith;
- college planning visits; and
- personal or family vacations.

Students who are more than 20 minutes late to class are considered absent.

A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Absences due to illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Commented [4]: Used to be "tardy" at the very end, we changed that to "absent" not quite sure why it used to say Tardy for being over 20 minutes late. The MS used to say 30 minutes but district wide we will use the 20 minutes late guideline going forward.

Students are expected to:

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day.
- Make up all work that is assigned by teachers for the instructional time that has been missed.

For more information, see Policy 5301.

Books and Supplies

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required courses. Some elective courses and Arts courses may include course fees, which will be listed in the course syllabus. No student will be turned away from a course for inability to pay course fees. Students and parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Bulletin Boards

Rules for posting on bulletin boards are found in Policy 5503.

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices related to student groups. The following general limitations apply:

- A. All postings will be subject to the review and approval of the appropriate building administrator or designee. Students may not post material containing any statement or expression that is libelous, obscene, or vulgar; violates Board policy, including the student code of conduct; promotes illegal substances (including, but not limited to, substances that are illegal for minors to possess or consume); or is otherwise unsuitable for or disruptive to the school environment.
- B. All postings must identify the student or the student organization responsible for posting the notice.

C. The building principal or designee may remove any approved posted material after a reasonable time, as determined in the building principal's or designee's discretion.

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. Guidelines are found in the District's Anti-Bullying Policy 5207.

Cell Phone Use

Students may not use cell phones or other electronic devices during class time. Cell phones or other electronic devices must be stored away during class time if a student chooses to bring them to school. Rules for the use of personal electronic devices can be found in Board Policy 5209.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates Board Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

Commented [5]: Language matches what we have in our revised policy

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to assist or complete an assignment or test.
- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment or class and will be subject to discipline, up to and including expulsion.

Children's Protective Services Investigations

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Classroom Behavior

Teachers may establish classroom conduct rules that students must follow.

Closed Campus

The school campus is a closed campus. All students must remain on campus during school hours. The building principal or designee will release a student only after confirming with an authorized adult that the student has permission to leave campus. Students who leave campus without authorization are subject to disciplinary action. Nothing in this Policy prevents the school from sending a student home when the

student is ill or for disciplinary purposes.

Communicable Diseases

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack of documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, Policy 5101, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Students who represent the District at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Driving and Parking Personal Vehicles

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.
4. Student drivers must complete the vehicle registration paperwork at the beginning of each school year and be issued a parking permit in order to drive on school property.

Emergency Contact Information

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician's name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in elective courses, extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The teacher, coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

Food Services

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

School breakfasts and lunches are free to students everyday. Families are required to complete a Household Information Report at the start of each school year in order to be eligible for this program.

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the consumption of breakfast and

lunch for all students. The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

Head Lice

A student with nits within ¼ inch of the scalp or live lice may remain at school until the end of the school day. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's parent and provide educational materials on head lice prevention and treatment.

The student will be readmitted to school after treatment so long as the parent consents to a head examination and the examining District official does not find live lice on the student. If the District official finds nits within ¼ inch of the student's scalp, the student may return to class, but the District must inform the student's parent about the need to remove the nits.

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue, based on Board Policy 5709.

Commented [6]: Language Matches Policy

Homeless Children and Youth

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

STACY GUERTLER
Career and College Readiness Coordinator
430 St. Joseph St., Union City, MI 49094
517-741-3345
sguertler@unioncityschools.org

For detailed information about Homeless Children and Youth, see Policy 5307.

Immunizations

For a student entering the District for the first time and entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy 5713 and state law.

Law Enforcement Interviews

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

Locker Use

Pursuant to Policy 5102, lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

Students must keep all personal belongings, including coats and backpacks, in their lockers during the school day.

Lost and Found

All lost and found items are to be taken to a designated location within each building. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Media Center

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name. Each student is responsible for any fine that accumulates on materials charged to the student. If materials are lost and not returned by the end of the semester, the student must pay for the replacement cost. Students must also pay for any damage they cause to materials.

Medication

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.

- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy 5703.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policy 5703. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

Parties

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom. Parents wishing to participate in classroom parties must complete the appropriate paperwork to pass a background check.

Playground/Recess Rules

Students must follow these rules during recess or while using the playground:

Students have access to a variety of activities during recess. Students may play on the equipment, play kickball or basketball, sit at picnic tables/benches, or utilize the variety of playground activities provided. The expectations follow:

1. An adult must be present at the kickball or basketball game.
2. Teams should be divided fairly.
3. Show good sportsmanship.
4. Use appropriate language.
5. Avoid unnecessary physical contact or using unnecessary force.

6. Solve conflicts/disagreements using Restorative Practices and involving adults when needed.
7. Use equipment respectfully and safely.
8. Use tables and benches appropriately.

Students who violate these rules may be disciplined. Students who are removed from an activity for the day are not allowed to participate in that activity the following day. Continued violations will result in additional outcomes.

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

Protection of Pupil Rights

The Protection of Pupil Rights Amendment (PPRA) requires that the District notify you and obtain your consent, or allow you to opt your student out of, participating in any school survey, analysis, or evaluation, in the 8 areas listed in Appendix C. The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix C.

Public Display of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others.

Rights of Custodial and Non-Custodial Parents

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

Search and Seizure

School officials may search a student and the student's belongings if they have reasonable suspicion that the search will reveal contraband or evidence of a violation of law, Board Policy, or rule. In rare cases, school officials may conduct a search without reasonable suspicion if there is an imminent threat of physical harm or death.

A reasonable suspicion search must be justified at its inception and reasonable in its scope. A search is justified at its inception when school officials have reasonable grounds to suspect that the search will uncover contraband or evidence of a violation of law, Policy, or rule. A search is reasonable in scope when the measures used are reasonably related to the search objectives and are not excessively intrusive in light of the student's age and sex and the nature of the infraction.

School officials are not required to have reasonable suspicion to search lockers or other District property. See Policy 5102.

The District may use detection dogs to search for contraband on District property consistent with Policy 3107.

A breath alcohol test is a search and may be administered upon reasonable suspicion that a student has consumed or is under the influence of alcohol. For voluntary, noncurricular school activities (e.g., school dances), suspicionless breath alcohol tests may be administered for student health and safety purposes if students and their Parents have been provided advance written notice.

Strip searches are prohibited.

The building principal or designee will turn over to law enforcement any confiscated dangerous weapons, as defined in Policy 5206. For all other confiscated contraband and evidence, the building principal or designee may turn the item over to law enforcement or store it in a secure place at school until a disciplinary hearing.

This Policy does not apply to any outside entity that may require drug or breath alcohol testing as a condition of participation. See Policy 5105.

Student Education Records

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 5309 for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 5309.

Directory Information

The District designates the following information as directory information:

- A. student names, addresses, and telephone numbers;
- B. photographs and videos depicting a student's participation in school-related activities and classes;
- C. date and place of birth;
- D. major field of study;
- E. grade level;
- F. enrollment status (e.g., full-time or part-time);
- G. dates of attendance (e.g., 2023-2027);
- H. participation in officially recognized activities and sports;
- I. weight and height of athletic team members;
- J. degrees, honors, and awards received; and
- K. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is available at the school office. This form allows the parent or eligible student to elect not to have the student's directory information

disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

Address Confidentiality Program

The District will not disclose a student's or parent's phone number or address or the parent's employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student's parent notifies the District that the student or the student's parent has obtained a participation card issued by the department of attorney general.

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as Appendix E before they may use or access District technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion. See Policy 3116 for an overview of the District's Technology and Acceptable Use policy.

Threat Assessment and Response

The Board of Education is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk.

Students are encouraged to report any threat immediately. Threats may be reported to any District employee in-person, by e-mail, or by telephone. Students may also report threats through the OK2SAY program.

The Board is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk. To further that commitment, the Board directs the Superintendent to develop and implement threat assessment protocols. Those threat assessment protocols must include training for individuals who administer threat assessments and framework for determining when a threat assessment should be used.

The Board designates the following individual to serve as the District's Threat Assessment Coordinator:

Dr. Patrick McKerr
Superintendent
517-741-3302
pmckerr@unioncityschools.org

The District's Threat Assessment and Response is found in Policy 5714.

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may open windows up to 3 notches with the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.

12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the Transportation Director for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and board policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Different Route Requests

Students who are not regular route riders may not ride the bus with a friend, unless the parent of the non-route student contacts the Transportation Director ahead of time. The Transportation Director will contact the appropriate school building office to provide the student with a bus pass if permission is granted. District administration reserves the right to deny any request for non-route riders.

Video Surveillance and Photographs

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a District employee.

Withdrawal From School

Students who are transferring from the District must submit written notice to the building principal at least 1 week before the withdrawal.

Section II: Academics

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via PowerSchool.

To register for PowerSchool, contact your student's school.

Academic Awards

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the building principal.

Honor Roll(s)

A GPA of 3.0 to 3.99 for a semester earns a student a place on the semester honor roll

A GPA of 4.0 for a semester earns a student a place on the semester Principal's List.

Commencement

The District may conduct a commencement ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. Students may be prohibited from participating in the ceremony as a consequence for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma to the student, provided that all graduation requirements have been satisfied.

Credits and Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma.

Dual Enrollment

Students in grades 9 and above may be eligible to dually enroll in college classes to obtain high school and college credit. Please contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment.

By March 1 of each year, the District will provide general information to all students in grades 8 or above about postsecondary enrollment options. In addition, the District will provide detailed information to all high-school students about postsecondary enrollment options. That information will include all of the following:

- enrollment eligibility;
- the institutions and types of courses in which students may enroll;
- the District's decision-making process for granting academic credits;
- an explanation of the costs that the District will pay and financial arrangements for paying costs not paid by the District;
- an explanation that the District will pay the eligible postsecondary institution directly upon being billed by the postsecondary institution for those charges that are the District's responsibility and that the student will be responsible for additional costs not paid by the District;
- available support services provided by the District;
- the need to arrange an appropriate schedule;
- consequences to the student for failing or not completing an eligible course, including the possibility of being required to repay the District for money paid by the District on the student's behalf to the postsecondary institution;
- the effect of enrolling in an eligible postsecondary course on the eligible student's ability to complete the required high-school graduation requirements; and
- the academic and social responsibilities that must be assumed by the eligible student and his or her parent.

The District will, to the extent possible, offer counseling services to a student and his or her parent before the student enrolls in an eligible postsecondary course to ensure that the student and his or her parents are fully aware of the benefits, risks, and possible consequences of enrolling in an eligible course. The District will also encourage eligible students and their parents to use available counseling services from the postsecondary institution.

Grades

Report cards will be issued at least once each semester. Grades are calculated using the following grading scale:

90 to 100 = A = Excellent achievement

80 to 89 = B = Good achievement

70 to 79 = C = Satisfactory achievement

60 to 69 = D = Minimum-Acceptable achievement

F = Failure

I = Incomplete

Homework

Homework is intended to facilitate and support student learning of concepts or skills found in the curriculum. Building principals or designees may adopt building- or grade-specific homework guidelines, which will be communicated to students, Parents, and teachers. Teachers will comply with any building or grade-specific homework guidelines and should consider a student's age and capabilities and use their professional judgment in determining length, difficulty, and student readiness when assigning homework.

