

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, August 21, 2023	6:30 PM

I. **Call To Order**

a. **Pledge of Allegiance**

b. **Opening Statement**

Welcome to the Union City Community Schools Board meeting. Our meeting agenda is available for you to follow. The expectation for our board meeting is to follow this agenda closely. We operate under the Open Meetings Act and utilize Roberts Rule of Order to govern our discussion and decision-making process.

There is an opportunity for public comment during our set agenda. We welcome the public to express their opinions during this time of our agenda. If there are questions about the agenda or the board meeting process, please seek out one of the Board members for clarification.

II. **Addition or Deletion of Items to the Agenda**

III. **Sex Education Standards**

Proposed changes to the sex education standards will be presented.

IV. **Public Hearing on Proposed Changes to the Sex Education Standards**

This is the section of the meeting in which the public may make comments or share their opinions about the proposed sex education standards changes or agenda items. 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. **Consent Agenda**

a. **Approval of Minutes**

1. Rescheduled Regular Meeting 6/26/23
2. Closed Session #1 6/26/23
3. Closed Session #2 6/26/23

b. **Resignation**

Amber Miller, middle school paraprofessional, is resigning effective July 27, 2023.

c. **Resignation**

Samantha Fick, Full Time Substitute Teacher at the middle school, has resigned effective July 28, 2023.

VI. **Correspondence**

a. **Thank you from the 100th Year Dam Celebration Committee**

Dr. William Courliss thanked Chris and the transportation department for providing busing and drivers for the Dam Celebration event on July 22, 2023.

VII. **Action Items**

a. **Financials**

Board action is required to approve the financials for the months ending May 30, 2023; June 30, 2023; and July 31, 2023.

b. **2023 Sinking Fund Debt Retirement Account**

Board action is required to add this account to our Southern Michigan Bank and Trust accounts.

c. **Fall Coaching Recommendations**

Board action is required to approve the fall coaching recommendations of Athletic Director, Hayley Denney as presented.

d. **High School Science Teacher Hiring**

Board action is required to hire Luke Dexter as a high school science teacher.

e. **Elementary Teacher Hirings**

Board action is required to approve the hiring of Jenna Greiner and Sara Holt as 2nd grade teachers.

f. **Middle School Teacher Hiring**

Board action is required to approve Kyle Miller as a middle school math and science teacher.

g. **Full Time Substitute Teacher Hirings**

Board action is required to approve the following full time substitutes: Jessica Payne, high school; Anna Payne, middle school; and Rachel Rose, elementary.

h. **High School Paraprofessional Hiring**

Board action is required to hire Kelly Smeltzer as a one-on-one paraprofessional at the high school.

i. **Middle School Paraprofessional Hiring**

Board action is required to approve hiring Doreen Holtz as a middle school paraprofessional.

j. **High School Course Guide, Charger Academy Course Guide and Certificate of Completion Requirement Update Request**

Board action is required to approve the high school course guide with the updated Certificate of Completion requirements and the Charger Academy Course Guide (No changes to the Charger Academy Course Guide except the date on the front page).

k. **Student Handbooks**

Board action is required to approve the student handbooks as presented.

l. **Building Project Revised Budget and Bid Approval**

PSI has provided a revised and updated project budget for the Stadium Project which includes bids for the Aluminum Work, the Bathroom and Pavilion Structures, and the additional excavation work needed.

VIII. **Discussion Items**

a. **Stadium Contest Preparations**

b. **2023-24 School Year Preparations**

IX. **Information Items**

a. **Enrollment**

X. **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.

XI. **Board Roundtable**

XII. **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 six (VI) and ten (X).

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.

				National Health Education Standard
Row	Indicator #	Indicator	Topic	
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence				
Standards: CC=Core Concepts, INF=Analyzing Influences, AI=Accessing Information, IC=Interpersonal Communication, DM=Decision-Making, GS=Goal Setting, SM=Self-Management, ADV=Advocacy				
1	CHR.2.CC.1	Describe characteristics of a friend	CHR	CC
2	CHR.2.CC.2	Define bodily autonomy and personal boundaries	CHR	CC
3	CHR.2.CC.3	Define consent	CHR	CC
4	CHR.2.CC.4	Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)	CHR	CC
5	CHR.2.IC.1	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries	CHR	IC
6	CHR.2.IC.2	Explain why it is important to show respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial)	CHR	IC
7	CHR.2.SM.1	Identify healthy ways for friends to express feelings, both physically and verbally	CHR	SM
16	IV.2.IC.1	Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	IC
17	IV.2.DM.1	Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)*	IV	DM
Yellow - addressed by both the Michigan Standards and the National Standards				
Green - not addressed by Michigan Standards - data supports need for inclusion				

Row	Indicator #	Indicator	Topic	National Health Education Standard	If Addressed: Grade, Curriculum, Lesson
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence Standards: CC=Core Concepts, INF=Analyzing Influences, AI=Accessing Information, IC=Interpersonal Communication, DM=Decision-Making, GS=Goal Setting, SM=Self-Management, ADV=Advocacy					
1	CHR.5.CC.1	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members	CHR	CC	3rd, 4th
2	CHR.5.CC.2	Explain the relationship between consent, personal boundaries, and bodily autonomy	CHR	CC	3rd, 4th, 5th
3	CHR.5.AI.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships	CHR	AI	3rd, 4th, 5th
4	CHR.5.IC.1	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries	CHR	IC	3rd, 4th, 5th
5	AP.5.CC.1	Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies	AP	CC	4th
6	PD.5.CC.1	Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary	PD	CC	4th
7	PD.5.CC.2	Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce	PD	CC	4th
8	PD.5.CC.3	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)	PD	CC	4th (masturbation is not introduced or discussed).
10	PD.5.AI.1	Identify credible sources of information about puberty and personal hygiene	PD	AI	3rd, 4th
11	PD.5.AI.2	Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health	PD	AI	3rd, 4th
12	PD.5.GS.1	Make a plan for maintaining personal hygiene during puberty	PD	GS	3rd, 4th
17	GI.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression	GI	AI	3rd, 4th - encouraged to ask parents if there is a question
18	GI.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community	GI	ADV	We teach to treat all humans with kindness and respect

21	SO.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation	SO	AI	3rd, 4th - encouraged to ask parents if there is a question
23	SH.5.CC.1	Explain the relationship between sexual intercourse and human reproduction	SH	CC	not taught
25	SH.5.CC.3	Define STDs, including HIV, and clarify common myths about transmission	SH	CC	4th
27	IV.5.IC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment	IV	IC	3rd, 4th, 5th
28	IV.5.IC.2	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action	IV	IC	3rd, 4th
30	IV.5.SM.1	Describe steps a person can take when they are being or have been sexually abused	IV	SM	3rd, 4th
29	IV.5.ADV.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV	3rd, 4th, 5th
Yellow - addressed by both the Michigan Standards and the National Standards					
Green - not addressed by Michigan Standards - data supports need for inclusion					

Row	Indicator #	Indicator	Topic	National Health Education Standard
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence				
Standards: CC=Core Concepts, INF=Analyzing Influences, AI=Accessing Information, IC=Interpersonal Communication, DM=Decision-Making, GS=Goal Setting, SM=Self-Management, ADV=Advocacy				
1	CHR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships*	CHR	CC
2	CHR.8.CC.2	Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships	CHR	CC
3	CHR.8.CC.3	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	CHR	CC
4	CHR.8.CC.4	Define sexual consent and sexual agency	CHR	CC
5	CHR.8.INF.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships	CHR	INF
6	CHR.8.INF.2	Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication)	CHR	INF
7	CHR.8.INF.3	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity*	CHR	INF
8	CHR.8.IC.1	Demonstrate communication skills that will support healthy relationships	CHR	IC
9	CHR.8.IC.2	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others	CHR	IC
10	CHR.8.SM.1	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*	CHR	SM
11	CHR.8.SM.2	Demonstrate strategies to use social media safely, legally, and respectfully	CHR	SM
12	AP.8.CC.1	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)	AP	CC
13	PD.8.AI.1	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health	PD	AI
14	GI.8.INF.1	Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression	GI	INF

16	GI.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all gender identities	GI	IC
22	SO.8.IC.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations	SO	IC
26	SH.8.CC.3	List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)	SH	CC
28	SH.8.CC.5	Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted	SH	CC
29	SH.8.CC.6	Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)	SH	CC
30	SH.8.CC.7	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission	SH	CC
35	SH.8.CC.12	Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem	SH	CC
36	SH.8.INF.1	Analyze how alcohol and other substances can influence sexual decision-making	SH	INF
37	SH.8.INF.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking	SH	INF
38	SH.8.AI.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources	SH	AI
40	SH.8.IC.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)*	SH	IC
42	SH.8.DM.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors	SH	DM
41	SH.8.GS.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)	SH	GS
46	IV.8.CC.3	Define sex trafficking, sexual exploitation, and gender-based violence*	IV	CC
47	IV.8.INF.1	Describe strategies that sex traffickers/exploiters employ to recruit youth	IV	INF
48	IV.8.AI.1	Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked	IV	AI
49	IV.8.SM.1	Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors	IV	SM

50	IV.8.ADV.1	Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV
Yellow - addressed by both the Michigan Standards and the National Standards				
Green - not addressed by Michigan Standards - data supports need for inclusion				

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1	CHR.10.CC.1	Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships*	CHR	CC
2	CHR.10.CC.2	Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent*	CHR	CC
3	CHR.10.CC.3	Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship	CHR	CC
4	CHR.10.INF.1	Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support	CHR	INF
5	CHR.10.INF.2	Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships	CHR	INF
6	CHR.10.INF.3	Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent*	CHR	INF
7	CHR.10.IC.1	Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*	CHR	IC
9	CHR.10.DM.1	Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important	CHR	DM
8	CHR.10.GS.1	Develop a plan to get out of an unsafe or unhealthy relationship*	CHR	GS
10	CHR.10.SM.1	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior	CHR	SM
11	AP.10.CC.1	Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex)	AP	CC
12	PD.10.CC.1	Describe the cognitive, social, and emotional changes of adolescence and early adulthood	PD	CC
19	SH.10.CC.1	Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)	SH	CC

20	SH.10.CC.2	Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex	SH	CC
21	SH.10.CC.3	Describe common symptoms, or lack thereof, and treatments for STDs, including HIV	SH	CC
26	SH.10.INF.2	Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment)*	SH	INF
27	SH.10.INF.3	Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)	SH	INF
28	SH.10.AI.1	Demonstrate the ability to determine whether a resource or service is medically accurate or credible	SH	AI
29	SH.10.AI.2	Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care)	SH	AI
30	SH.10.AI.3	Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP	SH	AI
31	SH.10.IC.1	Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV)*	SH	IC
34	SH.10.DM.1	Apply a decision-making model to choices about contraceptive use, including abstinence and condoms	SH	DM
32	SH.10.GS.1	Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention	SH	GS
36	IV.10.CC.1	Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)	IV	CC
37	IV.10.CC.2	Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence*	IV	CC

38	IV.10.CC.3	Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator	IV	CC
39	IV.10.CC.4	Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth	IV	CC
40	IV.10.AI.1	Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence	IV	AI
41	IV.10.AI.2	Identify credible resources related to sex trafficking and sexual violence prevention and intervention	IV	AI
42	IV.10.IC.1	Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors	IV	IC
43	IV.10.IC.2	Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations	IV	IC
Yellow - addressed by both the Michigan Standards and the National Standards				
Green - not addressed by Michigan Standards - data supports need for inclusion				

				National Health Education Standard
Row	Indicator #	Indicator	Topic	
Topics: CHR=Consent and Healthy Relationships, AP=Anatomy and Physiology, PD=Puberty and Adolescent Sexual Development, GI=Gender Identity and Expression, SO=Sexual Orientation, SH=Sexual Health, IV=Interpersonal Violence				
Standards: CC=Core Concepts, INF=Analyzing Influences, AI=Accessing Information, IC=Interpersonal Communication, DM=Decision-Making, GS=Goal Setting, SM=Self-Management, ADV=Advocacy				
1	CHR.12.CC.1	Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes)	CHR	CC
2	CHR.12.INF.1	Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure*	CHR	INF
4	CHR.12.INF.3	Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, ability)*	CHR	INF
5	CHR.12.INF.4	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship*	CHR	INF
6	CHR.12.DM.1	Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship	CHR	DM
7	CHR.12.SM.1	Evaluate strategies to use social media safely, legally, and respectfully	CHR	SM
13	SH.12.CC.1	Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)	SH	CC
16	SH.12.INF.2	Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)	SH	INF
17	SH.12.INF.3	Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment	SH	INF
18	SH.12.INF.4	Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media	SH	INF
20	SH.12.AI.1	Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*	SH	AI
21	SH.12.IC.1	Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations	SH	IC
23	SH.12.DM.1	Assess the skills needed to be an effective parent	SH	DM
22	SH.12.GS.1	Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access	SH	GS
24	SH.12.SM.1	Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status*	SH	SM

25	IV.12.INF.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence*	IV	INF
26	IV.12.ADV.1	Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	IV	ADV
Yellow - addressed by both the Michigan Standards and the National Standards				
Green - not addressed by Michigan Standards - data supports need for inclusion				

Rescheduled Regular Meeting - Public
Hearing and Budget
Monday, June 26, 2023 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:	Arrived at 6:33 p.m.
Jennifer Gautsche:	Present
Amber Herman:	Present
Darin LaBar:	Present
Dave Mathis:	Absent
Archie Mears:	Present
Paul Arlt:	Present

Pledge of Allegiance

Opening Statement

2022-2023 Proposed Budget Amendment

Business Manager, Sara Leson, presented the 2022-23 proposed budget amendment.

Paula DeJongh arrived at 6:33 p.m.

2023-2024 Budget Proposal

Business Manager, Sara Leson, presented the 2023-24 proposed budget.

Public Hearing on Proposed Budgets or Agenda Items

No public comments on budgets.

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 Archie Mears and seconded by Darin LaBar, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Approval of Minutes

Regular Meeting 5/15/23

Closed Meeting #1 5/15/23

Closed Meeting #2 5/15/23

Closed Meeting #3 5/15/23

Resignation

Maternity Leave

Resignation

Correspondence - None

Comments From the Audience on Agenda Items - None

Public Comments Statement

Action Items

2022-2023 Budget Amendment Resolution

The Board of Education approves the budget amendment resolution as presented. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paula DeJongh: Yea, Jennifer Gautsche: Yea, Paul Arlt: Yea, Archie Mears: Yea, Darin LaBar: Yea, Amber Herman: Yea

Yea: 6 Nay: 0

2023-2024 Budget Resolution

The Board of Education approves the 2023-2024 budget resolution as presented. This motion, made by Archie Mears and seconded by Paula DeJongh, Carried.

Archie Mears: Yea, Paul Arlt: Yea, Paula DeJongh: Yea, Darin LaBar: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea

Yea: 6 Nay: 0

Millage Levy Resolution

The Board of Education approves the 2023-2024 Tax Millage Rate Request Report to County Board of Commissioners (L-4029) as presented. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.

Paul Arlt: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea

Yea: 6 Nay: 0

2023-2024 Resolution Authorizing Issuance of Notes In Anticipation of State School Aid

The Board of Education approves the 2023-2024 resolution authorizing issuance of notes in anticipation of state school aid as presented. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Jennifer Gautsche: Yea, Archie Mears: Yea, Darin LaBar: Yea, Paul Arlt: Yea, Paula DeJongh: Yea, Amber Herman: Yea

Yea: 6 Nay: 0

Bond Ratification Resolution

The Board of Education approves the resolution to accept the Purchaser's offer to purchase the Bonds as presented. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

Darin LaBar: Yea, Paula DeJongh: Yea, Paul Arlt: Yea, Jennifer Gautsche: Yea, Archie Mears: Yea, Amber Herman: Yea
Yea: 6 Nay: 0

Michigan High School Athletic Association (MHSAA) Resolution

The Board of Education approves participation in MHSAA for 2023-2024 as presented. This motion, made by Paula DeJongh and seconded by Jennifer Gautsche, Carried.
Paula DeJongh: Yea, Darin LaBar: Yea, Archie Mears: Yea, Jennifer Gautsche: Yea, Paul Arlt: Yea, Amber Herman: Yea
Yea: 6 Nay: 0

School of Choice Resolution

The Board of Education approves the School of Choice resolution (105 and 105C) for 2023-24 as presented. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.
Paul Arlt: Yea, Archie Mears: Yea, Darin LaBar: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea
Yea: 6 Nay: 0

Hiring of Elementary Paraprofessional

The Board of Education approves the hiring of Makayla Skirka as an elementary paraprofessional. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.
Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea
Yea: 6 Nay: 0

Coaching Recommendations

The Board of Education approves the coaching recommendations as presented by Athletic Director, Hayley Denney. This motion, made by Paula DeJongh and seconded by Darin LaBar, Carried.
Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Recused, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea
Yea: 5 Nay: 0 Recused: 1

Purchase of New Apple Devices for Students and Staff

The Board of Education approves the purchase of new devices for middle and high school students and staff in the amount of \$372,347.50. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.
Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea
Yea: 6 Nay: 0

Hiring of High School Night Custodian

The Board of Education approves the hiring of Tyler Brookmyer as the high school night custodian. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Closed Session

The Board of Education adjourns to closed session for the purpose of discussing collective bargaining strategy per Section 8(c) of the Open Meetings Act. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

President Amber Herman adjourned to closed session at 7:24 p.m.

The Board of Education comes back into open session. This motion made by Jennifer Gautsche and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

President Amber Herman called the meeting back to order at 7:55 p.m.

Group Contracts

The Board of Education approves the contracts for bus drivers, food service, paraprofessionals, secretaries, and teachers for 2023-2024 as presented. This motion made by Darin LaBar and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Individual Contracts 2023-24

The Board of Education approves the individual contracts for 2023-24 as presented. This motion made by Archie Mears and seconded by Paula DeJongh, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Discussion Items

District Goals Report including Section 98b of PA 48 of 2021

Principals and Chris answered questions about the information presented regarding district goals.

Information Items

Financials

Financials for the months of May and June will be presented as an action item at the July meeting.

Public Comment - None

Public Comments Statement

Board Roundtable

Amber Herman, Paul Arlt, Darin LaBar

Closed Session

The Board of Education adjourns to closed session for the purpose of discussing the superintendent evaluation per Section 8(a) of the Open Meetings Act. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

President Amber Herman adjourned to closed session at 8:29 p.m.

The Board of Education comes back into open session. This motion made by Jennifer Gautsche and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

President Amber Herman called the meeting back to order at 9:43 p.m.

Additional Action Items

Superintendent Evaluation

The Board of Education approves the superintendent evaluation as highly effective. This motion, made by Darin LaBar and seconded by Paula DeJongh, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Superintendent Merit Pay

The Board of Education approves the full amount of merit pay as stated in the superintendent contract. This motion, made by Archie Mears and seconded by Darin LaBar, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Superintendent Contract 2023-24

The Board of Education approves the superintendent contract as presented. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

Yea: 6 Nay: 0

Adjournment

The Board of Education adjourns the rescheduled regular meeting. This motion, made by Darin LaBar and seconded by Archie Mears, Carried.

Paul Arlt: Yea, Paula DeJongh: Yea, Jennifer Gautsche: Yea, Amber Herman: Yea, Darin LaBar: Yea, Archie Mears: Yea

President Amber Herman adjourned the meeting at 9:45 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary



To: The Board of Education
Union City Community Schools
Board Secretary Jennifer Gautsche



From: William C. Courliss, PhD
100th Year Dam Celebration Committee
Union City, Michigan 49094

Re: Cooperation Assistance Provided Between Superintendent Chris Katz and the Dam Celebration Committee.

This letter is in reference to the great assistance provided by Superintendent Chris Katz of the Union City Community Schools in providing four (4) buses for the purposes of providing transportation to and from the Riley Hydroelectric Dam for the Union City Village's 100th Year Dam Celebration Event on July 22, 2023. Mr. Katz arranged with the Bus Supervisor Deb Frey for three drivers: Cheri Gundrum, Nick Stull, and Jenna Mefford and appropriated buses for this event. All of them provided excellent service and safe transport. A special thank you to Deb because we needed that 4th bus with her as the driver to pick up the numerous people at the dam after the fireworks were over!

It is estimated that these buses transported around one thousand (1000) people from the high school parking lot to and from the dam over the long hours on that Saturday. It began at 5:30 p.m. and continued - with a slight pause during the fireworks - until the last bus of the evening that came back to the high school around midnight. The drivers were always positive and helpful, and seemed to enjoy the people (especially the children) riding the buses as well.

This entire process of the celebration could *not* have been so successful without the cooperation and assistance of Mr. Katz, Deb Frey and the three (3) bus drivers!! One hundred years ago, the Union City Community Schools also provided bus services to the Dam of local residents when it was dedicated! Therefore, having the school as an integral part of this event was very significant!

The 100th Year Riley Dam Celebration Committee is very grateful for the services provided, and the sense of community that was displayed!

It is requested that this letter be read into the official minutes of the Union City Community Schools Board meeting at its earliest convenience and be retained for future reference – perhaps for the next 100th Year Riley Dam Celebration Event.

4/30/2023 Begin. Cash on Hand:	\$2,661,196		Total of Bills:	1,525,996
Total Receipts:	\$1,288,228		Total Net Payroll:	359,954
Total Expenditures:	\$1,885,950		Total Bills and Payroll	\$1,885,950
5/31/2023 Total Cash on Hand:	\$2,063,474		to be Approved:	

FOOD SERVICE-May

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Peroid Ending

May 31, 2023

FOOD SERVICE				
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<u>REVENUE:</u>				
Local Sources	44,374	\$ 20,000	(\$24,374)	18%
State Sources	28,061	18,881	(9,180)	0.00%
Federal Sources	484,772	490,000	5,228	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	557,207	528,881	(\$28,326)	
<u>EXPENDITURES:</u>				
Salaries	179,730	179,346	384	100.21%
Employee Benefits	106,171	105,972	199	100.19%
Purchased Services	46,355	30,000	16,355	154.52%
Supplies & Materials	331,208	200,000	131,208	165.60%
Capital Outlay	15,052	-	15,052	
Other Expense	1,981	800	1,181	247.63%
Other Transactions	0	32,882	(32,882)	0.00%
		549,000	131,497	0.00%
TOTAL EXPENDITURES	680,497			
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	680,497	549,000	131,497	0.00%
EXCESS REVENUE (EXPENDITURES)	(123,290)	(20,119)		
BEGINNING FUND BALANCE	200,085	200,085		
ENDING FUND BALANCE	\$76,795	\$179,966		

Union City Community Schools
 General Fund Statement of Revenue and Expenditure Compared to Budget
 For Period Ending May 31, 2023

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,282,070	\$ 1,372,083	(90,012)	93.44%
State Sources	7,717,514	9,570,227	(1,852,713)	80.64%
Federal Sources	35,390	639,689	(604,299)	5.53%
Other Financing Sources	403,339	578,923	(175,584)	69.67%
		32,000		
TOTAL REVENUE	9,438,314	12,192,922	(2,722,608)	
EXPENDITURES				
INSTRUCTION				
Basic Program	4,928,954	6,017,971	1,089,017	81.90%
Added Needs	1,392,358	1,632,184	239,826	85.31%
Total Instruction	6,321,312	7,650,155	1,328,843	
SUPPORT SERVICE EXPENSE				
Pupil	600,807	701,386	100,579	85.66%
Improvement Instructional Staff	271,481	219,703	(51,778)	123.57%
General Administration	347,291	389,216	41,925	89.23%
School Administration	658,939	735,069	76,130	89.64%
Fiscal Services	287,509	309,977	22,468	92.75%
Operation & Maintenance	1,115,459	1,141,695	26,235	97.70%
Transportation	810,233	633,127	(177,105)	127.97%
Central Support	163,353	200,261	36,908	81.57%
Athletics	442,404	458,839	16,435	96.42%
Community Services	4,205	3,706	(499)	113.46%
Payments to Other Govt Units	147		(147)	0.00%
Site Improvement Services	204,988		(204,988)	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	0.00%
Total Support Services	4,942,790	4,828,953	38,454	
TOTAL EXPENDITURES	11,264,102	12,479,109	1,367,298	
EXCESS REVENUE (EXPENDITURES)	(\$1,825,788)	(\$286,187)		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	2,256,014	2,256,014		
BEGINNING FUND BALANCE	2,341,424	2,341,424		
ENDING FUND BALANCE	\$515,636	\$2,055,237		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF MAY 31, 2023			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF MAY 31, 2022		
Current Year			Prior Year		
Balance as of 4/30/2023			Balance as of 4/30/2022		
General Fund Cash Accounts	1,286,601		General Fund Cash Accounts	943,464	
Food Service Checking Accounts	21,072		Food Service Checking Accounts	67,638	
Trust & Agency Checking Accounts***	121,809		Trust & Agency Checking Accounts***	106,629	
SF Cash	1,231,714		SF Cash	523,259	
Total Cash On Hand	\$2,661,196		SF DS Cash 2013	2,533	
			SF DS Cash 2016	271.23	
			Total Cash On Hand	1,643,794	
Current Month Activities		YTD Activities	Prior Year-Current Month Activities		
General Fund Revenue	1,174,958	15,078,582	General Fund Revenue	1,046,587	
Food Service Revenue	56,994	391,026	Food Service Revenue	4,425	
Trust & Agency Revenue	55,063	100,385	Trust & Agency Revenue	43,069	
SF Revenue	1,215	5,494	SF Revenue	43.65	
Total Revenue	\$1,288,228	15,575,487	SF DS Revenue 2013	0.02	
			SF DS Revenue 2016	1	
			Total Revenue	1,094,126	
General Fund Expenses	1,220,942	10,867,635	General Fund Expenses	930,062	
Net Payroll	359,954	3,887,131	Net Payroll	334,406	
Food Service Expenses	50,796	397,607	Food Service Expenses	36,838	
Trust & Agency Expenses	37,817	88,412	Trust & Agency Expenses	38,562	
SF Expenses	216,441	230,295	SF Expenses	10,270.00	
Total Expenses	\$1,885,950	15,471,079	SF DS Expenses 2013	0	
			SF DS Expenses 2016	5	
			Total Expenses	1,350,142	
Balance as of 5/31/2023			Balance as of 5/30/2022		
General Fund Cash Accounts	880,662		General Fund Cash Accounts	725,583	
Food Service Checking Accounts	27,270		Food Service Checking Accounts	35,225	
Trust & Agency Checking Accounts***	139,054		Trust & Agency Checking Accounts***	111,137	
SF Cash	1,016,488		SF Cash	513,033	
Total Cash On Hand	\$2,063,474		SF DS Cash 2013	2,533	
			SF DS Cash 2016	267.6	
			Total Cash On Hand	1,387,778	

5/31/2023 Begin. Cash on Hand:	\$2,063,474		Total of Bills:	851,892
Total Receipts:	\$3,263,402		Total Net Payroll:	348,972
Total Expenditures:	\$1,200,865		Total Bills and Payroll	\$1,200,865
6/30/2023 Total Cash on Hand:	\$4,126,012		to be Approved:	

FOOD SERVICE-June

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Period Ending

June 30, 2023

FOOD SERVICE				
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<u>REVENUE:</u>				
Local Sources	53,698	\$ 47,000	(\$6,698)	18%
State Sources	34,685	31,853	(2,832)	0.00%
Federal Sources	641,602	577,345	(64,257)	0.00%
INCOMING TRANSFERS		0	0	
TOTAL REVENUE	729,985	656,198	(\$73,787)	
<u>EXPENDITURES:</u>				
Salaries	195,585	196,000	(415)	99.79%
Employee Benefits	123,489	112,200	11,289	110.06%
Purchased Services	49,392	46,654	2,738	105.87%
Supplies & Materials	401,017	337,347	63,670	118.87%
Capital Outlay	43,260	15,053	28,207	
Other Expense	2,026	1,981	45	102.27%
Other Transactions	45,534	32,882	12,652	138.48%
		742,117	118,186	0.00%
TOTAL EXPENDITURES	860,303			
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	860,303	742,117	118,186	0.00%
EXCESS REVENUE (EXPENDITURES)	(130,318)	(85,919)		
BEGINNING FUND BALANCE	200,085	200,085		
ENDING FUND BALANCE	\$69,767	\$114,166		

Union City Community Schools
 General Fund Statement of Revenue and Expenditure Compared to Budget
 For Period Ending June 30, 2022

