

# Union City Community Schools

## *“Striving For Excellence in Everything We Do”*

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 19, 2022	6:00 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. **Consent Agenda**

##### a. **Approval of Minutes**

1. **Regular Meeting 8/15/22**
2. **Closed Session 8/15/22**
3. **Closed Session 8/22/22**

##### b. **Maternity Leave**

Darcy Lepper is requesting maternity leave beginning in January for twelve weeks.

##### c. **Field Trip**

Middle School Youth in Government Conference November 20-22, 2022.

#### III. **Correspondence**

Thank you note from Chris and Trish Katz.

#### IV. **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.

#### V. **Action Items**

##### a. **Financials**

Board action is required to approve the financials for the month ending August 31, 2022.

**b. Elementary Paraprofessional Hires**

Board action is required to hire Linda Anderson and Melody Williams as elementary paraprofessionals.

**c. Elementary Full Time Substitute Hire**

Board action is required to hire Sara Holt as the elementary full time substitute teacher.

**d. Elementary Teacher Hire**

Board action is required to hire Riley Smith as an elementary teacher.

**e. Bus Driver Hiring**

Board action is required to hire Ashley Terry as a bus driver.

**f. High School Charger Academy Academic Information and Course Guide 2022-2023**

Board action is required to approve the course guide as presented.

**g. Baseball Team Trip Request for 2023 Spring Break**

Athletic Director Hayley Denney is recommending the approval of the request from the baseball team for a Spring Break Trip. The trip is to be financed by the players through fund raising and their own payments. The approximate cost per player is \$750.

**h. Closed Session for the Purpose of Discussing Student Discipline**

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.

**i. Student Expulsion**

Board action is required to approve the permanent expulsion of a high school student per the recommendation of high school principal, Amber Case.

**VI. MStep Results Presentation**

Patrick McKerr, Director of Curriculum, Instruction and Assessment will be presenting the MStep results from Spring 2022.

**VII. Discussion Items**

**a. Board Workshop October 10, 2022?**

The board needs to set a date for the Workshop. We had tentatively set October 10th but given the desire to keep Monday nights open we should consider other dates.

**VIII. Information Items**

**a. Construction Projects Update**

**IX. Public Comment**

**a. Public Comments 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**

**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 four (IV) and eight (VIII).**

**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, Kelly AcMoody at 517-741-8091 at least one week prior to the meeting or as soon as possible.**

Monthly Board Meeting  
Monday, August 15, 2022 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 6:30 p.m.

Paula DeJongh:	Present
Amber Herman:	Present
Darin LaBar:	Present
Dave Mathis:	Present
Archie Mears:	Present
Kyle Miller:	Absent
Jennifer Searls:	Present

### Pledge of Allegiance

### Opening Statement

**Addition or Deletion of Items to the Agenda** - None

### Consent Agenda

The Board of Education approves the consent agenda as presented. This motion, made by Jennifer Searls and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### Approval of Minutes

Regular Meeting 6/20/22

Special Meeting 6/27/22

Closed Session 6/27/22

### Maternity Leave Request

### Resignation

**Correspondence** – Letter from a Parent

### Comments From the Audience on Agenda Items

Amber and Nate Olmsted, MaKayla Olmsted

### Public Comments Statement

## **Action Items**

### **Financials**

The Board of Education approves the financials as presented. This motion, made by Jennifer Searls and seconded by Dave Mathis, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Hiring of Elementary Behavior Interventionist**

The Board of Education approves the hiring of Amanda Steele as an Elementary Behavior Interventionist. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Hiring of High School One-to-One Paraprofessional**

The Board of Education approves the hiring of Samantha Marshall as a one-to-one paraprofessional at the high school. This motion, made by Dave Mathis and seconded by Jennifer Searls, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Fall Coaching Recommendations**

The Board of Education approves the fall coaching hiring recommendations of Hayley Denney, Athletic Director. This motion, made by Jennifer Searls and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Superintendent Contract**

The Board of Education approves superintendent contract for Chris Katz as presented. This motion, made by Jennifer Searls and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Athletic Director Contract**

The Board of Education approves the athletic director contract for Hayley Denney as presented. This motion, made by Jennifer Searls and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **High School Part-Time Teacher/Substitute Teacher Hiring/Contract**

The Board of Education approves the hiring of and contract for Thomas Kusterer as high school part-time teacher/substitute teacher contract as presented. This motion, made by Jennifer Searls and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Student Handbooks**

The Board of Education approves the student handbooks as presented. This motion, made by Jennifer Searls and seconded by Dave Mathis, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **High School Course Guide**

The Board of Education approves the high school course guide as presented. This motion, made by Dave Mathis and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

### **Discussion Items**

#### **District Goals**

Board discussion took place regarding district goals for 2022-23. A board workshop will be scheduled in September to further discuss the goals.

#### **Board Policy po3410.02 - Merit Pay**

Board discussion took place regarding the merit pay policy. This policy will be on the agenda for the board workshop to be scheduled in September.

### **Information Items**

#### **Elementary Staffing Update**

A memo is included with the board information regarding long-term subs and staffing information for 2022-23.

#### **Building and Site Information Update**

Boilers have been ordered, working on the vestibules at each building, bleacher project bids will go out September 15 for work to begin next spring.

**Public Comment** – None

### **Public Comments Statement**

## **Board Roundtable**

Dave Mathis, Darin LaBar

### **Closed Session for discussion of attorney/client privilege communication regarding student discipline.**

The Board of Education adjourns to closed session for the purpose of attorney/client privilege communication regarding student discipline per Section 8(b) of the Open Meetings Act. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

President Amber Herman adjourned to closed session at 7:05 p.m.

The Board of Education returns to open session. This motion, made by Jennifer Searls and seconded by Darin LaBar, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

President Amber Herman called the meeting back to order at 8:45 p.m.

### **Adjournment**

The Board of Education adjourns the meeting. This motion, made by Jennifer Searls and seconded by Paula DeJongh, Carried.

Paula DeJongh: Yea, Amber Herman: Yea, Dave Mathis: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Searls: Yea

Yea: 6, Nay: 0

President Amber Herman adjourned to the regular meeting at 8:45 p.m.

Kelly AcMoody  
Recording Secretary

Darcy Lepper  
2015 Tacoma Drive  
Union City, MI 49094

August 30, 2022

To: Mr. Katz, Mrs. Thomas, and the Board of Education

RE: Maternity Leave

Dear Mr. Katz, Mrs. Thomas, and the Board of Education,

This letter is to notify you of my request for a leave of absence for maternity leave. My anticipated due date is January 1, 2023. It is my intention to work through Thursday, December 22, 2022. I am requesting a leave of absence that will last twelve (12) instructional/work weeks. My anticipated return date will be April 10, 2023. It is my intention to use sick days that I have accrued for this time.

If anything changes, I will be be sure to inform you. Thank you for allowing me this time to bond with my new baby. Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Darcy Lepper', with a long, sweeping horizontal line extending to the right.

Darcy Lepper  
Union City Middle School  
6th Grade

FIELD TRIP REQUEST FORM

Teacher EYRE/BOWERS School/Class M.S. YOUTH IN GOVT  
 Request Date 9/7/22 Trip Date 11/20 - 11/22/2022 Destination LANSING CROWN PLAZA  
 Number of Students 24 Number of Staff/Chaperones 2  
 Purpose of Trip MIDDLE SCHOOL YOUTH IN GOVT CONFERENCE  
 Course of Study CIVICS

Specific Learning Objectives to be Accomplished:  
STATE GOVERNMENT, LEGISLATIVE PROCESS.

Student Behaviors that will Confirm Achievement of the Learning Objectives:  
STUDENTS WILL WRITE MOCK LEGISLATION, DEBATE AMENDMENTS AND VOTE TO PASS/FAR

Course Objectives Related to the Learning Objectives:  
CIVICS - HOW A BILL BECOMES A LAW.

Pre-Trip Lessons/Activities to be Done in the Classroom:  
AFTER SCHOOL SESSIONS - BILL WRITING, PARLIAMENTARY PROCEDURE.

Post Trip Activities/Lessons to Reinforce/Extend Learning:  
STUDENTS WILL SHARE THESE SKILLS WITH CLASSMATES.

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3).

Field Trip Approval

Trip Approved:  Trip Disapproved:  Principal: J Thomas Date: 09/07/22  
 Trip Approved:  Trip Disapproved:  Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

(Over)

Aug. 29, 2022

Dear Members of the  
School Board,

Thank you so very much  
for the lovely floral  
planter in memory of  
Chris' mom.

We are touched by your  
thoughtfulness and  
kindness.