Personal Curriculum

For some students, it may be appropriate to modify the Michigan Merit Curriculum through implementation of a personal curriculum. All students who have completed 9th grade are entitled to a personal curriculum, and the District will implement a personal curriculum for a student if requested by a parent or by the student if the student is age 18 or older. A parent of a student with a disability under the Individuals with Disabilities Education Act may request a personal curriculum before the student has completed grade 9. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. The District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma.

To request a personal curriculum, please contact your school's guidance counselor.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy 5409.

Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact their student's building administrator.

Summer School

The District may offer a summer school program to provide additional educational opportunities for students who need remedial instruction, credit recovery, or enrichment experiences. Students enrolled in summer school are subject to Board policies, rules, laws, behavioral expectations, and applicable student codes of conduct. **The District will be requiring summer school for high school students who are eligible for academic credit recovery.**

Commented [7]: We used to list the school year there, we just removed the year so it wouldn't need to be updated every year

Testing Out

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5409 and make arrangements with their assigned counselor.

Following a qualifying score of a C+ (78%) on the Test-Out Assessment, credit earned through this route shall be designated on the student's transcript solely as "TO" – credit earned through testing out and shall not be included in a computation of grade point average nor counted toward the total required credits for graduation for any purpose. Likewise, students who attempt to test out of a course and do not earn a qualifying score will not receive credit for the course.

Testing Out applications are due to the high school counselor by the second Wednesday in June for tests to be given the third week of August, unless other arrangements are made, and the first Wednesday of December for tests to be given at least two weeks prior to the start of second semester. Students attempting to test out of a course will be provided study material and resources to prepare for the assessment, one week prior to their assessment.

Work Permits

Information about work permits is available at the high school main office.

SECTION III: STUDENT CLUBS, ACTIVITIES, AND ATHLETICS

Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

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The District offers a variety of student clubs, and activities at the high school level. Club offerings will be subject to change throughout the school year. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

The District offers the following student athletics:

Varsity Football, JV Football, Varsity Volleyball, JV Volleyball, Varsity Softball, JV Softball, Varsity Baseball, JV Baseball, Varsity Basketball, JV Basketball, Golf, Track , Cross Country, Wrestling, Sideline Cheerleading, Competitive Cheerleading

All athletic programs of the District shall comply with the concussion protocols of the MHSAA, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Extracurricular Activities

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

Student athletes are also subject to the Athletic Code of Conduct (see Appendix F) and any applicable team rules.

For more information, see Policy 5507.

Student-Initiated Non-Curricular Clubs

Students may voluntarily form clubs that are not directly related to the school curriculum. Membership in a student-initiated, non-curricular club must be open to all interested and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

For more information about student-initiated non-curricular clubs, including how to form a club, see Policy 5510.

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

SECTION IV: DISCIPLINE AND CODE OF CONDUCT

Discipline Generally

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

Forms of School Discipline & Applicable Due Process

After-School Detention

Teachers and administrators may require students to stay after school to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of a detention so that parents may make transportation arrangements for the student the following day.

In-School Suspension

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Snap Suspension - Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- intentionally disrupted the class, subject, or activity;
- jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

A parent or student may appeal the Superintendent's or designee's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the decision. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student's suspension will run while the appeal is pending.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

The District will also comply with Policy 5206 Section I for victims of an alleged sexual assault.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Prohibited Conduct	Potential Consequence(s)
Illegal Substances or Paraphernalia, including Alcohol, Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, look-alike drugs, or any form of tobacco, including vaping devices or supplies.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Disruptive Behavior, Defiance, or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.	• Restorative Practices • Parent Notification • Suspension or Expulsion

Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Disrespect: socially rude, dismissive messages to adults or students.	• Restorative Practices • Parent Notification
Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Expulsion up to 180 school days

	• Police Referral
Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Plagiarism, Forgery, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work, or unauthorized use of AI.	• Restorative Practices • Credit Loss or Grade Reduction • Parent Notification • Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.	• Restorative Practices • Parent Notification • Suspension or Expulsion
Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral

Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	• Restorative Practices • Parent Notification • Suspension or Expulsion
Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral

**APPENDIX A: NON-DISCRIMINATION, ANTI-HARASSMENT, AND NON-RETALIATION
(INCLUDING TITLE IX AND ELLIOTT-LARSEN CIVIL RIGHTS ACT)**

3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.
- G. Reserved

- H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

3115H *Training Requirements and Policy Notice*

A. Training Requirements

All Coordinators and individuals assigned to serve in a Key Role must be adequately trained.

B. Nondiscrimination Notice Requirement

The District will prominently post on its website a notice of nondiscrimination, clearly stating that it applies to students, parents, employees, and applicants for admission and employment. The notice of nondiscrimination will comply with all applicable laws.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

APPENDIX B: ANTI-BULLYING

5207 Anti-Bullying Policy

All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are prohibited.

A. Prohibited Conduct

1. Bullying, including cyberbullying, a student at school is prohibited. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:
 - a. substantially interfering with a student's educational opportunities, benefits, or programs;
 - b. adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
 - c. having an actual and substantial detrimental effect on a student's physical or mental health; or
 - d. causing substantial disruption in, or substantial interference with, the District's orderly operations.
2. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying, are prohibited.

B. Reporting an Incident

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or to the Responsible School Official(s), as defined below.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the building principal, designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or a Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building principal, after consulting the Responsible School Official(s), will create, publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints that the building principal has bullied a student must be reported to the Superintendent. Complaints that the Superintendent has bullied a student must be reported to the Board President.

C. Investigation

All bullying complaints will be promptly investigated. The building principal or designee will conduct the investigation, unless the building principal or Superintendent is the subject of the investigation. If the building principal is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained.

D. Notice to Parent/Guardian

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and perpetrator's parent/guardian in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official, must report all verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board.

The District will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

F. Responsible School Official

The Superintendent is the "Responsible School Official" for this Policy and is responsible for ensuring that this Policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this Policy.

G. Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the District's website and incorporated into student handbooks and other relevant school publications.

The Superintendent or designee will submit this Policy to the MDE within 30 days after its adoption.

Prevention Task Force. The Responsible School Official may form a bullying prevention task force. The task force will identify, develop, and recommend written materials, training programs, and initiatives to reduce bullying. In its discretion, the

task force may involve school staff, students, school clubs or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders.

Training. The Responsible School Official will provide and require annual training opportunities for District personnel who have significant contact with students on preventing, identifying, responding to, and reporting incidents of bullying.

Educational Programs. The Responsible School Official will periodically arrange or otherwise provide educational programs for students and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying. The Responsible School Official may arrange for teachers to address these same issues within the classroom curriculum.

H. Definitions

1. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises. “At school” also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the control of the District.
2. “Telecommunications access device” means any of the following:
 - a. any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit, or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or
 - b. any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission, or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder,

receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.

3. "Telecommunications service provider" means any of the following:
- a. a person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;
 - b. a person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission, or radio distribution system, network, or facility; or
 - c. a person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal authority: MCL 380.1310b; MCL 750.157m, 750.219a

APPENDIX C: PROTECTION OF PUPIL RIGHTS

5308-F *Protection of Pupil Rights*

PPRA Notice and Consent/Opt-Out

The Protection of Pupil Rights Amendment (PPRA) requires that the District notify you and obtain your consent, or allow you to opt your student out of, participating in any school survey, analysis, or evaluation that involves one or more of the following 8 subjects ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's Parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's Parents; or
8. Income, other than as required by law to determine program eligibility.

The notification and opt-out requirement also applies to the collection, disclosure, or use of a student's personal information for marketing purposes ("marketing surveys") and certain physical exams and screenings.

Below is a list of the protected information or marketing surveys that require parental notice and consent or opt-out for the upcoming school year. You have the right to review a protected information or marketing survey before it is given to your student to determine whether you want your student to participate. If you want to review materials that will be used in a protected information or marketing survey please submit your request to the Superintendent at 430 St. Joseph Street Union City, MI 49049. The Superintendent will let you know where and when you may review those materials.

If the District schedules a protected information or marketing survey after the school year starts, the District will notify you within a reasonable amount of time and give you an opportunity to consent or opt your student out. The District also will give you an opportunity to review the newly scheduled surveys or instructional materials.

APPENDIX D: DIRECTORY INFORMATION AND OPT OUT FORM
5309-F-2 Directory Information and Opt-Out

Student's Name: _____

School: _____ Grade: _____

The Family Educational Rights and Privacy Act (FERPA) requires that Union City Community Schools obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, unless certain conditions specified by FERPA are met. FERPA distinguishes between personally identifiable information and directory information, however, and the District may disclose appropriately designated "directory information" without your written consent, unless you have advised the District to the contrary.

If you *do not* want your student's directory information released for one or more of the purposes listed below, please complete this form and return it to your student's school office by September 30 of the current school year..

If you fail to complete and return this form, the District will presume that you give permission to release your student's directory information for all the uses listed below.

Your Opt-Out request will be recorded in the student information system and kept on file in the school's office for 1 school year.

"Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

- a. student names, addresses, and telephone numbers;
- b. photographs and videos depicting a student's participation in school-related activities and classes;
- c. date and place of birth;
- d. major field of study;
- e. grade level;
- f. enrollment status (e.g., full-time or part-time);
- g. dates of attendance (e.g., 2023-2027);
- h. participation in officially recognized activities and sports;

- i. weight and height of athletic team members;
- j. degrees, honors, and awards received; and
- k. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

Please check the boxes next to the purpose(s) for which you *do not grant* the District permission to disclose your student's directory information, below.

Union City Community Schools *may not* disclose my student's directory information for the following purposes:

- ☐ For School or District publications, including but not limited to, a yearbook, graduation program, theater playbill, athletic team or band roster, newsletter, and other school and district publications.
- ☐ For School or District auto-dialer system to communicate School or District information.
- ☐ To news media outside the School or District.
- ☐ To the School PTO or District Parent organization.
- ☐ To other groups and entities outside of the School or District, including community, advocacy, and/or Parent organizations.
- ☐ On official school-related websites or social media accounts.
- ☐ On school employees' personal classroom websites or social media accounts.

Information to U.S. Military Recruiters and Institutions of Higher Education Recruiters

Federal law requires the District to release a secondary school student's name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon their request. If you do not want your student's information released for one or both of those purposes, please check one or both of the boxes below:

☐ Do not release my student's name, address, or telephone number to U.S. Military recruiters without my prior written consent.

☐ Do not release my student's name, address, or telephone number to institutions of higher education recruiters without my prior written consent.

Parent/Eligible Student Signature

Date

APPENDIX E: ACCEPTABLE USE AGREEMENT

5309-F-1 Amendment of Student Records

If a Parent or eligible student believes that the student's education record is inaccurate, misleading, or a privacy invasion, the Parent or eligible student may request that the record be amended. An amendment request must:

- A. Be in writing, directed to the building principal;
- B. Identify the record that the Parent or eligible student is seeking to amend; and
- C. Clearly state why the Parent or eligible student believes that the record is inaccurate, misleading, or a privacy invasion.

Upon receipt of an amendment request that meets the above requirements, the building principal or designee will review the disputed record and determine whether the record is inaccurate, misleading, or a privacy invasion. The building principal or designee will notify the Parent or eligible student of the decision within 30 school days of receipt of the amendment request. The building principal or designee's decision will be one of the following:

- A. A determination that the record is not inaccurate, misleading, or a privacy invasion and, therefore, the record will not be amended. The building principal or designee will notify the Parent or eligible student of the right to appeal the determination at a hearing.
- B. A determination that the record is inaccurate, misleading, or a privacy invasion. The building principal or designee will notify the Parent or eligible student of how the record will be amended.