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,419,442	\$ 1,440,971	(21,529)	98.51%
State Sources	10,539,957	10,487,915	52,042	100.50%
Federal Sources	1,121,491	882,583	238,908	127.07%
Other Financing Sources	582,361	578,923	3,438	100.59%
	45,534	32,000		
TOTAL REVENUE	13,708,785	13,422,392	272,859	
EXPENDITURES				
INSTRUCTION				
Basic Program	6,490,788	6,515,240	24,452	99.62%
Added Needs	1,813,487	1,721,146	(92,341)	105.37%
Total Instruction	8,304,275	8,236,386	(67,889)	
SUPPORT SERVICE EXPENSE				
Pupil	709,563	725,350	15,787	97.82%
Improvement Instructional Staff	301,929	265,742	(36,187)	113.62%
General Administration	383,217	382,901	(316)	100.08%
School Administration	723,574	727,447	3,873	99.47%
Fiscal Services	301,024	307,150	6,126	98.01%
Operation & Maintenance	1,362,770	1,215,762	(147,008)	112.09%
Transportation	915,678	867,668	(48,010)	105.53%
Central Support	190,776	191,528	752	99.61%
Athletics	484,868	459,822	(25,046)	105.45%
Community Services	4,620	5,078	458	90.98%
Payments to Other Govt Units	147		(147)	0.00%
Site Improvement Services	443,182		(443,182)	0.00%
Prior Period Adjustments			0	0.00%
Debt Service	35,975	297,455	261,480	0.00%
Fund Modification to Food Service		0	0	0.00%
Total Support Services	5,857,322	5,445,903	(205,734)	
TOTAL EXPENDITURES	14,161,597	13,682,289	(273,623)	
EXCESS REVENUE (EXPENDITURES)	(\$452,812)	(\$259,897)		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	2,256,014	2,256,014		
BEGINNING FUND BALANCE	2,341,424	2,341,424		
ENDING FUND BALANCE	\$1,888,612	\$2,081,527		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF JUNE 30, 2023			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF JUNE 30, 2022		
Current Year			Prior Year		
Balance as of 5/31/2023			Balance as of 5/31/2022		
General Fund Cash Accounts	880,662		General Fund Cash Accounts	1,661,799	
Food Service Checking Accounts	27,270		Food Service Checking Accounts	2,258	
Trust & Agency Checking Accounts***	139,054		Trust & Agency Checking Accounts***	109,432	
SF Cash	1,016,488		SF Cash	177,353	
Total Cash On Hand	\$2,063,474		SF DS Cash 2013	2,532	
			SF DS Cash 2016	329.2	
			Total Cash On Hand	1,953,704	
Current Month Activities		YTD Activities	Prior Year-Current Month Activities		
General Fund Revenue	1,194,722	16,273,304	General Fund Revenue	945,992	
Food Service Revenue	27,759	418,785	Food Service Revenue	35,059	
Trust & Agency Revenue	4,662	105,047	Trust & Agency Revenue	7,592	
SF Revenue	2,036,259	2,041,753	SF Revenue	247,705	
Total Revenue	\$3,263,402	18,838,889	SF DS Revenue 2013	0	
			SF DS Revenue 2016	0	
			Total Revenue	1,236,348	
General Fund Expenses	833,516	11,701,150	General Fund Expenses	923,796	
Net Payroll	348,972	4,236,103	Net Payroll	246,153	
Food Service Expenses	6,288	403,895	Food Service Expenses	1,453	
Trust & Agency Expenses	8,523	96,935	Trust & Agency Expenses	13,921	
SF Expenses	3,566	230,795	SF Expenses	15,401.80	
Total Expenses	\$1,200,865	16,668,878	SF DS Expenses 2013	-	
			SF DS Expenses 2016	-	
			Total Expenses	1,200,725	
Balance as of 6/30/2023			Balance as of 6/30/2022		
General Fund Cash Accounts	892,897		General Fund Cash Accounts	1,438,314	
Food Service Checking Accounts	48,741		Food Service Checking Accounts	35,865	
Trust & Agency Checking Accounts***	135,194		Trust & Agency Checking Accounts***	103,103	
SF Cash	3,049,181		SF Cash	409,656	
Total Cash On Hand	\$4,126,012		SF DS Cash 2013	2,532	
			SF DS Cash 2016	329	
			Total Cash On Hand	\$1,989,799	

6/30/2023 Begin. Cash on Hand:	\$4,126,012		Total of Bills:	1,659,535
Total Receipts:	\$1,323,740		Total Net Payroll:	266,401
Total Expenditures:	\$1,925,936		Total Bills and Payroll	\$1,925,936
7/31/2023 Total Cash on Hand:	\$3,523,816		to be Approved:	

FOOD SERVICE-July

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Period Ending

July 31, 2023

	FOOD SERVICE			
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
REVENUE:				
Local Sources	1,607.46	\$ 47,000	\$45,393	18%
State Sources	0	15,960	15,960	0.00%
Federal Sources	0	558,000	558,000	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	1,607	620,960	\$619,353	
EXPENDITURES:				
Salaries	5,899.18	202,468	(196,569)	2.91%
Employee Benefits	3,471.32	118,450	(114,979)	2.93%
Purchased Services	0	33,540	(33,540)	0.00%
Supplies & Materials	0	275,000	(275,000)	0.00%
Capital Outlay	0	-	0	#DIV/0!
Other Expense	45	800	(755)	5.63%
Other Transactions	0	32,882		
TOTAL EXPENDITURES	9,416	663,140	(620,843)	0.00%
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	9,416	663,140	(620,843)	0.00%
EXCESS REVENUE (EXPENDITURES)	(7,808)	(42,180)		
BEGINNING FUND BALANCE	69,767	69,767		
ENDING FUND BALANCE	\$61,959	\$27,587		

Union City Community Schools
 General Fund Statement of Revenue and Expenditure Compared to Budget
 For Period Ending July 31, 2023

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	2,961.61	\$ 1,372,083	(1,369,121)	0.22%
State Sources	0	9,570,227	(9,570,227)	0.00%
Federal Sources	0	639,689	(639,689)	0.00%
Other Financing Sources	0	578,923	(578,923)	0.00%
		32,000		
TOTAL REVENUE	2,962	12,192,922	(12,157,960)	
EXPENDITURES				
INSTRUCTION				
Basic Program	571,218	6,017,971	5,446,753	9.49%
Added Needs	85,477	1,632,184	1,546,707	5.24%
Total Instruction	656,695	7,650,155	6,993,460	
SUPPORT SERVICE EXPENSE				
Pupil	50,006	701,386	651,380	7.13%
Improvement Instructional Staff	22,672	219,703	197,031	10.32%
General Administration	35,795	389,216	353,421	9.20%
School Administration	47,417	735,069	687,652	6.45%
Fiscal Services	26,494	309,977	283,483	8.55%
Operation & Maintenance	188,445	1,141,695	953,250	16.51%
Transportation	27,590	633,127	605,537	4.36%
Central Support	45,804	200,261	154,457	22.87%
Athletics	7,519	458,839	451,320	1.64%
Community Services	275	3,706	3,431	7.42%
Payments to Other Govt Units	147		(147)	0.00%
Site Improvement Services	14,030		(14,030)	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	0	35,975	35,975	0.00%
Fund Modification to Food Service	0	0	0	0.00%
Total Support Services	466,195	4,828,954	3,731,753	
TOTAL EXPENDITURES	1,122,890	12,479,109	10,725,213	
EXCESS REVENUE (EXPENDITURES)	(\$1,119,928)	(\$286,187)		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,803,202	1,803,202		
BEGINNING FUND BALANCE	\$1,888,612	\$1,888,612		
ENDING FUND BALANCE	\$768,683	\$1,602,425		

13%

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF JULY 31, 2023			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF JULY 31, 2022		
Current Year			Prior Year		
Balance as of 6/30/2023			Balance as of 6/30/2022		
General Fund Cash Accounts	892,897		General Fund Cash Accounts	557,168	
Food Service Checking Accounts	48,741		Food Service Checking Accounts	33,851	
Trust & Agency Checking Accounts***	135,194		Trust & Agency Checking Accounts***	103,669	
SF Cash	3,049,181		SF Cash	671,072	
Total Cash On Hand	\$4,126,012		SF DS Cash 2013	2,533	
			SF DS Cash 2016	268	
			Total Cash On Hand	1,368,560	
Current Month Activities		YTD Activities	Prior Year-Current Month Activities		
General Fund Revenue	1,311,714	1,311,714	General Fund Revenue	2,060,907	
Food Service Revenue	8,804	8,804	Food Service Revenue	47	
Trust & Agency Revenue	N/A	N/A	Trust & Agency Revenue	N/A	
SF Revenue	3,222	3,222	SF Revenue	58	
Total Revenue	\$1,323,740	1,323,740	SF DS Revenue 2013	0	
			SF DS Revenue 2016	0	
			Total Revenue	2,061,011	
General Fund Expenses	1,561,162	1,561,162	General Fund Expenses	1,018,021	
Net Payroll	266,401	266,401	Net Payroll	254,260	
Food Service Expenses	31,203	31,203	Food Service Expenses	3,929	
Trust & Agency Expenses	N/A	N/A	Trust & Agency Expenses	N/A	
SF Expenses	67,169.50	-	SF Expenses	-	
Total Expenses	\$1,925,936	1,858,766	SF DS Expenses 2013	-	
			SF DS Expenses 2016	-	
			Total Expenses	1,276,210	
Balance as of 7/31/2023			Balance as of 7/31/2022		
General Fund Cash Accounts	377,048		General Fund Cash Accounts	1,345,794	
Food Service Checking Accounts	26,342		Food Service Checking Accounts	29,969	
Trust & Agency Checking Accounts***	135,194		Trust & Agency Checking Accounts***	103,669	
SF Cash	2,985,233		SF Cash	671,130	
Total Cash On Hand	\$3,523,816		SF DS Cash 2013	2,533	
			SF DS Cash 2016	268	
			Total Cash On Hand	2,153,362	



Union City Community Schools

Charger Athletics
430 St. Joseph Street
Union City, MI 49094

Mrs. Hayley Denney
Athletic Director
hdenney@unioncityschools.org
Ph: 517.741.3306
Fax: 517.741.5205

To: Chris Katz, Superintendent
From: Hayley Denney, Athletic Director
Date: July 19, 2023
RE: Coaching Staff

I recommend the following persons be hired as coaches for the 2023-24 school year.

New Hire:

Samantha Needham- MS Sideline Cheer
Pete Payne- JV Head Football Coach

Resignations:

David Wilbur- Asst Football

“Striving For Excellence In Everything We Do”



Union City High School
430 St. Joseph Street
Union City, MI 49094
Ph: 517-741-3305
Fax: 517-741-5205
e-mail: acase@unioncityschools.org

Amber Case
Principal

July 31, 2023

Union City Community Schools Board of Education:

Please accept this as my recommendation to hire Luke Dexter as a teacher at Union City High School. Mr. Dexter is a Union City graduate of the class of 2019. He will be completing his student teaching in a Physics and Chemistry classroom in Jackson this fall, with an anticipated start date in Union City of January 8th.

Other than the student teaching experience, Luke has met all of the requirements for his teaching certificate in the state of Michigan, including passing his subject area tests in both Integrated Science and Secondary Mathematics. This combination of certifications will make him an asset to the staff at UCHS.

I am confident that Mr. Dexter will be a positive addition to our team. I am excited for this opportunity to welcome this Charger home.

Thank you,

A handwritten signature in black ink that reads "Amber Case". The signature is written in a cursive, flowing style.

Amber Case
High School Principal
Union City Community Schools



Union City Elementary School

Jennifer Johnson
601 Walnut Street
Union City, MI 49094
Ph: 517.741.3302
Fax: 517.741.5205

Principal
Union City Elementary Principal
jjohnson@unioncityschools.org

August 21, 2023

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Ms. Jenna Greiner for the position of 2nd grade Teacher. We are excited to have Ms. Greiner in this position.

Ms. Greiner is a University of Michigan graduate and is joining us from Parma Western where she most recently taught 1st grade. Ms. Greiner has a combined 7 years of teaching experience and has held several teacher leader positions throughout her career.

Again, it is with great pleasure that I recommend Ms. Greiner for this position. I am confident her love of teaching, along with her experience and skill set, will make her an excellent addition to our Union City Elementary team.

Sincerely,

Mrs. Jennifer Johnson



Union City Elementary School

Jennifer Johnson
601 Walnut Street
Union City, MI 49094
Ph: 517.741.3302
Fax: 517.741.5205

Principal
Union City Elementary Principal
jjohnson@unioncityschools.org

August 21, 2023

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Mrs. Sara Holt for the position of 2nd Grade Teacher. We are excited to have Mrs. Holt in this position.

Mrs. Holt is a Union City resident and held the role of “Permanent Substitute Teacher” last year in the elementary. She also served as a long term sub in 1st grade for the last quarter of the school year. She is currently enrolled in the Teach for Tomorrow program

Again, it is with great pleasure that I recommend Mrs. Holt for this position. I am confident her love of teaching, and positive attitude, will make her an excellent addition to our Union City Elementary team.

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

August 21, 2023

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Mrs. Rachel Rose for the position of Permanent Substitute Teacher at the Elementary School (or where needed).

Mrs. Rose has a lot of experience working with young children. Most recently she held the position of lead teacher for the Lakeview GSRP classroom. I am confident she will be successful with this and a great asset to our staff.

Again, it is with great pleasure that I recommend Mrs. Rose for the position of Permanent Substitute Teacher at the Elementary School.

Sincerely,

Mrs. Jennifer Johnson

Union City High School



Academic Information and Scheduling Guide 2023-2024

- **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

Amber Case, Principal
Email: acase@unioncityschools.org

Hayley Denney, Athletic Director
Email: hdenney@unioncityschools.org

Lu Sexton, Secretary to the Principal
Email: lsexton@unioncityschools.org

Counseling Department

Stacy Guertler, Counselor
Email: sguertler@unioncityschools.org

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

Introduction

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

This course description guide is divided into three sections. The first section contains suggested four year programs, tips for college admissions, and career information. This section will help you determine and plan for both high school and post secondary educational goals.

The second section in this guide contains academic information concerning graduation requirements and course selections.

The third section of this guide is a description of the course offered at Union City High School. The courses are listed by department and describe the grade level and prerequisites needed for each course.

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

As a UCHS Charger, you are challenged to do the following:

1. Talk with adults in your home, teacher, and your counselor about your educational and career related options.
2. Try a variety of courses in order to discover new interests.
3. Challenge yourself by taking advantage of all of the rigorous opportunities available at the high school.

We look forward to the opportunity to partner with you in pursuit of your continued success, both individually and as a member of our learning community.

SECTION I

Planning for College

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

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

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

Average ACT **28**
Minimum GPA **3.50**

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

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

Average ACT **25**
Minimum GPA **3.20**

III. LESS COMPETITIVE COLLEGES (i.e. Central Michigan, Western Michigan)

Foreign language may not be required but suggested. For all students in the class of 2016 and beyond, a 2-year proficiency in a language other than English will be required to earn a high school diploma from any Michigan public high school.

Average ACT **20**
Minimum GPA **2.50**

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

For all students in the class of 2016 and beyond, a 2-year proficiency in a language other than English will be required to earn a high school diploma from any Michigan public high school.

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

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

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

College Admissions Advice

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

individual school websites

www.fastweb.com

www.collegeispossible.org

www.nacacnet.org

www.collegerecruiting.com

<https://xello.world/en/>

www.michigan.gov – follow the education link and then the student link

NCAA ATHLETIC REQUIREMENTS

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

SECTION II

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.
- C. Course request sheets are submitted online.
- D. After the master schedule is updated/revised, students with conflicts will be re-scheduled.

SECTION III Academic Information

Because of the time spent to create a school-wide schedule based on the individual schedule preferences designated by students during the scheduling process, the allocation of funds that is prepared to support courses based on those preferences, and the planning for curricular development around course enrollment, students must understand that enrollment in full-year classes is intended for the entire year. Students will not be dropped from full-year classes unless they have the approval of the teacher and counselor. In some cases, parent approval will be required, as well. Refusal of the parent, counselor, or teacher may result in denial of permission to drop the class at the end of the current semester.

Changing Classes

Any changes in class schedules must be made prior to the start of each semester. Students wishing to drop a class, after the start of each semester, may do so only if there are educationally sound reasons for the change and only with the permission of the principal. In most circumstances, the class will be recorded, and tabulated in determining grade point averages as withdrawn failing. Every student should work cooperatively with his or her teachers to complete the most rigorous and relevant curriculum available. Dropping a course because it seems hard is not a justified reason for not developing the skills necessary to compete in our global economy.

**Union City High School Graduation Requirements
Michigan Merit Curriculum (MMC)
Class of 2011 and beyond**

To prepare Michigan’s students with the skills and knowledge needed for the jobs of the 21st Century global economy, the State of Michigan has enacted a rigorous set of statewide graduation requirements. Union City High School 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, Civ/Econ
Science	3	3	Biology, Chemistry, and Physics are required Sciences while Anatomy or other Sciences may be taken for additional credits
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

Course	MMC Requirements	UCHS Requirements	Description
Visual/Performing/ Applied Arts	1	1	Art, Band, Choir, Drama, Intro to Baking, Multimedia, Creative Writing, BACC, CACC
World Language	2	1 if the student takes an additional visual, performing, or applied arts credit or completes a CTE program	Spanish
Online Learning Experience	0	0	Covered through one-on-one technology
Electives			
Total Credit	18	23	

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:

Mathematics	
Michigan Merit Curriculum	Personal Curriculum Options
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"> • Algebra II over 2 years for 2 credits • Algebra II over 1.5 years for 1.5 credits • 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 	Algebra II may be modified if the student meets one or more of the following: <ul style="list-style-type: none"> • One semester of algebra II • Algebra II over two years for 2 credits • MDE-approved CTE program or curriculum that completes the same content as algebra II benchmarks assessed on State HS Assessment • One semester of statistics, functions and data analysis or technical mathematics
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 final 2 years of high school
English Language Arts (no modifications)	
At least 4 credits of English Language Arts MCL 380.1278b (1,a)	At least 4 credits of English Language Arts MCL 380.1278b (5, f)
Science (no modifications)	
At least 3 credits of science , including: MCL 380.1278b (1,b)	At least 3 credits of science , 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
Social Science	
At least 3 credits in Social Science , 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	
Health and Physical Education	
At least 1 credit that includes both health and physical education 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)
OR ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	

Michigan Merit Exam

Visual, Performing or Applied Arts	
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)
World Languages	
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	
Sub-section K – Students with Disabilities	
	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)
Sub-section L – Transfer Students	
	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"> • Must take at least algebra I or • Must take a course normally taken after algebra I
	Must include civics course
Online Learning Requirement	
A separate online course or learning experience OR integrated online experience throughout each MMC course MCL 380.1278a (1, b)	

Additional Educational Opportunities

Calhoun Area Career Center

In order to earn a diploma, all 11th 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:

Certificate of Completion

- 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.

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

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

Adaptive behavior skills for communication, self-care, daily living, and social/leisure activities are at 11th percentile or below when compared to same age peers.

Any student who qualifies for Special Education Services under the label of Specific Learning Disability must qualify in all three areas of math, reading, and writing.

If considerations are being made to add students into the functional program, a full re eval will be done and will be required to make the decision based on the IEP team before the placement is made.

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

A student with an IQ of 80 or above will not be considered to the functional program.

Core instruction in reading, math, and writing is at or below the third grade academic level.

If considerations are being made to move a student from the resource program into the functional program, a full re-eval with IQ and adaptive behavior must be completed if a current full evaluation has not been completed within the last year.

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/>

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"> Knowing and Exploring Employment Possibilities Exploring Employment Choices Seeking, Securing, and Maintaining Employment Exhibiting Appropriate Employment Skills 	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"> Managing Personal Finances Caring for Personal Needs Demonstrating Relationship Responsibilities Buying, Preparing, and Consuming Food Buying and Caring for Clothing 	1 credit

		<ul style="list-style-type: none"> Exhibiting responsible citizenship Choosing and accessing Transportation 	
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"> Understanding Self-Determination Being Self-Aware Developing Interpersonal Skills Communicating with others Good Decision Making Developing Social Awareness Understanding Disability Rights and Responsibilities 	No credit required by the ISD; exposure given during other classes
Math	Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.	<ul style="list-style-type: none"> Count money and make correct change Make responsible expenditures Keep financial records Calculate & Pay taxes Use banking 	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"> Communicate with understanding Demonstrating listening and responding skills Apply for a job 	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"> Problem-Solving Work at expected levels of productivity Practice personal safety 	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"> Demonstrate knowledge of civil rights and responsibilities Know nature of local, state, and federal governments Demonstrate knowledge of the law and ability to 	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"> Obtain, interpret and understand health information Demonstrate knowledge of physical fitness, nutrition, and weight Exhibit proper grooming and hygiene Dress appropriately Demonstrate knowledge of common illness, prevention and treatment Practice personal safety 	1 credit
Elective	Gen ed course- Modified to functional LCE curriculum		1 credit

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.

2022-2023 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.

Math and Science Center

Battle Creek Area Math and Science Center - 171 Michigan Ave. Battle Creek, MI
<https://www.bcamsc.org/about-us/the-center>

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

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

Students are accepted to the BCAMC through a rigorous application process during their 8th grade year. Transportation is provided daily for Union City students. Credit earned through BCAMSC are applied toward the student's UCHS transcript.

Dual Enrollment

The Post-Secondary Enrollment Options Act (PA 178)

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

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

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

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.

Academic Credit

At the time that an eligible student enrolls in a post-secondary course under this program, the student must designate, in writing to both the high school and post-secondary institution, whether the course is for high school credit, post-secondary credit, or both. Courses must be taken for high school credit to be considered as part of a full time enrollment and to qualify for the use of district funds. Eligible students may not audit courses under this program. UCHS shall award high school academic credit for those courses designated for high school credit and apply the letter grade for the course to the student's transcript. These high school credits shall be counted toward graduation requirements and subject area requirements for graduation.

Work Based Opportunities

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.

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.

Michigan Virtual High School

Michigan Virtual High School (MVHS) is an online resource that allows Michigan high

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

Graduation Alliance

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

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 (In-Person or Virtual)

.5 credit (9)

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

Pre-Calculus A (In-Person or Virtual)

.5 credit (11-12)

Prerequisite: Functions, Statistics and Trigonometry (or instructor approval)

This course is for the student on a college preparatory track. This course includes mathematical logic, analyzing functions, functions, equations, and inequalities, integers and polynomials, and rational numbers and rational functions.

Pre-Calculus B (In-Person or Virtual)

.5 credit (11-12)

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

SCIENCE

Anatomy A (In-Person or Virtual)

.5 credit (10-12)

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

Anatomy B (In-Person or Virtual)

.5 credits (10-12)

In this class, students will get an introductory study of anatomy and physiology of the human body and systems. This semester includes study of 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.

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.)

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.

Performing Arts (In-Person or Virtual)

.5 credit (9-12)

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

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.

Career Pathways

.5 credit/1 semester

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

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)

Students need to maintain a minimum of a 75% in the course in order to be eligible to enroll in this course the following semester.

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

Sports Officiating (In-Person or Virtual)

.5 credit (9-12)

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

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.

Nutrition and Food Preparation Part 2:

.5 credit (10-12)

This course is designed to focus on principles of food preparation, sports nutrition, consumerism, and career options in the food industry. Students will use the information taught to apply to meal preparation with a focus on nutrition and wellness across the lifespan. Students will use the basic information taught in Food Prep and Nutrition Part 1.

Adult Living (In-Person or Virtual)

.5 credit (11-12)

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

Clothing Construction (In-Person or Virtual)

.5 credit (10-12)

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

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

.5 credit (10-12)

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

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, as needed.

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.

CURRICULUM REQUIREMENTS

Course Name	Course Description	L.C.E Competencies	Minimal Credits/ Timeline
<p>Work Experiences 22998</p> <p>Work Based Learning or CACC, Pre-vocational classes</p>	<p>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.</p> <p>Success = based on training plan & evaluation</p>	<ul style="list-style-type: none"> • Knowing and Exploring Employment Possibilities • Exploring Employment Choices • Seeking, Securing, and Maintaining Employment • Exhibiting Appropriate Employment Skills 	<p>2 successful experiences in work based learning with a minimum of 5-15 hours per week.</p>

<p>Life Skills 22206</p> <p>[Family Living, Nutrition, Culinary Arts, Nutrition, Health, Surviving on your own, Parenting</p>	<p>Life skills courses provide students</p> <p>Personal information</p> <p>Daily household chores</p> <p>Safety Training</p> <p>Technology Skills</p> <p>Kitchen and home living, cooking</p> <p>Shopping</p> <p>Budgeting and Finances</p> <p>Health and Nutrition</p>	<ul style="list-style-type: none"> • Managing Personal Finances • Caring for Personal Needs • Demonstrating Relationship Responsibilities • Buying, Preparing, and Consuming Food • Buying and Caring for Clothing • Exhibiting responsible citizenship • Choosing and accessing Transportation 	<p>1 credit</p>
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<p>Self Determination (Study Skills)</p>	<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"> • Understanding Self-Determination • Being Self-Aware • Developing Interpersonal Skills • Communicating with others • Good Decision Making • Developing Social Awareness • Understanding Disability Rights and Responsibilities 	<p>No credit required by the ISD; exposure given during other classes</p>
<p>Math</p>	<p>Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.</p>	<ul style="list-style-type: none"> • Count money and make correct change • Make responsible expenditures • Keep financial records • Calculate & Pay taxes • Use banking 	<p>4 year long classes using the functional curriculum.</p>

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"> • Communicate with understanding • Demonstrating listening and responding skills • Apply for a job 	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"> • Problem-Solving • Work at expected levels of productivity • Practice personal safety • . 	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"> • Demonstrate knowledge of civil rights and responsibilities • Know nature of local, state, and federal governments • Demonstrate knowledge of the law and ability to 	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"> • Obtain, interpret and understand health information • Demonstrate knowledge of physical fitness, nutrition, and weight • Exhibit proper grooming and hygiene • Dress appropriately • Demonstrate knowledge of common illness, prevention and treatment • Practice personal safety 	1 credit
Elective	Gen ed course- Modified to functional LCE curriculum		1 credit

REVISED WORK EXPERIENCES SECTION

Course Name	Course Description	L.C.E Competencies	Minimal Credits/ Timeline
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<p>Work Experiences 22998</p> <p>Occupation Guidance, Career Readiness, CACC or Work Based Learning, Pre-vocational classes</p>	<p>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.</p> <p>Success = based on training plan &</p>	<ul style="list-style-type: none"> • Knowing and Exploring Employment Possibilities • Exploring Employment Choices • Seeking, Securing, and Maintaining Employment • Exhibiting Appropriate Employment Skills • Exhibiting Working in a Team • Exhibit Problem Solving Skills 	<p>2 successful experiences in work based/ job exploration opportunities with a minimum of 5 hours per week (1 class period per day).</p> <p>2 Credits/ Experiences</p>
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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.



Union City High School
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Amber M. Case
Principal

To: Union City Community Schools Board of Education

From: Amber Case

Date: August 18, 2023

Subject: Additions/Modifications to the Course Guide for UCHS

Please consider the following additions and modifications to the UCHS Course Guide

Additions:

Pre-Algebra (In-Person or Virtual)

.5 credit (9)

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

(This course would replace our Algebra Support class.)

Career Pathways

.5 credit/1 semester

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

Sports Officiating (In-Person or Virtual)

.5 credit (9-12)

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

See the attached request for updates to the Work Based Learning requirements for students seeking a certificate of completion.

Modifications:

The addition of the requirement in Red Strength & Conditioning A (In-Person or Virtual)

.5 credit (9-12)

Students need to maintain a minimum of a 75% in the course in order to be eligible to enroll in this course the following semester.

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

These are the only recommendations for changes to the Course Guide for the 2023 - 2024 school year.