Sincerely,

Cheri and Josh Katz

7/31/2022 Begin. Cash on Hand:	\$2,153,362		Total of Bills:	879,528
Total Receipts:	\$2,299,853		Total Net Payroll:	257,066
Total Expenditures:	\$1,136,593		Total Bills and Payroll	\$1,136,593
8/31/2022 Total Cash on Hand:	\$3,316,622		to be Approved:	

FOOD SERVICE-August

**Union City Community Schools**

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Peroid Ending

August 31, 2002

<b>FOOD SERVICE</b>				
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<b><u>REVENUE:</u></b>				
Local Sources	4,026	\$ 20,000	\$15,974	18%
State Sources	1,500	18,881	17,381	0.00%
Federal Sources	0	490,000	490,000	0.00%
INCOMING TRANSFERS	0	0	0	
<b>TOTAL REVENUE</b>	<b>5,526</b>	<b>528,881</b>		
<b><u>EXPENDITURES:</u></b>				
Salaries	7,928	179,346	(171,418)	4.42%
Employee Benefits	5,660	105,972	(100,312)	5.34%
Purchased Services	733	30,000	(29,267)	2.44%
Supplies & Materials	12,120	200,000	(187,880)	6.06%
Capital Outlay	0	-	0	0.00%
Other Expense	399	800	(401)	49.88%
Other Transactions	0	32,882		
<b>TOTAL EXPENDITURES</b>	<b>26,839</b>	<b>549,000</b>		
OUTGOING TRANSFERS				
<b>TOTAL EXPENDITURES</b>	<b>26,839</b>	<b>549,000</b>		
<b>EXCESS REVENUE (EXPENDITURES)</b>	<b>(21,314)</b>	<b>(20,119)</b>		
<b>BEGINNING FUND BALANCE</b>	<b>178,649</b>	<b>178,649</b>		
<b>ENDING FUND BALANCE</b>	<b>\$157,335</b>	<b>\$158,530</b>		

**Union City Community Schools**  
 General Fund Statement of Revenue and Expenditure Compared to Budget  
 For Period Ending August 31, 2022

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
<b>REVENUE</b>				
Local Sources	7,495	\$ 1,303,786	(1,296,291)	0.57%
State Sources	0	9,591,384	(9,591,384)	0.00%
Federal Sources	0	559,379	(559,379)	0.00%
Other Financing Sources	0	565,000	(565,000)	0.00%
		32,000		
<b>TOTAL REVENUE</b>	<b>7,495</b>	<b>12,051,549</b>	<b>(12,012,054)</b>	
<b>EXPENDITURES</b>				
<b>INSTRUCTION</b>				
Basic Program	971,991	5,877,449	4,905,458	16.54%
Added Needs	156,137	1,685,358	1,529,221	9.26%
<b>Total Instruction</b>	<b>1,128,127</b>	<b>7,562,807</b>	<b>6,434,679</b>	
<b>SUPPORT SERVICE EXPENSE</b>				
Pupil	82,305	693,405	611,100	11.87%
Improvement Instructional Staff	70,539	182,389	111,850	38.68%
General Administration	68,251	375,498	307,247	18.18%
School Administration	89,093	705,288	616,195	12.63%
Fiscal Services	61,597	306,881	245,284	20.07%
Operation & Maintenance	58,304	1,034,250	975,946	5.64%
Transportation	54,306	869,747	815,441	6.24%
Central Support	52,045	182,008	129,963	28.59%
Athletics	25,613	441,511	415,898	5.80%
Community Services	607	3,706	3,099	16.37%
Payments to Other Govt Units	505		(505)	0.00%
Site Improvement Services	0		0	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	35,975	35,975	0	0.00%
Fund Modification to Food Service	0	0	0	0.00%
<b>Total Support Services</b>	<b>599,141</b>	<b>4,830,658</b>	<b>3,683,061</b>	
<b>TOTAL EXPENDITURES</b>	<b>1,727,268</b>	<b>12,393,465</b>	<b>10,117,740</b>	
<b>EXCESS REVENUE (EXPENDITURES)</b>	<b>(\$1,719,773)</b>	<b>(\$341,916)</b>		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,971,299	1,971,299		
<b>BEGINNING FUND BALANCE</b>	<b>\$2,056,709</b>	<b>\$2,056,709</b>		
<b>ENDING FUND BALANCE</b>	<b>\$336,935</b>	<b>\$1,714,793</b>		

14%

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,			STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2022			TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2021		
Current Year			Prior Year		
Balance as of 7/31/2022			Balance as of 7/31/2021		
General Fund Cash Accounts	1,345,794		General Fund Cash Accounts	2,554,900	
Food Service Checking Accounts	29,969		Food Service Checking Accounts	22,941	
Trust & Agency Checking Accounts***	103,669		Trust & Agency Checking Accounts***	106,683	
SF Cash	671,130		SF Cash	599,335	
SF DS Cash 2013	2,533		SF DS Cash 2013	2,533	
SF DS Cash 2016	268		SF DS Cash 2016	305	
Total Cash On Hand	\$2,153,362		Total Cash On Hand	3,286,697	
<b>Current Month Activities</b>			<b>Prior Year-Current Month Activities</b>		
		<b>YTD Activities</b>			
General Fund Revenue	2,294,342	4,355,249	General Fund Revenue	921,730	
Food Service Revenue	5,454	5,501	Food Service Revenue	101,689.23	
Trust & Agency Revenue	0	-	Trust & Agency Revenue	0	
SF Revenue	57	115	SF Revenue	50	
SF DS Revenue 2013	0	0	SF DS Revenue 2013	0	
SF DS Revenue 2016	0	0	SF DS Revenue 2016	0	
Total Revenue	\$2,299,853	4,360,864	Total Revenue	1,023,470	
General Fund Expenses	867,171	2,396,517	General Fund Expenses	884,980	
Net Payroll	257,066	511,325	Net Payroll	237,237	
Food Service Expenses	12,357	16,286	Food Service Expenses	28,556	
Trust & Agency Expenses	0	-	Trust & Agency Expenses	-	
SF Expenses	-	-	SF Expenses	34,419.63	
SF DS Expenses 2013	-	-	SF DS Expenses 2013	-	
SF DS Expenses 2016	-	-	SF DS Expenses 2016	-	
Total Expenses	\$1,136,593	2,924,128	Total Expenses	1,185,193	
Balance as of 8/31/2022			Balance as of 8/31/2021		
General Fund Cash Accounts	2,515,899		General Fund Cash Accounts	2,354,413	
Food Service Checking Accounts	23,066		Food Service Checking Accounts	96,074	
Trust & Agency Checking Accounts***	n/a		Trust & Agency Checking Accounts***	n/a	
SF Cash	671,187		SF Cash	564,966	
SF DS Cash 2013	2,533		SF DS Cash 2013	2,533	
SF DS Cash 2016	268		SF DS Cash 2016	305	
Total Cash On Hand	\$3,316,622		Total Cash On Hand	3,018,291	



# **Union City Elementary School**

Jennifer Johnson  
601 Walnut Street  
Union City, MI 49094  
Ph: 517.741.3302  
jjohnsono@unioncityschools.org

Principal  
Union City Elementary Principal  
Fax: 517.741.5205

September 17, 2022

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Mrs. Linda Anderson for the position of LRE Paraprofessional at the Elementary School.

Mrs. Anderson has many years experience working with elementary aged children. She has an established relationship with several of our current students from teaching them in daycare. It has been a pleasure seeing how excited these students are to see her working at the school.

Again, it is with great pleasure that I recommend Mrs. Anderson for the position of elementary LRE paraprofessional.

Sincerely,

Mrs. Jennifer Johnson



# **Union City Elementary School**

Jennifer Johnson  
601 Walnut Street  
Union City, MI 49094  
Ph: 517.741.3302  
jjohnsono@unioncityschools.org

Principal  
Union City Elementary Principal  
Fax: 517.741.5205

September 17, 2022

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Mrs. Melody Williams for the position of LRE Paraprofessional at the Elementary School.

Mrs. Williams has many years experience working as a Paraprofessional with elementary aged children. She has already proven to be a great asset to our staff.

Again, it is with great pleasure that I recommend Mrs. Williams for the position of elementary LRE paraprofessional.

Sincerely,

Mrs. Jennifer Johnson



# **Union City Elementary School**

Jennifer Johnson  
Principal  
601 Walnut Street  
Union City, MI 49094  
[jjohnson@unioncityschools.org](mailto:jjohnson@unioncityschools.org)  
517.741.5762 Fax: 517.741.8415

September 19, 2023

Dear Members of the Board of Education,

I am excited to recommend Riley Smith for employment as a General Education teacher at Union City Elementary School.

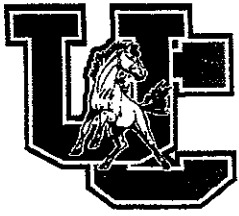
Included with this letter is Riley's employment information. Riley is in the Teach for Tomorrow program and has recently received her interim teaching certificate.

Riley started the school year with us and has become an integral part of our staff. She has already created relationships with students and staff members alike. I am continually impressed with her passion for learning, dedication to students and the joy for her new career.

It is without hesitation that I recommend Riley Smith to be hired as a General Education teacher.

Sincerely,

Jennifer Johnson



# **Union City Community Schools**

**Charger Country**  
430 St. Joseph Street  
Union City, MI 49094  
Ph: 517.741.3350  
Fax: 517.741.5205

**Deb Frey**  
Transportation Supervisor  
dfrey@unioncityschools.org

I Deb Frey is recommending Ashley Terry to be hired as a new bus driver. She has all the qualifications and very strong references. We have 3 full time positions and 2 full time sub positions available for the 2022-2023 School Year. In addition the transportation department will benefit from his employment

Thank you for your consideration

**Deb Frey**

# **Union City High School**



## **Charger Academy Academic Information and Scheduling Guide 2022-2023**

- **We value Relationships and Mutual Respect**
- **We value Collaboration and Teamwork**
- **We value Integrity and Ethics**
- **We value Creativity and Innovation**

# Union City High School

430 St. Joseph Street

Union City, MI 49094

Main Office: (517) 741- 8561

Counseling Office: (517) 741-3345

## Administration

Chris Katz, Superintendent  
Email: [ckatz@unioncityschools.org](mailto:ckatz@unioncityschools.org)

Amber Case, Principal  
Email: [acase@unioncityschools.org](mailto:acase@unioncityschools.org)

Hayley Denney, Athletic Director  
Email: [hdenney@unioncityschools.org](mailto:hdenney@unioncityschools.org)

Lu Sexton, Secretary to the Principal  
Email: [lsexton@unioncityschools.org](mailto:lsexton@unioncityschools.org)

## Counseling Department

Stacy Guertler, Counselor  
Email: [sguertler@unioncityschools.org](mailto:sguertler@unioncityschools.org)

Susan Connell, Guidance Services  
Email: [sconnell@unioncityschools.org](mailto:sconnell@unioncityschools.org)

# Introduction

At Union City High School we aim to prepare all students for life after high school. We now provide an alternative classroom setting to meet the needs of our students who are significantly behind on academic credits and at risk of dropping out of high school. Each student will earn the Michigan Merit credits needed to receive a diploma while developing employability skills and preparing for their post-secondary employment goals.