The amendment process may only be used to modify information that is inaccurate, misleading, or a privacy invasion. The District will not hold a hearing under Policy 5309 to address any other concerns about a student's education records. This process may not be used to challenge a grade, an opinion, or a substantive decision made by the District about a student.

Hearing Procedures

If the building principal or designee issues a determination that the record is not inaccurate, misleading, or a privacy invasion, the Parent or eligible student may appeal that determination at a hearing. The following hearing procedures will apply:

- A. The Parent or eligible student must request a hearing in writing within 15 school days of the building principal or designee's decision. The request must be sent to the Superintendent.

- B. Upon receipt of a written hearing request, the Superintendent will designate an impartial hearing officer to review the matter within 5 school days of receipt of the hearing request. The impartial hearing officer will be an individual who was not involved in the building principal or designee's decision.
- C. The impartial hearing officer will contact the Parent or eligible student to schedule a mutually agreeable date for the hearing. In most cases, the hearing will be held within 30 school days from the date of the hearing request and will be held at the District. If a mutually agreeable date for an in-person hearing cannot be determined, or if circumstances otherwise require, the hearing officer may elect to hold the hearing via telephone or electronically.
- D. The sole issue for hearing is whether the record(s) in question is/are inaccurate or misleading.
- E. The Parent or eligible student has the burden of demonstrating that the records are inaccurate or misleading and may present evidence that the Parent or eligible student reasonably believes will assist the hearing officer in making a determination.
- F. The building principal or designee may present evidence supporting the decision to deny the request.
- G. The following rules apply to any evidence offered:
 - 1. There is no right to subpoena records or cross-examine witnesses;
 - 2. The hearing officer will determine whether offered evidence is relevant;
 - 3. The hearing officer has the right to exclude evidence and testimony that the hearing officer does not believe will assist in determining whether the record is inaccurate or misleading;
 - 4. The hearing officer's decisions on evidence admissibility are final.
- H. The hearing officer will issue a written decision within 30 school days of the hearing. The decision will be limited to a finding of whether the records are inaccurate or misleading.
- I. If the hearing officer finds that the record is inaccurate or misleading, the hearing officer will describe in the decision how the record will be amended to correct the inaccurate or misleading portion of the record.
- J. If the hearing officer finds that the record is not inaccurate or misleading and therefore will not be amended, the Parent or eligible student may insert a statement in the record commenting on the contested record or stating disagreement with the District's decision. That statement must remain with the contested part of the student's record for as long as the record is maintained by the District.

K. The hearing officer's decision is final.

5309-F-2 Directory Information and Opt-Out

Student's Name: _____

School: _____ Grade: _____

The Family Educational Rights and Privacy Act (FERPA) requires that Union City Community Schools obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, unless certain conditions specified by FERPA are met. FERPA distinguishes between personally identifiable information and directory information, however, and the District may disclose appropriately designated "directory information" without your written consent, unless you have advised the District to the contrary.

If you *do not* want your student's directory information released for one or more of the purposes listed below, please complete this form and return it to your student's school office by September 30 of the current school year..

If you fail to complete and return this form, the District will presume that you give permission to release your student's directory information for all the uses listed below.

Your Opt-Out request will be recorded in the student information system and kept on file in the school's office for 1 school year.

"Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

- a. student names, addresses, and telephone numbers;
- b. photographs and videos depicting a student's participation in school-related activities and classes;
- c. date and place of birth;
- d. major field of study;
- e. grade level;
- f. enrollment status (e.g., full-time or part-time);
- g. dates of attendance (e.g., 2023-2027);
- h. participation in officially recognized activities and sports;

- i. weight and height of athletic team members;
- j. degrees, honors, and awards received; and
- k. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

Please check the boxes next to the purpose(s) for which you *do not grant* the District permission to disclose your student's directory information, below.

Union City Community Schools *may not* disclose my student's directory information for the following purposes:

- ☐ For School or District publications, including but not limited to, a yearbook, graduation program, theater playbill, athletic team or band roster, newsletter, and other school and district publications.
- ☐ For School or District auto-dialer system to communicate School or District information.
- ☐ To news media outside the School or District.
- ☐ To the School PTO or District Parent organization.
- ☐ To other groups and entities outside of the School or District, including community, advocacy, and/or Parent organizations.
- ☐ On official school-related websites or social media accounts.
- ☐ On school employees' personal classroom websites or social media accounts.

Information to U.S. Military Recruiters and Institutions of Higher Education Recruiters

Federal law requires the District to release a secondary school student's name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon their request. If you do not want your student's information released for one or both of those purposes, please check one or both of the boxes below:

☐ Do not release my student's name, address, or telephone number to U.S. Military recruiters without my prior written consent.

☐ Do not release my student's name, address, or telephone number to institutions of higher education recruiters without my prior written consent.

Parent/Eligible Student Signature

Date

APPENDIX F: ATHLETIC CODE OF CONDUCT

Participation in Union City Community School's (the "District") athletics is a privilege, not a right. Student-athletes are students first. When participating in District athletics, student-athletes are District representatives and are held to the highest standards. Accordingly, this Athletic Code of Conduct applies 24 hours a day, 365 days a year. Student-athletes and parents should be familiar with this Athletic Code of Conduct. By participating on any school-sponsored athletic team both student-athletes and parents agree to abide by these terms.

Athletic Director: Hayley Denney

517.741.8891

hdenney@unioncityschools.org

Communication Protocol

The District has full faith in its coaches to make decisions that are in the best interest of their teams. If parents have questions or concerns about their student-athletes' sports participation, use the following protocol:

1. Wait 24 hours before contacting the coach.
2. Schedule a time to speak with the coach, either via phone or in-person, at the coach's discretion.
3. If the issue is unresolved, schedule a time to speak with the Athletic Director, either via phone or in-person, at the Athletic Director's discretion.

Concussion Protocol

The District will comply with the concussion protocol in Policy 5712.

Athletic Code of Conduct

A student-athlete must:

1. Learn and understand the rules and regulations of your sport.
2. Unless otherwise approved by your coach, if school is in session, attend school for the full day to be eligible to practice or play in an event on the same day.
3. Comply with the law, Board Policy, the Student Code of Conduct, the Athletic Code of Conduct, and all team rules. Failure to comply with this provision may result in suspension or removal from a team.

4. Not possess, use, or consume alcohol, tobacco, cannabis, nicotine (including a vape), or controlled substances (other than those prescribed by a physician for the student-athlete).
5. Not engage in conduct that is unbecoming of student-athletes.
6. Maintain academic eligibility as required by the Michigan High School Athletic Association.
7. Notify your coach or District athletic trainer of any injury or medical condition that may affect your athletic participation.

If a student-athlete violates any provision of the Athletic Code of Conduct, practice, game, team, or complete athletic suspension may result. Any disciplinary consequences will be at the sole discretion of the Athletic Director or designee.

If a student-athlete is suspended or expelled from school, the student-athlete is prohibited from participating in any practice or game during the suspension or expulsion.

**UNION CITY
HIGH SCHOOL**
COURSE GUIDE
2026 - 2027



Union City High School

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Union City, MI 49094
Main Office: 517-741-5861

Contacts

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Lu Sexton, Secretary to the Principal
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Stacy Guertler, Career & College Readiness
Email: sguertler@unioncityschools.org

Susan Connell, Guidance Services
Email: sconnell@unioncityschools.org

Ashley Sechler, High School Counselor
Email: asechler@unioncityschools.org

Mission

To educate and prepare each child for their future

Introduction

The purpose of this guide is to provide students and their families with information and assistance in creating a meaningful academic plan for high school and beyond. Union City's faculty, counselors, support staff, and administrators, work together with all students and their families to provide information and guidance in this process.

This course description guide is divided into three sections. The first section in this guide contains academic information concerning graduation requirements and course selections. The second section is a description of the courses offered at Union City High School. The courses are listed by department and describe the grade level and prerequisites needed for each course. The third section contains suggested four year programs, tips for college admissions, and career information. This section will help you determine and plan for both high school and post secondary educational goals.

If you have any questions related to the information in this guide, please contact your school administrator or guidance counselor.

Section 1

Academic Planning & High School Graduation Requirements

EDUCATIONAL DEVELOPMENT PLANS

The purpose of the Educational Development Plan (EDP) is to provide every student with an ongoing record of career planning that will guide them in taking effective steps to enter a career of choice. Each student develops their first EDP in middle school. Students update their EDP as an ongoing process throughout their high school years, with guidance from their teachers, school counselor, and input from their families, ensuring that their EDP reflects their interests, aptitude, and future career options.

As a student progresses through high school, his/her career choices and educational plans will inform decisions about which courses the student will take. School counselors facilitate selection and enrollment into general courses and into specialized education and training programs related to the career clusters (listed below) indicated in the EDP. This planning is supported in a variety of ways, including:

- Classroom lessons focused on future planning in Xello
- Classroom presentations facilitated by the school counselor
- Field trips to off-site programs as well as post-secondary institutions
- Individual counselor appointments for students and/or parents
- Presentations from guest speakers during college and career fairs
- Lunchtime visits from representatives of the military and post-secondary institutions
- Parent engagement nights for dual enrollment and FAFSA support
- Initiatives facilitated by the College & Career Readiness Team
- Course request sheets completed by students each spring and reviewed by the counselor

Michigan's 17 Career Clusters

1. Agriculture, Food, & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology, & Communications
4. Business Management & Administration
5. Education & Training
6. Energy
7. Finance
8. Government & Public Administration
9. Health Science
10. Hospitality & Tourism

11. Human Services
12. Information Technology
13. Law, Public Safety, Corrections, & Security
14. Manufacturing
15. Marketing
16. Science, Technology, Engineering, & Mathematics
17. Transportation, Distribution, & Logistics

GRADUATION REQUIREMENTS

Academic Credits

To prepare students with the skills and knowledge needed for the jobs of the 21st century, the State of Michigan has enacted a rigorous set of statewide graduation requirements. In order for a student to meet the Union City High School graduation requirements, they must earn all of the Michigan Merit credits listed below as well as an additional 4 credits of their choosing, based on their EDP. In order to receive a Union City High School diploma, students must earn a minimum of 22 academic credits.

Michigan Merit High School Graduation Requirements (18 Credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and • Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

- Course, Learning, or Integrated Learning Experience.

PHYSICAL EDUCATION & HEALTH – 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district approved extracurricular activities involving physical activities (1/2 credit).

SCIENCE – 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).

SOCIAL STUDIES – 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).

VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).
- WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)
- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
 - Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).
- PERSONAL FINANCE - Proficiency in State Content Standards for Personal Finance

GENERAL EDUCATION GRADUATION REQUIREMENTS

Course	MMC Requirements	UCHS Requirements	Description
English	4 credits	4 credits	English 9, 10, 11, 12, Career Readiness English 11, 12
Math	4 credits	4 credits	Algebra I, Algebra II, Geometry, Personal Finance, Pre-Calculus, FST, Career Readiness Math
Social Studies	3 credits	3 credits	US History, World History, AP World History, Civics, Economics
Science	3 credits	3 credits	Biology, Chemistry, and Physics are required. Anatomy or other Sciences may be taken for additional elective credits
Physical Education	.5 credit	.5 credit	Physical Education May be covered by successful completion of 1 athletic season
Health	.5 credit	.5 credit	Health
Visual/Performing/ Applied Arts	1 credit	1 credit	Exploring Visual Arts, Painting, Sculpture, Illustration Animation & Design, Drawing, Broadcasting, Drama, Symphonic Band, Intro to Baking, Foods I, Foods II, Clothing Construction, Multimedia, Creative Writing, Yearbook
World Language	2 credits	2 credits	Spanish I, Spanish II
Online Experience	0 credits	0 credits	Covered through one-to-one technology

Electives	0 credits	4 credits	Adult Living, Current Events, Strength & Conditioning, Advanced Weight Training, Sports Officiating Additional Visual/Performing /Applied courses, Books & Movies
Total Credits	18 credits	22 credits	

SPECIAL EDUCATION CERTIFICATE OF COMPLETION

Before entry into the functional program, the following must be considered:

A student who qualifies for Special Education Services must have failed in the general curriculum with documentation of interventions, accommodations, and moderate curriculum modifications for a length of time (1 school year).