Attachments:

Certificate of Completion [Work Based Learning Recommendations](#)

Full [UCHS Course Guide](#)

Subject:	Certificate of completion requirement update request								
To:	Union City Schools Board of Education								
From:	Chasity Allen, Certificate of completion teacher (Educator of the year 2023!)								
Memo:	<p>Please add occupational guidance and career readiness classes to certificate of completion requirements to allow students more possibilities at success. Currently, one of the requirements to receive a certificate of completion, along with math, ELA, history etc, is for students to complete two work based learning opportunities or successfully complete a program at the CACC.</p> <p>Below is an outline of a credits requirement sheet used to track student's progress toward earning a certificate of completion. The current board approved curriculum requirements are at the end of this memo.</p> <table border="0" data-bbox="310 726 1289 1125"> <tr> <td data-bbox="310 726 781 810"> Math (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr </td> <td data-bbox="883 726 1289 810"> Gym/Health (2 x 0.5 credits = 1 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr </td> </tr> <tr> <td data-bbox="310 831 781 915"> English/ELA (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr </td> <td data-bbox="883 831 1289 915"> Work Based Learning (2 credits/Experiences) ____ Jr/Sr ____ Jr/Sr </td> </tr> <tr> <td data-bbox="310 936 781 1020"> Science (4 x 0.5 credits = 2 credits) ____ Fr ____ So </td> <td data-bbox="883 936 1289 1020"> Life Skills (2 x 0.5 credits = 1 credit) ____ So/Jr/Sr ____ So/Jr/Sr </td> </tr> <tr> <td data-bbox="310 1041 781 1125"> Social Studies (4 x 0.5 credits = 2 credits) ____ Fr ____ So </td> <td data-bbox="883 1041 1289 1125"> Elective (4 x 0.5 credits = 2 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr </td> </tr> </table> <p>The requirement of work experiences has become difficult for students to fulfill for a couple of reasons.</p> <p>Work based learning is not appropriate for all students. Some because of their disability and others for dependability reasons. This rigid requirement makes it difficult to tailor an appropriate learning experience for all students, based on their individual needs. Sending students to a placement to work independently sets some of these students up for failure when the purpose is to develop confidence in their abilities. It can also be difficult for the placements as they may depend on the students completing a variety of tasks.</p> <p>Students are currently able to fulfill this requirement by attending a program at the CACC as an alternative to work based learning. Sadly, attending the CACC isn't always ideal for everyone, even though it would be wonderful if it were. Attendance, behaviors, anxieties and family dynamics are just a few of the reasons why some students do not pursue attending the CACC as a way to fulfill their educational expectations.</p> <p>In the past, the ISD has provided job coaches to help this program run smoothly. The job coach has helped the classroom teachers find job placements with accurate credentials and insurance, complete paperwork and go to placements</p>	Math (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr	Gym/Health (2 x 0.5 credits = 1 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr	English/ELA (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr	Work Based Learning (2 credits/Experiences) ____ Jr/Sr ____ Jr/Sr	Science (4 x 0.5 credits = 2 credits) ____ Fr ____ So	Life Skills (2 x 0.5 credits = 1 credit) ____ So/Jr/Sr ____ So/Jr/Sr	Social Studies (4 x 0.5 credits = 2 credits) ____ Fr ____ So	Elective (4 x 0.5 credits = 2 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr
Math (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr	Gym/Health (2 x 0.5 credits = 1 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr								
English/ELA (8 x 0.5 credits = 4 credits) ____ Fr ____ So ____ Jr ____ Sr	Work Based Learning (2 credits/Experiences) ____ Jr/Sr ____ Jr/Sr								
Science (4 x 0.5 credits = 2 credits) ____ Fr ____ So	Life Skills (2 x 0.5 credits = 1 credit) ____ So/Jr/Sr ____ So/Jr/Sr								
Social Studies (4 x 0.5 credits = 2 credits) ____ Fr ____ So	Elective (4 x 0.5 credits = 2 credit) ____ Fr/So/Jr/Sr ____ Fr/So/Jr/Sr								

with students to complete orientations and then to check in and troubleshoot as needed. This allowed for the classroom teacher to complete training in the classroom and to work with the job coach to stagger starting placements with students and visiting job sites. Job coaches are truly the experts of this program and sadly, have not been available for the past couple of years as the ISD has struggled to hire for this position. This has left all of the legwork solely on the classroom teacher. Tracking down meaningful, appropriate placements outside of the district with the necessary liability paperwork for each student based on their post secondary goals is a difficult task to take on as a classroom teacher. Then when orientations and troubleshooting are added in, it becomes near impossible to do successfully. This is not just damaging the experience the students may have, but also the employers and the classroom teacher experiences as well.

The current requirements of the certificate of completion mixed with the limited resources will make it difficult for some of our students on this path to be successful in earning their diploma/certificate. This change I am requesting will allow students to earn the credits necessary in a way that is appropriate and meaningful. Occupational guidance and career readiness classes would allow students to develop career awareness, job training readiness, communication and self assessment skills, to understand their career preferences and to participate in opportunities within the district and community.

CURRICULUM REQUIREMENTS

Course Name	Course Description	L.C.E Competencies	Minimal Credits/Timeline
<p>Work Experiences 22998</p> <p>Work Based Learning or CACC, Pre-vocational classes</p>	<p>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.</p> <p>Success = based on training plan & evaluation</p>	<ul style="list-style-type: none"> ● Knowing and Exploring Employment Possibilities ● Exploring Employment Choices ● Seeking, Securing, and Maintaining Employment ● Exhibiting Appropriate Employment Skills 	<p>2 successful experiences in work based learning with a minimum of 5-15 hours per week.</p>

<p>Life Skills 22206</p> <p>[Family Living, Nutrition, Culinary Arts, Nutrition, Health, Surviving on your own, Parenting</p>	<p>Life skills courses provide students</p> <p>Personal information Daily household chores Safety Training Technology Skills Kitchen and home living, cooking Shopping Budgeting and Finances Health and Nutrition</p>	<ul style="list-style-type: none"> ● Managing Personal Finances ● Caring for Personal Needs ● Demonstrating Relationship Responsibilities ● Buying, Preparing, and Consuming Food ● Buying and Caring for Clothing ● Exhibiting responsible citizenship ● Choosing and accessing Transportation 	<p>1 credit</p>
<p>Self Determination (Study Skills)</p>	<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"> ● Understanding Self-Determination ● Being Self-Aware ● Developing Interpersonal Skills ● Communicating with others ● Good Decision Making ● Developing Social Awareness ● Understanding Disability Rights and Responsibilities 	<p>No credit required by the ISD; exposure given during other classes</p>
<p>Math</p>	<p>Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.</p>	<ul style="list-style-type: none"> ● Count money and make correct change ● Make responsible expenditures ● Keep financial records ● Calculate & Pay taxes ● Use banking 	<p>4 year long classes using the functional curriculum.</p>
<p>English</p>	<p>English concepts contributing to daily living and independent functioning. Including</p>	<ul style="list-style-type: none"> ● Communicate with understanding ● Demonstrating 	<p>4 year long classes using the functional curriculum</p>

	fluent reading, safety awareness, writing abilities, spelling, and vocational based written documents.	<p>listening and responding skills</p> <ul style="list-style-type: none"> • Apply for a job 	
Science	Related to the MiAccess testing curriculum. Life science and physical science courses offered.	<ul style="list-style-type: none"> • Problem-Solving • Work at expected levels of productivity • Practice personal safety • 	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"> • Demonstrate knowledge of civil rights and responsibilities • Know nature of local, state, and federal governments • Demonstrate knowledge of the law and ability to 	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"> • Obtain, interpret and understand health information • Demonstrate knowledge of physical fitness, nutrition, and weight • Exhibit proper grooming and hygiene • Dress appropriately • Demonstrate knowledge of common illness, prevention and treatment • Practice personal safety 	1 credit
Elective	Gen ed course- Modified to functional LCE curriculum		1 credit

REVISED WORK EXPERIENCES SECTION

Course Name	Course Description	L.C.E Competencies	Minimal Credits/Timeline
<p>Work Experiences 22998</p> <p>Occupation Guidance, Career Readiness, CACC or Work Based Learning, Pre-vocational classes</p>	<p>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.</p> <p>Success = based on training plan & evaluation</p>	<ul style="list-style-type: none"> ● Knowing and Exploring Employment Possibilities ● Exploring Employment Choices ● Seeking, Securing, and Maintaining Employment ● Exhibiting Appropriate Employment Skills ● Exhibiting Working in a Team ● Exhibit Problem Solving Skills 	<p>2 successful experiences in work based/ job exploration opportunities with a minimum of 5 hours per week (1 class period per day).</p> <p>2 Credits/Experiences</p>

Union City High School



Charger Academy Academic Information and Scheduling Guide 2023-2024

- **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

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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 21st 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:

Mathematics	
Michigan Merit Curriculum	Personal Curriculum Options
4 credits of mathematics, including: 380.1278a (1,a,f)	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"> • Algebra II over 2 years for 2 credits • Algebra II over 1.5 years for 1.5 credits • 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 	Algebra II may be modified if the student meets one or more of the following: <ul style="list-style-type: none"> • One semester of algebra II • Algebra II over two years for 2 credits • MDE-approved CTE program or curriculum that completes the same content as algebra II benchmarks assessed on State HS Assessment • One semester of statistics, functions and data analysis or technical mathematics
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 final 2 years of high school
English Language Arts (no modifications)	
At least 4 credits of English Language Arts MCL 380.1278b (1,a)	At least 4 credits of English Language Arts MCL 380.1278b (5, f)
Science (no modifications)	
At least 3 credits of science , including: MCL 380.1278b (1,b)	At least 3 credits of science , 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
Social Science	
At least 3 credits in Social Science , including: MCL 380.1278a (1,a,f)	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	
Health and Physical Education	
At least 1 credit that includes both health and physical education MCL 380.1278a (1,a,f)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, i)
OR ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	

Michigan Merit Exam

Visual, Performing or Applied Arts	
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)
World Languages	
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) (Effective class of 2016)	
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	
Sub-section K – Students with Disabilities	
	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)
Sub-section L – Transfer Students	
	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"> • Must take at least algebra I or • Must take a course normally taken after algebra I
	Must include civics course
Online Learning Requirement	
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 11th 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"> Knowing and Exploring Employment Possibilities Exploring Employment Choices Seeking, Securing, and Maintaining Employment Exhibiting Appropriate Employment Skills 	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"> Managing Personal Finances Caring for Personal Needs Demonstrating Relationship Responsibilities Buying, Preparing, and Consuming Food Buying and Caring for Clothing 	1 credit

		<ul style="list-style-type: none"> Exhibiting responsible citizenship Choosing and accessing Transportation 	
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"> Understanding Self-Determination Being Self-Aware Developing Interpersonal Skills Communicating with others Good Decision Making Developing Social Awareness Understanding Disability Rights and Responsibilities 	No credit required by the ISD; exposure given during other classes
Math	Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.	<ul style="list-style-type: none"> Count money and make correct change Make responsible expenditures Keep financial records Calculate & Pay taxes Use banking 	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"> Communicate with understanding Demonstrating listening and responding skills Apply for a job 	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"> Problem-Solving Work at expected levels of productivity Practice personal safety 	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"> Demonstrate knowledge of civil rights and responsibilities Know nature of local, state, and federal governments Demonstrate knowledge of the law and ability to 	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"> Obtain, interpret and understand health information Demonstrate knowledge of physical fitness, nutrition, and weight Exhibit proper grooming and hygiene Dress appropriately Demonstrate knowledge of common illness, prevention and treatment Practice personal safety 	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.



Union City High School
430 St. Joseph St.
Union City, MI 49094
Phone: 517-741-3305
Fax: 517-741-5205
Email: acase@unioncityschools.org

Amber M. Case
Principal

To: Union City Community Schools Board of Education

From: Amber Case

Date: August 18, 2023

Subject: High School Handbook Revision

There is only one requested change to the High School student handbook for the 2023 - 2024 school year:

Previous Late Work Policy

Within 2 weeks of the end of a unit, a student can redo or turn in assignments from the unit to earn a better grade and/or earn the opportunity to retake the assessment or redo a project. Students will receive the full credit based on their grade for the work. Students will not be penalized by a loss of percentage or points because the work is late. Once the two week window is over, the grades for the unit will be locked and work cannot be turned in, unless extended time is noted in the student's IEP.

Revised Late Work Policy

Students may request an extension for assignments on which they need more time. Whether or not the student receives an extension, and the length of the extension, will be decided by the teacher. Students who are granted extensions on assignments will receive the full credit for the work. Students will not be penalized by a loss of percentage or points because the work is late. Once the agreed-upon extension window is over, the grades for the assignment will be locked and work cannot be turned in, unless extended time is noted in the student's IEP.

The only other changes to this document were the date on the front cover and the school board membership and office revisions.

Please consider this update th the student handbook.

Attachments: Full [2023 - 2024 Student Handbook](#)

Elementary Student/Parent Handbook

for
Union City Community School District

Welcome to Union City Elementary School! We are excited to have your child as a student. We look forward to working with you to make your child's experience at Union City Elementary School productive and successful.



Jennifer Johnson, Principal (517) 741-5762
Rhonda Reese, School Secretary (517) 741-8191
Mandi MacDonald School Counselor (517) 741-5789
James Owens, Director of Behavior Supports (517) 741-8191
Chris Katz, Superintendent of Schools (517) 741-8091
Deb Frey, Transportation / Bus Garage (517) 741-8571
Deb McDowell, Food Service (517) 741-3312 or (517) 741-3300

Current members on our Board of Education:

Amber Herman, President
Darin LaBar, Vice President
Jennifer Gautsche, Secretary
David Mathis, Treasurer
Paula DeJongh, Trustee
Paul Arlt, Trustee
Archie Mears, Trustee

Adopted by the Board of Education on August 21, 2023

Elementary Daily Schedule:

7:15 a.m. Office opens

7:25 a.m. Doors open for students

7:35 a.m. Classes Begin

2:35 p.m. Student dismissal

3:00 p.m. Elementary Office closes

- Elementary students will dismiss at 10:50 a.m. on half days of school.
- If you are dropping your child off you must use the circle drive.
- If you are getting out of your vehicle for any reason you must park in a marked space in the parking lot.
- The crosswalk must be used when crossing the circle drive.
- Non-bus riding students will be dismissed from inside the school, please remain in your vehicle for pick-up using the circle drive.

DISMISSAL CHANGES FOR THE 2023-24 SCHOOL YEAR:

In an effort to keep our students and staff as safe as possible, we will no longer have staff and students waiting for pick-up outside the building at the end of the day. After researching and talking with several other school districts, we will be moving to a similar system used by many area districts.

Each UCE family will receive a number to display on your vehicles' dashboard when using the parent pick up loop to pick up your student. When using the parent pick up loop, your number **MUST** be clearly visible/displayed on your dashboard. Your student will be released to walk out to your vehicle upon your arrival. You will receive 4 copies of your number at our Open House on Thursday, August 17th, from 5:00-6:30 pm. If you are unable to attend the Open House your number(s) will be sent home with your student on the first day of school.

If you misplace your numbers you will need to park in the parking lot and come into the office to pick up your student at the end of the school day. At this time, you can request replacement copies of your number.

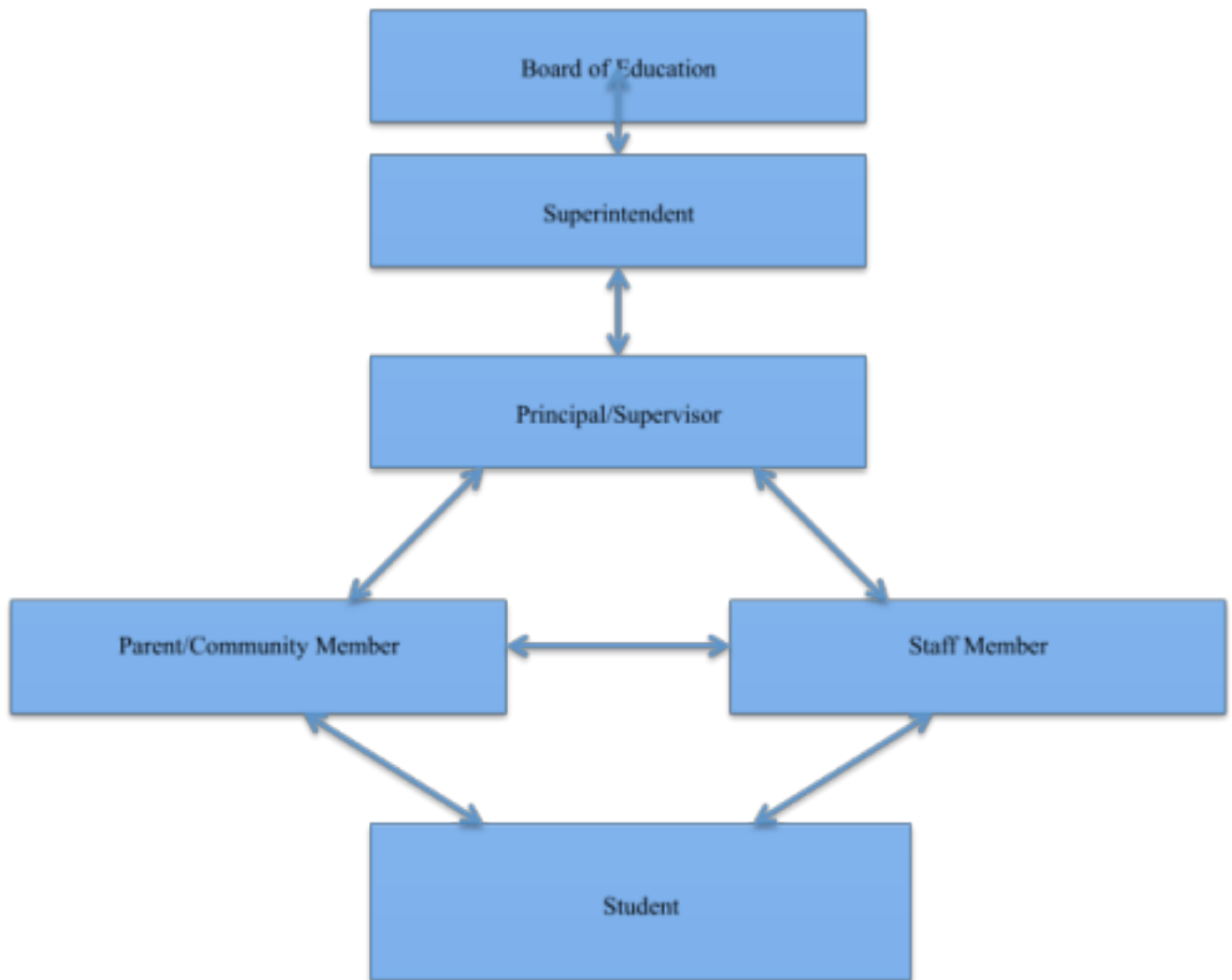
If you plan to park in the parking lot and walk up to pick up your student you will come to the front door and your student will be released to you.

SCHOOL CALENDAR 2023-2024

August (8)	14	Mon	New Teacher Orientation
	15	Tue	Staff Day AM/Professional Development (Staff-3; PD-3)
	16	Wed	Professional Development (Full Day PD)-6
	17	Thu	Professional Development (Full Day PD)-6
	22	Tue	Open Houses (ES 5:00-6:30, MS 5:30-7:00, HS 6:00-7:30) 1st Day for Students
September (18)	1	Fri	No School
	4	Mon	No School (Labor Day)
	25	Mon	Professional Development (Full Day PD)-6
October (22)	24	Tue	PTC 4-7 PM (HS and MS)
	26	Thu	1/2 Day Students -PTC 12-3 PM
	27	Fri	End of Quarter 1
November (20)	2	Thu	PTC 4-7 PM (ES)
	22	Wed	1/2 Day Students & Staff / Thanksgiving Break Begins
	23	Thu	No School - Thanksgiving Break
	24	Fri	No School - Thanksgiving Break
December (16)	22	Fri	1/2 Day - Christmas Break Begins
January (17)	8	Mon	School Resumes
	15	Mon	Professional Development (Full Day PD)-6
	19	Fri	End of 1st Semester
February (20)	19	Mon	Mid Winter Break/ No Students or Staff
March (16)	22	Fri	1/2 Day Students & Staff - End of Quarter 3
	25	Mon	Spring Break Begins
April (22)	1	Mon	School Resumes
	22	Mon	1/2 Day Students / Professional Development (PD)-3
May (21)	27	Mon	No School Memorial Day
	30	Thu	End of year (1/2 day students-staff)

Communication/Problem Solving

Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the concern is not resolved at this level, it should be taken to the next level. At this time, the person at that level should work to resolve the concern with the person stating the concern and the employee affected. As a general rule of thumb... concerns/ complaints should be solved at the level closest to the situation. If the concern/complaint is not resolved at each level, it can be taken to the next level. When a situation exists where a level is jumped, the general practice will be to refer the person with the concern/complaint to the appropriate level. This procedure does not limit the right to anyone expressing a complaint/concern to any level at any time. Here is the communication flow chart.



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NOTE: This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in July, 2018. If you have questions or would like more information about a specific issue or document, contact your school principal or access the document on the District's website at www.unioncityschools.org then clicking on the "District" tab and selecting "School Board" to find or view the specific policy or administrative guideline in the Table of Contents for that section.

FOREWORD

Welcome! This student handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District.

To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects. This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 17, 2020. If any of the policies or administrative guidelines referenced herein get revised after August 17, 2020 the language in the most current policy or administrative guideline prevails.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer (Jennifer Johnson), Building Principal (517) 741-8191 ext. 5762.

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

SECTION I - GENERAL INFORMATION

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PARENT INVOLVEMENT & VISITING OUR SCHOOL PARENT INVOLVEMENT The Board of Education recognizes and values parents and families as children’s first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student’s parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term “families” is used in order to include children’s primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of students in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board’s commitment to the following:

A. Relationships with Families

- a. Cultivating school environments that are welcoming, supportive, and student centered;
- b. Providing professional development for school staff that helps build partnerships between families and schools;
- c. Encourage family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;
- d. Assist with technical support and other support to schools in planning and implementing family involvement activities.

B. Effective Communication

- a. Providing information to families to support the proper health, safety, and well being of their children;
- b. Providing information to families about school policies, procedures, programs and activities;
- c. Promoting regular and open communication between school personnel and student’s family members
- d. Providing families with timely and meaningful information regarding Michigan’s academic standards, State and local assessments, and pertinent legal provisions;
- e. Encourage families to be involved in meaningful discussions and meetings with school staff;
- f. Communicating with families in a format and language that is understandable, to the extent practicable;
- g. Providing information and involving families in monitoring student progress.

C. Volunteer Opportunities

- a. Providing volunteer opportunities for families to support their children's school activities.

D. Learning at Home

- a. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school;

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- b. Working with families to establish learning goals and help their children accomplish these goals;
- c. Encourage families to provide a school and home environment that encourages learning and extends learning at home.

E. Involving Families in Decision Making and Advocacy

- a. Involving families as partners in the process of school review and continuous improvement planning;
- b. Involving families in the development of it's district-wide Family Involvement Plan, and distributing the policy and plan to families.

F. Collaborating with the Community

- a. Building constructive partnerships and connecting families with community-based programs and other community resources.

Parents are encouraged and welcome to be involved in our school. Arrangements must be made with the student's teacher prior to volunteering. In addition to parent involvement, grandparents may also volunteer to assist in school; just plan ahead. When volunteering, or visiting, be sure to sign-in at the office. We believe that significant learning is more likely to occur when there is a partnership between school and home. For further clarification ask to see Board Policy 2112. Non-enrolled students are not permitted to attend school (not even as a visitor) with your student. Family and visitors are all required to enter through the front doors and go immediately into the main office. Please identify yourself to the office staff, provide ID when asked, sign-in, also accept a visitor tag identifying you as a guest. Place or wear the tag so that it is clearly visible to school staff and students. For the safety of students and staff, all exterior doors are closed and locked during school hours. Students and staff are not to open exit doors for anyone. Most importantly, it is our hope that families will participate and attend functions intended to celebrate their student's school experience as well as work with the school to enhance the learning opportunities. The following are some examples we hope are well attended: Open House, Music Programs, Parent Nights, Child Study and IEP meetings, School-wide Parties, Monthly Assemblies and potential Individual Reading Intervention Planning meetings.

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided

information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

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Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal or building counselor (Mrs. Johnson or Mrs. MacDonald).

STUDENT WELL-BEING

Student safety is a responsibility of all staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled. Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

ACCIDENT OR ILLNESS

Students who become ill or injured at school are required to report to the office for assistance. If the student is determined to be ill, contagious, or needs further medical treatment, parents/guardians are required to pick the student up from school. At no time should the student leave the school without notifying the office and receiving permission. In emergency cases, when the parent/guardian cannot be reached, the school reserves the right to seek medical attention unless the parent/guardian has specifically directed the school not to do so in advance, and provided in writing.

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period as specified in the school's administrative

guidelines.

CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES In the case of non-casual-contact, communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are

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respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Humanimmunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

USE OF MEDICATIONS

Medications – Prescription and Over the Counter

In the circumstances where a student must take prescription or an over the counter (OTC) medication during the school day, the following guidelines are to be observed:

Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours

A Medication Authorization form must be filed with the main office before the student will be allowed to begin taking any medication during school hours. This form includes a physician's and parent's signature. A separate form is needed for each medication.

Medication must be transported to the school by a parent/guardian. A month's supply of medication is recommended. Medication may not be sent to school with the student, except for emergency medications.

Any unused medication unclaimed by the parent will be destroyed when a prescription is no longer to be administered or at the end of the school year.

Parents/guardians are responsible to instruct their student to take the medication at the scheduled time, and the student has the responsibility to present him/herself on time and for taking the medication.

A log for each medication will be maintained which will note the personnel giving the medication, the date, and time. This log will be maintained along with the medication administration

authorization.

All medications will be stored in the office in a secure area.

Students who are found to have either prescription or over the counter medications in their possession will be disciplined by building administration. Any student who distributes a medication of any kind to another student may be subject to discipline in accordance with the drug-use provision of the Code.

Students with appropriate authorization from the physician and parent/guardian may possess, and use emergency medications such as an inhaler or Epi-Pen.

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Management of Chronic Illness and Life Threatening Allergies

If your student has a chronic illness or life-threatening allergy, please notify the main office. Students with a chronic illness or life threatening allergy will need an Action Plan authorized by a physician, and signed by the student, and parent/guardian each school year. Parents are responsible to obtain the Action Plan, however the principal can provide assistance with this.

Students with a chronic illness or life threatening allergy will be provided an Individualized Health Care Plan developed by the principal. Appropriate staff will be notified of the plans with parental consent. Please inform the school of any changes in your student's health, health care plan, or medications so appropriate actions can be taken to provide safe care.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an Individualized Section 504 Plan will be developed and implemented to provide needed supports and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal at (517)-741-8191. More information on the district's Section 504 Policy is available at www.unioncityschools.org

Asthma Inhalers and Epi-pens

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually.

Undesignated Epi-Pens

In the fall of 2014, the State of Michigan implemented legislature to support the safety of students in the event of an anaphylactic reaction (life-threatening allergic reaction) occurring in the school setting. Michigan's Public Acts 186 and 187 require Michigan School Districts to provide at least two stock epinephrine auto-injectors (Epi-Pens) in each district building. Included in this legislation, is the training of a minimum of two staff members in the recognition of anaphylaxis and the administration of epinephrine.

The purpose of this legislature is to provide emergency medical treatment for individuals with an unknown allergy. If your student has a known life threatening allergy, parents are still advised to notify the school district of the identified allergy, and provide an epinephrine auto-injector to be kept at the school. Therefore, your School must be notified of all your child's previously known and/or any newly discovered allergies. Each school year, please continue to indicate this on your child's student registration forms, and plan to meet with your School to discuss an emergency action plan for your student.

Medical Emergency Response Team (MERT)

It is the goal of the Union City School District to provide appropriate medical assistance to all students in the event of an accident or injury on school property during regular school hours. Each school has an identified MERT team consisting of a minimum of 5 members who are CPR and First Aid certified, trained in Epi-Pen administration, use of an AED, and carry a First Aid kit. They respond to medical emergencies and follow identified procedures including exposure to blood borne pathogens. The MERT Team operates under the direction of the building's school administrator.

Head Lice

The school will observe the following protocols regarding head lice.

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1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian. 3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the building principal or school counselor and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the building principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides unless enrolling under the District's open enrollment policy. New students under the age of eighteen (18) must be enrolled by their parent, or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment. Homeless students who meet the Federal definition of homeless may enroll and be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures. A student who has been suspended or expelled by another public school in Michigan may be temporarily denied

admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

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SCHEDULING AND ASSIGNMENT

Elementary level

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

Parents arriving early will be expected to wait outside in the designated pick-up zones and sign their student out with the appropriate adult.

TRANSFER OUT OF THE DISTRICT

Parents are encouraged to contact the principal about plans to transfer their child to another school. Students should return borrowed library books, parents should close out student lunch accounts. School officials transfer student records, including disciplinary records.

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

IMMUNIZATIONS

Students must be current with all immunizations required by State law or have an authorized waiver meeting the State immunization requirements. A parent or guardian wishing to exempt his or her child from a particular vaccination must provide a Michigan Department of Health and Human Services (MDHHS) Waiver Form that has been certified by a local public health department. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students.

Failure to comply with the State immunization requirements will result in exclusion from school until arrangements are made to receive the required immunizations. Immunizations are available through the school nurse with prior notification.

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers,

the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to either the Health Department or the Elementary office.

State Immunization Requirements For Students:

- Four doses DTP or DTaP; one dose must be on or after 4 years of age: • Four doses of Polio; if dose 3 administered on or after 4 years of age, then only 3 required • Two doses of Measles, Mumps, Rubella (MMR) given on or after 12 months of age • Two doses of Varicella (chickenpox) vaccine or history (date) of chickenpox disease

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- One dose of Meningococcal (meningitis) vaccine at age 11 with booster dose at age 16 (If first dose of Meningococcal vaccine is given after age 16, only 1 dose is required.) • Three doses of Hepatitis B
- One dose of Tdap (tetanus/diphtheria/acellular pertussis) given after age 11 .

Recommendations For Students:

- Human Papillomavirus (HPV) vaccine series for males and females over 11-12 years of age
- Hepatitis A vaccine series
- Influenza (annually)
- All recommended and required vaccine series should be completed.

EMERGENCY MEDICAL AUTHORIZATION

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and extracurricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

News from Michigan Department of Community Health: Section 9311 from the Public Health Code states: A child is exempt from Hearing and Vision screening if a parent, guardian, or person in loco parentis of the child presents a written statement to the administrator of the child's school, stating that the requirement violates the personal religious beliefs of the parent, guardian, or person in loco parentis.