Students need to apply to the program. Applications will be accepted prior to each academic semester. Admission to the program will be based on seat availability and student need. Only Juniors and Seniors will be eligible to apply. Students must be willing participants and can not be forced into the alternative program. Once enrolled in the Charger Academy, the student is committed to the alternative path for the remainder of their high school experience and may not return to the traditional classroom setting.

Once enrolled in the program, the teacher will work with students to develop a personal learning plan and map out classes through Graduation Alliance. Students' progress will be monitored and courses assigned by the teacher. Students' Educational Development Plans (EDP) will be used to set post-secondary preparation goals. Students will participate in lessons through Xello to research careers and develop their EDP. The teacher and school counselor will work with students to set and track goals based on their desired employment plan for after graduation. This may include work based learning opportunities, dual enrollment, internships, career and technical center enrollment, field trips to potential job sites, and creating networking opportunities for students.

The structure of each school day may look different for each student enrolled in the program. Students will not rotate through classes at Union City High School. They will schedule times each week to work in the Charger Academy classroom with the teacher. Students may only be required to be physically in attendance at the school a few days per week or half days, depending on their course load and employability goals.

Each spring, Union City High School will host a graduation ceremony for the students who successfully earn all of their credits and meet their goals through the Charger Academy. Students will not be able to graduate earlier than their originally anticipated graduation date. After the alternative graduation ceremony, students will be awarded a high school diploma with the same merit as a traditional diploma.

# Instructional Planning

Preparation of a student's schedule requires very careful planning. Students will form an Educational Development Plan (EDP) as an ongoing process throughout their high school years. With guidance from the school counselor, and input from their families, students will develop an EDP, which reflects their interests, aptitude, and future career options.

An Education Development Plan (EDP) documents an ongoing process in which a student identifies both career goals and a plan of action to achieve them. The purpose of the EDP is to provide every student with a periodically updated and 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, stating an initial career goal and desired work and educational experiences to achieve that goal. The school counselors verify that EDPs reflect an individual career decision making process based on career exploration, career assessment information, school performance, and expressed interests.

School counselors also facilitate selection and enrollment into general courses and into specialized education and training programs related to the career pathway of choice indicated in the EDP.

This plan will include:

A. Students select a career pathway to follow in course selection and career planning. (Please see the chart on the following page for a short description of each pathway.)

B. Within each pathway, students will choose courses based upon educational plans beyond high school.

1. Entry level careers
2. Technical certificate, associate degree, or apprenticeship careers
3. Bachelors, masters or doctorate degree careers

As a student progresses through high school, his/her career pathway choices and educational plans will evolve into a post-high school career path that will fulfill his/her school to work goals.

# The Six Michigan Career Pathways



## **Arts and Communications**

Careers in this path are related to humanities and performing, visual, literary and media arts. These include architecture, graphic, interior, and fashion design, writing, film, fine arts, journalism, languages, media, advertising, and public relations.



## **Business, Management, Marketing, and Technology**

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics and management.



## **Engineering/Manufacturing and Industrial Technology**

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.



## **Health Sciences**

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment and related health technologies.



## **Human Services**

Careers in this path are related to economic, political and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services



## **Natural Resources and Agri-Science**

Careers in this path are related to agriculture, the environment and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

# Scheduling

- A. Classroom presentations are facilitated by the school counselor.
- B. Individual counselor appointments are available (student and/or student and parent) review EDP information (interests, career goals, abilities, teacher recommendations and required courses) and compare course selection with the chosen pathway.

**Union City High School Charger Academy Graduation Requirements  
Michigan Merit Curriculum (MMC)  
Class of 2021 and beyond**

To prepare Michigan’s students with the skills and knowledge needed for the jobs of the 21<sup>st</sup> Century global economy, the State of Michigan has enacted a rigorous set of statewide graduation requirements. Union City High School’s Charger Academy has integrated Michigan Merit Curriculum into the requirements of graduation. The following information outlines the requirements.

Course	MMC Requirements	UCHS Requirements	Description
English	4	4	English 9, 10, 11, 12
Mathematics	4	4	Algebra I, Algebra II, Geometry, and a math class in the senior year
Social Studies	3	3	US History, World History, Civics/ Econ
Science	3	3	Physical Science and Biology are required; must also take one of the following: Chemistry, Physics, Anatomy, or Ag Science

Course	MMC Requirements	UCHS Requirements	Description
Physical Education	0.5	0.5	May be replaced by the successful completion of an athletic season.
Health	0.5	0.5	Typically taken in 9th Grade
Visual/Performing/ Applied Arts	1	1	Art, Band, Choir, Drama, BACC, CACC
World Language	2	1 if the student takes an additional visual, performing, or applied arts credit or completes a CTE program	Spanish
Electives	0	0	Waived through Charger Academy enrollment
Total Credit for UCHS Required Courses	18	18	

## Personal Curriculum

State statute allows personal curriculum modifications in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits; or completing a department-approved 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 Program (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. In this context, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. Students with an IEP operate under this same context.

The PC is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of 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. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a PC.

### **Purpose of the Personal Curriculum**

The 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.

#### **Providing Flexibility**

A PC allows several flexible learning options, including:

- Earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- Modifying the mathematics content for students who are challenged with meeting the proficiency requirement in the State Content Standards for math.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students with an IEP.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students transferring to a district from out of state or from a nonpublic school.

### **When is a Personal Curriculum Modification Appropriate?**

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 language arts, world languages, 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 Guidance Counselor with questions regarding a personal curriculum.

### Michigan Merit Curriculum Changes – Effective April 2015

With the passing of House Bills 4465 and 4466 in June 2014, Graduation Requirements now include:

<b>Mathematics</b>	
<b>Michigan Merit Curriculum</b>	<b>Personal Curriculum Options</b>
4 credits of mathematics, including: 380.1278a (1,a,i)	3 ½ credits of mathematics, including: MCL 380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II or <ul style="list-style-type: none"> <li>• Algebra II over 2 years for 2 credits</li> <li>• Algebra II over 1.5 years for 1.5 credits</li> <li>• A MDE-approved CTE program such as machining, electronics, construction, welding, engineering, computer science, renewable energy if course includes same algebra II content assessed on the state high school test</li> </ul>	Algebra II may be modified if the student meets <b>one or more of the following:</b> <ul style="list-style-type: none"> <li>• One semester of algebra II</li> <li>• Algebra II over two years for 2 credits</li> <li>• MDE-approved CTE program or curriculum that completes the same content as algebra II benchmarks assessed on State HS Assessment</li> <li>• One semester of statistics, functions and data analysis or technical mathematics</li> </ul>
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	
Students must successfully complete at least one math course during final High School year	Students must successfully complete at least 1 math credit during his or her <b>final 2 years</b> of high school
<b>English Language Arts (no modifications)</b>	
At least 4 credits of <b>English Language Arts</b> MCL 380.1278b (1,a)	At least 4 credits of <b>English Language Arts</b> MCL 380.1278b (5, f)
<b>Science (no modifications)</b>	
At least 3 credits of <b>science</b> , including: MCL 380.1278b (1,b)	At least 3 credits of <b>science</b> , including: MCL 380.1278b (5, f)
Biology	Biology
Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content
One additional science credit or MDE-approved computer science or CTE program	One additional science credit or MDE-approved computer science or CTE program
<b>Social Science</b>	
At least 3 credits in <b>Social Science</b> , including: MCL 380.1278a (1,a,i)	At least 2 credits of social science, including ½ credit of civics MCL 380.1278b (5, h)
1 credit I United States history and geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit in world history and geography	
½ credit in economics	
½ Credit in civics	
<b>Health and Physical Education</b>	
At least 1 credit that includes both <b>health and physical education</b> MCL 380.1278a (1,a,i)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, i)
<b>OR</b> ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	

# Michigan Merit Exam

<b>Visual, Performing or Applied Arts</b>	
At least 1 credit of visual, performing, or applied arts MCL 380.1278a (1, a, v)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, j)
<b>World Languages</b>	
Two world language credits, both in the SAME language other than English, Can be earned anytime, K-12, if grade-appropriate. MCL 380.1278a (2) <small>(Effective class of 2016)</small>	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 world language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language "counts" as a world language	
May be an online world language course	
<b>Sub-section K – Students with Disabilities</b>	
	Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5, k)
<b>Sub-section L – Transfer Students</b>	
	Student transfers in with at least 2 years of HS credits from an out-of-state or from nonpublic school MCL 380.1278b (5, l)
	The Personal Curriculum includes as much of the subject content as practicable.
	Must include at least 1 math class during final year of HS.
	If the transfer student is enrolled for at least one full school year: <ul style="list-style-type: none"> <li>• Must take at least algebra I or</li> <li>• Must take a course normally taken after algebra I</li> </ul>
	Must include civics course
<b>Online Learning Requirement</b>	
A separate online course or learning experience OR integrated online experience throughout each MMC course MCL 380.1278a (1, b)	

In order to earn a diploma, all 11<sup>th</sup> grade students at Union City High School will be required to participate in the state assessment program (Michigan Merit Exam). The MME assessment includes the SAT, the WorkKeys Test, and state level developed testing in other core subject areas.