Adaptive behavior skills for communication, self-care, daily living, and social/leisure activities are at 11th percentile or below when compared to peers of the same age. Any student who qualifies for Special Education Services under the label of Specific Learning Disability must qualify in all three areas of math, reading, and writing. If considerations are being made to add students into the functional program, a full re-eval will be done and will be required to make the decision based on the IEP team before the placement is made.

The student is expected to achieve a level of independence in adulthood. The student will require some supervision throughout adult life, but can learn skills to maximize independence.

A student with an IQ of 80 or above will not be considered for the functional program. Core instruction in reading, math, and writing is at or below the third grade academic level. If considerations are being made to move a student from the resource program into the functional program, a full re-eval with IQ and adaptive behavior must be completed if a current full evaluation has not been completed within the last year. The student's Individualized Education Plan (IEP) must determine the following courses of study, as needed.

CERTIFICATE OF COMPLETION GRADUATION REQUIREMENTS

Course Name	Course Description	L.C.E Competencies	Minimum Credits/ Timeline
Work Experiences 22998 Work Based	Workplace experience courses provide students with work Experience in a field related to their interests, transition	• Knowing and Exploring Employment Possibilities • Exploring Employment	2 successful experiences in work based learning with a minimum of 5-15

Learning or CACC, Pre-vocational classes	plan and EDP. Goals are typically set by the student, teacher, and Employer (although students are not necessarily paid.) These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that Students encounter in the workplace. Success based on training plan & evaluation	Choices • Seeking, Securing, and Maintaining Employment • Exhibiting Appropriate Employment Skills	hours per week.
Life Skills 22206 [Family Living, Nutrition, Culinary Arts, Nutrition, Health, Surviving on your own, Parenting]	Life skills courses provide students Personal information Daily household chores Safety Training Technology Skills Kitchen and home living, cooking, shopping, budgeting and finances Health and Nutrition	• Managing Personal Finances • Caring for Personal Needs • Demonstrating Relationship Responsibilities • Buying, Preparing, and Consuming Food • Buying and Caring for Clothing • Exhibiting responsible citizenship • Choosing and accessing Transportation	1 credit

Self Determination (Study Skills)	Disability awareness; when to disclose/when not to [Functional ELA, etc.] Self Advocacy Goal setting Decision making Maintaining and building appropriate and positive relationships	• Understanding Self-Determination • Being Self-Aware • Developing Interpersonal Skills • Communicating with others • Good Decision Making • Developing Social Awareness • Understanding Disability Rights And Responsibilities	No credit required by the ISD; exposure given during other classes
Math	Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.	• Count money and make correct change • Make responsible expenditures • Keep financial records • Calculate & Pay taxes • Use banking	4 credits using the functional curriculum
English	English concepts contributing to daily living and independent functioning. Including fluent reading, safety awareness, writing abilities, spelling, and vocational based written documents.	• Communicate with understanding • Demonstrating listening and responding skills • Apply for a job	4 credits using the functional curriculum
Science	Related to the MiAccess testing curriculum. Life science and physical science courses offered.	• Problem-Solving • Work at expected levels of productivity • Practice personal safety	2 credits Or proof of 2 credits of integration with other functional classes

			May be covered by vocational program
History	Related to the MiAccess testing curriculum. Geography, American History, Consumer Economics, and Citizenship.	• Demonstrate knowledge of civil rights and responsibility • Know nature of local, state, and federal governments • Demonstrate knowledge of the law	2 credits Or proof of 2 credits of integration with other functional classes

PERSONAL CURRICULUM

The Personal Curriculum (PC) is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English, or world language credits, or completing a formal career and technical education program
- Modify the state content standards for mathematics
- Modify, when necessary, the credit requirements of a student with an Individualized Education Plan (IEP)
- Modify credit requirements for a student who transfers from out of state or from a non-public school and is unable to meet the MMC requirements

The legislative intent of the PC is to individualize the rigor and relevance of the educational experience. The purpose of a secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. Eligibility for a personal curriculum is a team decision. Consideration for a PC may be requested by a student, parent, counselor, or principal.

A PC may be appropriate for a student who has demonstrated one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g., district lacks the resources to provide the course/content, or schedule does not allow student to access district offering)
- The ability to succeed in accelerated or advanced math, science, English, world language, or career and technical education
- The academic need to modify the State Content Standards for Mathematics for a student with an IEP
- A documented need to make modifications because the student's disability affects access to and/or demonstration of proficiency in the curriculum
- Lack of progress on the MMC despite documented interventions, supports, and accommodations

Contact the school counselor with questions regarding a personal curriculum.

ASSESSMENTS

In order to earn a diploma, all 11th grade students at Union City High School are required to participate in the state assessment program Michigan Merit Exam (MME). The MME includes the SAT, WorkKeys Test, and MSTEP assessments. These assessments provide students with: A free SAT, college entrance exam scores that can be used to apply to college

Test Out:

Following a qualifying score of a C+ (78%) on the Test-Out Assessment, credit earned through this route shall be designated on the student's transcript solely as "TO" – credit earned through testing out and shall not be included in a computation of grade point average nor counted toward the total required credits for graduation for any purpose. Likewise, students who attempt to test out of a course and do not earn a qualifying score will not receive credit for the course.

Testing Out applications are due to the high school counselor by the second Wednesday in June for tests to be given the third week of August, unless other arrangements are made, and the first Wednesday of December for tests to be given at least two weeks prior to the start of second semester. Students attempting to test out of a course will be provided study material and resources to prepare for the assessment, one week prior to their assessment.

SEMESTERS

Union City High School operates on a two-semester system per school year. Semester One begins at the beginning of each school year and ends in January. The second semester begins mid-January and is complete when school is dismissed for the summer. Credits are granted, grade point averages are calculated, and attendance issues are resolved on a semester basis (twice annually).

Each semester class at Union City High School is worth .5 credits. Remember that a full-year course is taken both semesters. Full year courses will receive 1 credit, (.5 (1/2) per semester); whereas semester courses receive .5 (1/2) credit. A full time student will earn 3 credits per semester. Career Technology

Center and Math and Science Center students will earn 1.5 credits at Union City and 1.5 credits at their centers.

Grade point averages are also calculated on a semester basis on a 4-point scale.

Report cards with earned credits and current grade point averages will be issued at semester end (twice yearly). Additional grade reports (i.e.: progress reports, marking period report cards) will be issued throughout the school year.

Courses and Credits

It is the responsibility of each student to confer with the counseling department for the planning of the yearly program. Students who are deficient in credits should see the counselor to review options for making up the lost credit. Although periodic credit checks are made by both the administrative and counseling office and written notice of these are given prior to registering for the next school year, it shall be the student's and parent's responsibility to keep themselves informed of the student's credit status regarding graduation.

Schedule Change

Once the master schedule is finalized changes are extremely difficult, since teaching assignments are based on the number of students enrolled for each course. Students are to choose courses carefully to minimize the need for changes. The drop/add process for the entire school year will occur on the specified dates at the beginning of each semester. Students may request a schedule change with their guidance counselor in the first two weeks of the semester. **Classes will not be added or dropped after the second week unless there is an inappropriate placement of a student in a class or an extenuating circumstance.**

A schedule change may be initiated within the first two weeks of the semester by a student for the following reasons and will be made only if space permits as balancing sections is a priority:

- You are in a class for which you have already received credit.
- Your schedule is missing a class you need for graduation.
- You don't have the prerequisites for a course on your schedule.
- You failed a course with a teacher the previous year and have been assigned that teacher again (requires teacher's signature and is subject to availability.)
- 504 or IEP specifications.

Section 2

Course Offerings

Students wishing to drop a class, after the start of each semester, may do so only if there are educationally sound reasons for the change and only with the permission of the principal. In most cases, these changes must occur within the first two weeks of the beginning of the semester. Every student should work cooperatively with his or her teachers to complete the most rigorous and relevant curriculum available. Dropping a course because it seems hard is not a justified reason for not developing the skills necessary to compete in our global economy.

The following is a list of courses offered at Union City High School for the 2025 - 2026 school year.

LANGUAGE ARTS

Creative Writing (In-Person or Virtual)

.5 Credit (9-12)

This course includes an exploration of short stories, fiction, and dramatic scripts. Students will exercise and fine tune their writing abilities and creative expression through written text.

Books & Movies (In-Person or Virtual)

.5 Credit (9-12)

In this course, students will explore the relationship between literature and film by reading selected works and analyzing their screen adaptations. Through comparison of themes, characters, and storytelling techniques, students will evaluate how directors interpret texts and consider the artistic choices involved in translating a story from page to screen. The class emphasizes critical thinking, discussion, and creative projects to deepen understanding of both mediums.

English 9 A (In-Person or Virtual)

.5 credit (9) required

This is a required course and is a continuation of the skills learned in middle school. This course continues to focus on writing and the students will work on writing more descriptive paragraphs and detailed papers. The papers written in class will be narrative and analytical essays. While writing, the students will use all steps of the writing process. Through our literature studies, our reading will center on the themes of interpersonal relationships and self-reliance – Who am I and how do I fit into my world? Students will also learn the rules and applications of English grammar.

English 9 B (In-Person or Virtual)

.5 credit (9) required

The students will expand on their knowledge of reading, listening, speaking, and especially writing. They will read short stories, essays, poetry, drama as well as 1 drama from Shakespeare. Within each literature unit the students will explore character and plot development, themes, vocabulary in context, writer's craft and genre analysis.

English 10 A (In-Person or Virtual)

.5 credit (10) required

This is a required course which studies major American writers and their works. This course continues to focus on writing and the students will work on writing more descriptive paragraphs and detailed papers. The papers written in class will be narrative, analytical, and persuasive essays. While writing, the students will use all steps of the writing process, including peer editing. Within each literature unit, the students will explore character and plot development, themes, vocabulary in context, writer's craft, and genre analysis. Students will learn the rules and applications of English grammar.

English 10 B (In-Person or Virtual)

.5 credit (10) required

In Semester 2 the students will expand on their knowledge of reading, listening, speaking, and especially writing. They will read short stories, essays, poetry, drama, and two novels as well as reading and identifying pieces of satire in their lives. Students will also explore the writing process in various forms. The purpose of this course is to foster a competent level of achievement in writing, reading, and speaking.

English 11A (In-Person or Virtual)

.5 credit (11) required

The goal for the required course English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies in reading, writing, speaking and listening that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11A, students will study classic narrative (through the Renaissance) and contemporary informational texts that will be read and analyzed with a special focus on early British literature. They will examine how language evolves over time and analyze human motivations and decision making processes. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems. This course also contains a component focused on preparing for the SAT.