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact your building principal, Jennifer Johnson at (517) 741-8191 extension 5762 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the

instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the building principal, Jennifer Johnson at (517) 741-8191 extension 5762 to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information. Neither the Board nor its employee's shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350).

Documents containing social security numbers shall be restricted to those employees who have a
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need to know that information or a need to access those documents. When documents containing confidential information are no longer needed, they shall be shredded (by an employee who has authorized access to such records).

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release, consult the Board's annual *Family Education Rights and Privacy Act* (FERPA), which can be located at the Superintendent's office located at 430 St. Joseph Street in Union City.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates the following as student "directory information:" A. Student's name;

- B. Address;
- C. Date and place of birth;
- D. Major field of study;
- E. Participation in officially recognized activities and sports;
- F. Height and weight, if member of an athletic team;
- G. Dates of attendance;
- H. Date of graduation;
- I. Awards received;
- J. Honor rolls;
- K. Scholarships;
- L. School photographs or videos of students participating in school activities, events or programs.

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to Jennifer Johnson, the building principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's

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privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when

the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office

U.S. Department of Education 400
Maryland Avenue, SW 20202-4605
Washington, D.C.

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www.ed.gov/offices/OM/fpco

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and PPRA@ED.Gov.

STUDENT FEES, FINES, AND SUPPLIES

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fundraisers:

- Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.
- Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables. Avoid sending “toys” to school.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student’s parents. If a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the

student will also be subject to discipline according to the Code of Conduct.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

MEAL SERVICE

UCES BREAKFAST/LUNCH POLICY

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

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

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education. The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity. The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons. Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no

additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunch sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the Superintendent. The operation and supervision of the food-service program shall be the responsibility of the Food Service Director and the Business Manager. Food services shall be operated on a self-supporting © 2018 NEOLA, Inc. 20

basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program. A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be un-collectable are also unallowable. The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service. This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards; B. the preparation of food that complies with Federal food safety regulations; C. the planning and execution of menus in compliance with USDA requirements; D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy [1130](#), Policy [3110](#), and Policy [4110](#)); E. complying with food holds and recalls in accordance with USDA regulations; F. the accounting and disposition of food service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's

time and effort recordkeeping policy (See Policy [6116](#)).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy [8540](#).

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

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FIRE, LOCK DOWN AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of a loud “squawking” sound and flashing lights.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills and consists of a public announcement from the office.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes and consists of a verbal announcement over the PA.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations: Coldwater: WNWN (98.5) and WTVB (1590)

Battle Creek: WKFR (103.3) and WBCK (930)

TV channels: News 3, Wood TV8 and Fox 17

It is also likely you will receive a telephone alert, those will be sent to contact numbers listed by you, or you may check the district Facebook page.

Parents and students are responsible for knowing about emergency closings and delays. Students are expected to follow their “plan” completed on the emergency forms in the event that they are unexpectedly dismissed early. (Telephone service may be down, or it can become too busy during early dismissals; therefore expecting your student to call during emergencies are not reasonable options.)

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used

in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Superintendent's office upon request.

VISITORS/VOLUNTEERS

In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time. Students may not bring visitors to school without prior written permission from the Principal. All volunteers and field trip chaperones must have a background check completed prior to spending time in the classroom or serving as a chaperone.

USE OF THE LIBRARY

The library is available to students throughout the school day. Books on the shelves may be checked out for a period of one week (and can renew the book if more time is needed).

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In order to avoid late fees, all materials checked out of the library must be returned to the library within 10 days of their scheduled due date (or talk with teacher for alternative arrangements).

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

The lost and found area is in the lobby area near the cafeteria doors. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this may lead to disciplinary action.

USE OF TELEPHONES

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call. Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school. Students may not bring to school a pocket pager, cellular telephone, or other electronic communication device except for health or other unusual reasons approved in advance by the principal.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt. The school has a central bulletin board located in the lobby

area, which may be used for posting notices after receiving permission from the principal.

SECTION II – ACADEMICS

COURSE OFFERINGS

All course offerings can be located in the Student Course Guide.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips.

Adults who are attending/chaperoning a field trip must submit a background check form and copy of current picture identification or driver's license to be approved one week prior to the day of the trip. Adults who are chaperoning a field trip may not bring younger siblings or children. Also be aware that in accordance with school board policy the use of tobacco/nicotine (or tobacco/nicotine products) is prohibited on field trips. Parents and legal guardians wanting to transport their own child from a trip will be expected to sign a release prior to that day, forms are

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available from the teacher. Drivers may not transport students, other than their own children, on the return trip.

GRADES

The Elementary School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher. The school uses the following grading system:

1 - not proficient (0-40%)

2 - partially proficient (41-80%)

3 - proficient (81-90%)

4 - above proficient (91-100%)

(blank) - areas not assessed during the given marking period

GRADING PERIODS

Students shall receive a report card at the end of each nine week period indicating their progress for each standard or concept for that portion of the academic marking period.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades. This can be through conferences, emails, progress reports, and possibly during a Child Study Process to communicate options/actions that can be taken to support their learning.

Report cards for students are sent home four times yearly to show progress. Parents may access student information such as grades or missing assignments and attendance information online at <http://www.unioncityschools.org> by selecting the desired link such as PowerSchool (for grades) or the Elementary site (for information about upcoming events).

Each student's ID and access password can be obtained at your request (call the office). The ID and password remains the same from year to year. If you would like to request an additional copy of this, simply contact the office. More than one "access account" for PowerSchool can be created for a student, allowing parents to separately access their children's account. In order to sign-up directly with PowerSchool to access grades (and receive reports) from home, please use the following steps:

1. You will need the user ID and access password (see information above). The ID is a 5 digit number beginning with a 5. If you do not remember the ID, please contact your child's school office and ask for the "Access ID" and "Access Password" for your child.
2. Go to <https://uc.powerschool.com> to create your account.

PROMOTION, PLACEMENT, AND RETENTION

The Building Principal has the right of placement. Elementary student promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement;
2. potential for success at the next level;
3. emotional, physical, and/or social maturity;
4. attendance

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If a student is considered for retention, a recommendation will be made by the student's teacher and discussed with the student's parent/guardian

RECOGNITION OF STUDENT ACHIEVEMENT

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, physical education, performing arts, citizenship, and attendance. Recognition for such activities is initiated by the staff and coordinated by the building leaders and our Positive Behavior Intervention and Support team members (PBIS).

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

We have a building wide focus on creating a school climate that maximizes academic achievement and behavioral competence. PBIS gives priority to prevention by using proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS creates and models clear expectations for students. A unified system for responding effectively and efficiently to problem behaviors is also developed.

HOMEWORK

Homework is part of the student's preparation for state mandated tests, graduation and postsecondary education.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford

them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board Sponsored activity (see Policy **5136**).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

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Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Chief Information Officer may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such

sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
 - B. the dangers inherent with the online disclosure of personally identifiable information
 - C. the consequences of unauthorized access (e.g., “hacking”, “harvesting”, “digital piracy”, “data mining”, etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
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- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. (x) Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are

often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Chief Information Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

STUDENT ASSESSMENT

To measure student progress, students will be tested in accordance with State standards and District policy. Third and fourth grade students currently take the M-Step in late Spring. This is a State required computer adaptive assessment. Additional benchmark and progressing monitoring testing including the NWEA are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

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Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved state standards.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Union City Elementary provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may contain school subject matter. A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation. The Board may authorize student groups that are sponsored by a staff member. Extra-curricular activities do not reflect the School curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

NON SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non instructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that non-school persons do not play a regular role in the event.

All school rules will still apply regarding behavior and equal opportunity to participate. Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate. Non-district sponsored organizations may not use the name of the school or school mascot. All athletic programs of the District shall comply with the concussion protocols of the

Michigan High School Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

SECTION IV - STUDENT CONDUCT

SCHOOL ATTENDANCE POLICY

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learning results from active participation in classroom and other school activities, which cannot be replaced by individual study. Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

TRUANCY

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After 70 hours of absences in any grading period, a student will be considered a "habitual truant" which can result in:

- A. hearing before a judge in a court of law;
- B. report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

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EXCUSED ABSENCE

Students may be excused from school for different reasons and will be provided an opportunity to make-up missed school work and/or tests. Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 8:30 a.m. on the day of the absence. They are to call the attendance line at (517) 741-7265 or the building secretary and explain the reason for the absence. When leaving a message on the attendance line, include: student's full name, teacher's name, the date and reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work. Students who are excusably absent for more than 10 percent in a grading period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness".

A chronically absent student will be monitored and provided support whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in noncircular school activities and events and documented in PowerSchool as a log entry, and possible notification to the CISD Truancy Officer.

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is

missed.

UNEXCUSED ABSENCE

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State. If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a semester, s/he will be considered a “habitual” truant and will be reported to the proper authorities.

SUSPENSION FROM SCHOOL

Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused.

A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from the classroom teacher beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school. The student will be given credit for properly completed assignments and a grade on any made-up tests.

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NOTIFICATION OF ABSENCE

If a student is going to be absent, the parents must contact the school attendance line at (517) 741-7265 by 8:30 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child’s attendance.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student’s grade. The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

TARDINESS

A student who is not in his/her assigned location by 7:35 a.m. shall be considered tardy. Any student arriving late to school is to report to the school office before proceeding to class. Leaving early from school also impacts learning and will be recorded and logged as “left early”.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student’s teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK

Students who are excusably absent from school or who have been suspended shall be given the

opportunity to make-up work that has been missed. The student should contact their primary teacher as soon as possible to obtain assignments. Make-up work due to suspension must be completed by the date set by the teacher, usually within a week of the absence.

If a student misses a teacher's test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the Testing Coordinator, to arrange for taking the test.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The school encourages students to attend as many school events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event. However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone. The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

CODE OF CONDUCT

A major component of the educational program at Union City Elementary is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

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EXPECTED BEHAVIORS

Each student shall be expected to:

- abide by national, State, and local laws as well as the rules of the school;
- act courteously to adults and fellow students;
- be prompt to school and engaged in class;
- work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
- complete assigned tasks on time and as directed;
- help maintain a school environment that is safe, friendly, and productive; ■ act at all times in a manner that reflects pride in self, family, and in the school; ■ respect school property.

The Board of Education has adopted the following Student Code of Conduct. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list. It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Major Offenses

These are offenses that are of a serious nature that may pose a threat to the health, safety or property of any person. Staff persons must notify an administrator when a major offense occurs. The notification should take the form of a discipline referral. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator

must notify the student and parent/guardian of all charges, consequences and applicable due process rights during the disciplinary process. Discipline may include any of the above discipline definitions up to permanent expulsion.

1. Abusive Language/ Inappropriate Language/ Profanity

- Profanity & vulgarity/verbal altercation (student) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards another student.
- Profanity & vulgarity/verbal altercation (toward staff) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards a staff member.
- Verbal Assault - Verbal Assault at school directed against school employees, volunteers, contractors or other authorized personnel or students will not be tolerated. Verbal assault is to be considered any communication or behavior that, by its nature, poses a serious threat to the safety or well-being of others. These actions will result in mandatory hearing with the board with the possibility of an expulsion or suspension.

2. **Arson** - A student shall not burn or attempt to burn any school building, structure or property, or intentionally set or attempt to set a fire on school property, or cause or attempt to cause an explosion, or be in possession of materials which may be used in the aforementioned activities. Arson is a felony and will subject a student to expulsion.

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3. **Bomb Threat/False Alarm** - Students making bomb threats, false alarms, or “similar threats” that place or that are perceived as placing the safety of one or more persons or of property at risk, will not be tolerated (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a)

4. **Bullying** - Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- Substantially interfering with the student’s or students’ academic performance; or Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.
 - Race, Color, Origin
 - Disability
 - Sexual Orientation
 - Religion

- Other
- Sex

5. Defiance/Insubordination/Non-Compliance

Falsification of Records - A student shall not use the name of another person or falsify times, dates, grades, addresses or other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on School District forms or records.

Unauthorized presence of students on school property -

- On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct. A student should not be:
- On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held. Presence on the school grounds while in the

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- company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.
- On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence. Students who are habitually truant from school as described in this Code may be charged with truancy.

Failure to Cooperate - A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules, and no student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

Failure to Comply with Directions of School Personnel - A student shall not be insubordinate or fail to comply with district policies or instructions and directions of District employees (including substitute teachers and student teachers), volunteers or persons acting in a chaperone or supervisory capacity. Students who persistently violate school policy may receive disciplinary action. The violation of this code can lead to suspension or expulsion.

6. Disrespect

- Coercion, Extortion, or Blackmail - A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value from an

unwilling person, nor shall a student, by threats and/or violence, force another person to perform an unwilling act. Violations of this code can lead to suspension or expulsion.

- Threats or conspiracies to commit violent acts - Any acts, in writing, verbally, or otherwise that are considered threatening.
- Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.
- False Allegations - A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members or volunteers.

7. Disruption

- General disruption of class - Where a student is creating an unsafe classroom environment or creating a situation where a teacher is not able to teach due to the disruption.
- Inciting a Disturbance or Melee - Causing a serious disruption or fight amongst a group of individuals, which leads to a major commotion.
- Fighting - A physical altercation resulting in pushing, shoving, or exchanging of blows between students will not be tolerated.

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- Forgery/Theft/Plagiarism - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. The violation of this code can lead to suspension or expulsion.

8. Gang Affiliation Display - A student shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal (gestures, handshakes, graffiti, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal in furtherance of the interests of any gang or gang activity, including, but not limited to,

- soliciting others for membership in any gang or gang related activity,
- requesting any person to pay protection or otherwise intimidating or threatening any person,
- committing any other illegal act or violation of School District rules or policies, or
- inciting other students to act with physical violence on any person.

The term "gang" as used in this policy, means a group of two (2) or more persons whose purposes or activities include the commission of illegal acts or violations of this Code of Conduct, District rules or policies, or whose purpose or activities cause disruption or is

likely to cause disruption to the educational process.

9. Harassment - Any threatening, insulting or dehumanizing gesture. Verbal, physical, electronic or written harassment for the purposes of this policy shall be defined as behavior that:

- Intimidates individuals or groups on any basis including race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”).
- Involves an expressed or implied threat to personal safety or has the effect of interfering with an individual’s participation in the curricular or extracurricular activities of the school district.
- Bullies or hazes another student or teammate.
- Is disruptive to the educational process that may have originated in or outside of school, on or off campus.
- Sexual Harassment - for the purposes of this policy consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature that is severe or pervasive enough to create a hostile or intimidating school environment. Sexual harassment may involve the behavior of a person of either gender, against a person of the same or opposite gender. Examples of prohibited behavior that is sexual in nature and is unsolicited and unwelcome include, but are not limited to:
 - Written contact: sexually suggestive or obscene letters, notes, invitations, drawings, verbal contact; sexually suggestive or obscene comments, threats, jokes, any sexual propositions, comments about a person’s body or sexual characteristics that are used in a negative or embarrassing way.

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- Physical contact: any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another’s body, assault, blocking movement, or coercing sexual intercourse.
- Visual contact: suggestive looks or staring at another’s body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, magazines, graffiti, calendars or clothing.

A student who feels he/she is being harassed by peers or by a staff member of the Union City School District, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc. The staff member receiving a student’s report, a parent’s report or observing an incident of alleged harassment is expected to examine the circumstances surrounding the alleged incident. If the receiving staff determines that harassment has occurred, they will take steps to end the harassment. In the event that the magnitude of the incident(s) warrants further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures that he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken in accordance with the policies and procedures adopted by the Board of Education.

10. Sexual Violence (Criminal Sexual Conduct), as used in this policy, refers to

physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, intellectual or other disability, or use of drugs or alcohol). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sexual harassment and, in turn, sex discrimination prohibited by Title IX. Harassing conduct creates a hostile environment when it interferes with or limits a student's ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe

12. Inappropriate Display of Affection - Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. The violation of this code can lead to suspension or expulsion.

13. Inappropriate Location

On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct.

A student should not be:

- On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or

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attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held.

Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence.

The violation of this code can lead to suspension or expulsion.

14. Other Behavior

Criminal Acts - A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance

Physical Aggression - A student shall not physically assault another student, a person employed by or engaged as a volunteer or contractor of the school (including substitute and student teachers). Physical Assault is defined as intentionally causing or attempting to cause harm to another through force or violence (grade 6-12 may

qualify for a mandatory expulsion per MCL 380.1311a for assault of a staff member)

- With Injury
- Without Injury

15. Property Damage/Vandalism - A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, or attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person. The violation of this code can lead to suspension or expulsion.

16. Skipping Class - Student leaves or misses class without permission.

17. Technology Violation - A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following:

- Non-school-related work
 - Hate mail, discriminatory remarks, and offensive and inflammatory communications
 - Sexting or accessing obscene or pornographic materials
 - Transmission of sexually suggestive language or images
 - Loading or use of unauthorized games, programs, files, or other electronic media
 - Destruction, modification or abuse of network hardware, software, or information
 - Impersonation of another user, anonymity and pseudonyms
- Creation of links to other networks whose content or purpose would tend to violate the District's Network Usage and Safety Policy

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- Videotaping fights or videotaping someone in a place where they have an expectation of privacy
 - Posting videos of inappropriate student conduct to a social media site that affects the school community or individuals within the school community in a negative manner.

The violation of this code can lead to suspension or expulsion.

18. Truancy - A student shall not be absent from school (a full day, or any part of a day, skipping class) without permission. A student shall not leave the school campus without following the proper check out procedure. Please refer to your school's administration policy on proper check out procedures.

19. Use/Possession of Alcohol - Alcoholic beverages or intoxicants, including, but not limited to glue, aerosol paint, lighter fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence.

20. Use/Possession of Drugs –

- Any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant or other controlled substance, analogue intended for human consumption, as defined in Article VII of the Public Health Code, being MCL 33.7101, et seq., and as defined in other Michigan or Federal Statute. If Article VII of

the Public Health Code, being MCL 33.7101, et seq., is amended or repealed, then the definitions of a drug, narcotic drug, and controlled substance analogue shall be defined under the existing State Law.

- Any prescription or nonprescription drug, medicine, vitamin or chemical substance, with exception of an inhaler (e.g. pain relievers, stimulants, diet pills, pep pills, NoDoze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances for an improper purpose.
- Any legal substance represented as an illegal or controlled substance (e.g. No Doze as “speed” or “crack.”)
- Any drug paraphernalia or items used as such.
- Manufacture, sale, delivery, transfer or intent to sell, deliver or transfer of any of the above substances

21. Use/Possession of Combustibles - A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person. The violation of this code can lead to suspension or expulsion.

22. Use/Possession of Tobacco - A student shall not smoke, chew, vape, or otherwise use tobacco, nicotine products or a “look alike” product. A student shall not, while on District property or in proximity of campus, in District owned vehicles, and at District-related events have in his/her possession or under his/her control tobacco in any form, or paraphernalia related to its use. The school is a drug free zone that extends a 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension or expulsion.

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23. Use/Possession of Weapons - A student shall not possess, handle or transmit a gun, knife, blackjack, brass knuckles, baton, martial arts device, paintball gun, spring, airsoft and gas-powered guns, or other object or instrument that can be considered or used as a weapon that will expel a BB, pellet, or paint balls. No knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon. No “look-a-like” weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.). Also no Personal Protection Devices (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

- for weapons/dangerous instruments, including “look-a-like” guns – suspension to expulsion
- for possession, handling or transmitting a gun, including a BB gun or pellet gun – expulsion
- for possession of a knife with a blade over three inches in length – expulsion
- for possession of a knife with a blade equal to or less than three inches in length when used in a threatening manner - expulsion
- for possession of a knife with a blade equal to or less than three inches in length – suspension - expulsion

However, the district is not required to expel or permanently expel a student if the student can prove in a clear and convincing manner that at least one (1) of the following statements is true:

- The object or instrument possessed by a student was not possessed by the student for use as a weapon, or for direct or indirect sale, or delivery to another person(s) for use as a weapon.
- The weapon was not knowingly possessed by the student.
 - The student did not know or have reason to know that the object or instrument in the student's possession was a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request, direction, or permission of police or school authorities.

There is a rebuttable presumption that expulsion for possession of a weapon is not justified if both of the following are met:

- The superintendent or designee determines in writing that at least 1 of the factors listed in subsections (A) through (D) above has been established in a clear and convincing manner.
- The student has no history of suspension or expulsion. Under MCL 380.1308, police must be notified.

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Example list of discipline interventions that may be used by administration

- Additional Attendance/Saturday School
- Alternative Placement
- Alcohol/drug evaluation referral
- Change in schedule or class (with notification to parent/guardian)
- Community Service
- Referral to mentoring
- Referral to district approved community organization
- Conference with Student
- Intervention by counseling staff/guidance

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- Intervention by administration
- Expulsion (180 days to permanent)
- In-School Suspension

Partial day

Full day

Restorative reflection

Individualized Instruction

- Reteach/model expectations
- Written reflection assignment

Loss of Privilege/Increased Supervision

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from special events or promotion exercises
- Exclusion from extracurricular activities

Other Actions

- Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan) • Individual/group counseling
- Use of restorative practices (e.g. affective statements, circles, small impromptu

- conferences, etc.) Out of School Suspension
- Out-of-school suspension (1–10 days)
- Out-of-school suspension (11–expulsion)
- Parent Contact Restitution
- Pay for damage
- Community service
- Restorative conference with victim
- Time in Office
- Time Out/Detention
- Lunch detention
- After school detention
-

MANDATORY FACTORS

Before suspending or expelling a student, school must consider:

- Age
- Disciplinary history
- Disability
- Seriousness of behavior
- Whether behavior posed safety risk
- Restorative practices
- Whether lesser interventions would address behavior

Minor Offenses

These are offenses that are of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior in less serious infractions. Staff persons should keep a record of interventions and share this documentation at the request of a student, parent/guardian or administrator. Minor infractions are not referred to an administrator. If minor behaviors are repetitive after appropriate interventions have been made, the student should then be referred to an administrator for a major offense.

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1. Defiance

- Possession of cell phone or other electronic device - A student shall not use a cell phone or an electronic communication device in school without prior approval from their classroom teacher. For safety reasons, a principal may ban cell phones as needed.
- Refusal to comply with posted and published school norms - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (for example; misuse of hall pass or classroom procedures).

2. Disrespect

- Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.
- Pestering, teasing, or bothering other students - Non-confrontational activity that is

not appropriate in a school setting and disruptive to the educational process. Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school. Examples: horseplay; chasing another student in the hallway or classroom, etc.

3. Disruption

- General disruption of class - Repeatedly talking out in class or out of turn, being exceptionally loud, running, throwing objects, failure to follow classroom rules, or other disruptive behavior not defined elsewhere among minor Infractions
- Inappropriate personal property - Possession and/or use of items designated by the school as inappropriate materials such as, rollerblades, skateboards, cards, hats, food, etc. AND any other items that cause distraction or damage to persons or property or otherwise intervene with the learning process.

4. Dress Code - A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student, or others, or to the educational process. Specific guidelines for appropriate student dress are included in this code of conduct on page 12.

5. Inappropriate Language (to students) - Written or verbal remarks or gestures that show a lack of respect, rudeness, or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.

6. Physical Contact/ Physical Aggression - Student engages in non-serious, but inappropriate physical contact.

7. Property Misuse - Student engages in low-intensity misuse of property.

8. Tardy - Arriving late to school or class after the posted school start time without an appropriate excuse

9. Technology Violation - Student engages in non-serious, non-sexual, but inappropriate use of cell phone, pager, music/video players, camera, and/or computer.

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EXAMPLES OF DISCIPLINE INTERVENTIONS

- Conference with student
- Individualized instruction
- Natural consequences
- Parent contact
- Restorative conference

The following are also examples of other possible teacher interventions:

- Create positive classroom expectations that are clearly defined and taught.
- Provide lessons to teach or reteach the student how to behave responsibly.
- Continuously teach and reteach classroom expectations throughout the year.
- Change student seating
- Model and practice expectations in the appropriate setting (group work, individual work, etc.)
- Change the pacing of a lesson to promote on-task behavior.

- Use pre correction strategies to remind students of expectations before the next task.
- Actively ignore misbehavior.
- Use more positive correction interactions.
- Utilize fluent and consistent corrections for early stage misbehavior.
- Respond calmly, restating the desired behavior.
- Restructure classroom practices based on student needs (structured recess, structured lunch, visual schedules).
- Use progress monitoring tools (on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, etc.).
- Maintain positive expectations for all students, in all settings, at all times.
- Implement effective instructional practices.
- Establish and consistently implement corrective responses for rule violations, e.g., students lose time for valued activity, in-class time-out.
- Provide immediate positive feedback.
- Build positive relationships with students and families.
- Communicate teacher-based actions with families.
- Teach prevention lessons, e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma informed practices.
- Utilize restorative affective statements and affective questions.
- Actively engage students in learning.
- Student-teacher impromptu conferencing with active listening.

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DEFINITIONS OF DISCIPLINE

Alternative Placement - Consequence for referral results in student being placed in a different educational setting (moved to a different classroom, removed from a class, etc...)

Community Service - Consequence for referral results in involvement in community service activities or projects (community service organization and project must be approved by administration).

Conference with Student - Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).

Detention / Time Out - Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Expulsion - The permanent exclusion of the student from the school system upon the recommendation of Superintendent of Schools and by action of the School Board.

Individualized Instruction - Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.

Loss of Privilege - Consequence for referral results in student being unable to participate in some type of privilege.

Other Action Taken - Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.

Parent Contact - Consequence for referral results in parent communication by phone, email, or person-to person about the problem.

Restitution - Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. Saturday School - Consequence for referral results in student attending classes on a Saturday.

Suspension - Exclusion of a student from school for a specific period of time or exclusion of a student from school which terminates upon the fulfillment of a specific set of conditions. Time in

Office - Consequence for referral results in student spending time in the office away from scheduled activities/classes.

Snap Suspension - Administrators are authorized to suspend a student for up to one (1) day from a class or activity for misconduct resulting in the serious disruption of the class/activity. (MCL 380.1390(1)(2))

RESTORATIVE PRACTICES

A disciplinary option in which students who have committed offenses will do the following: Meet with the offended parties, take responsibility for their actions, apologize, and make restitution. Any option may be invoked at an administrator's discretion and may be used in conjunction with, or instead of, any other disciplinary action.

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Per MCL 380.1310c schools "shall consider using restorative practices as an alternative or in addition to suspension or expulsion."

DRESS CODE

(modeled after the 2016 Oregon NOW Model Student Dress Code)

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance. Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender. ● Allow students to wear religious attire without fear of discipline or discrimination. ● Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

The primary responsibility for a student's attire resides with the student and parents or

guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

- Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, midriff, and nipples are covered with material that cannot be seen through.

All items listed in the categories below must meet this basic principle.

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Students Must Wear:*

- Shirt that meets the top of the bottoms while standing upright and cannot be seen through.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings/etcetera.
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

- High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible undergarments (not including straps).
- Bathing suits.
- Helmets or hats that obscures the face (except as a religious observance).

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs

The school has a “Drug Free” zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. This includes nonalcoholic beers and wines, and the like. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.

2. Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. The student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present

as a witness to the test. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention. If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures described in this handbook. If a student refuses to take the test, s/he will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

3. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is a need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

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4. Use of an object as a weapon

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion.

5. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

6. Gambling

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

7. Theft
When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the Principal. The school is not responsible for personal property. Theft may result in suspension or expulsion.

8. Aiding or abetting violation of school rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision making regarding their behavior.

9. Possession of Wireless Communication Devices (WCDs)

A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action. The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to

and including suspension, loss of privileges, and may be recommended for expulsion. "Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD. Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an Alternate Day Assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

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10. Harassment

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless handheld device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher, building counselor or building principal. Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above. If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members. Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment

- submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

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- verbal harassment or abuse;
- pressure for sexual activity;
- repeated remarks with sexual or demeaning implications;
- unwelcome touching;
- sexual jokes, posters, cartoons, etc.;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
 - remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

11a. Hazing

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- illegal activity, such as drinking or drugs;
- physical punishment or infliction of pain;
- intentional humiliation or embarrassment;
- dangerous activity;
- activity likely to cause mental or psychological stress;
- forced detention or kidnapping;
- undressing or otherwise exposing initiates.

11b. Bullying and Other Aggressive Behavior

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all “at school” activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school’s control, or where an employee is engaged

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in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent.

Complaints against the Superintendent should be filed with the Board President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal

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from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions:

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

“Aggressive behavior” is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

“At School” is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on

school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

“Bullying” is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- adversely affecting the ability of a student to participate in or benefit from the school district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- having an actual and substantial detrimental effect on a student’s physical or mental health; and/or

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- causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

“Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

“Intimidation/Menacing” includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person’s property; or to intentionally interfere with or block a person’s movement without good reason.