This test not only combines items from several tests, it will save students and families time and money. The exam will provide students with:

- A free SAT, a savings of over thirty dollars, college entrance exam score that can be used to apply to college.
- A free Work Keys assessment that connects work skills, training, and testing to improve student's education and job opportunities
- Michigan assessments that measure what students know that parents, educators, and employers say is important in core subject areas and not covered in the SAT and Work Keys.

## Calhoun Area Career Center

### **Career Technology Education**

Students who are of junior status, on track towards graduation, and have both the interest and ability, may select a vocational training program offered through the Calhoun Area Career Center (CACC), in Battle Creek and on a limited basis through the Branch Area Career Center in Coldwater. Students selecting a course of study will be transported to and from these centers by district transportation. The courses are offered in half-day sessions and students may earn four credits each year by successfully completing a program. Program information, admission requirements, and center policies are available at:

Calhoun Area Career Center: <http://www.calhounisd.org/cacc/>

Branch Area Career Center: <http://branchisd.org/bacc/>

Many CTE programs offer college credit.

The Calhoun Area Career Center (CACC), located in Battle Creek, Michigan, offers career and technical education (CTE) for 11th and 12th graders in public and private school districts, throughout the Calhoun Intermediate School District (CISD). Since opening in 1970, over 38,000 students have attended the CACC.

Programs have been designed to assist students with integrating academic knowledge and career/technical skills with the flexibility to meet the individual student's needs.

The involvement and support of business and industry have been a key component to the Center's success. Employers want students to be prepared in the areas of science, mathematics, and technology; as well as have problems solving, teamwork, and communication skills. The CACC staff believes that ALL students should graduate from high school with career and technical skills that support success in their chosen career path.

## **2021-2022 CACC PROGRAM DESCRIPTIONS**

### **Arts & Communications**

#### Graphic Communications Technology

Students explore and develop skills in all aspects of the graphics industry, from design to completion of printed media. Students use professional graphic software programs to design media, such as calendars, posters, and other printed messages. Students also learn skills in the production printing stages of pre-printing, printing, and finishing. Successful students will be prepared to enter careers in most areas of the Graphics field as well as obtain advanced placement in related college programs.

### **Business, Management, Marketing & Technology**

#### Computer Networking Computer Programming

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet?

Careers in this pathway are related to all aspects of business including accounting and personnel; economics and finance; business administration and management; computer systems and information processing; sales and marketing.

Programs of study include accounting, computer systems and support, economics and management, entrepreneurship, finance, hospitality and tourism, office administration, personnel, sales and marketing, etc.

### **Engineering, Manufacturing & Industrial Technology**

#### Automotive Service Technology Aviation Exploration Collision Repair Construction Technology Power Equipment Technology Welding

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking?

Careers in this pathway are related to technologies necessary to design, develop, install, or maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Programs include architecture, construction, drafting, electronics, engineering and related technologies, math, mechanics and repair, manufacturing technology, physical sciences, physics, machine tools, robotics, etc.

## **Health Sciences**

Emergency Medical Technician (EMT)  
21st Century Health Careers  
Health Careers Prep  
Health Occupations

Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

Careers in this pathway are related to the promotion of health as well as research and the prevention and treatment of injuries, conditions, and disease.

Programs include animal care, biological sciences, chemistry, dentistry, fitness, health education, nursing, nutrition, therapy, rehabilitation, hygiene, etc.

## **Human Services**

Education Academy  
Early Childhood Education  
Law Enforcement  
Criminal Justice

Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children?

Careers in this pathway are related to economic, political, and social systems, including child care, civil service, education, government, hospitality, law and law enforcement, leisure and recreation, military, religion and social and personal services.

Programs include child and family services, cosmetology, culinary arts, language arts, law and legal studies, law enforcement, political science, psychology, religion, social services, etc.

## **Natural Resources & Agriscience**

## Agriscience

Are you a nature lover? Are you practical; curious about the physical world; interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in the environment? This pathway could have your name on it!

Careers in this pathway are related to natural resources, agriculture, and the environment. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Programs include agriculture, astronomy, biological sciences, botany, chemistry, earth science, fisheries management, forestry, geography, horticulture, wildlife management, etc.

## Early College/RMTC

### **Early 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.

### Program Provisions

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

### Program Funding

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.

#### Curriculum Requirements

Course Name	Course Description	L.C.E Competencies	Minimal Credits/Timeline
Work Experiences 22998  Work Based Learning or CACC, Pre-vocational classes	Workplace experience courses provide students with work experience in a field related to their interests, transition 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	<ul style="list-style-type: none"> <li>● Knowing and Exploring Employment Possibilities</li> <li>● Exploring Employment Choices</li> <li>● Seeking, Securing, and Maintaining Employment</li> <li>● Exhibiting Appropriate Employment Skills</li> </ul>	2 successful experiences in work based learning with a minimum of 5-15 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	<ul style="list-style-type: none"> <li>● Managing Personal Finances</li> <li>● Caring for Personal Needs</li> <li>● Demonstrating Relationship Responsibilities</li> <li>● Buying, Preparing, and Consuming Food</li> <li>● Buying and Caring for Clothing</li> </ul>	1 credit

		<ul style="list-style-type: none"> <li>Exhibiting responsible citizenship</li> <li>Choosing and accessing Transportation</li> </ul>	
Self Determination (Study Skills)	<p>Disability awareness; when to disclose/when not to [Functional ELA, etc.]</p> <p>Self Advocacy Goal setting Decision making Maintaining and building appropriate and positive relationships</p>	<ul style="list-style-type: none"> <li>Understanding Self-Determination</li> <li>Being Self-Aware</li> <li>Developing Interpersonal Skills</li> <li>Communicating with others</li> <li>Good Decision Making</li> <li>Developing Social Awareness</li> <li>Understanding Disability Rights and Responsibilities</li> </ul>	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.	<ul style="list-style-type: none"> <li>Count money and make correct change</li> <li>Make responsible expenditures</li> <li>Keep financial records</li> <li>Calculate &amp; Pay taxes</li> <li>Use banking</li> </ul>	4 year long classes 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.	<ul style="list-style-type: none"> <li>Communicate with understanding</li> <li>Demonstrating listening and responding skills</li> <li>Apply for a job</li> </ul>	4 year long classes using the functional curriculum

Science	Related to the MiAccess testing curriculum. Life science and physical science courses offered.	<ul style="list-style-type: none"> <li>Problem-Solving</li> <li>Work at expected levels of productivity</li> <li>Practice personal safety</li> <li></li> </ul>	2 credits Or proof of 2 credits of integration with other functional classes
History	Related to the MiAccess testing curriculum. Geography, American History, Consumer Economics, and Citizenship.	<ul style="list-style-type: none"> <li>Demonstrate knowledge of civil rights and responsibilities</li> <li>Know nature of local, state, and federal governments</li> <li>Demonstrate knowledge of the law and ability to</li> </ul>	2 credits Or proof of 2 credits of integration with other functional classes
Gym/Health	Gen ed course- Modified to functional LCE curriculum	<ul style="list-style-type: none"> <li>Obtain, interpret and understand health information</li> <li>Demonstrate knowledge of physical fitness, nutrition, and weight</li> <li>Exhibit proper grooming and hygiene</li> <li>Dress appropriately</li> <li>Demonstrate knowledge of common illness, prevention and treatment</li> <li>Practice personal safety</li> </ul>	1 credit
Elective	Gen ed course- Modified to functional LCE curriculum		1 credit

# Work Based Opportunities

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

## **Work Based Learning (WBL) - Purpose, Policies, Expectations and Regulations**

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 will result in termination of the WBL site placement and student 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.

Attendance: Parents are to call in absences within 24 hours. When the student has an unexcused absence the student must report to his/her UCHS WBL contact person to discuss and document the reasons for absences. A plan for the student continuing with the program will be written up. Note that termination of a student from his/her WBL will be discussed. When a student has multiple unexcused absences (2 or more) their WBL program termination will be written up.

UCHS attendance procedures define an unexcused absence (student handbook) as: those absences, which are unauthorized by parent/guardian OR school officials or when absences are not called in within a 24-hour period. It is important to remember that absences are explained by the parent/guardian, but it is the decision of the administration as to whether an absence is excused.

Sexual Harassment: Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to another staff member or student, or when made by any student to another. (See Student Handbook for procedures and policies.)

The student will follow the regulations and policies set in the UCHS student handbook.

Accidents: The student is to immediately report ALL injuries/accidents to their WBL site supervisor, administration, and their UCHS WBL contact person.

### **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.

## Graduation Alliance

Graduation Alliance has partnered with Union City High School beginning in the 20-21 school year. 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.

## UCHS Course Descriptions

The following listing includes the descriptions of course possibilities offered at Union City High School. Courses listed as *required* will be offered each year. Elective class offerings will be determined by student interest and faculty availability.

## **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.

### **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.

### **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.

### **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 advisor to discuss 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.

## **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 non-linear 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.

### **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 polygons 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 economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, ways to conduct a successful job search, and different forms of financial options and payment systems.