English 11B (In-Person or Virtual)

.5 credit (11) required

The goal for the required course English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies in reading, writing, speaking and listening. In English Language Arts 11B, students will study classic narrative (through the 1950s) and contemporary informational texts that will be read and analyzed with a special focus on British literature. They will examine human nature and adaptation. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems.

Career Readiness English A (In-Person or Virtual)

.5 credit (11) required

The goal for this course is to continue to build a solid foundation of knowledge, skills, and strategies in reading, writing, speaking and listening that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In Career Readiness English Language Arts A, students will study classic narrative (through the Renaissance) and contemporary informational texts that will be read and analyzed with a special focus on early British literature. They will examine how language evolves over time and analyze human motivations and decision making processes. Eleventh and twelfth graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems. This course also contains a component focused on the preparation for employability skills.

Career Readiness English B (In-Person or Virtual)

.5 credit (11) required

The goal for the Career Readiness English course is to continue to build a solid foundation

of knowledge, skills, and strategies in reading, writing, speaking and listening. In Career Readiness English B, students will study classic narrative (through the 1950s) and contemporary informational texts that will be read and analyzed with a special focus on British literature. They will examine human nature and adaptation. Eleventh and twelfth graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems. One primary component of this course is the development of employability skills.

English 12A (In-Person or Virtual)

.5 credit (12) required

This required course is devoted to the study of what makes great literature and writing. Emphasis is placed on leadership. In all instances, the literary techniques used by writers are studied along with their literature. The purpose of this course is to develop an independent critical competency in the study of literature and informational text and to foster a high level of achievement in writing, reading, speaking and listening. There is also a strong college and career readiness component of this course that involves creating and updating resumes and applying to colleges, if applicable.

English 12B (In-Person or Virtual)

.5 credit (12) required

This required course is devoted to the study of what makes great literature and writing. Emphasis is placed on leadership. In all instances, the literary techniques used by writers are studied along with their literature. The purpose of this course is to develop an independent critical competency in the study of literature and informational text and to foster a high level of achievement in writing, reading, speaking and listening. The college and career readiness components emphasized during this semester involve solidifying post-secondary plans and applying for applicable scholarships.

~~**Career Readiness English 12A (In-Person or Virtual)**~~

~~.5 credit (12) required~~

~~This course is devoted to the study of what makes great literature and writing. Emphasis is placed on preparing for future employment. The purpose of this course is to develop an independent critical competency in the study of literature and informational text and to foster a high level of achievement in writing, reading, speaking and listening. There is also a strong college and career readiness component of this course that involves creating and updating resumes and applying to colleges, if applicable.~~

~~**Career Readiness English 12B (In-Person or Virtual)**~~

~~.5 credit (12) required~~

~~This course is devoted to the study of what makes great literature and writing. Emphasis is placed on preparing for future employment. The purpose of this course is to develop an independent critical competency in the study of literature and informational text and to foster a high level of achievement in writing, reading, speaking and listening. The college and career readiness components emphasized during this semester involve solidifying post-secondary plans and applying for applicable scholarships.~~

Peer to Peer (In-Person or Virtual)

.5 credit (10-12)

The student enrolled in Peer to Peer will be a mentor, role model, and friend to an at risk student. In this role, once the mentor student is matched up with another student, the mentor may be with their assigned at-risk student in the at-risk student's class. They will assist the student with such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. The mentor student will check in with an advisor to discuss the progress of their student, and contribute ideas on how to more effectively help the student progress toward his/her goals. Expectations of Mentor: Daily attendance, training, journaling activities, positive interactions with staff and students, being a good role model.

** This is a credit/no credit course.

FOREIGN LANGUAGE**Spanish 1 A (In-Person or Virtual)**

.5 credit (9-12) required

Beginning with an introduction to the geography of the Spanish-speaking world, students will acquire the vocabulary and communication skills needed to hold a basic conversation. Topics of study include pronunciation, introductions, self-descriptions, favorite activities, likes and dislikes.

Spanish 1 B (In-Person or Virtual)

.5 credit (9-12) required

A continuation of Semester 1, students will build upon previously mastered vocabulary and communication skills. Topics of study will include family, food, locations, and the house. Students will begin more extensive reading and writing in addition to regular practice speaking and listening.

Spanish 2 A (In-Person or Virtual)

.5 credit (10-12)

Students will continue to build upon the vocabulary and communication skills mastered in Spanish 1. Grammar will become more complex as students learn new verb forms including commands and present progressive. Topics of study will include a continuation of the house, chores, and daily responsibilities.

Spanish 2 B (In-Person or Virtual)

.5 credit (10-12)

A continuation of Semester 1, students will begin using the past tense to communicate about memorable experiences via reading, writing, speaking, and listening. Topics of study will include clothing, shopping, and travel.

Spanish 3 A (In-Person or Virtual)

.5 credit (10-12)

Students will continue to build upon the vocabulary and communication skills mastered in Spanish 2. Grammar will become more complex as students learn new verb forms including commands and present progressive.

Spanish 3 B (In-Person or Virtual)

.5 credit (10-12)

A continuation of Semester 1, students will continue using the past tense to communicate about memorable experiences via reading, writing, speaking, and listening.

MATHEMATICS

Algebra A (In-Person or Virtual)

.5 credit (9) required

This course is a required prerequisite for all higher-level math courses. This course will cover solving linear equations, solving absolute value equations, solving linear inequalities, solving absolute value inequalities, graphing linear functions and absolute value functions, writing equations in slope intercept form and writing equations of parallel and perpendicular lines.

Algebra B (In-Person or Virtual)

.5 credit (9) required

This course is a required prerequisite for all higher-level math courses. This course will cover solving systems of linear equations, graphing linear inequalities, radicals and rational exponents, exponent, exponential functions, solving polynomial equations, factoring, graphing quadratic functions, solving quadratic equations and solving radical equations.

Algebra IIA (In-Person or Virtual)

.5 credit (9-12) required

Prerequisite: Algebra (or instructor approval)

This course deals with linear functions, solving linear systems, characteristics of quadratic functions, solving quadratic equations, complex numbers, completing the square, using the quadratic formula, solving nonlinear systems, graphing polynomial functions, operations on polynomials, and factoring and solving polynomial equations.

Algebra IIB (In-Person or Virtual)

.5 credit (9-12) required

Topics covered include roots and rational exponents, graphing radical functions, solving radical equations, operations on functions, inverses of functions, exponential and logarithmic functions, the natural base e, inverse and direct variation, graphing rational functions, operations on rational expressions, solving rational equations, and arithmetic and geometric series and sequences.

Career Readiness Math (In-Person or Virtual)

.5 credit (11-12)

Prerequisite: Algebra (or instructor approval)

This course deals with linear functions, solving linear systems, characteristics of quadratic functions, solving quadratic equations, complex numbers, completing the square, using the

quadratic formula, solving nonlinear systems, graphing polynomial functions, operations on polynomials, and factoring and solving polynomial equations. There is a strong focus on developing math skills that could be used for future employment.

Career Readiness Math (In-Person or Virtual)

.5 credit (11-12)

Topics covered include roots and rational exponents, graphing radical functions, solving radical equations, operations on functions, inverses of functions, exponential and logarithmic functions, the natural base e , inverse and direct variation, graphing rational functions, operations on rational expressions, solving rational equations, and arithmetic and geometric series and sequences. There is a strong focus on developing math skills that could be used for future employment.

Functions, Statistics and Trigonometry A (In-Person or Virtual)

.5 credit (11-12)

Prerequisite: Geometry and Algebra II (or instructor approval) This course is for a student on a college preparatory track or applicable vocational field. Students cover topics in Trigonometry including Unit Circle, graphs of trig functions, inverses of trig functions, solving trig equations, the Law of Sines and the Law of Cosines, arc length and sector area, and radian and degree measure.

Functions, Statistics and Trigonometry B (In-Person or Virtual) .5

credit (11-12)

Topics include: conic sections, circular functions, binomial theorem, functions, mapping, synthetic substitution, logarithmic and exponential functions, sequences and series, introduction to probability, lines in a plane, functions and statistics, vectors, mathematical induction, and introduction to calculus and computer applications.

Geometry A (In-Person or Virtual)

.5 credit (9-12) required

The required course deals with the development of a logical approach to providing geometrical concepts. Topics include understanding perimeters and areas, constructing angles, measuring and constructing line segments, proofs about segments and angles, understanding theorems and postulates, inductive and deductive reasoning, understanding parallel and perpendicular lines and completing transformations and similarity transformations.

Geometry B (In-Person or Virtual)

.5 credit (9-12) required

The required course deals with the development of a logical approach to providing geometrical concepts. Topics include naming triangles by sides and angles, proving triangle congruence, relationships with triangles, quadrilaterals and other polygons, proving polygon similarity, right triangles and trigonometry, and relationships of circles.

Personal Finance A (In-Person or Virtual)

.5 credit (11-12)

Personal Finance prepares students to understand banking, including checking and savings, types of credit, paying for college and budgeting.

Personal Finance Part B (In-Person or Virtual)

.5 credit (11-12)

Personal Finance part 2 prepares students to understand the importance of investing, behavior economics, careers, taxes, insurance and consumer skills.

Pre-Algebra (In-Person or Virtual)

.5 credit (9)

This is a math course designed as a supplemental math for students identified as needing additional support in preparation for Algebra. This course is designed to review foundational math concepts to support successful completion of the Algebra class.

Pre-Calculus A (In-Person or Virtual)

.5 credit (11-12)

Prerequisite: Functions, Statistics and Trigonometry (or instructor approval) This course is for the student on a college preparatory track. This course includes mathematical logic, analyzing functions, functions, equations, and inequalities, integers and polynomials, and rational numbers and rational functions.

Pre-Calculus B (In-Person or Virtual)

.5 credit (11-12)

Topics include: trigonometric identities and equations, recursion and mathematical induction, and complex numbers, derivative in calculus, combinatorics, graphs, and circuits, vectors, and the integral in calculus.

SCIENCE

Anatomy A (In-Person or Virtual)

.5 credit (10-12)

In this class students will get an introduction to the study of anatomy and physiology of the human body and systems. This semester includes a study of anatomical terminology, cavities and regions, hierarchy of the human body, biochemistry, tissues, immune system, and bones of the body. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Anatomy B (In-Person or Virtual)

.5 credits (10-12)

In this class, students will get an introductory study of anatomy and physiology of the human body and systems. This semester includes study of the skeletal system, muscle system, digestive system, as well as how systems of the body work together. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Biology A (In-Person or Virtual)

.5 credit (10-12) required

This course is a required credit. In this semester students will study the characteristics of life, hierarchy and classification in biology, the cell processes of photosynthesis, cellular respiration, and fermentation, matter and energy in organisms and ecosystems, and interdependent relationships in ecosystems. Students will also engage in science and engineering practices and skills.

Biology B (In-Person or Virtual)

.5 credits (10-12) required

This course is a required credit. In this semester students will study biochemistry, DNA, cell differentiation, cell reproduction, genetics, natural selection, and evolution. Students will also engage in science and engineering practices and skills.

Chemistry A (In-Person or Virtual)

.5 credit (10-12)

Topics in this course include scientific measurement and technique, the nature of matter, chemical bonding, organization of matter, mole concepts, and chemical reactions. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

Chemistry B (In-Person or Virtual)

.5 credit (10-12)

Topics covered in this course include kinetic energy, solutions, acids, bases, salts, nuclear chemistry, and basic organic chemistry. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

Forensic Science (In-Person or Virtual)

.5 credit (9-12)

This elective course introduces students to the principles and practices of forensic science through hands-on investigations and case studies. Students will explore topics such as crime scene analysis, fingerprinting, DNA evidence, blood spatter, and forensic anthropology. Emphasis is placed on applying scientific methods to solve problems, analyze evidence, and understand the role of forensics in the criminal justice system.