“Staff” includes all school employees and Board members.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

12. Possession of a Firearm, Arson, and Criminal Sexual Conduct

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as “a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles” or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices. Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines, which are available in the principal’s office.

13. Criminal acts

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Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

14. Safety Concerns

Students should not use roller blades, bicycles, skateboards, scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

It is important to remember that the school’s rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal’s responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal meeting with the building administrator, prior to removal, at which time the student will be notified of the

charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may request the opportunity to be heard regarding the suspension decision, to the Principal. An appeal may be addressed to the Superintendent within (2) days of receiving the Principal's decision. The appeal must include the reason that the decision is being appealed. The Superintendent's decision will be final.

Suspension from co-curricular and extra-curricular activities may not be appealed. When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education. The school administration then takes testimony and determines if a recommendation to expel is to be made to the Board of Education, whose decision is final. In the case of expulsion, the student remains out of school during the appeal period. It is the responsibility of the student to complete course work and earn credits for the classes they miss.

If a student commits a crime while at school or a school-related event, s/he may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Discipline of Students with Disabilities

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Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After an investigation takes place, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the Principal. The request for an appeal must be in writing.

Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process, the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

When a student is suspended, s/he may make-up work missed, while on suspension. School work can be accessed through Schoology. Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- the charge and related evidence;
- the time and place of the Board meeting;
- the length of the recommended suspension or a recommendation for expulsion; • a brief description of the hearing procedure;
- a statement that the student may bring parents, guardians, and counsel; • a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- a statement that the student may give testimony, present evidence, and provide a defense;
- a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school.

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UCES makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Principal.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the

right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A material cannot be displayed if it:
 - is obscene to minors, libelous, indecent and pervasively or vulgar,
 - advertises any product or service not permitted to minors by law,
 - intends to be insulting or harassing,
 - intends to incite fighting or presents a likelihood of disrupting school or a school event.
 - Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

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- Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a meeting with the appropriate administrator if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for all students who live farther than the city limits. The transportation schedule and routes are available by contacting the bus garage at 517.741.8571

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the transportation supervisor.

The building principal may approve a change in a student's regular assigned bus stop to address a special need, upon the principal's approval of a note from parent stating the reason for the request and the duration of the requested change.

BUS CONDUCT

The district provides bus transportation to and from school. A list of bus stops will be published at the beginning of the school year before student registration. Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the transportation supervisor.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

- Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.

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- Keep all parts of the body and all objects inside the bus.
- Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity in not allowed.
- Enter and exit the bus only when the bus is fully stopped.
- All school rules apply while on the bus, at a bus stop, or waiting for the bus.
- Use emergency door only in an emergency.
- In the event of emergency, stay on the bus and await instructions from the bus driver. ●

Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.

- Do not open windows w/o permission of the bus driver.
 - Keep the bus neat and clean.
 - Athletic footwear equipped with cleats or spikes are not allowed on the bus. ●
- Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
- Be waiting at your bus stop on time.
 - Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
 - Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all

body parts clear of the aisles when seated.

- Eating is not permitted on the bus.

Parents will be liable for any defacing or damage students do to the bus.

If you take the bus to a career center or the math and science center, you are REQUIRED to take it back to school. Students who do otherwise will be disciplined.

Students may be suspended from riding the school bus for engaging in misconduct. Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

PENALTIES FOR INFRACTIONS

A student who misbehaves on the bus shall be disciplined in accordance with expectations of the Code of Conduct and may lose the privilege of riding on the bus.

The Union City Board of Education holds regularly scheduled meetings at 6:30 p.m. on the third Monday of each month in the Union City High School Media Center.

PARENT ACKNOWLEDGEMENT OF STUDENT HANDBOOK:

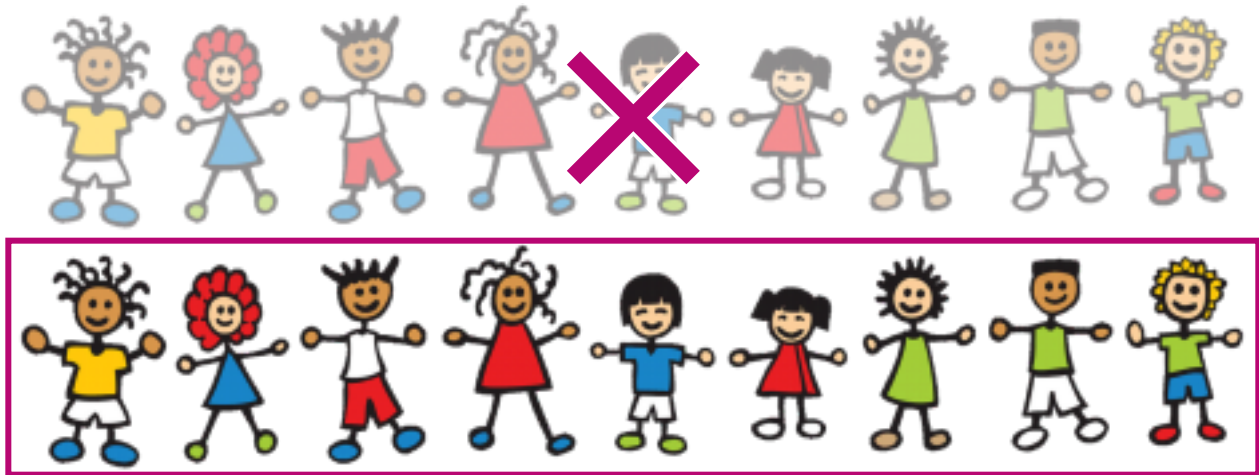
I/we understand the rights and responsibilities pertaining to students. We agree to support and abide by the rules, guidelines, procedures, and policies of the School District. We also understand that this handbook supersedes all prior handbooks and other written material on the same subjects. This handbook is in adherence with school board policies and those are available upon request at the Superintendent's office.

An "Acknowledgement of the Student Handbook" sheet is sent home at the beginning of the school year (or at the time of new enrollments). This provides families the option to request a paper copy of this handbook and/or provides families with online viewing access.

Elementary Student/Parent Handbook

for
Union City Community School District

Welcome to Union City Elementary School! We are excited to have your child as a student. We look forward to working with you to make your child's experience at Union City Elementary School productive and successful.



Jennifer Johnson, Principal (517) 741-5762
Rhonda Reese, School Secretary (517) 741-8191
Mandi MacDonald School Counselor (517) 741-5789 ¶
~~James Owens, Director of Behavior Supports (517) 741-8191~~
Chris Katz, Superintendent of Schools (517) 741-8091
Deb Frey, Transportation / Bus Garage (517) 741-8571
Deb McDowell, Food Service (517) 741-3312 or (517) 741-3300

Current members on our Board of Education:

~~Amber Herman~~ Jenn Searls, President
Darin LaBar, Vice President
~~Jennifer Gause~~ Kyle Miller, Secretary
David Mathis, Treasurer
Paula DeJongh, Trustee
~~Paul Art~~ Amber Herman, Trustee
Archie Mears, Trustee



Adopted by the Board of Education on August 21, 2023 ¶

15, 2022

Elementary Daily Schedule:

7:15 a.m. Office opens
7:2530 a.m. Doors open for students
7:3540 a.m. Classes Begin
2:3540 p.m. Student dismissal
3:00 p.m. Elementary Office closes

- Elementary students will dismiss at 10:5055 a.m. on half days of school.
- If you are dropping your child off you must use the circle drive.
- If you are getting out of your vehicle for any reason you must park in a marked space in the parking lot.
- The crosswalk must be used when crossing the circle drive.
- Non-bus riding students will be dismissed from ~~inside~~the front of the school, please remain in your vehicle for pick-up using the circle drive.



~~DISMISSAL CHANGES FOR THE 2023-24 SCHOOL YEAR:~~

~~In an effort to keep our students and staff as safe as possible, we will no longer have staff and students waiting for pick up outside the building at the end of the day. After researching and talking with several other school districts, we will be moving to a similar system used by many area districts.~~



~~Each UCE family will receive a number to display on your vehicles' dashboard when using the parent pick up loop to pick up your student. When using the parent pick up loop, your number MUST be clearly visible/displayed on your dashboard. Your student will be released to walk out to your vehicle upon your arrival. You will receive 4 copies of your number at our Open House on Thursday, August 17th, from 5:00-6:30 pm. If you are unable to attend the Open House your number(s) will be sent home with your student on the first day of school.~~



~~If you misplace your numbers you will need to park in the parking lot and come into the office to pick up your student at the end of the school day. At this time, you can request replacement copies of your number.~~



~~If you plan to park in the parking lot and walk up to pick up your student you will come to the front door and your student will be released to you.~~





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2021-2022 Calendar

August 19 Thursday 5:00-6:30 Elementary Open House
24 Tuesday First Day of School for Students

September 3 Friday No School - Labor Day
6 Monday No School - Labor Day
27 Monday No School - Professional Learning for Staff

October 12 Tuesday 4:00-7:00 pm - Parent/Teacher Conferences 14 Thursday ½ Day Students -
12:00-3:00 - Parent/Teacher Conferences 22 Friday End of 1st Marking Period

November 24 Wednesday ½ Day - Thanksgiving Break
25 Thursday No School - Thanksgiving Break
26 Friday No School - Thanksgiving Break

December 17 Friday ½ Day - Christmas Break Begins

January 3 Monday School Resumes

14 Friday End of 1st Semester

17 Monday No School - Professional Learning for Staff

February 18 Friday ½ Day Students - Professional Learning for Staff 21 Monday No School - Mid Winter Break

March 26 Friday ½ Day - End of 3rd Marking Period

28 Monday No School - Spring Break Begins

April 4 Monday School Resumes

15 Friday No School - Good Friday

18 Monday No School - Professional Learning for Staff

May 30 Monday No School - Memorial Day

SCHOOL CALENDAR 2023-2024

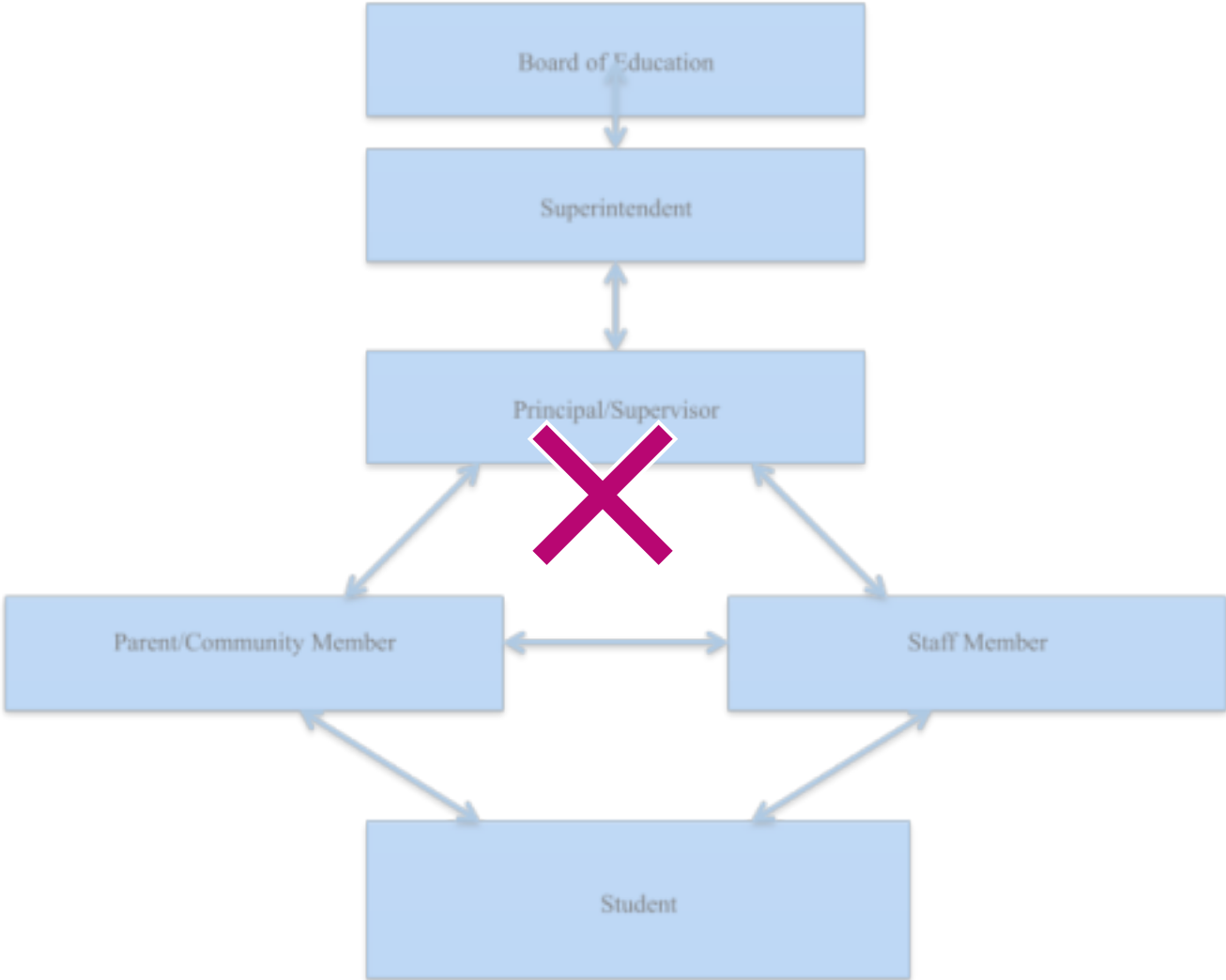
August (8)	14	Mon	New Teacher Orientation
	15	Tue	Staff Day AM/Professional Development (Staff-3; PD-3)
	16	Wed	Professional Development (Full Day PD)-6
	17	Thu	Professional Development (Full Day PD)-6
	22	Tue	Open Houses (ES 5:00-6:30, MS 5:30-7:00, HS 6:00-7:30) 1st Day for Students
September (18)	1	Fri	No School
	4	Mon	No School (Labor Day)
	25	Mon	Professional Development (Full Day PD)-6
October (22)	24	Tue	PTC 4-7 PM (HS and MS)
	26	Thu	1/2 Day Students -PTC 12-3 PM
	27	Fri	End of Quarter 1
November (20)	2	Thu	PTC 4-7 PM (MS)
	22	Wed	1/2 Day Students & Staff / Thanksgiving Break Begins
	23	Thu	No School - Thanksgiving Break
	24	Fri	No School - Thanksgiving Break
December (16)	22	Fri	1/2 Day - Christmas Break Begins
January (17)	8	Mon	School Resumes
	15	Mon	Professional Development (Full Day PD)-6
	19	Fri	End of 1st Semester
February (20)	19	Mon	Mid Winter Break/ No Students or Staff
March (16)	22	Fri	1/2 Day Students & Staff - End of Quarter 3
	25	Mon	Spring Break Begins
April (22)	1	Mon	School Resumes
	22	Mon	1/2 Day Students / Professional Development (PD)-3
May (21)	27	Mon	No School Memorial Day
	30	Thu	End of year (1/2 day students-staff)

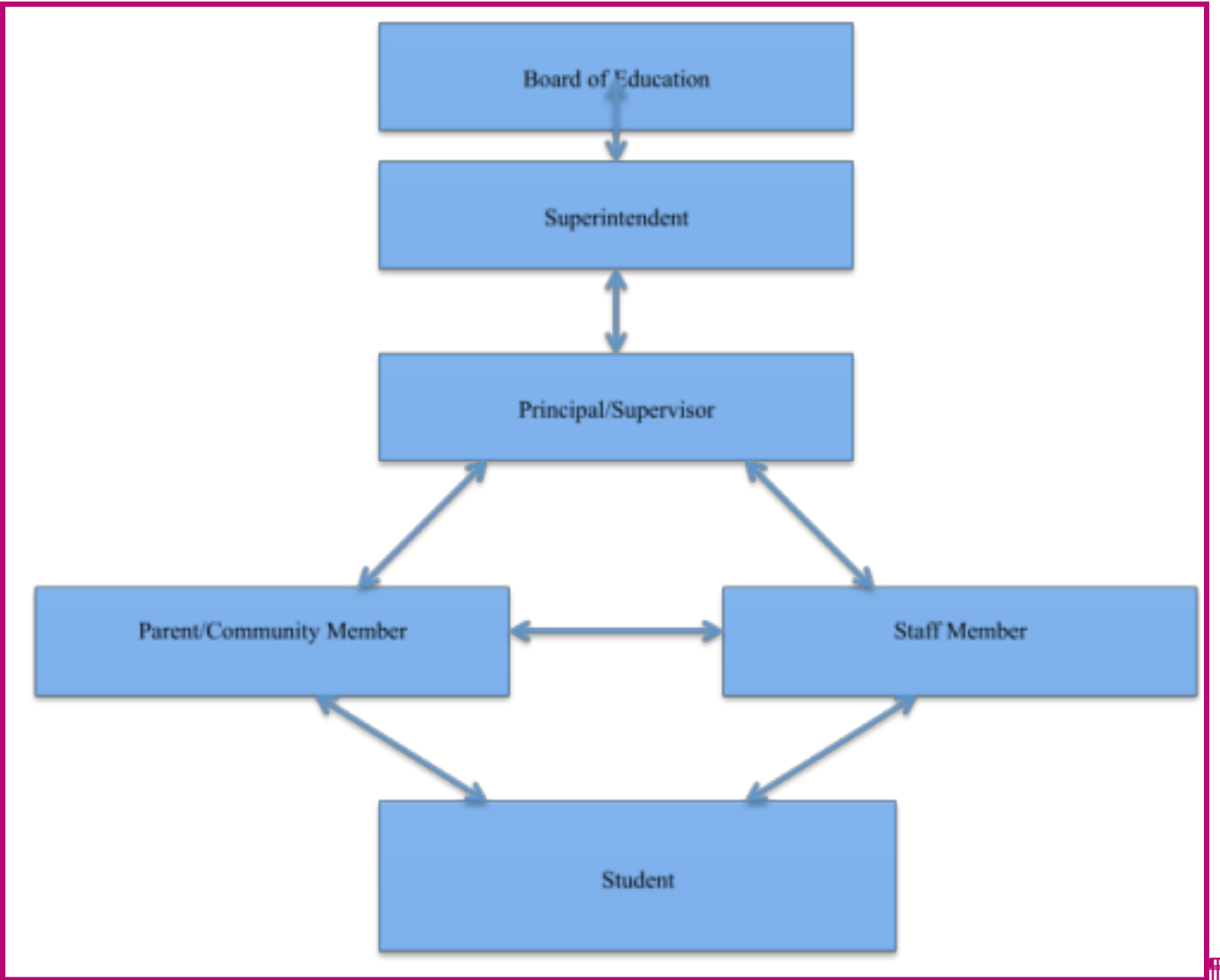




Communication/Problem Solving

Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the concern is not resolved at this level, it should be taken to the next level. At this time, the person at that level should work to resolve the concern with the person stating the concern and the employee affected. As a general rule of thumb... concerns/ complaints should be solved at the level closest to the situation. If the concern/complaint is not resolved at each level, it can be taken to the next level. When a situation exists where a level is jumped, the general practice will be to refer the person with the concern/complaint to the appropriate level. This procedure does not limit the right to anyone expressing a complaint/concern to any level at any time. Here is the communication flow chart.





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NOTE: This Student/Parent Handbook is based in significant part on policies adopted by the Board of ~~Education~~ and ~~Education~~ Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in July, 2018. If you have questions or would like more information about a specific issue or document, contact your school principal or access the document on the District's website at www.unioncityschools.org then clicking on the "District" tab and selecting "School Board" to find or view ~~the specific~~ ~~the specific~~ policy or administrative guideline in the Table of Contents for that section.

FOREWORD

Welcome! This student handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District.

To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects. This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 17, 2020. If any of the policies or administrative guidelines referenced herein get revised after August 17, 2020 the language in the most current policy or administrative guideline prevails.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer (Jennifer Johnson), Building Principal (517) 741-8191 ext. 5762.

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

SECTION I - GENERAL INFORMATION

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PARENT INVOLVEMENT & VISITING OUR SCHOOL PARENT INVOLVEMENT The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of students in the District. The

plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

- a. Cultivating school environments that are welcoming, supportive, and student centered;
- b. Providing professional development for school staff that helps build partnerships between families and schools;
- c. Encourage family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;
- d. Assist with technical support and other support to schools in planning and implementing family involvement activities.

B. Effective Communication

- a. Providing information to families to support the proper health, safety, and well being of their children;
- b. Providing information to families about school policies, procedures, programs and activities;
- c. Promoting regular and open communication between school personnel and student's family members
- d. Providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;
- e. Encourage families to be involved in meaningful discussions and meetings with school staff;
- f. Communicating with families in a format and language that is understandable, to the extent practicable;
- g. Providing information and involving families in monitoring student progress.

C. Volunteer Opportunities

- a. Providing volunteer opportunities for families to support their children's school activities.

D. Learning at Home

- a. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school;

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- b. Working with families to establish learning goals and help their children accomplish these goals;
- c. Encourage families to provide a school and home environment that encourages learning and extends learning at home.

E. Involving Families in Decision Making and Advocacy

- a. Involving families as partners in the process of school review and continuous improvement planning;
- b. Involving families in the development of it's district-wide Family Involvement Plan, and distributing the policy and plan to families.

F. Collaborating with the Community

- a. Building constructive partnerships and connecting families with community-based programs and other community resources.

Parents are encouraged and welcome to be involved in our school. Arrangements must be made with the student's teacher prior to volunteering. In addition to parent involvement, grandparents may also volunteer to assist in school; just plan ahead. When volunteering, or visiting, be sure to sign-in at the office. We believe that significant learning is more likely to occur when there is a partnership between school and home. For further clarification ask to see Board Policy 2112. Non-enrolled students are not permitted to attend school (not even as a visitor) with your student. Family and visitors are all required to enter through the front doors and go immediately into the main office. Please identify yourself to the office staff, provide ID when asked, sign-in, also accept a visitor tag identifying you as a guest. Place or wear the tag so that **it is clearly visible to school staff and students. For the safety of students and staff, all exterior doors are closed and locked during school hours. Students and staff are not to open exit doors for anyone. Most importantly, it is our hope that families will participate and attend functions intended to celebrate their student's school experience as well as work with the school to enhance the learning opportunities. The following are some examples we hope are well attended: Open House, Music Programs, Parent Nights, Child Study and IEP meetings, School-wide Parties, Monthly Assemblies and potential Individual Reading Intervention Planning meetings.**

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

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Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal or building counselor (Mrs. Johnson or Mrs. MacDonald).

STUDENT WELL-BEING

Student safety is a responsibility of all staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled. Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

ACCIDENT OR ILLNESS

Students who become ill or injured at school are required to report to the office for assistance. If the student is determined to be ill, contagious, or needs further medical treatment, parents/guardians are required to pick the student up from school. At no time should the student leave the school without notifying the office and receiving permission. In emergency cases, when the parent/guardian cannot be reached, the school reserves the right to seek medical attention unless the parent/guardian has specifically directed the school not to do so in advance, and provided in writing.

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period as specified in the school's administrative



guidelines.

CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES In the case of non-casual-contact, communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are

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respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Humanimmunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.



USE OF MEDICATIONS

Medications – Prescription and Over the Counter

In the circumstances where a student must take prescription or an over the counter (OTC) medication during the school day, the following guidelines are to be observed:

Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.

. If your student has a Health Consent on file with the main office, she may administer the following over the counter medications (Acetaminophen, Ibuprofen, Loratadine, Cough Drops, Diphenhydramine (Benadryl for allergic reactions), and Tums). If your student needs any of these medications and the Health Consent is on file, you will not have to provide them.

A Medication Authorization form must be filed with the main office before the student will be allowed to begin taking any medication during school hours. This form includes a physician's and parent's signature. A separate form is needed for each medication.

Medication must be transported to the school by a parent/guardian. A month's supply of medication is recommended. Medication ~~may not~~ **May Not** be sent to school with the student, except for emergency medications.

Any unused medication unclaimed by the parent will be destroyed when a prescription is no longer to be administered or at the end of the school year.

Parents/guardians are responsible to instruct their student to take the medication at the scheduled time, and the student has the responsibility to present him/herself on time and for taking the medication.

A log for each medication will be maintained which will note the personnel giving the medication, the date, and time. This log will be maintained along with the medication administration authorization.

All medications will be stored in the office in a secure area.

Students who are found to have either prescription or over the counter medications in their possession will be disciplined by building administration. Any student who distributes a medication of any kind to another student may be subject to discipline in accordance with the drug-use provision of the Code.

Students with appropriate authorization from the physician and parent/guardian may possess, and use emergency medications such as an inhaler or Epi-Pen.

Management of Chronic Illness and Life Threatening Allergies

If your student has a chronic illness or life-threatening allergy, please notify the main

office. Students with a chronic illness or life threatening allergy will need an Action Plan authorized by a physician, and signed by the student, and parent/guardian each school year. Parents are responsible to obtain the Action Plan, however the principal can provide assistance with this.

Students with a chronic illness or life threatening allergy will be provided an Individualized Health Care Plan developed by the principal. Appropriate staff will be notified of the plans with parental consent. Please inform the school of any changes in your student's health, health care plan, or medications so appropriate actions can be taken to provide safe care.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an Individualized Section 504 Plan will be developed and implemented to provide needed supports and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal at (517)-741-8191. More information on the district's Section 504 Policy is available at www.unioncityschools.org

Asthma Inhalers and Epi-pens

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually.

Undesignated Epi-Pens

In the fall of 2014, the State of Michigan implemented legislature to support the safety of students in the event of an anaphylactic reaction (life-threatening allergic reaction) occurring in the school setting. Michigan's Public Acts 186 and 187 require Michigan School Districts to provide at least two stock epinephrine auto-injectors (Epi-Pens) in each district building. Included in this legislation, is the training of a minimum of two staff members in the recognition of anaphylaxis and the administration of epinephrine.

The purpose of this legislature is to provide emergency medical treatment for individuals with an unknown allergy. If your student has a known life threatening allergy, parents are still advised to notify the school district of the identified allergy, and provide an epinephrine auto-injector to be kept at the school. Therefore, your School must be notified of all your child's previously known and/or any newly discovered allergies. Each school year, please continue to indicate this on your child's student registration forms, and plan to meet with your School to discuss an emergency action plan for your student.

Medical Emergency Response Team (MERT)

It is the goal of the Union City School District to provide appropriate medical assistance to all students in the event of an accident or injury on school property during regular school hours. Each school has an identified MERT team consisting of a minimum of 5 members who are CPR and First Aid certified, trained in Epi-Pen administration, use of an AED, and carry a First Aid kit. They respond to medical emergencies and follow identified procedures including exposure to blood borne pathogens. The MERT Team operates under the direction of the building's school administrator.

Head Lice

The school will observe the following protocols regarding head lice.

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1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.

2. Infested students will be sent home following notification to the parent/guardian. 3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.

4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the building principal or school counselor and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the building principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides unless enrolling under the District's open enrollment policy. New students under the age of eighteen (18) must be enrolled by their parent, or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment. Homeless students who meet the Federal definition of homeless may enroll and be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures. A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

Parents arriving early will be expected to wait outside in the designated pick-up zones and sign their student out with the appropriate adult.

TRANSFER OUT OF THE DISTRICT

Parents are encouraged to contact the principal about plans to transfer their child to another school. Students should return borrowed library books, parents should close out student lunch accounts. School officials transfer student records, including disciplinary records.

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

IMMUNIZATIONS

Students must be current with all immunizations required by State law or have an authorized waiver meeting the State immunization requirements. A parent or guardian wishing to exempt his or her child from a particular vaccination must provide a Michigan Department of Health and Human Services (MDHHS) Waiver Form that has been certified by a local public health department. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students.

Failure to comply with the State immunization requirements will result in exclusion from school until arrangements are made to receive the required immunizations. Immunizations are available through the school nurse with prior notification.

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to either the Health Department or the Elementary office.

State Immunization Requirements For Students:

- Four doses DTP or DTaP; one dose must be on or after 4 years of age: • Four doses of Polio; if dose 3 administered on or after 4 years of age, then only 3 required • Two doses of Measles, Mumps, Rubella (MMR) given on or after 12 months of age • Two doses of Varicella (chickenpox) vaccine or history (date) of chickenpox disease

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- One dose of Meningococcal (meningitis) vaccine at age 11 with booster dose at age 16 (If first dose of Meningococcal vaccine is given after age 16, only 1 dose is required.) • Three

doses of Hepatitis B

- One dose of Tdap (tetanus/diphtheria/acellular pertussis) given after age 11 .

Recommendations For Students:

- Human Papillomavirus (HPV) vaccine series for males and females over 11-12 years of age
- Hepatitis A vaccine series
- Influenza (annually)
- All recommended and required vaccine series should be completed.

EMERGENCY MEDICAL AUTHORIZATION

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and extracurricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

News from Michigan Department of Community Health: Section 9311 from the Public Health Code states: A child is exempt from Hearing and Vision screening if a parent, guardian, or person in loco parentis of the child presents a written statement to the administrator of the child's school, stating that the requirement violates the personal religious beliefs of the parent, guardian, or person in loco parentis.