### **Personal Finance Part B (In-Person or Virtual)**

.5 credit (11-12)

Personal Finance part 2 prepares students to understand economic activities and challenges of individuals and families and their relationship to and with financial forms and documents used in independent living, and shopping options and practices for meeting consumer needs, insurance types and preparation for long term planning, and ways to obtain financing and basic understanding of the economy.

### **Pre-Algebra A (In-Person or Virtual)**

.5 credit (9)

This is an elective math course designed as a supplemental math for students identified as needing additional support in Algebra. Students can take this course at the same time they are taking Algebra in order 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 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)

Prerequisite: Physical Science

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)

Prerequisite: Physical Science

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.

### **Earth/Space Science (In-Person or Virtual)**

.5 credit (9-12)

Earth/Space Science is a laboratory course with major areas of study in astronomy, geology, meteorology, physical geography, energy, and the environment. This course, which encompasses research design concepts, and uses a class team approach for developing projects using descriptive statistics.

### **Forensics (In-Person or Virtual)**

.5 credit (10-12)

Forensics is the application of science (Chemistry, Physics, and Biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters and blood samples.

Prerequisite to take this course would be a student who has successfully passed either Physical Science, Chemistry, Physics, or Biology.

### **Physical Science A (In-Person or Virtual)**

.5 credit (9) required

In this required course students will study the process of science. Topics in this course include ducton and attributes of matter, the periodic table, chemical and physical changes, in matter, compounds, mixtures, and elements. Students will also engage in science and engineering practices and skills.

### **Physical Science B (In-Person or Virtual)**

.5 credit (9) required

In this required course students will study the processes of science. Topics in the course include electricity and magnetism, electrical circuits, Newton's third law, mechanical systems, conservation, waves, sound, and light. Students will also engage in science and engineering practice and skills.

### **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.

## **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.)

### **Psychology (In-Person or Virtual)**

.5 credit (9-12)

This course is an overview of psychology. Topics studied in this course include; introduction to the study of psychology, altered states of consciousness, sensation and perception, behavioral psychology, memory and intelligence, thinking and language, theories of motivation, the brain, developmental psychology, death and dying, personality theories, psychological disorders and treatments.

### **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.

## **FINE ARTS**

### **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)

Drama 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!

### **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 (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, sound development and videography. We will use many different software titles during the year including: Adobe Photoshop, Adobe Illustrator, iMovie, Audacity, FL Studio, and many more. Students must be self-motivated and have the ability to work cooperatively as this course is projected oriented with strict deadlines.

### **Multimedia II (In-Person or Virtual)**

.5 credit (10-12)

Prerequisite: Successful passing of MM1 & 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 projected 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 I (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 projected oriented with strict deadlines.

### **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.

## **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 A (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 A (In-Person or Virtual)**

.5 credit (9-12)

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.

### **Nutrition and Food Preparation (In-Person or Virtual)**

.5 credit (9-12)

In this course, students learn about safe food handling and develop skills in cooking. This course includes labs where students learn to follow recipes and make food.

### **Adult Living (In-Person or Virtual)**

.5 credit (9-12)

In this course, students learn skills necessary for life after high school. This includes concepts like basic cooking, sewing, budgeting, and caring for children.

### **Advisory (In-Person or Virtual)**

.25 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.

## **SPECIAL EDUCATION**

The student's Individualized Education Plan (IEP) must determine the following courses of study.

### **Basic English (In-Person or Virtual)**

1 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.

### **Consumer Math (In-Person or Virtual)**

1 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)**

1 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)**

1 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.

### **Basic U.S. History (In-Person or Virtual)**

1 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)**

1 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)**

1 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 Physical Science (In-Person or Virtual)**

1 credit (9-12)

This course is designed to help learning disabled students obtain the physical science

credit. This course will parallel the concepts covered in Physical Science B with practical applications to the student's daily lives.

### **Basic Earth Science (In-Person or Virtual)**

1 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.

### **Basic Social Studies (In-Person or Virtual)**

1 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.

### **Basic Life Skills (In-Person or Virtual)**

1 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.

### **Basic Job Training (In-Person or Virtual)**

1 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.

### **Basic Language Arts (In-Person or Virtual)**

1 credit (9-12)

This course will provide students with individual reading instruction using a variety of techniques, spelling, basic grammar and writing skills.

### **Basic Math (In-Person or Virtual)**

1 credit (9-12)

This course will provide the student with instruction in basic math skills: addition, subtraction, multiplication, and division. Money skills will also be covered.

## Additional Information

### **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 3.25 credits per semester. Career Technology Center and Math and Science Center students will earn 1.5 credits at Union City and 2 credits at their centers. Grade point averages are also calculated on a semester basis on a 4-point scale.

A=4    B=3    C=2    D=1    E=0

Attendance issues will be resolved following the guidelines in the Student Handbook each semester.

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.

If you have received credit in a class, you may not retake the same class. The exceptions to this rule are Band, Choir, Strength Training, and Art.

### **Credit Make Up Opportunities**

Students should contact the guidance office at the end of each semester for credit remediation opportunities if a required class is failed.

### **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.



Coach John Bain  
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Facebook: Union City HS Baseball  
Website: <https://sites.google.com/site/ucchargerbaseball/>



The baseball program is requesting permission to travel out of state during Spring Break 2023 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 scheduled for after football season to keep parents updated on the progress of group and individual fundraising activities (parents are also notified via email and Facebook updates). Please contact me if you have any questions.

We will be taking a *Great Lakes Motorcoach* charter bus.

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

We will be staying at *The Caribbean Resort & Villas* in Myrtle Beach.

<http://www.caribbeanresort.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**

**Baseball Drawdown** *January 28, 20223* Quality Inn & Suites, Montpelier, OH

**Little Caesar's Pizzas**

**Holiday Wreath Sale**

**Pop can collection/drive**

Also see attached sample itinerary. This was our schedule from 2019 and we plan on a similar schedule.

# Myrtle Beach 2019 Trip Itinerary

Updated 3/23

## Depart Union City, MI, March 29 5:00 PM

Union City High School, 430 St. Joseph, Union City, MI 49036

Stop at point determined by bus company to switch drivers

## arrive Saturday March 30 ≈ 8:00 AM:

Caribbean Resort, 3000 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

≈5:30 Bus Leaves for Ripken

6:00 PM-7:30 PM Tour of Ripken Facility and short practice *Griffith Field*

## Sunday, March 31:

— off —

7:00 PM Bus to Ripken

7:15-8:30 Training Island

8:30-10:00 PM *Practice Crosley Field*

## Monday, April 1:

8:30 Bus leaves for Grand Park

*16 minute drive*

9-10:30 practice on field *Grand Park #1*

Bus leaves for Ultimate Pizza

*25 minute drive*

**Lunch provided 11:00-1:00 Ultimate California Pizza**

1:00-3:00 Training Island

*15 minute drive*

--off the rest of the day--

## Tuesday, April 2:

8:30 Bus leaves for Grand Park

*16 minute drive*

9-11 practice on field *Grand Park #1*

**11:15-12:00 lunch provided at Ripken**

12:00-2:30 Training island

Ripken Experience 3051 Ripken Way, Myrtle Beach, SC 29577

6:00 Team activity: Ripley's Aquarium

## Wednesday, April 3:

8:30 Bus leaves for Ripken

*16 minute drive*

9-11:00 Training island (batting cages, pitching)

**Lunch provided-cookout at hotel**

--Break--

8:30-10:30 PM **Scrimmage JV vs. Varsity (under the lights) Polo Grounds Field**

## Thursday, April 4:

9:30 Bus leaves for Ripken

10-12 Training Island practice

12:00-1:30 Home run derby on *Field TBA*

**Lunch provided pizza at hotel**

--Break--

Bus: 5:30 *Ticketreturn.com Field at Pelicans Park*

**Pelicans game**

6:05-6:15 *Pre-game autographs-Section 103*

7:05 PM [Myrtle Beach Pelicans](#) (A affiliate of Chicago Cubs) game

## Friday, April 5:

Depart Caribbean Resort ≈ 9:00 AM

Ripken Experience 3051 Ripken Way, Myrtle Beach, SC 29577

*Ultimate California Pizza 959 Lake Arrowhead, Myrtle Beach, SC 29572*

*Ticketreturn.com Field at Pelicans Park 1251 21st Ave. North, Myrtle Beach, SC 29577*

*Grand Park 1011 Crabtree Ln, Myrtle Beach, SC 29577 (16 minute drive from hotel) (15 minutes from Ripken, 15 minutes from Hotel)*

- **Griffith 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.**
- ***Ticketreturn.com Field*** – is home to the Myrtle Beach Pelicans, Class A Affiliate of the Texas Rangers. This is an excellent stadium located right down the street from the Ripken Experience.
- **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 electric at the batting cages. **Due to space, we ask that teams use no more than two cages per session.**