Physics A (In-Person or Virtual)

.5 credit (11-12)

Topics covered in this course include scientific measurement and techniques, kinematics, vectors, scalars, force, interactions, planetary motion, force, momentum, and impulse. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Physics B (In-Person or Virtual)

.5 credit (11-12)

Topics covered in this course include work, power, energy, waves, and electromagnetic radiation. Students will also engage in science and engineering practices and skills. The course will cover the student's elective or required science credit.

Zoology (In-Person or Online)

.5 credit (9-12)

This elective course explores the biology of animals, from simple invertebrates to complex vertebrates. Students will study anatomy, physiology, behavior, classification, and ecology while investigating the diversity of the animal kingdom. Hands-on labs, dissections, and projects provide opportunities to apply scientific methods and deepen understanding of how animals interact with each other and their environments.

SOCIAL STUDIES**Civics (In-Person or Virtual)**

.5 credit (11-12) required

This class is a required credit. In this course, students will be introduced to the essential concepts of our governmental system. Units covered include: types of government, citizenship, the Constitution, the Bill of Rights, the three branches of the federal government and criminal justice.

Current Events (In-Person or Virtual)

.5 credit (9-12)

This course is designed to explore the ever changing events in our world. It examines political, economic, and social issues that influence all of us. The core of the class will have detailed discussion, critical analysis, and problem solving applications. This is an elective class.

Economics (In-Person or Virtual)

.5 credit (11-12) required

This class is a required credit. In this course, students will be introduced to several economic concepts including: personal finance, supply and demand, money and banking, investing, business essentials and the government's impact on the economy (Federal Reserve, interest rates, fiscal and monetary policy, etc.)

Union City History (In-Person or Virtual)

.5 credit elective

Union City Local History is a semester-long elective course that explores the people, events, institutions, and cultural traditions that have shaped Union City and the surrounding region. Students will investigate the area's Native American heritage, early settlement, agricultural development, industrial growth, schools, businesses, government, and community organizations. Through the use of primary sources, historical documents, photographs, maps, oral histories, and local archives, students will develop historical research and critical thinking skills while gaining a deeper understanding of their community's past and its connection to state and national history.

Students will engage in hands-on projects, field experiences, interviews with community members, and preservation activities designed to connect classroom learning to the local community. The course culminates in a student-led research project that documents and shares an

aspect of Union City's history with the school or community.

United States History A (In-Person or Virtual)

.5 credit (9) required

U.S. History is a required course surveying the political, economic, social, religious and cultural developments of the United States from 1865 to the present. Emphasis is on such topics as postwar reconstruction, westward movement, industrialization, urbanization, imperialism, world conflict, race relations and modern, social and political reform.

United States History B (In-Person or Virtual)

.5 credit (9) required

U.S. History is a required course surveying the political, economic, social, religious and cultural developments of the United States from 1865 to the present. Emphasis is on such topics as postwar reconstruction, westward movement, industrialization, urbanization, imperialism, world conflict, race relations and modern, social and political reform.

World History A (In-Person or Virtual)

.5 credit (10-12) required

This class is a required credit. In this course, students will learn about global or cross temporal expectations that focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Units include: 300-1500 BC -Early Middle Ages, Late Middle Ages, Byzantine Empire, 15th-18th Centuries Global systems of trade, Migration, Age of Exploration, Columbian Exchange, Slave Trade and Absolutism.

World History B (In-Person or Virtual)

.5 credit (10-12) required

This class is a required credit. In this course, students will continue to learn about global or cross-temporal expectations that focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Units include: 18th Century-Enlightenment, French Revolution, Industrial Revolution, 1900-Present-Nationalism, Imperialism, World War I & Russian Revolution, WWII & Totalitarianism and the Modern World.

AP World History A (In-Person or Virtual)

.5 credit (10-12) required

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP World History B (In-Person or Virtual)

.5 credit (10-12) required

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

FINE ARTS

Broadcasting (In-Person or Online)

.5 credit (9-12)

In this course, students will develop skills in video production, journalism, and public speaking as they create and deliver a weekly student news program. Students will learn the fundamentals of scriptwriting, interviewing, filming, and editing, while working collaboratively to produce engaging and informative broadcasts for their school community. Emphasis is placed on teamwork, communication, and creativity in sharing stories that matter to students.

Choir (In-Person or Virtual)

.5 credit (9-12)

Vocal Music is open to any student 8-12 that likes to sing and is willing to work hard. No prior music experience is required. The choir will sing many different styles of music from classical to pop. We will have performances in December and May. This course can be repeated every semester throughout high school.

Drama (In-Person or Virtual)

.5 credit (9-12)

Performing Arts is a class that explores all kinds of aspects that involve the theatrical stage and performances. Students will learn about what theater is and how the stage is used to teach life lessons, situations, and solutions through various character interactions. This class also promotes an opportunity for students to break out of their shells, and explore new ways to improve their public communication, by allowing them to interact with each other in various games, scenarios, and film analysis. Students will find themselves immersed in a whole new world that will open their eyes to the various forms of drama and the stage. Come and join the fun!

Drawing (In-Person or Online)

.5 credit (9-12)

This course introduces students to the fundamentals of drawing through exploration of multiple mediums, techniques, and artistic styles. Students will develop their observational skills, creative expression, and technical ability while experimenting with a wide variety of traditional and contemporary materials. The class emphasizes both process and product, encouraging students to build confidence, take risks, and develop a personal artistic voice.

Exploring Visual Art (In-Person or Virtual)

.5 credit (9-12)

This class is an art sampler. Students will be introduced to multiple mediums, a variety of famous artists and eras, as well as develop the foundation for all other art forms through the elements of design. Students will learn skills in drawing, painting, hand building with clay, and explore other 2D and 3D areas.

Illustration/Animation/Design (In-Person or Virtual)

.5 credit (9-12)

Students will learn about animation, illustration, advertisement, color, and design as they explore marketing concepts. Students will learn about target audiences or consumers as they explore the history of narrative story telling. Students will create dynamic compositions using coloring and design skills. Advanced levels of this course may be taken after successful completion of this course.

Painting (In-Person or Virtual)

.5 credit (9-12)

Students will explore and experience a variety of painting techniques and mediums while making connections with artists throughout history. Students will have the opportunity to create realistic and abstract works while focusing on a deeper understanding of color theory and the application processes. Advanced levels of this course may be taken after successful completion of this course.

Sculpture (In-Person or Virtual)

.5 credit (9-12)

Students will be introduced to three dimensional art. This course allows students to develop a deeper understanding of form and space as they create works with clay, plaster, metal, and more. Students will learn the skills to solve and investigate spatial problems while molding, carving, casting, and hand building. Advanced levels of this course may be taken after successful completion of this course.

Symphonic Band (In-Person or Virtual)

.5 credit (9-12)

This course is designed to address the skills of advanced players and includes all band students in grades nine through twelve. The band will study music from all periods and styles. The band will march, perform concerts and perform at MSBOA band festivals. Students will have the option of participating in Stage Band, Pep Band and Solo and Ensemble festivals. This course can be repeated every semester throughout high school.

BUSINESS AND TECHNOLOGY

Computer Applications (In-Person or Virtual)

.5 credit (9)

This is a course focusing on the general use of technology. Course content will include digital citizenship, how to use Google (Drive, Docs, Sheets, Slides), how to use the MacBook (folders, finder, apps, etc.), and how to use Schoology, etc.

Multimedia A (In-Person or Virtual)

.5 credit (9-12)

This course will examine different types of multimedia technologies. The course is divided into 5 units including: photography, graphic design, animation and videography. We will use many different software titles during the year including: Adobe Photoshop, Adobe Illustrator, iMovie, Animation, Adobe Rush and many more. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented with strict deadlines.

Multimedia B (In-Person or Virtual)

.5 credit (9-12)

Prerequisite: Successful passing of MMA & approval from the Instructor

This course builds on the skills developed during MM1. We will use the same programs and will focus on the creation of larger projects and the production of more in depth videos and podcasts. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented with strict deadlines. Students in this course must also work with first year students and present skills at certain points throughout the year.

Computer Science A (In-Person or Virtual)

.5 credit (9-12)

Prerequisite: Successful passing of Algebra I

This course will help students develop an understanding of the basics of programming and computer science principles. Over the school year, we will cover many topics around computer science and will look at many different aspects of how different languages can work together to develop a full functioning project. Emphasis will be placed on developing projects, working with a team and software / app development.

Computer Science II (In-Person or Virtual)

.5 credit (10-12)

Prerequisite: Successful passing of CS1 & approval from the Instructor

This course will use skills developed during CS1 to build larger programs and apps. We will be working on teams and developing more programming skills. Students must be self-motivated and have the ability to work cooperatively as this course is project oriented with strict deadlines.

School Food Club Operation & Community Nutrition (In-Person or Virtual)

.5 credit (9-12)

The School Food Club Operations & Community Nutrition course provides students with a hands-on opportunity to help operate the Union City School Food Club, a school-based grocery program designed to support student and family wellness. Students will learn how food systems work from farm to table while developing practical skills in inventory management, customer service, nutrition education, marketing, data analysis, and community engagement.

Through real-world experiences, students will assist with receiving, organizing, and distributing food products; managing online orders; maintaining inventory; and promoting healthy food

choices within the school community. Students will explore topics such as food insecurity, nutrition, supply chain logistics, agricultural partnerships, and the role of community organizations in addressing local needs.

By participating in the daily operations of the Food Club, students will gain valuable career-ready skills in leadership, communication, teamwork, problem-solving, and business operations while making a meaningful impact on the health and well-being of Union City families.

Yearbook (In-Person or Virtual)

.5 credit (10-12)

Prerequisite: Minimum 3.0 GPA or Approval of Instructor

This is a class that is responsible for the yearlong project of putting together the Union City High School yearbook. Students will learn a variety of skills while completing this important task. Throughout the course of the year, students will learn how to write in a journalistic fashion, study elements of page design, experiment with various elements of photography, create published pieces of work on computers, and many other tasks that are involved with creating a yearbook. Students will be required to sell ad space in the yearbook and to local businesses. Students will be required to take photos at events that occur outside of school hours. This course can be repeated every semester throughout high school.

Career Pathways (In-Person or Virtual)

.5 credit

The purpose of this course is to support students' preparation for life after high school, based on the post-secondary plans in their Educational Development Plan (EDP). This is a project-based course. Students will work in Xello to identify skills they will need for their future career, based on their intended career pathways. Students will work with a certified teacher to develop a plan for a project that will allow them to strengthen and develop these skills. Projects may require students to work in other areas of the building or off site for one hour of the day.

Work Based Learning (In-Person or Virtual)

.5 credit (11-12)

Work-based learning (WBL) is a program that provides students with job training and other employment experiences that are related to a career they have chosen. The program involves sustained interactions with employers or community professionals in real workplace settings, or in simulated environments at an educational institution. The goal is to help students gain real-world skills and work experiences, and to develop a clear picture of the types of careers they may be interested in pursuing.

Advisory (In-Person or Virtual)

0 credit (9-12)

In this class, students complete career preparation and exploration activities, develop study skills, and complete SEL lessons. This time is also used to get additional assistance on assignments and to take care of missing work.