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures.

Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact your building principal, Jennifer Johnson at (517) 741-8191 extension 5762 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the building principal, Jennifer Johnson at (517) 741-8191 extension 5762 to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information. Neither the Board nor its employee's shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350).

Documents containing social security numbers shall be restricted to those employees who have a

need to know that information or a need to access those documents. When documents containing confidential information are no longer needed, they shall be shredded (by an employee who has authorized access to such records).

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release, consult the Board's annual *Family Education Rights and Privacy Act* (FERPA), which can be located at the Superintendent's office located at 430 St. Joseph Street in Union City.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates the following as student "directory information:" A. Student's name;

- B. Address;
- C. Date and place of birth;
- D. Major field of study;
- E. Participation in officially recognized activities and sports;
- F. Height and weight, if member of an athletic team;
- G. Dates of attendance;
- H. Date of graduation;
- I. Awards received;
- J. Honor rolls;
- K. Scholarships;
- L. School photographs or videos of students participating in school activities, events or programs.

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to Jennifer Johnson, the building principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's

privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office
U.S. Department of Education 400

Maryland Avenue, SW 20202-4605

Washington, D.C.

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www.ed.gov/offices/OM/fpco

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and PPRA@ED.Gov.

STUDENT FEES, FINES, AND SUPPLIES

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fundraisers:

- Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.
- Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables. Avoid sending “toys” to school.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student’s parents. If a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents’ rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

MEAL SERVICE ¶

UCES BREAKFAST/LUNCH POLICY

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

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

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education. The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity. The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons. Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunch sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the Superintendent. The operation and supervision of the food-service program shall be the responsibility of the Food Service Director and the Business Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program. A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

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Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be un-collectable are also unallowable. The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service. This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;
- C. the planning and execution of menus in compliance with USDA requirements;
- D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy [1130](#), Policy [3110](#), and Policy [4110](#));
- E. complying with food holds and recalls in accordance with USDA regulations;
- F. the accounting and disposition of food service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's time and effort recordkeeping policy (See Policy [6116](#)).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy [8540](#).

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

FIRE, LOCK DOWN AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of a loud “squawking” sound and flashing lights.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills and consists of a public announcement from the office.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes and consists of a verbal announcement over the PA.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations: Coldwater:

WNWN (98.5) and WTVB (1590)

Battle Creek: WKFR (103.3) and WBCK (930)

TV channels: News 3, Wood TV8 and Fox 17

It is also likely you will receive a telephone alert, those will be sent to contact numbers listed by you, or you may check the district Facebook page.

Parents and students are responsible for knowing about emergency closings and delays. Students are expected to follow their “plan” completed on the emergency forms in the event that they are unexpectedly dismissed early. (Telephone service may be down, or it can become too busy during early dismissals; therefore expecting your student to call during emergencies are not reasonable options.)

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District’s *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Superintendent’s office upon request.

VISITORS/VOLUNTEERS

In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time. Students may not bring visitors to school without prior written permission from the Principal. ~~All volunteers and field trip chaperones must have a background check completed prior to spending time in the classroom or serving as a chaperone.~~

USE OF THE LIBRARY

The library is available to students throughout the school day. Passes may be obtained from a student's teacher or from the librarian. Books on the shelves may be checked out for a period of one week (and can renew the book if more time is needed).

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In order to avoid late fees, all materials checked out of the library must be returned to the library within 10 days of their scheduled due date (or talk with teacherthe librarian for alternative arrangements).

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

The lost and found area is in the lobby area near the cafeteria doors. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this may lead to disciplinary action.

USE OF TELEPHONES

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call. Telephones are available in the school for students to use when they are not in class. Students are not to use telephones to call parents to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school. Students may not bring to school a pocket pager, cellular telephone, or other electronic communication device except for health or other unusual reasons approved in advance by the principal.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt. The school has a central bulletin board located in the lobby area, which may be used for posting notices after receiving permission from the principal.

SECTION II – ACADEMICS

COURSE OFFERINGS

All course offerings can be located in the Student Course Guide.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in

any school-sponsored trip without parental consent. Attendance rules apply to all field trips.

Adults who are attending/chaperoning a field trip must submit a background check form and copy of current picture identification or driver's license to be approved one week prior to the day of the trip. Adults who are chaperoning a field trip may not bring younger siblings or children. Also be aware that in accordance with school board policy the use of tobacco/nicotine (or tobacco/nicotine products) is prohibited on field trips. Parents and legal guardians wanting to transport their own child from a trip will be expected to sign a release prior to that day, forms are

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available from the teacher. Drivers may not transport students, other than their own children, on the return trip.

GRADES

The Elementary School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will **so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher. The school uses the following grading system:**

- ~~1~~ not proficient (0-40%)
- ~~2~~ partially proficient (41-80%)
- ~~3~~ proficient (81-90%)
- ~~4~~ above proficient (91-100%) + Meets Standard
- x Approaching Standard
- Area of Concern
- (blank) - areas not assessed during the given marking period

GRADING PERIODS

Students shall receive a report card at the end of each nine week period indicating their progress for each standard or concept for that portion of the academic marking period.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades. This can be through conferences, emails, progress reports, and possibly during a Child Study Process to communicate options/actions that can be taken to support their learning.

Report cards for students are sent home four times yearly to show progress. Parents may access student information such as grades or missing assignments and attendance information online at <http://www.unioncityschools.org> by selecting the desired link such as PowerSchool (for grades) or the Elementary site (for information about upcoming events).

Each student's ID and access password can be obtained at your request (call the office). The ID and password remains the same from year to year. If you would like to request an additional copy of this, simply contact the office. More than one "access account" for PowerSchool can be created for a student, allowing parents to separately access their children's account. In order to sign-up directly with PowerSchool to access grades (and receive reports) from home, please use the following steps:

1. You will need the user ID and access password (see information above). The ID is a 5 digit number beginning with a 5. If you do not remember the ID, please contact

your child's school office and ask for the "Access ID" and "Access Password" for your child.

2. Go to <https://uc.powerschool.com> to create your account.

PROMOTION, PLACEMENT, AND RETENTION

The Building Principal has the right of placement. Elementary student promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement;
2. potential for success at the next level;
3. emotional, physical, and/or social maturity;
4. attendance

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If a student is considered for retention, a recommendation will be made by the student's teacher and discussed with the student's parent/guardian

RECOGNITION OF STUDENT ACHIEVEMENT

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, physical education, performing arts, citizenship, and attendance.

Recognition for such activities is initiated by the staff and coordinated by the building leaders and our Positive Behavior Intervention and Support team members (PBIS).

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

We have a building wide focus on creating a school climate that maximizes academic achievement and behavioral competence. PBIS gives priority to prevention by using proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS creates and models clear expectations for students. A unified system for responding effectively and efficiently to problem behaviors is also developed.

HOMEWORK

Homework is part of the student's preparation for state mandated tests, graduation and postsecondary education.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its

related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board Sponsored activity (see Policy **5136**).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

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Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Chief Information Officer may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their

children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., “hacking”, “harvesting”, “digital piracy”, “data mining”, etc.), cyberbullying and other unlawful or inappropriate activities by students online, and

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- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. (x) Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher’s approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that

are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Chief Information Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

STUDENT ASSESSMENT

To measure student progress, students will be tested in accordance with State standards and District policy. Third and fourth grade students currently take the M-Step in late Spring. This is a State required computer adaptive assessment. Additional benchmark and progressing monitoring testing including the NWEA are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

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Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved state standards.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Union City Elementary provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may contain school subject matter. A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation. The Board may authorize student groups that are sponsored by a staff member. Extra-curricular activities do not reflect the School curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

~~NON-SCHOOL~~ NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non instructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that non-school persons do not play a regular role in the event.

All school rules will still apply regarding behavior and equal opportunity to participate. Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate. Non-district sponsored organizations may not use the name of the school or school mascot. All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

SECTION IV - STUDENT CONDUCT

SCHOOL ATTENDANCE POLICY

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learning results from active participation in classroom and other school activities, which cannot be replaced by individual study. Attendance is

important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

TRUANCY

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After 70 hours of absences in any grading period, a student will be considered a "habitual truant" which can result in:

- A. hearing before a judge in a court of law;
- B. report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

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EXCUSED ABSENCE

Students may be excused from school for different reasons and will be provided an opportunity to make-up missed school work and/or tests. Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 8:30 a.m. on the day of the absence. They are to call the attendance line at (517) 741-7265 or the building secretary and explain the reason for the absence. When leaving a message on the attendance line, include: student's full name, teacher's name, the date and reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work. Students who are excusably absent for more than 10 percent in a grading period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness".

A chronically absent student will be monitored and provided support whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in noncircular school activities and events and documented in PowerSchool as a log entry, and possible notification to the CISD Truancy Officer.

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is missed.

UNEXCUSED ABSENCE

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State. If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a semester, s/he will be considered a "habitual" truant and will be reported to the proper authorities.

SUSPENSION FROM SCHOOL

Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused.

A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from the classroom teacher beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school. The student will be given credit for properly completed assignments and a grade on any made-up tests.

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NOTIFICATION OF ABSENCE

If a student is going to be absent, the parents must contact the school attendance line at (517) 741-7265 by 8:30 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade. The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

TARDINESS

A student who is not in his/her assigned location by 7:3540 a.m. shall be considered tardy. Any student arriving late to school is to report to the school office before proceeding to class. Leaving early from school also impacts learning and will be recorded and logged as "left early".

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact their primary teacher as soon as possible to obtain assignments. Make-up work due to suspension must be completed by the date set by the teacher, usually within a week of the absence.

If a student misses a teacher's test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the Testing Coordinator, to arrange for taking the test.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The school encourages students to attend as many school events held after school as possible, without interfering with their schoolwork and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event. However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone. The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

CODE OF CONDUCT

A major component of the educational program at Union City Elementary is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

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EXPECTED BEHAVIORS

Each student shall be expected to:

- abide by national, State, and local laws as well as the rules of the school;
- act courteously to adults and fellow students;
- be prompt to school and engaged in class;
- work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
- complete assigned tasks on time and as directed;
- help maintain a school environment that is safe, friendly, and productive; ■ act at all times in a manner that reflects pride in self, family, and in the school; ■ respect school property.

The Board of Education has adopted the following Student Code of Conduct. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list. It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Major Offenses

These are offenses that are of a serious nature that may pose a threat to the health, safety or property of any person. Staff persons must notify an administrator when a major offense occurs. The notification should take the form of a discipline referral. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator must notify the student and parent/guardian of all charges, consequences and applicable due process rights during the disciplinary process. Discipline may include any of the above discipline definitions up to permanent expulsion.

1. Abusive Language/ Inappropriate Language/ Profanity

- Profanity & vulgarity/verbal altercation (student) - Student delivers verbal messages that include swearing, name calling, or use of words in an

inappropriate way towards another student.

- Profanity & vulgarity/verbal altercation (toward staff) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards a staff member.
- Verbal Assault - Verbal Assault at school directed against school employees, volunteers, contractors or other authorized personnel or students will not be tolerated. Verbal assault is to be considered any communication or behavior that, by its nature, poses a serious threat to the safety or well-being of others. These actions will result in mandatory hearing with the board with the possibility of an expulsion or suspension.

2. **Arson** - A student shall not burn or attempt to burn any school building, structure or property, or intentionally set or attempt to set a fire on school property, or cause or attempt to cause an explosion, or be in possession of materials which may be used in the aforementioned activities. Arson is a felony and will subject a student to expulsion.

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3. **Bomb Threat/False Alarm** - Students making bomb threats, false alarms, or “similar threats” that place or that are perceived as placing the safety of one or more persons or of property at risk, will not be tolerated (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a)

4. **Bullying** - Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- Substantially interfering with the student’s or students’ academic performance; or Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.
 - Race, Color, Origin
 - Disability
 - Sexual Orientation
 - Religion
 - Other
 - Sex

5. **Defiance/Insubordination/Non-Compliance**

Falsification of Records - A student shall not use the name of another person or falsify times, dates, grades, addresses or other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on

School District forms or records.

Unauthorized presence of students on school property -

- On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct. A student should not be:
- On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held. Presence on the school grounds while in the

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company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

- On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence. Students who are habitually truant from school as described in this Code may be charged with truancy.

Failure to Cooperate - A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules, and no student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

Failure to Comply with Directions of School Personnel - A student shall not be insubordinate or fail to comply with district policies or instructions and directions of District employees (including substitute teachers and student teachers), volunteers or persons acting in a chaperone or supervisory capacity. Students who persistently violate school policy may receive disciplinary action. The violation of this code can lead to suspension or expulsion.

6. Disrespect

- Coercion, Extortion, or Blackmail - A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value from an unwilling person, nor shall a student, by threats and/or violence, force another person to perform an unwilling act. Violations of this code can lead to suspension or expulsion.
- Threats or conspiracies to commit violent acts - Any acts, in writing, verbally, or otherwise that are considered threatening.
- Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any

unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.

- False Allegations - A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members or volunteers.

7. Disruption

- General disruption of class - Where a student is creating an unsafe classroom environment or creating a situation where a teacher is not able to teach due to the disruption.
- Inciting a Disturbance or Melee - Causing a serious disruption or fight amongst a group of individuals, which leads to a major commotion.
- Fighting - A physical altercation resulting in pushing, shoving, or exchanging of blows between students will not be tolerated.

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- Forgery/Theft/Plagiarism - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. The violation of this code can lead to suspension or expulsion.

8. Gang Affiliation Display - A student shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal (gestures, handshakes, graffiti, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal in furtherance of the interests of any gang or gang activity, including, but not limited to,

- soliciting others for membership in any gang or gang related activity,
- requesting any person to pay protection or otherwise intimidating or threatening any person,
- committing any other illegal act or violation of School District rules or policies, or
- inciting other students to act with physical violence on any person.

The term "gang" as used in this policy, means a group of two (2) or more persons whose purposes or activities include the commission of illegal acts or violations of this Code of Conduct, District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

9. Harassment - Any threatening, insulting or dehumanizing gesture. Verbal, physical, electronic or written harassment for the purposes of this policy shall be defined as behavior that:

- Intimidates individuals or groups on any basis including race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion,

height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes").

- Involves an expressed or implied threat to personal safety or has the effect of interfering with an individual's participation in the curricular or extracurricular activities of the school district.
- Bullies or hazes another student or teammate.
- Is disruptive to the educational process that may have originated in or outside of school, on or off campus.
- Sexual Harassment - for the purposes of this policy consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature that is severe or pervasive enough to create a hostile or intimidating school environment. Sexual harassment may involve the behavior of a person of either gender, against a person of the same or opposite gender. Examples of prohibited behavior that is sexual in nature and is unsolicited and unwelcome include, but are not limited to:
 - Written contact: sexually suggestive or obscene letters, notes, invitations, drawings, verbal contact; sexually suggestive or obscene comments, threats, jokes, any sexual propositions, comments about a person's body or sexual characteristics that are used in a negative or embarrassing way.

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- Physical contact: any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another's body, assault, blocking movement, or coercing sexual intercourse.
- Visual contact: suggestive looks or staring at another's body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, magazines, graffiti, calendars or clothing.

A student who feels he/she is being harassed by peers or by a staff member of the Union City School District, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc. The staff member receiving a student's report, a parent's report or observing an incident of alleged harassment is expected to examine the circumstances surrounding the alleged incident. If the receiving staff determines that harassment has occurred, they will take steps to end the harassment. In the event that the magnitude of the incident(s) warrants further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures that he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken in accordance with the policies and procedures adopted by the Board of Education.

10. Sexual Violence (Criminal Sexual Conduct), as used in this policy, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, intellectual or other disability, or use of drugs or alcohol). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sexual harassment and, in turn, sex discrimination prohibited by Title IX. Harassing conduct creates a hostile environment when it interferes with or limits a student's

ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe

12. Inappropriate Display of Affection - Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. The violation of this code can lead to suspension or expulsion.

13. Inappropriate Location

On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct.

A student should not be:

- On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or

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attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held.

Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence.

The violation of this code can lead to suspension or expulsion.

14. Other Behavior

Criminal Acts - A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance

Physical Aggression - A student shall not physically assault another student, a person employed by or engaged as a volunteer or contractor of the school (including substitute and student teachers). Physical Assault is defined as intentionally causing or attempting to cause harm to another through force or violence (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a for assault of a staff member)

- With Injury
- Without Injury

15. Property Damage/Vandalism - A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, or attempt to steal, or knowingly be in the unauthorized possession of school property or

the property of another person. The violation of this code can lead to suspension or expulsion.

16. Skipping Class - Student leaves or misses class without permission.

17. Technology Violation - A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following:

- Non-school-related work
 - Hate mail, discriminatory remarks, and offensive and inflammatory communications
 - Sexting or accessing obscene or pornographic materials
 - Transmission of sexually suggestive language or images
 - Loading or use of unauthorized games, programs, files, or other electronic media
 - Destruction, modification or abuse of network hardware, software, or information
 - Impersonation of another user, anonymity and pseudonyms
- Creation of links to other networks whose content or purpose would tend to violate the District's Network Usage and Safety Policy

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- Videotaping fights or videotaping someone in a place where they have an expectation of privacy
 - Posting videos of inappropriate student conduct to a social media site that affects the school community or individuals within the school community in a negative manner.

The violation of this code can lead to suspension or expulsion.

18. Truancy - A student shall not be absent from school (a full day, or any part of a day, skipping class) without permission. A student shall not leave the school campus without following the proper check out procedure. Please refer to your school's administration policy on proper check out procedures.

19. Use/Possession of Alcohol - Alcoholic beverages or intoxicants, including, but not limited to glue, aerosol paint, lighter fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence.

20. Use/Possession of Drugs –

- Any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant or other controlled substance, analogue intended for human consumption, as defined in Article VII of the Public Health Code, being MCL 33.7101, et seq., and as defined in other Michigan or Federal Statute. If Article VII of the Public Health Code, being MCL 33.7101, et seq., is amended or repealed, then the definitions of a drug, narcotic drug, and controlled substance analogue shall be defined under the existing State Law.
- Any prescription or nonprescription drug, medicine, vitamin or chemical substance, with exception of an inhaler (e.g. pain relievers, stimulants, diet pills, pep pills, NoDoze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances

- for an improper purpose.
- Any legal substance represented as an illegal or controlled substance (e.g. No Doze as “speed” or “crack.”)
- Any drug paraphernalia or items used as such.
- Manufacture, sale, delivery, transfer or intent to sell, deliver or transfer of any of the above substances

21. Use/Possession of Combustibles - A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person. The violation of this code can lead to suspension or expulsion.

22. Use/Possession of Tobacco - A student shall not smoke, chew, vape, or otherwise use tobacco, nicotine products or a “look alike” product. A student shall not, while on District property or in proximity of campus, in District owned vehicles, and at District-related events have in his/her possession or under his/her control tobacco in any form, or paraphernalia related to its use. The school is a drug free zone that extends a 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension or expulsion.

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23. Use/Possession of Weapons - A student shall not possess, handle or transmit a gun, knife, blackjack, brass knuckles, baton, martial arts device, paintball gun, spring, airsoft and gas-powered guns, or other object or instrument that can be considered or used as a weapon that will expel a BB, pellet, or paint balls. No knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon. No “look-a-like” weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.). Also no Personal Protection Devices (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

- for weapons/dangerous instruments, including “look-a-like” guns – suspension to expulsion
- for possession, handling or transmitting a gun, including a BB gun or pellet gun – expulsion
- for possession of a knife with a blade over three inches in length – expulsion
- for possession of a knife with a blade equal to or less than three inches in length when used in a threatening manner - expulsion
- for possession of a knife with a blade equal to or less than three inches in length – suspension - expulsion

However, the district is not required to expel or permanently expel a student if the student can prove in a clear and convincing manner that at least one (1) of the following statements is true:

- The object or instrument possessed by a student was not possessed by the student for use as a weapon, or for direct or indirect sale, or delivery to another person(s) for use as a weapon.
- The weapon was not knowingly possessed by the student.

- The student did not know or have reason to know that the object or instrument in the student's possession was a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request, direction, or permission of police or school authorities.

There is a rebuttable presumption that expulsion for possession of a weapon is not justified if both of the following are met:

- The superintendent or designee determines in writing that at least 1 of the factors listed in subsections (A) through (D) above has been established in a clear and convincing manner.
- The student has no history of suspension or expulsion. Under MCL 380.1308, police must be notified.

•
Example list of discipline interventions that may be used by administration

- Additional Attendance/Saturday School
- Alternative Placement
- Alcohol/drug evaluation referral
- Change in schedule or class (with notification to parent/guardian)
- Community Service
- Referral to mentoring
- Referral to district approved community organization
- Conference with Student
- Intervention by counseling staff/guidance

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- Intervention by administration
- Expulsion (180 days to permanent)
- In-School Suspension
 - Partial day
 - Full day

Restorative reflection

Individualized Instruction

- Reteach/model expectations
- Written reflection assignment

Loss of Privilege/Increased Supervision

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from special events or promotion exercises
- Exclusion from extracurricular activities

Other Actions

- Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan) • Individual/group counseling

- Use of restorative practices (e.g. affective statements, circles, small impromptu conferences, etc.) Out of School Suspension

- Out-of-school suspension (1–10 days)
- Out-of-school suspension (11–expulsion)

Parent Contact Restitution

- Pay for damage
- Community service
- Restorative conference with victim

Time in Office

Time Out/Detention

- Lunch detention
- After school detention
-

MANDATORY FACTORS

Before suspending or expelling a student, school must consider:

- Age
- Disciplinary history
- Disability
- Seriousness of behavior
- Whether behavior posed safety risk
- Restorative practices
- Whether lesser interventions would address behavior

Minor Offenses

These are offenses that are of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior in less serious infractions. Staff persons should keep a record of interventions and share this documentation at the request of a student, parent/guardian or administrator. Minor infractions are not referred to an administrator. If minor behaviors are repetitive after appropriate interventions have been made, the student should then be referred to an administrator for a major offense.

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1. Defiance

- Possession of cell phone or other electronic device - A student shall not use a cell phone or an electronic communication device in school without prior approval from their classroom teacher. For safety reasons, a principal may ban cell phones as needed.
- Refusal to comply with posted and published school norms - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (for example; misuse of hall pass or classroom procedures).

2. Disrespect

- Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or 2 assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.
- Pestering, teasing, or bothering other students - Non-confrontational activity that is not appropriate in a school setting and disruptive to the educational process. Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school. Examples: horseplay; chasing another student in the hallway or classroom, etc.

3. Disruption

- General disruption of class - Repeatedly talking out in class or out of turn, being exceptionally loud, running, throwing objects, failure to follow classroom rules, or other disruptive behavior not defined elsewhere among minor Infractions

- Inappropriate personal property - Possession and/or use of items designated by the school as inappropriate materials such as, rollerblades, skateboards, cards, hats, food, etc. AND any other items that cause distraction or damage to persons or property or otherwise intervene with the learning process.
- 4. Dress Code** - A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student, or others, or to the educational process. Specific guidelines for appropriate student dress are included in this code of conduct on page 12.
 - 5. Inappropriate Language (to students)** - Written or verbal remarks or gestures that show a lack of respect, rudeness, or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.
 - 6. Physical Contact/ Physical Aggression** - Student engages in non-serious, but inappropriate physical contact.
 - 7. Property Misuse** - Student engages in low-intensity misuse of property.
 - 8. Tardy** - Arriving late to school or class after the posted school start time without an appropriate excuse
 - 9. Technology Violation** - Student engages in non-serious, non-sexual, but inappropriate use of cell phone, pager, music/video players, camera, and/or computer.

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EXAMPLES OF DISCIPLINE INTERVENTIONS

- Conference with student
- Individualized instruction
- Natural consequences
- Parent contact
- Restorative conference

The following are also examples of other possible teacher interventions:¶¶

- ~~Create positive classroom expectations that are clearly defined and taught.¶¶~~
- ~~Provide lessons to teach or reteach the student how to behave responsibly.¶¶~~
- ~~Continuously teach and reteach classroom expectations throughout the year.¶¶~~
- ~~Change student seating¶¶~~
- ~~Model and practice expectations in the appropriate setting (group work, individual work, etc.)¶¶~~
- ~~Change the pacing of a lesson to promote on-task behavior.¶¶~~
- ~~Use pre-correction strategies to remind students of expectations before the next task.¶¶~~
- ~~Actively ignore misbehavior.¶¶~~
- ~~Use more positive correction interactions.¶¶~~
- ~~Utilize fluent and consistent corrections for early stage misbehavior.¶¶~~
- ~~Respond calmly, restating the desired behavior.¶¶~~
- ~~Restructure classroom practices based on student needs (structured recess, structured lunch, visual schedules.¶¶~~
- ~~Use progress monitoring tools (on-task monitoring form, replacement behavior worksheet,~~

- ratio of interactions tracking form, reflection sheets, behavior contracts, etc.).
- Maintain positive expectations for all students, in all settings, at all times.
- Implement effective instructional practices.
- Establish and consistently implement corrective responses for rule violations, e.g., students lose time for valued activity, in-class time-out.
- Provide immediate positive feedback.
- Build positive relationships with students and families.
- Communicate teacher-based actions with families.
- Teach prevention lessons, e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma informed practices.
- Utilize restorative affective statements and affective questions.
- Actively engage students in learning.
- Student teacher impromptu conferencing with active listening.

Proactive Classroom Supports Teacher-Based Action to Reduce and Eliminate Misbehavior	
<p>Create positive classroom expectations that are clearly defined and taught.</p>	<p>Provide lessons to teach or reteach the student how to behave responsibly.</p>
<p>Continuously teach and reteach classroom expectations throughout the year</p>	<p>Change student seating.</p>
<p>Model and practice expectations in appropriate setting (e.g., group work, individual work).</p>	<p>Pace the lesson more quickly to promote on-task behavior.</p>
<p>Use pre correction strategies to remind students of expectations before the next task.</p>	<p>Actively ignore misbehavior.</p>

Use more positive than corrective interactions Respond calmly, restating the desired behavior.

Utilize fluent and consistent corrections for early stage misbehavior

Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules)

Create classroom acknowledgment systems to increase responsible student behavior.

Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets).

Maintain positive expectations for all students, in all settings, at all times.

Establish and consistently implement corrective responses for rule violations (e.g., student

Implement effective instructional practices.

loses, time for valued activity, in-class time-out, time-out in

Provide immediate positive feedback. another class, restitution given for property, positive practice, loss of points or privileges).

Build positive relationships with students and families (e.g., utilize RP circles).

Communicate teacher-based actions with parent.

Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide

Utilize restorative affective statements and affective questions.

prevention, and trauma-informed practices).

Actively engage students in learning. Student-teacher impromptu conferencing with active listening.

DEFINITIONS OF DISCIPLINE

Alternative Placement - Consequence for referral results in student being placed in a different educational setting (moved to a different classroom, removed from a class, etc...)

Community Service - Consequence for referral results in involvement in community service activities or projects (community service organization and project must be approved by administration).

Conference with Student - Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).

Detention / Time Out - Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Expulsion - The permanent exclusion of the student from the school system upon the recommendation of Superintendent of Schools and by action of the School Board.

Individualized Instruction - Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.

Loss of Privilege - Consequence for referral results in student being unable to participate in some type of privilege.

Other Action Taken - Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.

Parent Contact - Consequence for referral results in parent communication by phone, email, or person-to person about the problem.

Restitution - Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. Saturday School - Consequence for referral results in student attending classes on a Saturday.

Suspension - Exclusion of a student from school for a specific period of time or exclusion of a student from school which terminates upon the fulfillment of a specific set of conditions. Time in Office - Consequence for referral results in student spending time in the office away from scheduled activities/classes.

Snap Suspension - Administrators are authorized to suspend a student for up to one (1) day from a class or activity for misconduct resulting in the serious disruption of the class/activity. (MCL 380.1390(1)(2))

RESTORATIVE PRACTICES

A disciplinary option in which students who have committed offenses will do the following: Meet with the offended parties, take responsibility for their actions, apologize, and make restitution. Any option may be invoked at an administrator's discretion and may be used in conjunction with, or instead of, any other disciplinary action.

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Per MCL 380.1310c schools "shall consider using restorative practices as an alternative or in addition to suspension or expulsion."

DRESS CODE

(modeled after the 2016 Oregon NOW Model Student Dress Code)

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance. Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

- Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, midriff, and nipples are covered with material that cannot be seen through.

All items listed in the categories below must meet this basic principle.

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Students Must Wear:*

- Shirt that meets the top of the bottoms while standing upright and cannot be seen through.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings/etcetera.
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

- High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible undergarments (not including straps).
- Bathing suits.
- Helmets or hats that obscures the face (except as a religious observance).

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs

The school has a “Drug Free” zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. This includes nonalcoholic beers and wines, and the like. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.

2. Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. The student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present as a witness to the test. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention. If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures described in this handbook. If a student refuses to take the test, s/he will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

3. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is a need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

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4. Use of an object as a weapon

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a

student to expulsion.

5. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

6. Gambling

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

7. Theft
When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the Principal. The school is not responsible for personal property. Theft may result in suspension or expulsion.

8. Aiding or abetting violation of school rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision making regarding their behavior.

9. Possession of Wireless Communication Devices (WCDs)

A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action. The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension, loss of privileges, and may be recommended for expulsion. "Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD. Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an Alternate Day Assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

10. Harassment

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy

of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless handheld device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher, building counselor or building principal. Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above. If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members. Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment

- submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

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- verbal harassment or abuse;
- pressure for sexual activity;
- repeated remarks with sexual or demeaning implications;

- unwelcome touching;
- sexual jokes, posters, cartoons, etc.;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

11a. Hazing

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- illegal activity, such as drinking or drugs;
- physical punishment or infliction of pain;
- intentional humiliation or embarrassment;
- dangerous activity;
- activity likely to cause mental or psychological stress;
- forced detention or kidnapping;
- undressing or otherwise exposing initiates.

11b. Bullying and Other Aggressive Behavior

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent.

Complaints against the Superintendent should be filed with the Board President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal

referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions:

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

“Aggressive behavior” is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

“At School” is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

“Bullying” is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- adversely affecting the ability of a student to participate in or benefit from the school district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- having an actual and substantial detrimental effect on a student’s physical or mental health; and/or

- causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

“Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

“Intimidation/Menacing” includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person’s property; or to intentionally interfere with or block a person’s movement without good reason.

“Staff” includes all school employees and Board members.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

12. Possession of a Firearm, Arson, and Criminal Sexual Conduct

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as “a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles” or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices. Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines, which are available in the principal’s office.

13. Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

14. Safety Concerns

Students should not use roller blades, bicycles, skateboards, scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal meeting with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may request the opportunity to be heard regarding the suspension decision, to the Principal. An appeal may be addressed to the Superintendent within (2) days of receiving the Principal's decision. The appeal must include the reason that the decision is being appealed. The Superintendent's decision will be final.

Suspension from co-curricular and extra-curricular activities may not be appealed. When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education. The school administration then takes testimony and determines if a recommendation to expel is to be made to the Board of Education, whose decision is final. In the case of expulsion, the student remains out of school during the appeal period. It is the responsibility of the student to complete course work and earn credits for the classes they miss.

If a student commits a crime while at school or a school-related event, s/he may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After an investigation takes place, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the Principal. The request for an appeal must be in writing.

Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process, the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

When a student is suspended, s/he may make-up work missed, while on suspension. School work can be accessed through Schoology. Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- the charge and related evidence;
- the time and place of the Board meeting;
- the length of the recommended suspension or a recommendation for expulsion; • a brief description of the hearing procedure;
- a statement that the student may bring parents, guardians, and counsel; • a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- a statement that the student may give testimony, present evidence, and provide a defense;
- a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school.

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UCES makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Principal.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A material cannot be displayed if it:
 - is obscene to minors, libelous, indecent and pervasively or vulgar,
 - advertises any product or service not permitted to minors by law,
 - intends to be insulting or harassing,
 - intends to incite fighting or presents a likelihood of disrupting school or a school event.

- Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

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- Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a meeting with the appropriate administrator if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.



SECTION V – TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for all students who live farther than the city limits. The transportation schedule and routes are available by contacting the bus garage at 517.741.8571

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the transportation supervisor.

The building principal may approve a change in a student's regular assigned bus stop to address a special need, upon the principal's approval of a note from parent stating the reason for the request and the duration of the requested change.

BUS CONDUCT

The district provides bus transportation to and from school. A list of bus stops will be published at the beginning of the school year before student registration. Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than

the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the transportation supervisor.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

- Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.

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- Keep all parts of the body and all objects inside the bus.
- Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity is not allowed.
- Enter and exit the bus only when the bus is fully stopped.
- All school rules apply while on the bus, at a bus stop, or waiting for the bus.
- Use emergency door only in an emergency.
- In the event of emergency, stay on the bus and await instructions from the bus driver. ● Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
- Do not open windows w/o permission of the bus driver.
- Keep the bus neat and clean.
- Athletic footwear equipped with cleats or spikes are not allowed on the bus. ● Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
- Be waiting at your bus stop on time.
- Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
- Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all body parts clear of the aisles when seated.
- Eating is not permitted on the bus.

Parents will be liable for any defacing or damage students do to the bus.

If you take the bus to a career center or the math and science center, you are **REQUIRED** to take it back to school. Students who do otherwise will be disciplined.

Students may be suspended from riding the school bus for engaging in misconduct. Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

PENALTIES FOR INFRACTIONS

A student who misbehaves on the bus shall be disciplined in accordance with expectations of the Code of Conduct and may lose the privilege of riding on the bus.

The Union City Board of Education holds regularly scheduled meetings at 6:30 p.m. on the third Monday of each month in the Union City High School Media Center.



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PARENT ACKNOWLEDGEMENT OF STUDENT HANDBOOK:

I/we understand the rights and responsibilities pertaining to students. We agree to support and abide by the rules, guidelines, procedures, and policies of the School District. We also understand that this handbook supersedes all prior handbooks and other written material on the same subjects. This handbook is in adherence with school board policies and those are available upon request at the Superintendent's office.

An "Acknowledgement of the Student Handbook" sheet is sent home at the beginning of the school year (or at the time of new enrollments). This provides families the option to request a paper copy of this handbook and/or provides families with online viewing access.

**Union City Middle School
Student Handbook**

2023-2024

Student/Parent Handbook

for

UNION CITY MIDDLE SCHOOL

Welcome to Union City Middle School. All the members of the staff and I are pleased to have you as a student and will do our best to help make your experience as productive and successful as you wish to make it.

Jamie Thomas, Principal 517.741.3368

Carrie Adams, School Counselor 517.741.3369

Jolene Boody, Building Secretary 517.741.3365

Chris Katz, Superintendent of Schools 517.741.3300

Deb Frey, Transportation Director 517.741.3350

Hayley Denney, Athletic Director 517.741.3306

Union City Community Schools Board of Education

Amber Herman – President
Darin LaBar – Vice President
Jennifer Gautsche – Secretary
David Mathis – Treasurer
Paul Arlt - Trustee
Paula DeJongh – Trustee
Archie Mears – Trustee

Adopted by the Board of Education on August 21, 2023.

WELCOME FROM THE STAFF OF

Union City Middle School

Dear Students/Parents/Guardians:

On behalf of the staff and administration, we extend to each student and family a warm welcome and a wish for a successful school year.

Union City Middle School is a special place in which we all take pride. Every student is an important individual that we believe will be able to draw on a wide variety of educational experiences in the school setting. The growth associated with a good education will better prepare students to take on the responsibilities and decision making that comes in the future years.

Students should review this handbook and share it with their parents. The information provided will help you become better acquainted with Union City Middle School. Once again, welcome and have a great year.

Vision: We see possibility and excellence for all.

Mission: We partner with students, parents, and the community to produce graduates who assume responsibility, show respect, apply reason and are academically ready to move to the next phase of learning.

Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the concern is not resolved at this level, it should be taken to the next level. At this time, the person at that level should work to resolve the concern with the person stating the concern and the employee affected. As a general rule of thumb concerns/complaints should be solved at the level closest to the situation. If the concern/complaint is not resolved at each level, it can be taken to the next level. When a situation exists where a level is jumped, the general practice will be to refer the person with the concern/complaint to the appropriate level. This procedure does not limit the right to anyone expressing a complaint/concern to any level at any time.

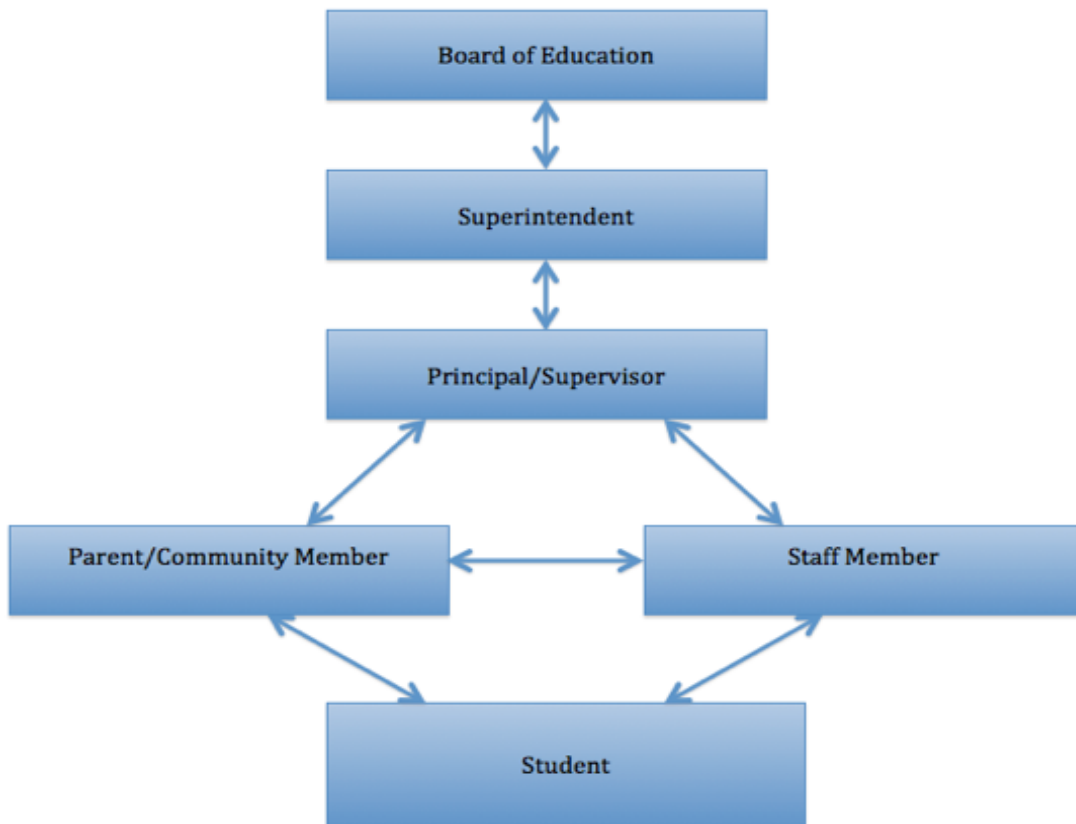


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FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of **August 21, 2023**. If any of the policies or administrative guidelines referenced herein are revised after August 21, 2023 the language in the most current policy or administrative guideline prevails.

MISSION OF THE SCHOOL

Mission: We partner with students, parents, and the community to produce graduates who assume responsibility, show respect, apply reason and are academically ready to move to the next phase of learning.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

Jamie Thomas
Middle School Principal
517.741.3368

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school

investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

PARENT INVOLVEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of students in the district. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

- A Relationships with Families
 - 1 cultivating school environments that are welcoming, supportive, and student-centered;
 - 2 providing professional development for school staff that helps build partnerships between families and schools; ^{1,2}
 - 3 encourage family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; ^{1,2}
 - 4 assist with technical support and other support to schools in planning and implementing family involvement activities. ²
- B Effective Communication
 - 1 providing information to families to support the proper health, safety, and well-being of their children;
 - 2 providing information to families about school policies, procedures, programs, and activities; ^{1,2}
 - 3 promoting regular and open communication between school personnel and students' family members;
 - 4 communicating with families in a format and language that is understandable, to the extent practicable; ^{1,2}
 - 5 providing information and involving families in monitoring student progress; ²
 - 6 providing families with timely and meaningful information

- regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; ^{1,2}
- 7 encourage families to be involved in meaningful discussions and meetings with school staff. ^{1,2}
- C Volunteer Opportunities
 - providing volunteer opportunities for families to support their children's school activities; ²
- D Learning at Home
 - 1 offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}
 - 2 working with families to establish learning goals and help their children accomplish these goals;
 - 3 encourage families to provide a school and home environment that encourages learning and extends learning at home. ¹
- E Involving Families in Decision Making and Advocacy
 - 1 involving families as partners in the process of school review and continuous improvement planning; ²
 - 2 involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. ^{1,2}
- F Collaborating with the Community
 - building constructive partnerships and connecting families with community-based programs and other community resources; ^{1,2}

SCHOOL DAY

Student day: 7:45 a.m. - 2:50 p.m.
Students may enter the building at 7:30 a.m.

Teacher day: 7:30 a.m. - 2:50 p.m.

Half day dismissal: 11:00 a.m.

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If

necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the Middle School Principal or school counselor. Adult students must follow all school rules.

STUDENT WELL-BEING

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Students who become ill or injured at school are required to report to the office for assistance. The building Principal will be contacted to assess the student and provide treatment as needed. If the student is determined to be ill, contagious, or needs further medical treatment, parents/guardians are required to pick the student up from school. At no time should a student leave the school without notifying the office and receiving permission. In emergency cases, when the parent/guardian cannot be reached, the school reserves the right to seek medical attention unless the parent/guardian has specifically directed the school not to do so in advance, and provided in writing.

Communicable Diseases

The school will observe recommendations of the Michigan Department of Health and Human Services, and local public health departments regarding

communicable diseases. A communicable disease is an infectious disease transmissible from person to person from direct contact with an infected individual or the individual's discharges.

The student's parent/guardian is required to notify the school office if they suspect their child has a communicable disease. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students. A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

Control of Casual-Contact Communicable Diseases and Pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period as specified in the school's administrative guidelines.

Whenever a student is found to be infested with **head lice**, s/he is to be sent home for treatment and not readmitted to school until the parent completes *Form 8450A F3* **and it is confirmed that the child is free of any live bugs or nits.**

The necessary at home treatment for lice is contained in Form 8450A F1. This form and the cover letter (form 8450A F2) shall be provided to the parents/legal guardians of the student.

In situations involving continued active infestation after appropriate treatment, persistent infestation after six consecutive weeks, or three separate cases within one school year, a multidisciplinary group consisting of parents, teachers, administrators, social workers, and/or other appropriate persons will convene to determine the best approach to address the situation.

Control of Non-Casual-Contact Communicable

In the case of non-casual contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In this case the individual in question may have their status reviewed by a panel of resource personnel, including the local county public health department, to ensure the rights of the person affected and those in contact with the person are respected.

Diseases may include sexually transmitted diseases, AIDS, ARC-AIDS related Complex, HIV, HAV, HBV, HCV (Hepatitis A, B, C); and other diseases specified by the State Board of Health.

Management of Chronic Illness and Life-Threatening Allergies

If your student has a chronic illness or life-threatening allergy, please notify the school (also include information on health consent) at (517)-741-5381. Students with a chronic illness or life-threatening allergy will need an Action Plan authorized by a physician, and signed by the student, parent/guardian, and building Principal each school year. Parents are responsible to obtain the Action Plan, however the building Principal can provide assistance with this.

Students with a chronic illness or life-threatening allergy will provide an Individualized Health Care Plan developed along with the building Principal. Appropriate staff will be notified of the plans with parental consent. Please inform the school of any changes in your student's health, health care plan, or medications so appropriate actions can be taken to provide safe care.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an Individualized Section 504 Plan will be developed and implemented to provide needed support and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal at (517)-741-5381. More information on the district's Section 504 Policy is available at www.unioncityschools.org

Medications – Prescription and Over the Counter

In the circumstances where a student must take prescription or an over the counter (OTC) medication during the school day, the following guidelines are to be observed:

Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours. If your student has a Health Consent on file with the school basic medications (Acetaminophen, Ibuprofen, Loratadine, Cough Drops,

Diphenhydramine (Benadryl for allergic reactions), and Tums) may be administered by the building office. A Medication Authorization form must be filed with the school before the student will be allowed to begin taking any medication during school hours. This form includes a physician's and parent's signature. A separate form is needed for each medication. Medication must be transported to the school by a parent/guardian. A month's supply of medication is recommended. Medication May Not be sent to school with the student, except for emergency medications. Any unused medication unclaimed by the parent will be destroyed when a prescription is no longer to be administered or at the end of the school year. Parents/guardians are responsible to instruct their student to take the medication at the scheduled time, and the student has the responsibility to present him/herself on time and for taking the medication.

A log for each medication will be maintained which will note the personnel giving the medication, the date, and time. This log will be maintained along with the medication administration authorization. All medications will be stored in the office in a secure area. Students who are found to have either prescription or over the counter medications in their possession will be disciplined by building administration. Any student who distributes a medication of any kind to another student may be subject to discipline in accordance with the drug-use provision of the Code. Students with appropriate authorization from the physician and parent/guardian may possess, and use emergency medications such as an inhaler or Epi-Pen.

Non-Designated Epi-Pens

In the fall of 2014, the State of Michigan implemented legislation to support the safety of students in the event of an anaphylactic reaction (life-threatening allergic reaction) occurring in the school setting. Michigan's Public Acts 186 and 187 require Michigan School Districts to provide at least two stock epinephrine auto-injectors (Epi-Pens) in each district building. Included in this legislation, is the training of a minimum of two staff members in the recognition of anaphylaxis and the administration of epinephrine.

The purpose of this legislature is to provide emergency medical treatment for individuals with an unknown allergy. If your student has a known life-threatening allergy, parents are still advised to notify the school district of the identified allergy, and provide an epinephrine auto-injector to be kept at the school. Therefore, the school must be notified of all your child's previously known and/or any newly discovered allergies. Each school year, please continue to indicate this on your child's student registration forms, and plan to meet with the building Principal to discuss an emergency action plan for your student.

Medical Emergency Response Team (MERT)

It is the goal of the Union City School District to provide appropriate medical assistance to all students in the event of an accident or injury on school property during regular school hours. Each school has an identified MERT team

consisting of a minimum of 5 members who are CPR and First Aid certified, trained in Epi-Pen administration, use of an AED, and carry a First Aid kit. They respond to medical emergencies and follow identified procedures including exposure to blood borne pathogens. The MERT Team operates under the direction of the building Principal. The MERT team will participate in twice-yearly mock drills.

Head Lice

The school will observe the following protocols regarding head lice.

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the building principal or school counselor and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the building principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

SECTION I - GENERAL INFORMATION

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides.

- unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. Office staff will assist in obtaining the transcript, if not presented at the time of enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

New students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

SCHEDULING AND ASSIGNMENT

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class

space. Any changes in a student's schedule should be handled through the school principal. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules. Any variation should be approved with a pass or schedule change.

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or a person whose signature is on file in the School office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

TRANSFER OUT OF THE DISTRICT

If a student plans to transfer from **Union City Middle School** the parent should notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact office staff for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

Immunizations

Students must be current with all immunizations required by State law or have an authorized waiver meeting the State immunization requirements. A parent or guardian wishing to exempt his or her child from a particular vaccination must provide a Michigan Department of Health and Human Services (MDHHS) Waiver Form that has been certified by a local public health department. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students.

Failure to comply with the State immunization requirements will result in exclusion from school until arrangements are made to receive the required

immunizations. Any questions regarding immunizations should be directed to the school Principal at (517)-741-3368.

State Immunization Requirements For Students:

- Four doses DTP or DTaP; one dose must be on or after 4 years of age
- Four doses of Polio; if dose 3 administered on or after 4 years of age, then only 3 required
- Two doses of Measles, Mumps, Rubella (MMR) given on or after 12 months of age
- Two doses of Varicella (chickenpox) vaccine or history (date) of chickenpox disease
- One dose of Meningococcal (meningitis) vaccine at age 11 with booster dose at age 16 (If first dose of Meningococcal vaccine is given after age 16, only 1 dose is required.)
- Three doses of Hepatitis B
- One dose of Tdap (tetanus/diphtheria/acellular pertussis) given after age 11
- Recommendations For Students:
 - Human Papillomavirus (HPV) vaccine series for males and females over 11-12 years of age
 - Hepatitis A vaccine series
 - Influenza (annually)
- All recommended and required vaccine series should be completed.

Emergency Medical Authorization

The student's parent/guardian must complete the school district's Emergency Medical Treatment Authorization Form to indicate their preference of hospital, doctor, and dentist for emergency treatment. A student may be excluded from school until this requirement has been fulfilled. Students needing emergency medical treatment will be transported to the nearest medical facility able to render appropriate care, regardless of parental preferences. The final decision will be made by the EMT or first responder

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the building Principal at 517.741.5381 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the building Principal at 517.741.8561 to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information.

Neither the Board nor its employees shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Directory information includes:

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard student's privacy and restrict access to student's personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board of Education is responsible for maintaining records of all students attending schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees. The Board hereby authorizes collection of the following student records, in addition to the membership record required by law:

- A. observations and ratings of individual students by professional staff members acting within their sphere of competency

- B. information obtained from professional acceptable standard instruments of measurement such as:
 - a. interest inventories and aptitude tests,
 - b. vocational preference inventories,
 - c. achievement tests,
 - d. standardized intelligence tests,

- C. authenticated information provided by a parent or eligible student concerning achievements and other school activities which the parent or student wants to make a part of the record

- D. verified reports of serious or recurrent behavior patterns

- E. rank in class and academic honors earned

- F. psychological tests

- G. attendance records

- H. health records

- I. custodial arrangements

In all cases, permitted, narrative information in student records shall be objectively-based on personal observations or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a

student of any age who is enrolled in a postsecondary institution.

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A. persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);
- B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including any suspension and expulsion action against the student, on request to a school or school district in which a student of this District seeks or intends to enroll upon condition that the student's parents be notified of the transfer, receive a copy of the record if

desired, and have an opportunity for a hearing to challenge the content of the record;

- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a public school or school district in which a student in foster care is enrolled. Such records shall be transferred within one (1) school day of the enrolling school's request;
- C. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- D. report a crime committed by a child with or without a disability to appropriate authorities and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education records and disciplinary records including any suspension and expulsion action against the student to the authorities and school officials for their consideration;
- E. release de-identified records and information in accordance with Federal regulations;
- F. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See [Form 8330 F14](#).) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- G. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See [Form 8330 F16](#))

The District will verify that the authorized representative complies with FERPA regulations.

- H. request each person or party requesting access to a student's record to abide by the Federal regulations concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such a shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of those persons to whom information about a student has been disclosed. Such disclosure records will indicate the student, person viewing the record, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Upon written request by a student's parent or legal guardian, the District shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records.

If the District provides any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records to any person, agency, or organization, then the District shall disclose to the student's parent or legal guardian upon his or her written request:

- A. the specific information that was disclosed;
- B. the name and contact information of each person, agency, or organization to which the information has been disclosed;
- C. the legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within thirty (30) days after the District receives the written request and without charge to the parent or legal guardian.

The District is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

- A. provision of such information to the Michigan Department of Education or CEPI
- B. provision of such information to the student's parent or legal guardian
- C. provision of such information to its authorizing body or to an educational management organization with which it has a management agreement
- D. provision of such information to or from its intermediate school district or to another intermediate school district providing services to the District or its students pursuant to a written agreement
- E. provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age eighteen (18), the student
- F. provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction
- G. provision of such information as necessary for standardized testing that measures the student's academic progress and achievement
- H. provision of such information that is covered by the opt-out form described above, unless the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, the student has signed and submitted the opt-out form referenced below

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent; or, if the student is an eligible student, the written consent of the student, except those persons or parties stipulated by the Board policy and administrative guidelines and/or those specified in the law.

The Board shall exempt from disclosure directory information, as requested for the purpose of surveys, marketing, or solicitation, unless the Board determines that the use is consistent with the educational mission of the Board and beneficial to the affected students. The Board may take steps to ensure that directory information disclosed shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitations. Before disclosing the directory information, the Board may require the requester to execute an affidavit stating that directory information provided shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitation.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. address;
- C. date and place of birth;
- D. major field of study;
- E. participation in officially recognized activities and sports;
- F. height and weight, if member of an athletic team;
- G. dates of attendance;
- H. date of graduation;
- I. awards received;
- J. honor rolls;
- K. scholarships;
- L. school photographs or videos of students participating in school activities, events, or programs.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. School-assigned email accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

The Chief Information Officer will also develop a list of uses for which the District commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his or her child's directory information disclosed for one (1) or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first thirty (30) days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the District by a student's parent or legal guardian, the District shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age eighteen (18) or is an emancipated minor may act on his or her own behalf with respect to the opt-out form.

Parents and eligible students may also refuse to allow the District to disclose any or all of such "directory information" upon written notification to the District

within thirty days after receipt of the District's public notice.

STUDENT FEES, FINES, AND SUPPLIES

Union City Middle School charges specific fees for the following non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fundraiser must not interfere with students participating in other activities when soliciting funds.
- Students must not participate in a fundraising activity for a group in which they are not members without the approval of the student's counselor.
- Students may not participate in fundraising activities off school property without proper supervision by approved staff or other adults.
- Students who engage in fundraisers that require them to exert themselves physically beyond their normal pattern of activity, such as "runs for", will be monitored by a staff member in order to prevent

a student from over-extending himself/herself to the point of potential harm.

- Students may not participate in a fundraising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Therefore, if a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

MEAL SERVICE

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

The school participates in the Community Eligibility Provision Program, which provides breakfasts and lunches free to students everyday. Families are required to complete a Household Information Report at the start of each school year in order to be eligible for this program. Ala carte items are available. Students may

also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal.

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

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

The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the students diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical

statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunch sold by the school may be purchased by staff members and community residents in accordance with the administrative guidelines established by the Superintendent.

The operation and supervision of the food-service program shall be the responsibility of the Food Service Director and the Business Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service.

This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;

- C. the planning and execution of menus in compliance with USDA requirements;
- D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy [1130](#), Policy [3110](#), and Policy [4110](#));
- E. complying with food holds and recalls in accordance with USDA regulations;
- F. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (See Policy [6116](#)).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy [8540](#).

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

Forms for the school's Community Eligibility Provision program are distributed to all students. All families need to complete this form to help with documentation purposes. Any family needing a form may contact the middle school office or Kelly AcMoody in the Superintendent's Office.

We recommend that all students maintain a positive balance in their lunch account at all times Account balances can be checked online at sendmoneytoschool.com. Deposits can also be made at this web address and parents can sign up to receive email alerts regarding low balances or within the student's building.

FIRE, LOCK DOWN AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt,

and orderly evacuation of the building. The alarm signal for fire drills consists of one long tone.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations:

WBCK, WKFR - Battle Creek WWMT - 3

WQLR - Kalamazoo WOOD - 8

WNWN - Coldwater WOTV - 41

Fox - Grand Rapids - 17

Parents and students are responsible for knowing about emergency closings and delays.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection in the Superintendent's Office upon request.

VISITORS

In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

The lost and found area is in a set of identified lockers in the cafeteria. Students who have lost items should check there and may retrieve their items. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

No student is permitted to sell any item or service in school without the approval of the building principal. Violation of this may lead to disciplinary action

USE OF TELEPHONES

The end of the school day is full of activity and only emergency messages will be delivered. Please do not call the office to change your students after school destination unless an emergency exists. Unfortunately, we don't offer public phones for student use. In case of an emergency or illness a staff member will contact a parent or emergency contact. Please help us keep students in class by NOT calling the office phone and asking to speak to your student. We strive to ensure your child the best academic environment possible by minimizing classroom disruptions. Please make sure your student knows before they leave for school any information needed at the end of the school day.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

SECTION II - ACADEMICS

COURSE OFFERINGS

All course offerings are located in the student course guide.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips. Parents/chaperones attending/chaperoning the trip are required to submit a volunteer release form and a copy of photo identification/driver's license at least one week prior to the trip.

GRADES

Union City Middle School students are evaluated using varied methods and instruments during the school year. Every trimester parents will receive a report card on the student's achievement. Parents are encouraged to utilize PowerSchool and/or Schoology to regularly monitor student progress. The report card will utilize "letter grading".

The school uses the following grading system:

90 to 100 = A = Excellent Achievement

80 to 89 = B = Above Average/Good Achievement

70 to 79 = C = Average Achievement

60 to 69 = D = Below Average Achievement

59 and Below = E = Failing

I = Incomplete

Grade Point Average

To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be $.5 \times 2 = 1$. Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, trimester, year, or for a series of school years.

Grading Periods

Students shall receive a report card at the end of each trimester indicating their grades for each course of study for that portion of the academic term.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades.

PROMOTION, PLACEMENT, AND RETENTION

Promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity

At the end of trimester 1, students will be identified due to lack of success based on overall grades in each core content area. Parents will be invited to attend a meeting with teachers to develop a learning plan to meet the needs of the student. Student progress will be monitored on a bi-weekly basis with necessary notification being sent to parents. Final decision of promotion will be made at the conclusion of the school year.

RECOGNITION OF STUDENT ACHIEVEMENT

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

Honor Roll(s)

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

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

Athletic Awards

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

HOMEWORK

The assignment of homework may happen. Students will be provided a student planner to track assignments and serve as another layer of communication to families. Utilizing a planner will help teach students organization, setting themselves up for success.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may take advantage of the School's computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement may lead to termination of the student's computer account and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School District's Student Network and Internet Acceptable Use And Safety Policy and the requisite student and parent agreement will be distributed at the time of enrollment.