# Union City - M-Step

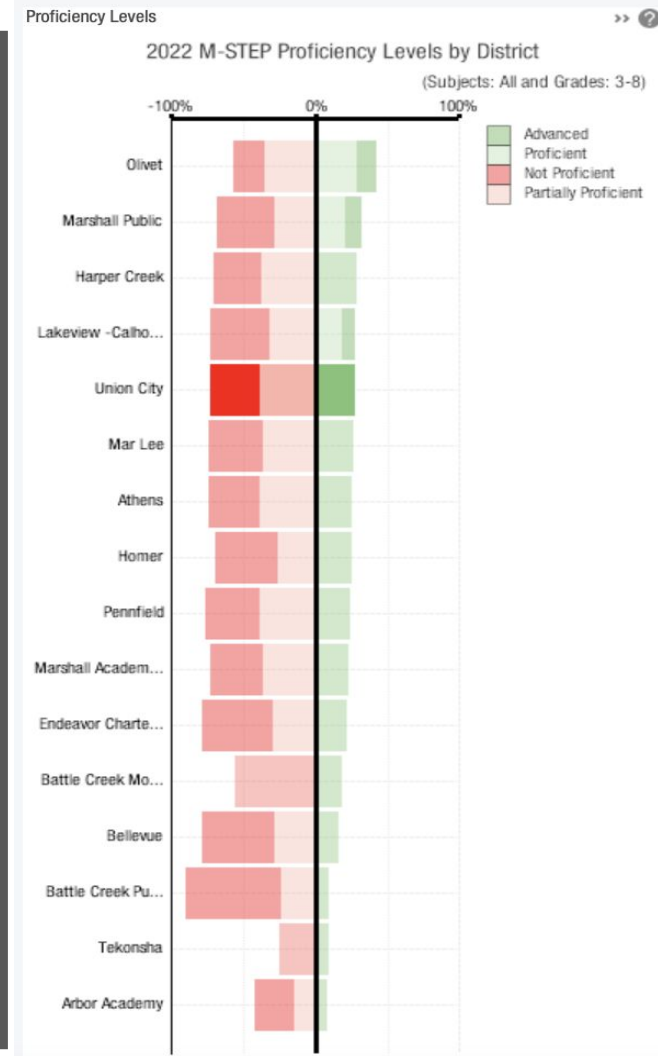
Eidex Data Collection  
9-19-22

Comparing our 3rd-8th Grade Proficiency in All Subjects to other districts that are similar to us in a variety of areas.

## My ISD

Selects schools in your ISD. Useful for geographic comparisons and negotiation peer groups.

- Ranked 5/18 in proficiency
- All the schools above us have a lower % of Free/Reduced Price Lunch



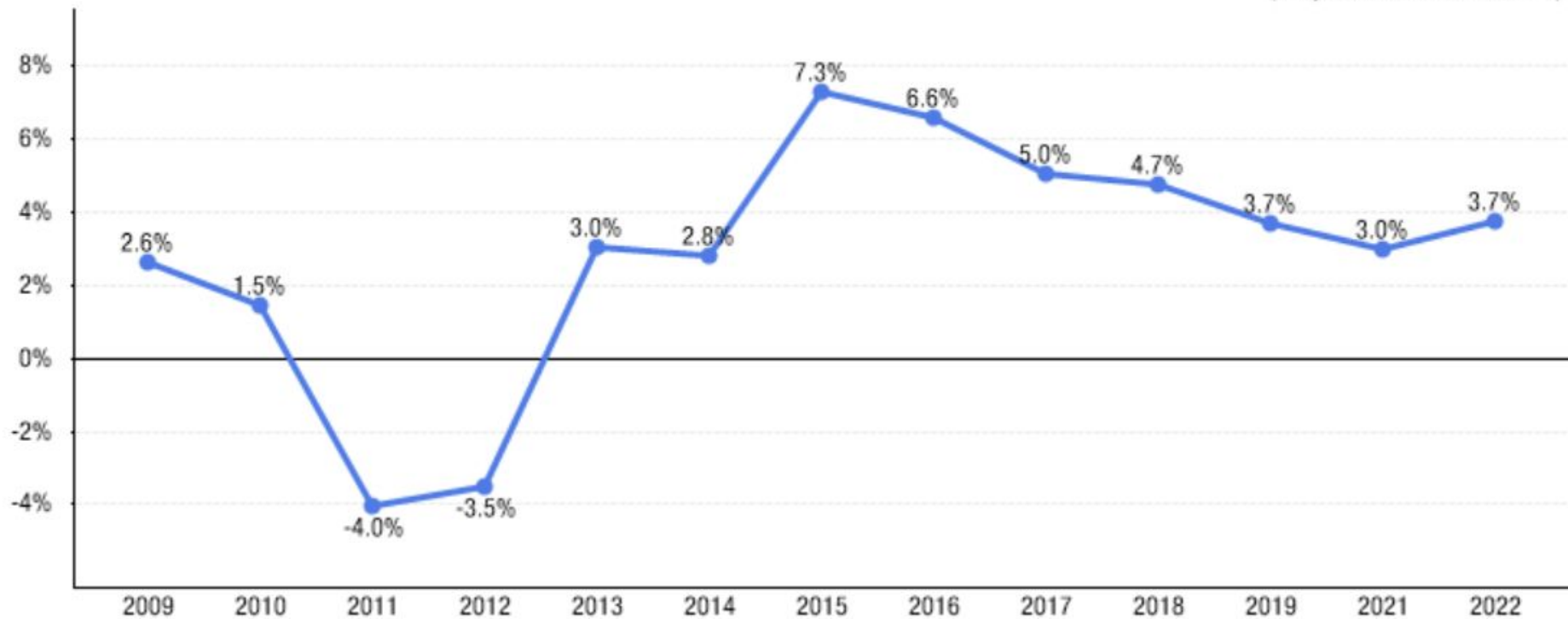
# ISD

Comparison ▾



MEAP & M-STEP Comparison to Peers

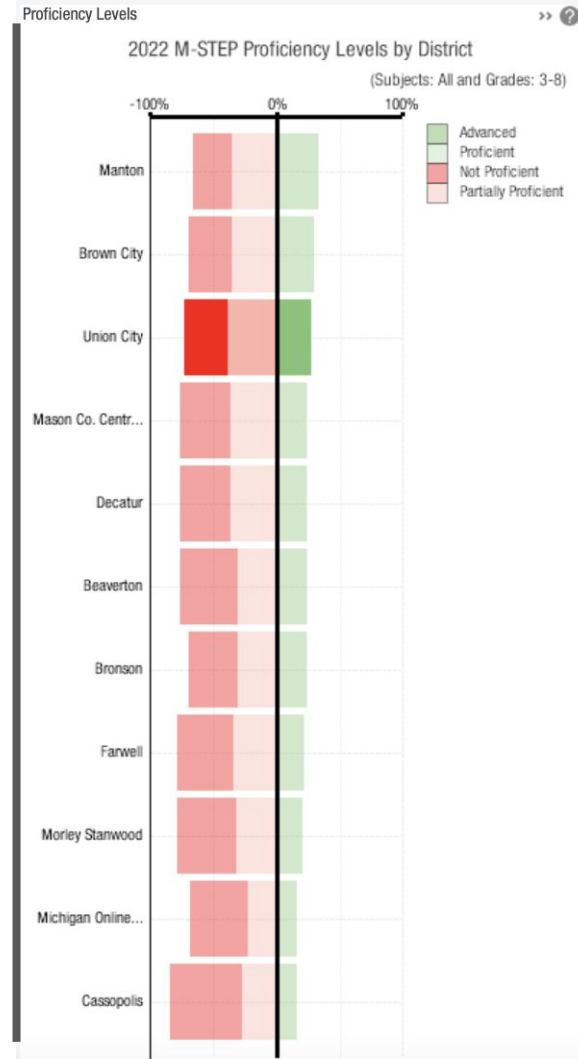
(Subjects: All and Grades: 3-8)



## Student Count/FRL

A statistically weighted blend of FRL and Student count identifies districts that are similar to yours. Useful for financial analyses.

- Ranked 3/11 in Proficiency
- Both schools above us have a lower % of Free/Reduced Price Lunch, we were 6/11 in that metric