PHYSICAL EDUCATION

Health (In-Person or Virtual)

.5 credit (9-12)

This is a required course. Topics of study include: holistic health, stress, nutrition, physical fitness, care of skin, hair, ears, eyes, and teeth, human sexuality, substance abuse, disease and health problems, and other selected topics of first aid, safety, environmental health, and consumer health. Students will also learn about STI's, pregnancy prevention methods, and making wise choices.

Physical Education (In-Person or Virtual)

.5 credit (9-12)

This is a required course. Physical education is education through human movement. It is the phase of general education that contributes to the total growth and development of the individual. Health and fitness of the body are two of the major concerns of the physical education program. However, development of the mind and improvement of social skills are also an important aspect of the total physical education curriculum.

As a student of physical education you will discover the value of health and physical fitness. You will learn to develop your own exercise program that you can use for a lifetime. You will learn the correct way to exercise and will determine your fitness needs. Then you will learn the kinds of exercise that best suits your needs.

As a member of the physical education class you will participate in individual and team sports. Some of the activities will be competitive and others will be just for fun. Many of the activities will be studied and tested.

Advanced Physical Education (In-Person or Virtual)

.5 credit (10-12)

Prerequisite: Physical Education

The common sports of basketball, volleyball and softball are played in the class. Lifetime sports such as golf, tennis, bowling, and racquetball are introduced and practiced. Physical fitness activities such as weight training, jogging, fitness testing, aerobic training, circuit training and cycling are discussed as elements of a well rounded fitness program. A knowledge and understanding of important fitness principles and sports rules is expected and evaluated through written tests, assignments and papers. The goal is to have these students feel confident in their ability to create their own exercise and/or recreational program after they leave the class.

Strength & Conditioning (In-Person or Virtual)

.5 credit (9-12)

Students need to maintain a minimum of a 75% in the course in order to be eligible to enroll in this course the following semester. This is a weight training and cardiovascular exercise course. This class uses set training as the workout device. Weekly classroom work will include subjects such as: basics of muscle, multiple set myth, the perfect program, high intensity training, The Repetition, overcoming the strength plateau, training the injured, fiber types and repetition ranges. This course can be repeated every semester throughout high school.

Advanced Weight Training (In-Person or Virtual)

.5 credit (10-12)

The student will identify the major benefits of weight training as it relates to lifetime fitness and sports performance. The student will demonstrate an understanding of muscle and skeletal anatomy including fiber types and muscle structures. Apply these basic principles of the biomechanics and applied physiology of human movement in order to select appropriate exercise which promote safety, enhance sport performance and ensure effectiveness of weight training programs. The student will know the difference between eccentric and concentric contractions. The student will effectively demonstrate proper weight training and spotting techniques with free weight and resistance machines for the major muscle groups. The student will design and manipulate acute and chronic weight training variables to meet the needs of the athletes involved in various sports, individuals interested in personal fitness and persons with special needs and health concerns, physical disabilities and other limitations. Students will learn how to treat certain injuries and will be able to assess injuries. Students will learn how to make specialized workouts and will be able to make rehab plans for athletes with injuries.

Sports Officiating (In-Person or Virtual)

.5 credit (9-12)

Through the Sports Officiating course, students will have the opportunity to prepare for state exams for officiating licenses in 3 sub-varsity level sports, over the course of one semester. This course offers a mix of online and hands-on learning. Coursework is completed through online modules while the teacher of the course provides opportunities for practice officiating each sport. Upon successful completion of the course, students can be eligible to be hired and paid for officiating athletic competitions at the sub-varsity level. Participants in this course must be 15 years of age or older.

APPLIED ARTS

Foods 1 (In-Person or Virtual)

.5 credit (9-12)

In Foods 1 you learn about a variety of foods and how best to prepare them. We will focus on foods for health as well as baking principles. In this class you will learn and consistently practice kitchen safety skills, accurate weighing techniques, and measurement skills. You will utilize time and temperature food safety guidelines. You will learn basic cooking skills and terminology. You will become familiar with the tools of the kitchen and their proper use.

Foods 2 (In-Person or Virtual)

.5 credit (10-12)

Foods 2 will build upon knowledge of Foods 1 with emphasis on knife safety, meal prep for the lifespan, careers in culinary, and world cuisine. This class will be skills based and will also be based on safe practices, cooking skills, and terminology.

Adult Living (In-Person or Virtual)

.5 credit (11-12)

In this course, students learn skills necessary for life after high school. This includes

concepts like basic cooking, sewing, budgeting, and caring for children.

Clothing Construction (In-Person or Virtual)

.5 credit (10-12)

In this course students will be introduced to clothing construction basics and be able to develop and produce specific clothing items.

Intro to Baking and Pastry (In-Person or Virtual)

.5 credit (10-12)

This course would be focusing on the ingredients, techniques, chemistry, and techniques of creating baked goods and pastries. Students will practice using cooking techniques that help develop skills to be a proficient baker at home.

CERTIFICATE OF COMPLETION COURSES

Essentials of English (In-Person or Virtual)

.5 credit (9-12)

This course is a basic skill class developed for learning disabled students. The goal for this course is to provide individualized instruction in the areas of written and oral expression. Students will be exposed to writing, grammar, and literary works by various authors. This course may be repeated for credit as determined by the I.E.P.C.

Essentials of Math (In-Person or Virtual)

.5 credit (9-12)

This course is designed for learning disabled students interested in learning more about practical applications of math skills for everyday life. Topics include earning money and net pay, personal banking, and budgeting.

Basic Biology (In-Person or Virtual)

.5 credit (9-12)

This course is designed to help learning disabled students obtain the biology credit for graduation. This course will present science concepts such as classification, genetics, reproduction, and evolution.

Basic World Studies/Global Issues (In-Person or Virtual)

.5 credit (9-12)

This course is designed to help learning disabled students obtain the World Cultures credit needed for graduation while improving reading skills. The course will survey the geography, culture, and religions of people in the major regions of the world.

Essentials of History (In-Person or Virtual)

.5 credit (9-12)

This course is designed to help learning disabled students obtain the U.S. History credit needed for graduation while improving reading skills. This course is a survey of American History from 1800 to the present.

Study Skills (In-Person or Virtual)

.5 credit (9-12)

This course is designed as a support for learning disabled students to help them pass regular education classes. The special education teacher will individually assist students with regular education class work and tests. This course may be repeated for credit as determined by the I.E.P.C. Students will be graded on a credit/no credit basis.

Basic Life Science (In-Person or Virtual)

.5 credit (9-12)

This course is designed to teach students important science concepts in the context of their day-to-day experiences. The experiments and activities in the course help students discover the application of those concepts.

Basic Earth Science (In-Person or Virtual)

.5 credit (9-12)

This course is designed to help learning disabled students obtain the earth science credit. This course will present science concepts on the planets, atoms, elements, oceans, and climate.

Essentials of Social Studies (In-Person or Virtual)

.5 credit (9-12)

This course covers the basic themes of geography, identifying major physical features of the world, learning about cultural and physical regions of the earth and examining how people and the environment impact each other. Current events are also an integral part of the course.

Life Skills (In-Person or Virtual)

.5 credit (9-12)

This course is designed to provide the student with important skills necessary for independent living. Topics include daily living skills, personal-social development, lifestyle choices and problem solving skills.

Career Readiness (In-Person or Virtual)

.5 credit (9-12)

Students will gain actual work experience through on the job training within the school environment. Students will learn custodial skills and basic work habits necessary for independent living.

OFF-SITE PROGRAMS**Career Technology Education****Calhoun Area Career Center**

Students who are of junior status, on track towards graduation, and have both interest and ability, may select a vocational training program offered through the Calhoun Area Career Center (CACC) in Battle Creek. Students selecting a course of study will be transported to and from the CACC by district transportation. The courses are offered in a half-day session. Students may earn four credits each year by successfully completing a program. Program information,

admission requirements, and CACC policies are available at: <http://www.calhounisd.org/cacc/>

CACC Programs

- Advanced Allied Health
- Agriscience
- Allied Health
- Automotive Service Technology
- Aviation Exploration
- Collision Repair Technology
- Construction Technology
- Culinary Arts/Hospitality
- Early Childhood Education
- Education Academy
- Emergency Medical Technician (Basic)
- Graphic Communications Technology
- Law Enforcement/Criminal Justice
- Mechatronics
- Medium/Heavy Truck and Diesel Technology
- Networking and Cybersecurity
- Programming and Video Game Design
- Welding Technology

Battle Creek Area Math & Science Center

The Battle Creek Area Mathematics and Science Center (BCAMSC) is an accelerated mathematics and science high school and a K-12 mathematics and science outreach program for Barry, Branch, and Calhoun County school districts.

The BCAMSC High School program provides services directly to secondary students who are talented and motivated to study mathematics and science in greater depth and acceleration. Students attending the Center have rigorous courses and opportunities that connect students to real life applications in business and industry. Students are allowed to do research in classroom laboratories that experiment with innovative approaches to teaching and learning. With a major goal of developing teamwork and leadership skills, the curriculum begins with a code of ethics calling for students to treat others with kindness, consideration, and respect. Within this code, students continue a tradition of trust, which is now a hallmark of the Center.

Students are accepted to the BCAMC through a rigorous application process during their 8th grade year. Transportation is provided daily for Union City students. Credit earned through BCAMSC is applied toward the student's UCHS transcript. To learn more about the BCAMSC and their course offerings, visit: <https://www.bcams.org/about-us/the-center>

Technology Center Work Based Opportunities

Both the Calhoun Area Career Center and the Branch Area Career Center provide work-based, (cooperative education, job shadowing, placements) opportunities for their students in specific programs.

Information regarding these programs will become available to students through the counseling office, program visits, and classroom presentations.

Michigan Virtual (MV)

Michigan Virtual High School (MV) is an online resource that allows Michigan high schools to expand course offerings for students. These Internet accessed courses are taught by certified instructors following state curriculum guidelines. MV courses allow students the opportunity to enroll in courses not normally offered at the traditional high school. Students will receive regular course credit for courses completed and a letter grade will be added to the student's transcript. MV slots are limited. Students must be on track to graduate and maintain a 3.0 grade point average to be eligible. Information regarding this opportunity is available at the guidance office. MV information is available at www.mivhs.org

Graduation Alliance

Graduation Alliance has partnered with Union City High School. In coordination with leaders from these institutions of education, they provide dropout recovery services, offer credit recovery programs, expand course offerings, facilitate alternative education academies, run adult diploma programs, provide career training opportunities, and offer social emotional learning assessment and curriculum.

DUAL ENROLLMENT

The Post-Secondary Enrollment Options Act (PA 178)

In 1996 the Michigan State Legislature passed the Postsecondary Enrollment Options Act or "Dual Enrollment bill." The bill modifies and expands on current provisions of the State School Aid Act providing for the participation of eligible high school students in dual enrollment or postsecondary enrollment options.

This bill allows Union City 9th-12th graders (meeting [eligibility requirements](#)) to enroll in a post-secondary institution during the school day on a part time basis at the school district's expense. Eligibility requirements include:

1. Students are in grade 9-12.
2. Students must achieve state set standards on the PLAN, ACT, or PSAT assessment.
3. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
4. An eligible course is one that is not offered by UCHS or is not available, as determined by the Board of Education, because of a scheduling conflict beyond the control of the student.
5. The college course must be an academic course not ordinarily taken as an activity, normally accepted by the post secondary as applied toward satisfaction of a degree requirement, not a hobby or recreational course, and is in a subject area other than physical education, theology, divinity, or religious study.