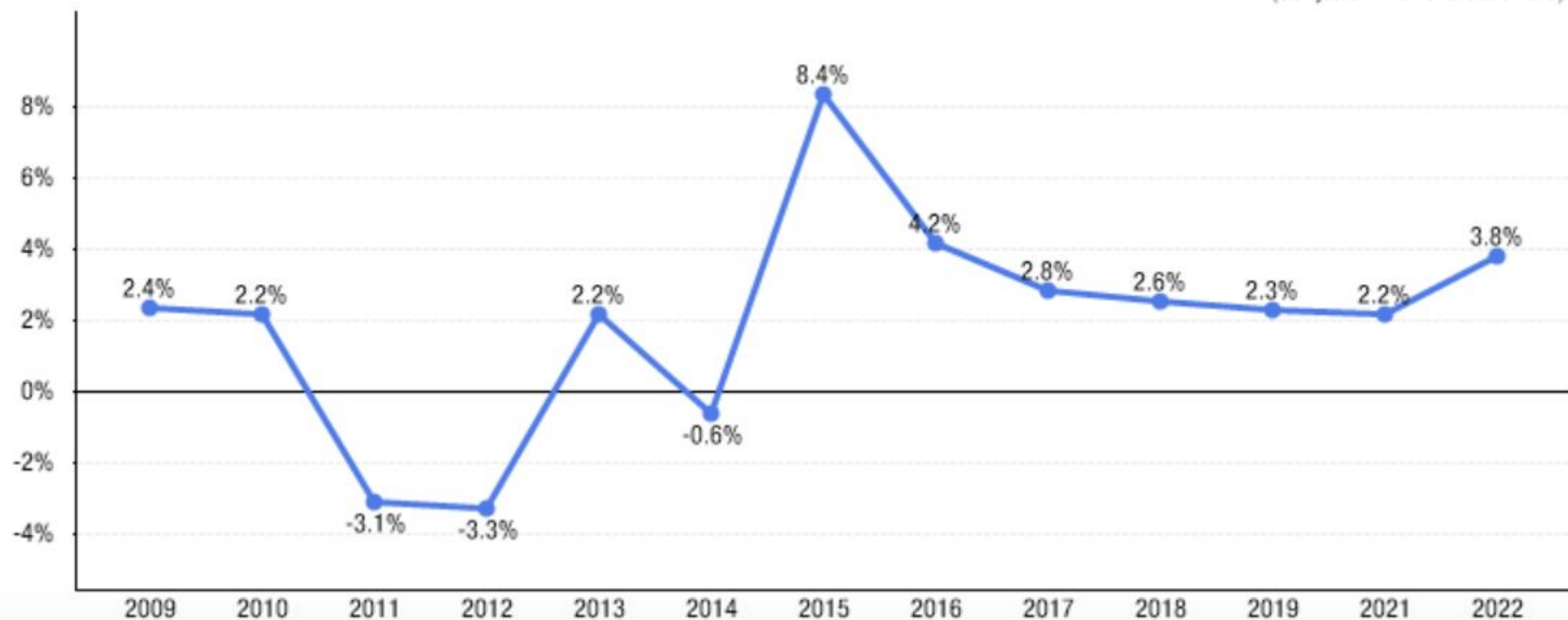
# Size / FRL

Comparison ▾



MEAP & M-STEP Comparison to Peers

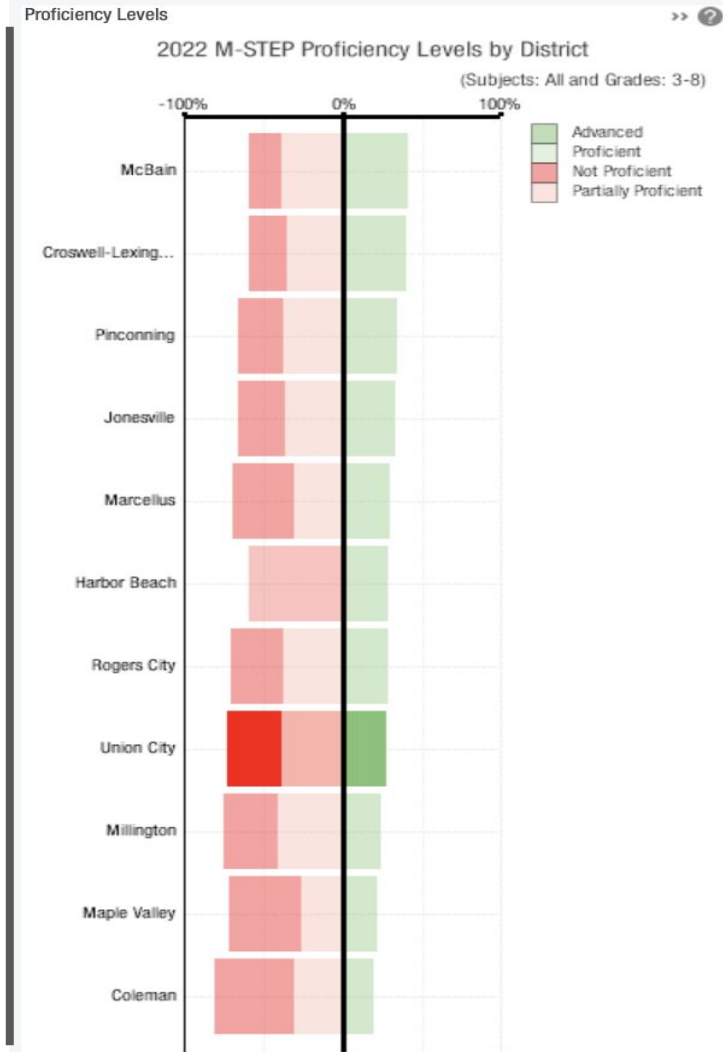
(Subjects: All and Grades: 3-8)



## SES Peers

A district's socio-economic status is defined based on household income, unemployment rate, and educational attainment. Useful for academic and financial analyses.

- Ranked 8/11 in Proficiency
- 2nd highest % of Free/Reduced price lunch
- Typically, lower in Proficiency with this group



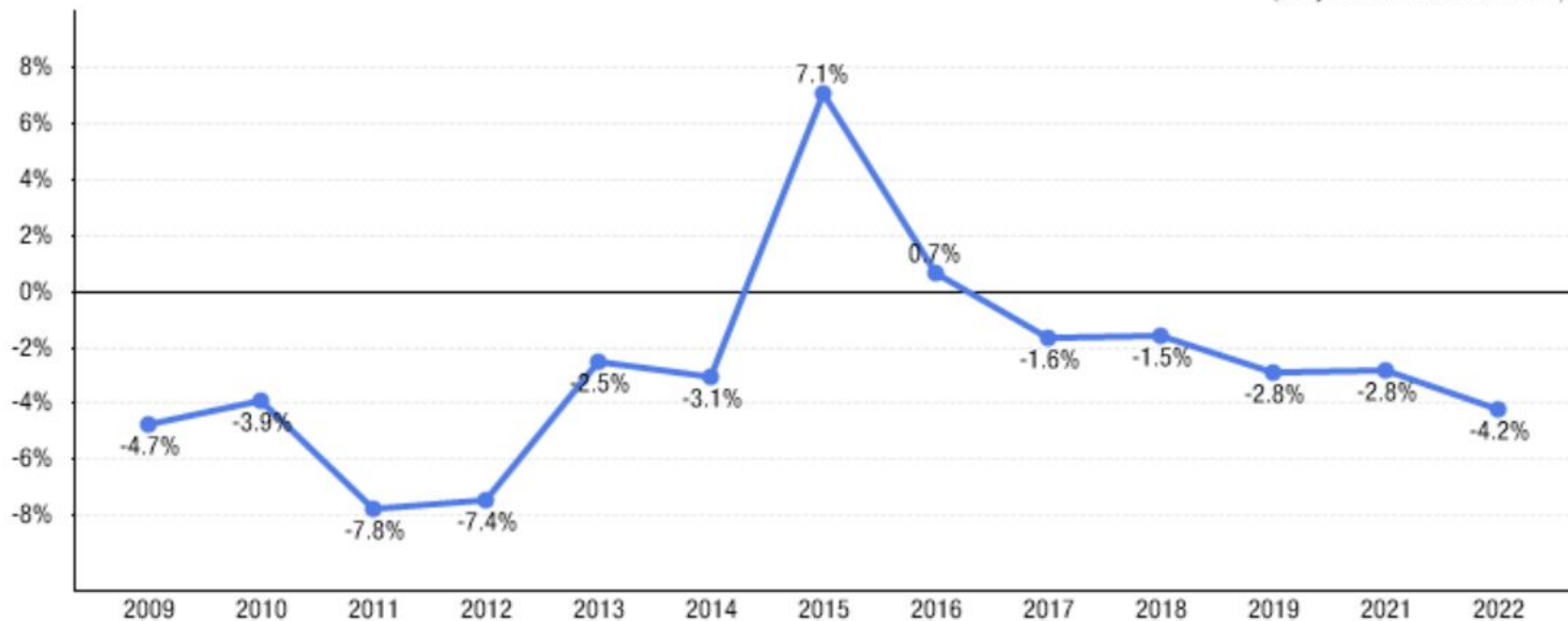
# MEAP and M-Step - SES Peers

Comparison ▾



MEAP & M-STEP Comparison to Peers

(Subjects: All and Grades: 3-8)



# Why is it that we lag behind other similar Socio-economic Status schools?

Socio-economic Status Defined:

A district's socio-economic status is defined based on household income, unemployment rate, and educational attainment. Useful for academic and financial analyses.

# Following our Current Cohorts

9th Graders

8th Graders

7th Graders

**When do we make the jump in ELA and Math to pass both the State and socio-economic peers? Why does that happen?**

- Math 7th Grade?
- ELA 6th Grade?

## Current 7th Graders Math:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - NO DATA

**5th Grade** - Below Both State and SES Peers

**6th Grade** - Below Both State and SES Peers

## Current 7th Graders ELA:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - NO DATA

**5th Grade** - Below State and Above SES Peers

**6th Grade** - Above Both State and SES Peers

## Current 8th Graders Math:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - Below Both State and SES Peers

**5th Grade** - NO DATA

**6th Grade** - Below Both State and SES Peers

**7th Grade** - Above Both State and SES Peers

## Current 8th Graders ELA:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - Below Both State and SES Peers

**5th Grade** - NO DATA

**6th Grade** - Above Both State and SES Peers

**7th Grade** - Above Both State and SES Peers

## Current 9th Graders Math:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - Below Both State and SES Peers

**5th Grade** - ???

**6th Grade** - NO DATA

**7th Grade** - Above SES Peers - Below State

**8th Grade** - ???

## Current 9th Graders ELA:

**3rd Grade** - Below Both State and SES Peers

**4th Grade** - Below Both State and SES Peers

**5th Grade** - Below Both State and SES Peers

**6th Grade** - NO DATA

**7th Grade** - Below Both State and SES Peers

**8th Grade** - Above SES Peers - Below State

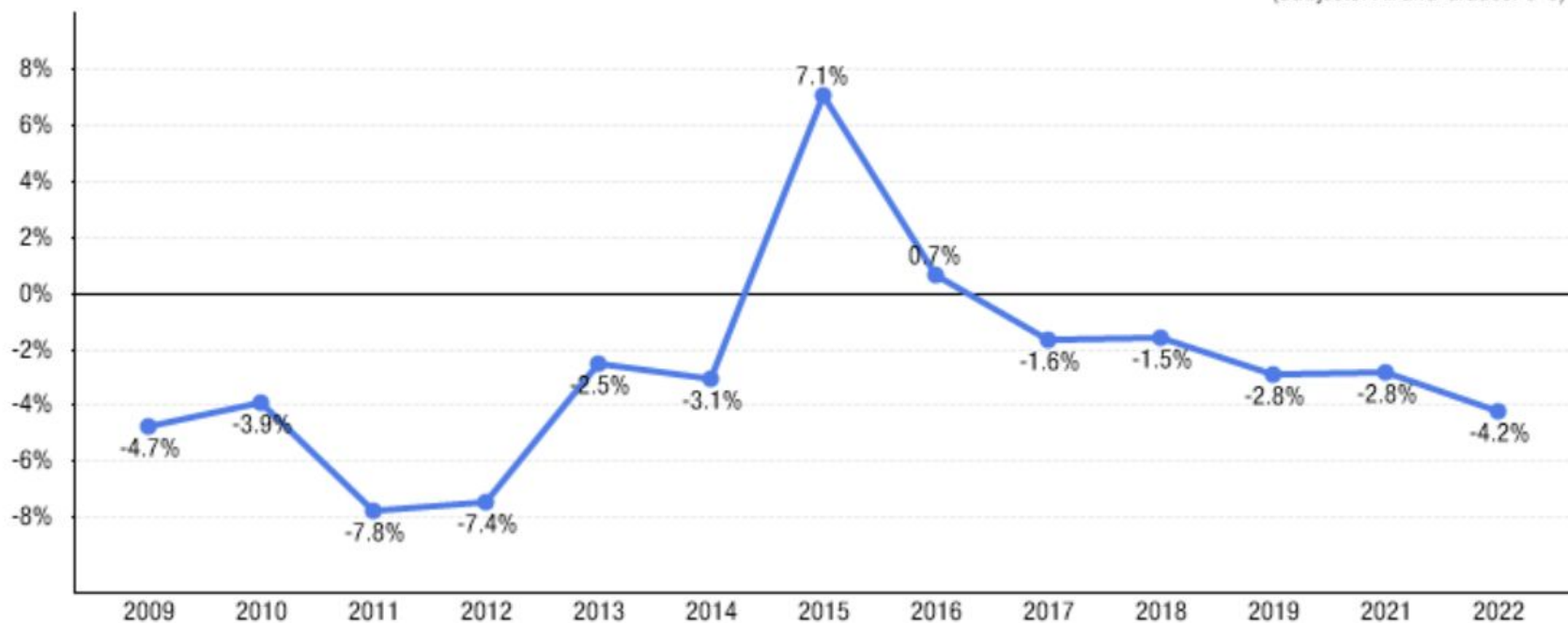
# MEAP and M-Step - SES Peers

Comparison ▾



MEAP & M-STEP Comparison to Peers

(Subjects: All and Grades: 3-8)

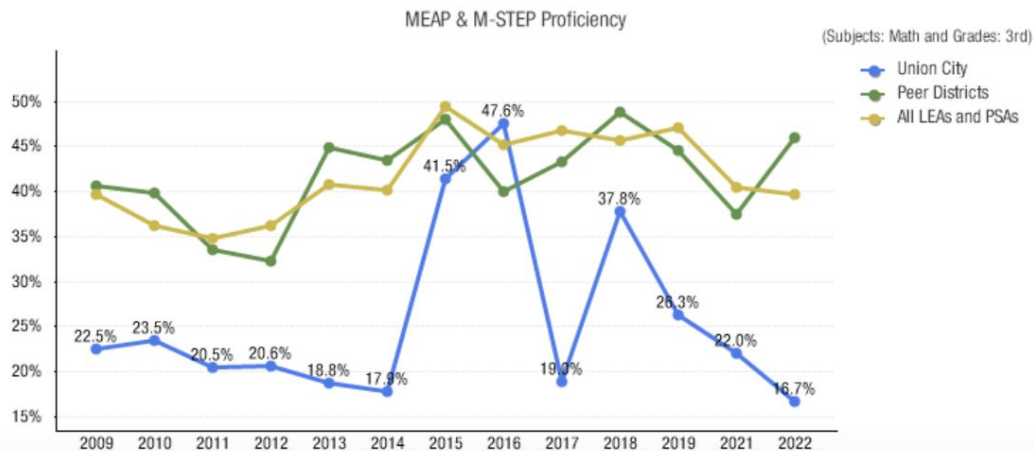


## My % Proficient M-STEP

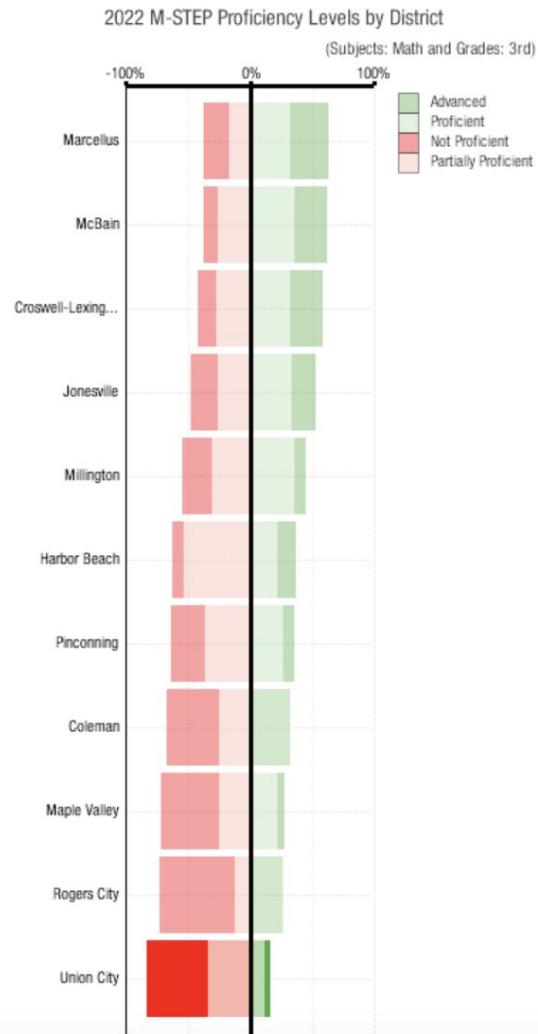
Year	Subgroup and Subject	My % Proficient
2015	All - Math	41.5%
2016	All - Math	47.6%
2017	All - Math	19.0%
2018	All - Math	37.8%
2019	All - Math	26.3%
2021	All - Math	22.0%
2022	All - Math	16.7%

All
  ED
  Ethnicity
  Gender
  LEP
  SWD

## Proficiency Trends



## Proficiency Levels



# 3rd Grade Math

## My % Proficient M-STEP

Year	Subgroup and Subject	My % Proficient
2015	All - ELA	46.8%
2016	All - ELA	40.5%
2017	All - ELA	32.8%
2018	All - ELA	40.0%
2019	All - ELA	28.7%
2021	All - ELA	30.0%
2022	All - ELA	19.4%

All
  ED
  Ethnicity
  Gender
  LEP
  SWD

## Proficiency Trends

MEAP & M-STEP Proficiency

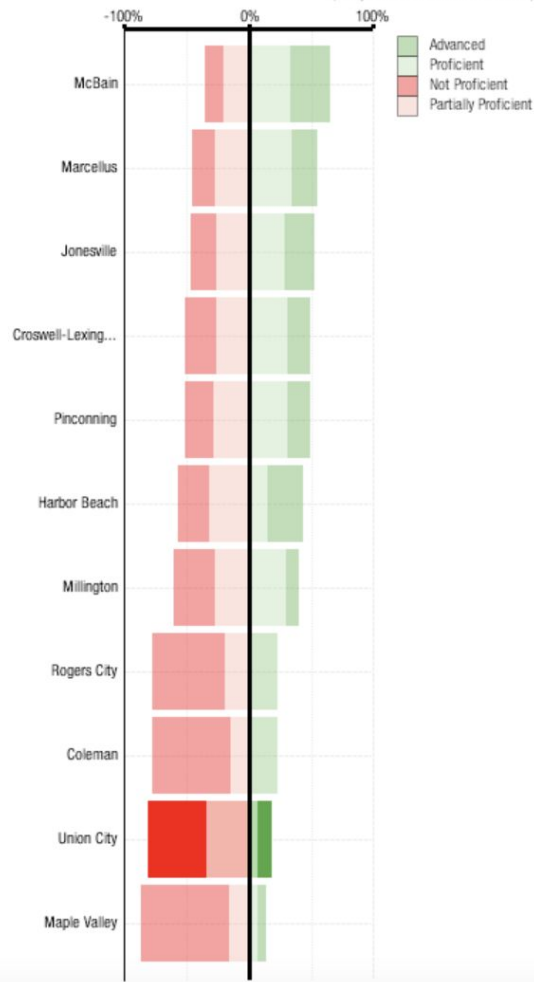
(Subjects: ELA and Grades: 3rd)



## Proficiency Levels

2022 M-STEP Proficiency Levels by District

(Subjects: ELA and Grades: 3rd)



# 3rd Grade ELA

# What does that mean? What are we doing?

- We start very low but grow year after year and upon graduating from 8th grade we typically exceed other schools in the State and similar Socio-economic Status Districts
- We have implemented vertically and horizontally aligned curriculum that is research backed in order to start that rise for our students earlier.
  - Bookworms - ELA
  - Bridges - Math