At the time that an eligible student enrolls in a post-secondary course under this program, the student must designate, in writing to both the high school and post secondary institution, whether the course is for high school credit, post-secondary credit, or both. Courses must be taken for high school credit to be considered as part of a full time enrollment and to qualify for the use of district

funds. Eligible students may not audit courses under this program. UCHS shall award high school academic credit for those courses designated for high school credit and apply the letter grade for the course to the student's transcript. These high school credits shall be counted toward graduation requirements and subject area requirements for graduation.

Students enrolled in this program must still meet all graduation requirements of UCHS and should ensure that their academic schedule will meet the needs of both high school and post-secondary programs.

Under the provisions of this program, tuition and fees for the post-secondary course will be paid by UCHS up to the limits provided by Michigan Compiled Law. The school district also assumes the financial cost for books and supplies. The school district will pay these fees directly to the post-secondary institution upon being billed.

Each spring, UCHS facilitates informational sessions for students and their families interested in dual enrollment. Interested students are strongly encouraged to attend.

Students and parents may be financially responsible for any portion of the course that exceeds the school's allowance for the course/s. Additionally, families are required to financially reimburse Union City Community Schools the total cost of the course, should the student earn a failing grade or elect to withdraw from the course after the drop date established by the college. Furthermore, students are required to earn a C or higher in their course in order to dual enroll the following semester.

EARLY MIDDLE COLLEGE/REGIONAL MANUFACTURING TECHNOLOGY CENTER

The high school, in cooperation with the Regional Manufacturing Technology Center at Kellogg Community College, operates an Early College Program for students who are interested in obtaining a manufacturing certificate after high school. Students who are:

- juniors
 - on track to graduate with credits
 - have positive school attendance
 - are self motivated
 - complete the application process
- are eligible to apply for the Early College Program.

Students are expected to select 1 of 6 available programs: Electricity/Electronics, Welding (CACC), Machining, Industrial Technology, Pipefitting, or HVAC. Students interested in the Welding program, will attend the Early College through the CACC and not UCHS. Participating students are required to meet with an RMTC representative and tour the RMTC facility with a parent. Students attend classes half days in the mornings Mondays-Thursdays for both their junior and senior years. On Fridays, students are expected to attend the high school all day for normal classes and extra time to read/review RMTC program manuals. During the 5th year (1 year after high school) students are required to attend the RMTC on Mondays-Thursdays and complete a math course online through the high school. Students are not required to attend classes on the UCHS campus during their 5th year. Participating students meet with the building principal each Friday during their junior, senior and 5th years in order to review completed modules and daily attendance at the center. Students are required to complete at least one module a week and be on track at the end of each semester in order to remain in the program.

Progress reports are reviewed with the student and mailed home to the parent on a weekly basis. Students who are not on track with completed modules are not permitted to remain in the program and will have to reimburse UCHS for the cost of the modules. Students who have interest in pursuing the Early College Program are encouraged to contact the school counselor.

WORK BASED LEARNING

The primary goal of the WBL program is to provide the opportunity for the student to further develop and achieve their educational, occupational and employment goals as identified in their Educational Development Plan (EDP) and/or their Individual Educational Plan (IEP) Transition Plan. The educational benefits for the student will be the reinforcement of content of the curriculums taught in the classroom. This program will help the student make the connection from the classroom curriculum to the career/ employment world. The WBL community placement programs are noted to excite, motivate and help reduce the dropout rate. A WBL program provides a continuum of services that captures the diversity of how a student learns (book learner to a hands-on learner) and how they are motivated to achieve their educational and career goals in life. The WBL program will support and promote positive school/work habits moving all students towards their post high school goals.

Student/Parent Expectations:

1. The student will abide by ALL the regulations and policies of Union City High School within the Student Handbook. Failure to abide by will result in termination of the WBL site placement and students will be assigned a full day schedule at UCHS.
2. The student will abide by the regulations and policies of the WBL site.
3. The student understands that he/she will not be able to attend the WBL site if he/she has not attended school.
4. The student must turn in a weekly time card signed by the WBL supervisor to his/her UCHS WBL contact person.
5. The student and/or parent/guardian is responsible to call their WBL site supervisor if they are not going to be in attendance that day.
6. The student and/or parent/guardian will contact the UCHS WBL contact person with any related concerns.
7. The student must maintain a “C” average or better in all school courses.
8. The student and parent/guardian must sign all WBL forms before a student can report to the WBL site.
9. Transportation is the responsibility of the student unless specified otherwise.

Section 3

Post-Secondary Planning

GUIDANCE SERVICES

Students are encouraged to use the multitude of services available through the guidance department. These services are designed to address the needs of all students by helping them to acquire competencies in knowledge of self and others, educational and vocational development and career planning. Class scheduling, vocational and career exploration, college application, financial aid and scholarship assistance, record review, referral services, and personal counseling are available. Please contact the guidance office for assistance.

PLANNING FOR COLLEGE

Listed below are the minimum performance standards that will most likely be required from the four listed categories of post secondary educational institutions. All students are encouraged to achieve and perform to their highest capabilities to help ensure every opportunity of continuing on with their education after high school. If you are interested in developing the skills necessary to enter a particular college, contact the admissions office of your selected school for a listing of the exact admissions requirements.

I. MOST COMPETITIVE COLLEGES (i.e. Kalamazoo College, University of Michigan, Ivy League schools)

Students need to take the most rigorous courses possible and most likely 2-4 years of a foreign language will be required.

Minimum GPA 3.50

II. COMPETITIVE COLLEGES (i.e. Albion College, Michigan State)

Students need to take the most rigorous courses possible and most likely 2-4 years of a foreign language will be required or highly recommended.

Minimum GPA 3.20

III. LESS COMPETITIVE COLLEGES (i.e. Central Michigan, Western Michigan) Foreign language may not be required but suggested. A 2-year proficiency in a language other than English will be required to earn a high school diploma from any Michigan public high school.

Minimum GPA 2.50

IV. COMMUNITY COLLEGE, BUSINESS SCHOOL, TRADE SCHOOL, APPRENTICESHIP PROGRAM

Students earning a high school diploma and a passing score on an entrance assessment can most likely earn admission into many of these educational options. Taking coursework through the CACC will also help develop the skills necessary to earn certifications in various fields and earn credits through articulated programs.

Colleges consider the following areas when reviewing college applications for admissions:

- * Academic record is the most important consideration. This includes:
 - a. College prep classes like Math, Science, English, Social Studies, and Foreign Language.
 - b. The level and intensity of coursework like dual enrollment and advanced courses.
- * Grade point average and class rank
- * College entrance test scores like the SAT
- * Recommendations from high school, including statements regarding a student's character
- * Extracurricular activities
- * Personal Statement Essay (for those schools that require it)

Students are encouraged to begin their college search early in their high school career. A very valuable resource is the Internet. All colleges have websites with extensive information about their schools and many offer the option of requesting information and/or applying on-line. Some college literature is available in the Guidance Office; however, the most up-to-date information is available through the Internet. Some websites that are useful are listed below:

individual school websites

www.fastweb.com

www.collegeispossible.org

www.nacacnet.org
www.collegerecruiting.com
<https://xello.world/en/>
www.michigan.gov – follow the education link and then the student link

NCAA ATHLETIC REQUIREMENTS

The NCAA Clearinghouse must certify prospective student-athletes who are planning to enroll in college as a freshman. This clearinghouse will establish the initial eligibility of student-athletes to receive financial aid, practice or compete in Division I and Division II sports. As requirements continue to change, students and parents are highly encouraged to visit the NCAA website, www.ncaa.org and more specifically, the NCAA Clearinghouse website, <https://web1.ncaa.org/eligibilitycenter/common>. From these two sites, you can view all of the most current information and course completion standards.



NEWS

Section 31aa Update: The Saga Continues

AUGUST 10, 2026

Originally published in the July 30, 2026 issue of School Law Notes.

Buckle up – the State School Aid Act Section 31aa (Section 31aa) roller coaster ride continues! Since our last update, the ride has taken two more turns. The Michigan Supreme Court declined to review the state-court challenge to Section 31aa, bringing that litigation to a close. Meanwhile, the Michigan Legislature continued Section 31aa funding for fiscal year 2026-27 while revising several conditions applicable to student safety funding.

Michigan Supreme Court Declines Review

On June 18, 2026, the Michigan Supreme Court denied the Michigan school plaintiffs’ application for leave to appeal the Michigan Court of Appeals’ April 10, 2026, decision. Because the Supreme Court declined review, the Court of Appeals’ decision is final.

Importantly, the Supreme Court’s order does not resolve the separate federal constitutional challenge to Section 31aa pending in the U.S. District Court for the Eastern District of Michigan. The federal case was paused while the state-court litigation proceeded. Following the Supreme Court’s recent order in the state case, the parties to the federal case filed status reports, and school official plaintiffs have argued that the federal court should now address their federal constitutional claims. In short, the state-court litigation has concluded, but Section 31aa remains the subject of pending federal litigation.

Fiscal Year 2026-27 Budget Continues Section 31aa Funding

The fiscal year 2026-27 school aid budget continues Section 31aa funding for student mental health and student safety. While the Legislature made several changes to the statute, it retained the investigation and privilege-waiver provisions that generated significant concern during the 2025-26 fiscal year.

Eligible schools may receive up to \$73.53 per pupil for student mental health activities and up to \$147.06 per pupil for student safety activities. The investigation and privilege-waiver requirements now apply only to the student safety funding, *not* the mental health funding. With that, schools seeking student safety funding must still agree that, following a statutory “mass casualty event,” they will:

- participate in a comprehensive investigation;
- cooperate with that investigation; and
- waive privileges held by the school that would otherwise protect certain information from disclosure.

Importantly, the statute clarifies that the privilege waiver only applies to privileges “held by the district.” As the Michigan Court of Appeals explained, and the statutory revision reiterates, acceptance of Section 31aa funding does not require individual employees or officials to waive their own *personal* privileges. That distinction, however, should not be understood as eliminating potential individual exposure. The school may still be required to produce records within its possession or control, including records containing communications or statements made by individual employees or board members, that otherwise would have been protected by a school-held privilege. As a result, while individuals retain their own personal privileges, statements contained in school records may nevertheless be disclosed during a qualifying investigation, potentially creating exposure for the individuals involved.

For fiscal year 2026-27, the Legislature narrowed the definition of a “mass casualty event.” The term now includes any of the following occurring on school grounds or at a school-sponsored event:

- an incident resulting in significant *physical* injuries to not fewer than three individuals. The Legislature now defines “significant physical injury” as “an injury involving a risk of death, significant physical pain, protracted and obvious disfigurement, or a protracted loss or impairment of the function of a bodily member, organ, or mental or sensory faculty;”
- an incident resulting in *two or more* fatalities;
- an incident of such scope that emergency response resources within the jurisdiction are insufficient and assistance from surrounding jurisdictions is required; or
- an incident resulting in a sudden surge of injured individuals necessitating emergency services.

While the revised definition is narrower than last year’s version, the associated legal risks have not been eliminated.

Although the state-court litigation has concluded, the combination of the pending federal lawsuit and the Legislature’s retention of the investigation and privilege-waiver requirements means that Section 31aa will likely remain an important issue for Michigan schools during the 2026-27 fiscal year. Thrun Law Firm will continue to monitor developments in the pending federal litigation and any additional guidance regarding Section 31aa.



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