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an email address.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy [5136](#)).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures

may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Chief Information Officer may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments.

Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Chief Information Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

STUDENT ASSESSMENT

The M-STEP is a 21st Century online test that all Union City Middle School students are administered in the spring. It is designed to gauge how well students are mastering state standards. These standards broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college.

The PSAT 8/9 will be administered to 8th graders in place of the M-STEP English Language Arts (ELA) and Mathematics assessments in April. Eighth graders will continue to take the M-STEP science and social studies as digital assessments.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Students at Union City Middle School are tested in the fall, winter, and spring in the areas of reading, mathematics, and science.

Parents and students should watch school newsletters and the local press for announced testing times.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the school counselor. If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Students will not be required, as part of the school program or District curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. Union City Middle School will not violate the rights of consent and privacy of a student participating in any form of evaluation.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Union City Middle School provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation.

The Board authorizes many student groups that are sponsored by a staff member. Authorized groups include: Student Activities Committee, Youth in Government, Quiz Bowl, and a variety of athletic opportunities.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

NON-SCHOOL SPONSORED CLUBS AND ACTIVITIES

Non-school sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No non-district sponsored organization may use the name of the school or school mascot.

ATHLETICS

Union City Middle School provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. The following is a list of activities currently being offered. For further information, contact the Athletic Director, at 517.741.3306.

Middle School Football (Grades 7 & 8)

Middle School Cross Country (Grades 6, 7 & 8)

Middle School Volleyball (Grades 7 & 8)
Middle School Boys Basketball (Grades 7 & 8)
Middle School Girls Basketball (Grades 7 & 8)
Middle School Wrestling (Grades 6, 7 & 8)
Middle School Track (Grades 7 & 8)

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

STUDENT EMPLOYMENT

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that s/he must maintain a job in addition to going to school, s/he must first make contact with his/her counselor to discuss any legal requirements and obtain any needed documents.

SECTION IV - STUDENT CONDUCT

ATTENDANCE

School Attendance Policy

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in the classroom and other school activities which cannot be replaced by individual study. Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

Truancy

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After 70 hours of truancy in any grading period, a student will be considered an "habitual truant" which can result in:

- a hearing before a judge in a court of law;

- a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

Excused Absences

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy [5223](#) or by other provisions of State law, during the days and hours that the school is in session, or during the attendance sessions to which s/he has been assigned.

Attendance procedures shall be published annually in the Student Handbook for each building within the District.

The Superintendent shall develop procedures for the attendance of students which govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable.

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 8:30AM on the day of the absence or by the following day. They are to call the Attendance Line at 517.741.7265 and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up any missed school work.

Students who are excusably absent for more than 10% of a grading period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness".

A "chronically absent" student will be monitored and provided support whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in non-curricular school activities and events, documentation in Powerschool as a log entry, and possible notification to the Calhoun Intermediate School District Truancy officer. Such a report may be provided to postsecondary institutions and/or possible employers.

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is missed.

Unexcused Absences

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State.

If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a trimester, s/he will be considered a "habitual" truant and will be reported to the proper authorities.

Suspension from School

Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused.

- A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from online, via email or by contacting the office beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school.
- The student will be given credit for properly-completed assignments and a grade on any made-up tests.

Notification of Absence

If a student is going to be absent, the parents must contact the school 517.741.7265 by 8:30AM and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

An excused or unexcused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

Tardiness

To avoid unnecessary disruption of classes and to emphasize to students that being on time is an important habit to form in order to succeed in life, the Middle School will deal with tardiness in the following ways:

1. Bus students are admitted to the building at 7:30 A.M.
2. The school day for students begins at 7:45 A.M. They are expected to be in their seats in their 1st hour class at that time, as that is when attendance is taken.
3. If a student reports to school after the first hour bell, s/he must check in to the office to correct our attendance records, receive an admit slip, and then report to his/her classroom. In all cases, tardies should be recorded in both the office and the classroom. Any student reporting to school after 8:20 A.M. will be considered absent.
4. Any time a student reports to school after 7:45 A.M., parents must sign in their child, send a note explaining their student's tardiness or contact the office.
5. The principal will have the final say in accepting or rejecting excuses.

Vacations During the School Year

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Make-up of Tests and Other School Work

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact the classroom teacher as soon as possible to obtain assignments.

Students will be given the number of days of excused absence within which to make-up work.

If a student misses a teacher's test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the school counselor to arrange for taking the test.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

Students wishing to attend after school events must be in attendance at school on the day of the event in order to attend, unless pre-excused by the building principal.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

We have a building wide effort to create a school climate that maximizes academic achievement and behavioral competence. PBIS gives priority to prevention by using proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS creates and models clear expectations for students. A unified system for responding effectively and efficiently to problem behaviors is also developed.

CODE OF CONDUCT

A major component of the educational program at **Union City Middle School** is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

Expected Behaviors

Each student shall be expected to:

- abide by national, State, and local laws as well as the rules of the school;
- respect school property;
- act courteously to adults and fellow students;
- be prompt to school and attentive in class;
- complete assigned tasks on time and as directed;
- help maintain a school environment that is safe, friendly, and productive;
- act at all times in a manner that reflects pride in self, family, and in the school.
- work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background

STUDENT CODE OF CONDUCT

The Board of Education has adopted the following Student Code of Conduct. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situations.

MAJOR OFFENSES

These are offenses that are of a serious nature that may pose a threat to the health, safety or property of any person. Staff persons must notify an administrator when a major offense occurs. The notification should take the form of a discipline referral. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator must notify the student and parent/guardian of all charges, consequences and applicable due process rights during the disciplinary process. Discipline may include any of the above discipline definitions up to permanent expulsion.

1. **Abusive Language/ Inappropriate Language/ Profanity**

- a. Profanity & vulgarity/verbal altercation (student) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards another student.
- b. Profanity & vulgarity/verbal altercation (toward staff) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards a staff member.
- c. Verbal Assault - Verbal Assault at school directed against school employees, volunteers, contractors or other authorized personnel or students will not be tolerated. Verbal assault is to be considered any communication or behavior that, by its nature, poses a serious threat to the safety or well-being of others. These actions will result in mandatory hearing with the board with the possibility of an expulsion or suspension.

2. **Arson** - A student shall not burn or attempt to burn any school building, structure or property, or intentionally set or attempt to set a fire on school property, or cause or attempt to cause an explosion, or be in possession of materials which may be used in the aforementioned activities. Arson is a felony and will subject a student to expulsion.

3. **Bomb Threat/False Alarm** - Students making bomb threats, false alarms, or “similar threats” that place or that are perceived as placing the safety of one or more persons or of property at risk, will not be tolerated (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a)

4. **Bullying** - Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- Substantially interfering with the student’s or students’ academic performance; or Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

a. Race, Color, Origin

- b. Disability
- c. Sexual Orientation
- d. Religion
- e. Other
- f. Sex

5. **Defiance/Insubordination/Non-Compliance**

a. **Falsification of Records** - A student shall not use the name of another person or falsify times, dates, grades, addresses or other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on School District forms or records.

b. **Unauthorized presence of students on school property** –

A. On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct. A student should not be:

1. On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.

2. On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held. Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

B. On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence. Students who are habitually truant from school as described in this Code may be charged with truancy.

c. **Failure to Cooperate** - A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules, and no student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any

disciplinary proceeding.

d. **Failure to Comply with Directions of School Personnel** - A student shall not be insubordinate or fail to comply with district policies or instructions and directions of District employees (including substitute teachers and student teachers), volunteers or persons acting in a chaperone or supervisory capacity. Students who persistently violate school policy may receive disciplinary action. The violation of this code can lead to suspension or expulsion.

6. Disrespect

a. Coercion, Extortion, or Blackmail - A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value from an unwilling person, nor shall a student, by threats and/or violence, force another person to perform an unwilling act. Violations of this code can lead to suspension or expulsion.

b. Threats or conspiracies to commit violent acts - Any acts, in writing, verbally, or otherwise that are considered threatening.

c. Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.

d. False Allegations - A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members or volunteers.

7. Disruption

a. General disruption of class - Where a student is creating an unsafe classroom environment or creating a situation where a teacher is not able to teach due to the disruption.

b. Inciting a Disturbance or Melee - Causing a serious disruption or fight amongst a group of individuals, which leads to a major commotion.

8. Fighting - A physical altercation resulting in pushing, shoving, or exchanging of blows between students will not be tolerated.

9. Forgery/Theft/Plagiarism - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or

receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. The violation of this code can lead to suspension or expulsion.

10. Gang Affiliation Display - A student shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal (gestures, handshakes, graffiti, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal in furtherance of the interests of any gang or gang activity, including, but not limited to, (a) soliciting others for membership in any gang or gang related activity, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or violation of School District rules or policies, or (d) inciting other students to act with physical violence on any person.

The term “gang” as used in this policy, means a group of two (2) or more persons whose purposes or activities include the commission of illegal acts or violations of this Code of Conduct, District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

11. Harassment - Any threatening, insulting or dehumanizing gesture. Verbal, physical, electronic or written harassment for the purposes of this policy shall be defined as behavior that:

- Intimidates individuals or groups on any basis including race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”).
- Involves an expressed or implied threat to personal safety or has the effect of interfering with an individual’s participation in the curricular or extracurricular activities of the school district.
- Bullies or hazes another student or teammate.
- Is disruptive to the educational process that may have originated in or outside of school, on or off campus.
 - a. Race, Color, Origin
 - b. Disability
 - c. Sexual Orientation
 - d. Religion
 - e. Other
 - f. Sexual Harassment - for the purposes of this policy consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct

or communication of a sexual nature that is severe or pervasive enough to create a hostile or intimidating school environment. Sexual harassment may involve the behavior of a person of either gender, against a person of the same or opposite gender. Examples of prohibited behavior that is sexual in nature and is unsolicited and unwelcome include, but are not limited to:

- Written contact: sexually suggestive or obscene letters, notes, invitations, drawings, verbal contact; sexually suggestive or obscene comments, threats, jokes, any sexual propositions, comments about a person's body or sexual characteristics that are used in a negative or embarrassing way.
- Physical contact: any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another's body, assault, blocking movement, or coercing sexual intercourse.
- Visual contact: suggestive looks or staring at another's body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, magazines, graffiti, calendars or clothing.

A student who feels he/she is being harassed by peers or by a staff member of the Union City School District, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc. The staff member receiving a student's report, a parent's report or observing an incident of alleged harassment is expected to examine the circumstances surrounding the alleged incident. If the receiving staff determines that harassment has occurred, they will take steps to end the harassment. In the event that the magnitude of the incident(s) warrants further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures that he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken in accordance with the policies and procedures adopted by the Board of Education.

g. Sexual Violence (Criminal Sexual Conduct), as used in this policy, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, intellectual or other disability, or use of drugs or alcohol). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sexual harassment and, in turn, sex discrimination prohibited by Title IX. Harassing conduct creates a hostile environment when it interferes with or limits a student's ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe

12. Inappropriate Display of Affection - Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. The violation of this code can lead to suspension or expulsion.

13. Inappropriate Location

a. On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct.

A student should not be:

- i. On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- ii. On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held.

Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

b. On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence.

The violation of this code can lead to suspension or expulsion.

14. Other Behavior Criminal Acts - A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance

15. Physical Aggression - A student shall not physically assault another student, a person employed by or engaged as a volunteer or contractor of the school (including substitute and student teachers). Physical Assault is defined as intentionally causing or attempting to cause harm to another through force or violence (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a for assault of a staff member)

- a. With Injury

b. Without Injury

16. Property Damage/Vandalism - A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, or attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person. The violation of this code can lead to suspension or expulsion.

17. Skipping Class - Student leaves or misses class without permission.

18. Technology Violation - A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following: Non-school-related work

- Hate mail, discriminatory remarks, and offensive and inflammatory communications
- Sexting or accessing obscene or pornographic materials
- Transmission of sexually suggestive language or images
- Loading or use of unauthorized games, programs, files, or other electronic media
- Destruction, modification or abuse of network hardware, software, or information
- Impersonation of another user, anonymity and pseudonyms
- Creation of links to other networks whose content or purpose would tend to violate the District's Network Usage and Safety Policy
- Videotaping fights or videotaping someone in a place where they have an expectation of privacy I. Posting videos of inappropriate student conduct to a social media site that affects the school community or individuals within the school community in a negative manner.
- The violation of this code can lead to suspension or expulsion.

19. Truancy - A student shall not be absent from school (a full day, or any part of a day, skipping class) without permission. A student shall not leave the school campus without following the proper check out procedure. Please refer to your school's administration policy on proper check out procedures.

20. Use/Possession of Alcohol - Alcoholic beverages or intoxicants, including, but not limited to glue, aerosol paint, lighter fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence.

21. Use/Possession of Drugs -

- a. Any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant or other controlled substance, analogue intended for human consumption, as defined in Article VII of the Public Health

Code, being MCL 33.7101, et seq., and as defined in other Michigan or Federal Statute. If Article VII of the Public Health Code, being MCL 33.7101, et seq., is amended or repealed, then the definitions of a drug, narcotic drug, and controlled substance analogue shall be defined under the existing State Law.

- b. Any prescription or nonprescription drug, medicine, vitamin or chemical substance, with exception of an inhaler (e.g. pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances for an improper purpose.
- c. Any legal substance represented as an illegal or controlled substance (e.g. No-Doze as “speed” or “crack.”)
- d. Any drug paraphernalia or items used as such.
- e. Manufacture, sale, delivery, transfer or intent to sell, deliver or transfer of any of the above substances

22. Use/Possession of Combustibles - A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person. The violation of this code can lead to suspension or expulsion.

23. Use/Possession of Tobacco - A student shall not smoke, chew, vape, or otherwise use tobacco, nicotine products or a “look alike” product. A student shall not, while on District property or in proximity of campus, in District owned vehicles, and at District-related events have in his/her possession or under his/her control tobacco in any form, or paraphernalia related to its use. The school is a drug free zone that extends a 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension or expulsion.

24. Use/Possession of Weapons - A student shall not possess, handle or transmit a gun, knife, blackjack, brass knuckles, baton, martial arts device, paintball gun, spring, airsoft and gas-powered guns, or other object or instrument that can be considered or used as a weapon that will expel a BB, pellet, or paint balls. No knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon. No "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.). Also no Personal Protection Devices (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

- a. for weapons/dangerous instruments, including “look-a-like” guns – suspension to expulsion
- b. for possession, handling or transmitting a gun, including a BB gun or pellet gun – expulsion
- c. for possession of a knife with a blade over three inches in length – expulsion

- d. for possession of a knife with a blade equal to or less than three inches in length when used in a threatening manner - expulsion
- e. for possession of a knife with a blade equal to or less than three inches in length – suspension - expulsion

However, the district is not required to expel or permanently expel a student if the student can prove in a clear and convincing manner that at least one (1) of the following statements is true:

- A. The object or instrument possessed by a student was not possessed by the student for use as a weapon, or for direct or indirect sale, or delivery to another person(s) for use as a weapon.
- B. The weapon was not knowingly possessed by the student.
- C. The student did not know or have reason to know that the object or instrument in the student's possession was a dangerous weapon.
- D. The weapon was possessed by the student at the suggestion, request, direction, or permission of police or school authorities.

There is a rebuttable presumption that expulsion for possession of a weapon is not justified if both of the following are met:

- (a) The superintendent or designee determines in writing that at least 1 of the factors listed in subsections (A) through (D) above has been established in a clear and convincing manner.
- (b) The student has no history of suspension or expulsion. Under MCL 380.1308, police must be notified.

The following is an example list of discipline interventions that can be used by administration:

Additional Attendance/Saturday School

Alternative Placement

- Alcohol/drug evaluation referral
- Change in schedule or class (with notification to parent/guardian)

Community Service

- Referral to mentoring
- Referral to district approved community organization

Conference with Student

- Intervention by counseling staff/guidance
- Intervention by administration

Expulsion (90 days to permanent)

In-School Suspension

- Partial day
- Full day

- Restorative reflection

Individualized Instruction

- Reteach/model expectations
- Written reflection assignment

Loss of Privilege/Increased Supervision

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from special events or promotion exercises
- Exclusion from extracurricular activities

Other Actions

- Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan)
- Individual/group counseling
- Use of restorative practices (e.g. affective statements, circles, small impromptu conferences, etc.)

Out of School Suspension

- Out-of-school suspension (1–10 days)
- Out-of-school suspension (11–expulsion)

Parent Contact Restitution

- Pay for damage
- Community service
- Restorative conference with victim

Time in Office

Time Out/Detention

- Lunch detention
- After school detention

MANDATORY FACTORS

Before suspending or expelling a student, school must consider:

- Age
- Disciplinary history
- Disability
- Seriousness of behavior
- Whether behavior posed safety risk
- Restorative practices
- Whether lesser interventions would address behavior

MINOR OFFENSES

These are offenses that are of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior in less serious infractions. Staff persons should keep a record of interventions and share this documentation at the request of a student, parent/guardian or administrator. Minor infractions are not referred to an administrator. If minor behaviors are repetitive after appropriate interventions

have been made, the student should then be referred to an administrator for a major offense.

1. Defiance

- a. Possession of cell phone or other electronic device - A student shall not use a cell phone or an electronic communication device in school without prior approval from their classroom teacher. For safety reasons, a principal may ban cell phones as needed.
- b. Refusal to comply with posted and published school norms - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (for example; misuse of hall pass or classroom procedures).

2. Disrespect

- a. Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.
- b. Pestering, teasing, or bothering other students - Non-confrontational activity that is not appropriate in a school setting and disruptive to the educational process. Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school. Examples: horseplay; chasing another student in the hallway or classroom, etc.

3. Disruption

- a. General disruption of class - Repeatedly talking out in class or out of turn, being exceptionally loud, running, throwing objects, failure to follow classroom rules, or other disruptive behavior not defined elsewhere among minor Infractions
- b. Inappropriate personal property - Possession and/or use of items designated by the school as inappropriate materials such as, rollerblades, skateboards, cards, hats, food, etc. AND any other items that cause distraction or damage to persons or property or otherwise intervene with the learning process.

4. Dress Code - A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student, or others, or to the educational process. Specific guidelines for appropriate student dress are included in this code of conduct on page 60.

5. Inappropriate Language (to students) - Written or verbal remarks or gestures that show a lack of respect, rudeness, or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.

6. Physical Contact/ Physical Aggression - Student engages in non-serious, but inappropriate physical contact.

7. Property Misuse - Student engages in low-intensity misuse of property.

8. Tardy - Arriving late to school or class after the posted school start time without an appropriate excuse

9. Technology Violation - Student engages in non-serious, non-sexual, but inappropriate use of cell phone, pager, music/video players, camera, and/or computer.

Teachers may use the following interventions listed below...

- Conference with student
- Individualized instruction
- Natural consequences
- Parent contact
- Restorative conference

The following are also examples of other possible teacher interventions.

Positive Classroom Supports	Teacher Based Action to Reduce and Eliminate Behavior
Create positive classroom expectations that are clearly defined and taught.	Provide lessons to teach or reteach the student how to behave responsibly.
Continuously teach and reteach classroom expectations throughout the year.	Change student seating.
Model and practice expectations in appropriate setting (e.g., group work, individual work).	Pace the lesson more quickly to promote on-task behavior.
Use pre-correction strategies to remind students of expectations before the next task.	Actively ignore misbehavior.
Use more positive than corrective interactions.	Respond calmly, restating the desired behavior.
Utilize fluent and consistent corrections for early-stage misbehavior.	Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules)

<p>Create classroom acknowledgment systems to increase responsible student behavior.</p>	<p>Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets).</p>
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DEFINITIONS OF DISCIPLINE***

Alternative Placement - Consequence for referral results in a student being placed in a different educational setting (moved to different classroom, removed from a class, etc...)

Community Service - Consequence for referral results in involvement in community service activities or projects (community service organization and project must be approved by administration).

Conference with Student - Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).

Detention / Time Out - Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Expulsion - The permanent exclusion of the student from the school system upon the recommendation of the Superintendent of Schools and by action of the School Board.

Individualized Instruction - Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.

Loss of Privilege - Consequence for referral results in student being unable to participate in some type of privilege.

Other Action Taken - Consequence for referral results in an administrative decision that is not listed. Staff using this area will specify the administrative action taken.

Parent Contact - Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.

Restitution - Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. Saturday School - Consequence for referral results in student attending classes on a Saturday.

Suspension - Exclusion of a student from school for a specific period of time or exclusion of a student from school which exclusion terminates upon the fulfillment of a specific set of conditions.

Time in Office - Consequence for referral results in student spending time in the office away from scheduled activities/classes.

Snap Suspension - Administrators are authorized to suspend a student for up to one (1) day from a class or activity for misconduct resulting in the serious disruption of the class/activity.

(MCL 380.1390(1)(2))

***RESTORATIVE PRACTICES A disciplinary option in which students who have committed offenses will do the following: Meet with the offended parties, take

responsibility for their actions, apologize, and make restitution. Any option may be invoked at an administrator's discretion and may be used in conjunction with, or instead of, any other disciplinary action.

Per MCL 380.1310c schools "shall consider using restorative practices as an alternative or in addition to suspension or expulsion."

DRESS CODE

(modeled after the 2016 Oregon NOW Model Student Dress Code)

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.

- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

1. Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, midriff, and nipples are covered with material that cannot be seen through.

All items listed in the categories below must meet this basic principle.

2. Students Must Wear:

- Shirt that meets the top of the bottoms while standing upright and cannot be seen through.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings/etcetera.
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

3. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible undergarments (not including straps).
- Bathing suits.
- Helmets or hats that obscure the face (except as a religious observance).

EXPLANATION OF DISCIPLINARY TERMS

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs

A student's use or sale of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and extracurricular participation.

The Department of Community Health periodically distributes to the District the list of banned drugs based on bylaw 31.2.3.1 of the National Collegiate Athletic Association. Use of any drugs or substances appearing on this list will affect the student's athletic and extracurricular participation.

- The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.
- The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs that has a negative effect on the school environment is prohibited. Attempted sale or distribution is also prohibited. This includes nonalcoholic beers and wines, and the like. Many drug abuse offenses are also felonies. Sale also includes the possession or sale of over-the-counter medication to another student.

2. Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage.

Parents will be contacted and the student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present as a witness to the test.

The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures

described in this handbook. If a student refuses to take the test, s/he will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

3. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is a need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

4. Use of an object as a weapon

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion.

5. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

6. Gambling

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

7. Theft

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the Principal. The school is not responsible for personal property. Theft may result in suspension or expulsion.

8. Aiding or abetting violation of school rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected

to resist peer pressure and exercise sound decision-making regarding their behavior.

9. Possession of Wireless Communication Devices (WCDs)

1. All cell phones must be turned off and kept in the student's locker. They are not allowed to carry the phone or device with them during the school day.
 2. Students are prohibited from using electronic devices besides the school issued iPad. These items will be confiscated and turned into the office.
 3. If an electronic device is confiscated, it will be turned into the office and can only be picked up by a parent/guardian.
- A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off and follows expectations 1-3 above.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension, loss of privileges, and may be recommended for expulsion.

- "Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an Alternate Day Assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the

incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

10. Harassment

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well-being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand-held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to a teacher, the principal or school counselor.

Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for an employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment

- A. submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety,;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

11. Hazing

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

12. Bullying and Other Aggressive Behavior

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field

trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file. To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Reporting

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy. The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the

Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy [5517](#) - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person

would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated.

Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand-held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or

- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011)

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

13. Possession of a Firearm, Arson, and Criminal Sexual Conduct

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as "a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles" or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices.

Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines which are available in the principal's office.

14. Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

15. Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

DISCIPLINE

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to a meeting with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may request the opportunity to be heard regarding the suspension decision to the Principal. An appeal may be addressed to the Superintendent, in writing, whose decision will be final. The appeal must be made within two days of receiving the Principal's decision. Written appeal must contain the reason(s) the decision is being appealed.

- Suspension from co-curricular and extra-curricular activities may not be appealed.
- When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education whose decision is final. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion is the responsibility of the student to complete the course work.

If a student commits a crime while at school or a school-related event, s/he may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After the investigation, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the Principal. The request for an appeal must be in writing.

- Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process,

- the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

When a student is suspended, s/he **should complete missing** assignments and keep up on school work while on suspension. School work can be accessed via Schoology.

Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- * the charge and related evidence;
- * the time and place of the Board meeting;
- * the length of the recommended suspension or a recommendation for expulsion;
- * a brief description of the hearing procedure;
- * a statement that the student may bring parents, guardians, and counsel;
- * a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- * a statement that the student may give testimony, present evidence, and provide a defense;
- * a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school.

If, in the Principal's opinion or as required by statute, the alleged infraction warrants a long-term suspension or expulsion, s/he shall refer the case to the Superintendent and submit the following documentation.

The parents may appeal the expulsion to the Board, in writing, within 10 days after receipt of the notice. The parents shall state in the appeal the reasons they think the Superintendent's decision is not justified and provide any extenuating circumstances they wish the Board to consider.

The Board may conduct a hearing or respond with its decision in writing within 30 days after it receives the appeal. The Board of Education must conduct the hearing in compliance with the Open Meetings Act.

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The court should be informed that the Board has expelled the student and provided the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the District believes that the court should review the circumstances surrounding the expulsion. The District may provide a copy of the public record to the court.

UCMS makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Principal.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:

1. is obscene to minors, libelous, indecent and pervasively or vulgar,
 2. advertises any product or service not permitted to minors by law,
 3. intends to be insulting or harassing,
 4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a meeting with the appropriate administrator if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

SECTION V - TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for all students who live farther than the city limits from school. The transportation schedule and routes are available by contacting the transportation supervisor at 517.741.8571

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The transportation supervisor may approve a change in a student's regular assigned bus stop to address a special need, upon the transportation supervisor's approval of a note from a parent stating the reason for the request and the duration of the requested change.

BUS CONDUCT

The district provides bus transportation to and from school. A list of bus stops will be published at the beginning of the school year before student registration. Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the transportation supervisor.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

1. Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
2. Do not move from one seat to another while on the bus.
3. Keep all parts of the body and all objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity is not allowed.
5. Enter and exit the bus only when the bus is fully stopped.
6. All school rules apply while on the bus, at a bus stop, or waiting for the bus.

7. Use the emergency door only in an emergency.
8. In the event of an emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
10. Do not open windows w/o permission of the bus driver.
11. Keep the bus neat and clean.
12. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
13. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
14. Be waiting at your bus stop on time.
15. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
16. Keep book bags, books, packages, coats, and other objects out of the aisles.
17. Keep all body parts clear of the aisles when seated.
18. Eating is not permitted on the bus.
19. Parents will be liable for any defacing or damage students do to the bus.

If you take the bus to a career center, math & science center, or a field trip you are REQUIRED to take it back to school unless permission has been granted by the building Principal. Students who do otherwise will be disciplined.

Students may be suspended from riding the school bus for engaging in misconduct. Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials

VIDEOTAPES ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded on videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

PENALTIES FOR INFRACTIONS

A student who misbehaves on the bus shall be disciplined in accordance with the expectations of the Code of Conduct and may lose the privilege of riding on the bus.

SELF-TRANSPORTATION TO SCHOOL

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation (bikes included) to and from school not officially provided by the school.

USE OF MOTORIZED UTILITY VEHICLES

Because of the clear and present danger of accidents, the Board of Education prohibits the use of motorized utility vehicles by students on school grounds or for school activity purposes.

NOTE: Be advised that the following forms must be available in the School Office as they are referenced in the Student/Parent Handbook.

- **Title VI, IX, 504 Grievance Form 2260 F2**
- **Notice of Nondiscrimination and Grievance Procedures for Title II, Title VI, Title VII, Title IX, Section 504 and ADA Form 2260 F8**
- **Memorandum to Parents Regarding School Board Policy on Drug-Free Schools Form 5530 F2**
- **Notification to Parents Regarding Student Records Form 8330 F9**
- **Notification to Parents on Blood-Borne Pathogens Form 8453.01 F5**
- **Parent/Student Acknowledgement of Student Handbook Form 5500 F1**
- **Authorization for Prescribed Medication or Treatment Form 5330 F1**
- **Authorization for Non-prescribed Medication or Treatment (Secondary Version) Form 5330 F1a**
- **Authorization for Non-prescribed Medication or Treatment (Elementary Version) Form 5330 F1b**

- **Authorization for Use of Asthma Inhalers, Epi-pens or Prescribed Emergency Medication Form 5330F1c**
- **Parent Request to Inspect Materials Used in Conjunction with any Survey, Analysis, or Evaluation Form 2416 F2**
- **Request That Directory Information not be Released to Recruiters Without Prior Written Consent. Form 8330 F13**
- **Parent Notification Regarding Student Records. Form 8330F9**

**Union City Middle School
Student Handbook**

2023-2024

Style Definition: Normal

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Student/Parent Handbook

for

UNION CITY MIDDLE SCHOOL

Welcome to Union City Middle School. All the members of the staff and I are pleased to have you as a student and will do our best to help make your experience as productive and successful as you wish to make it.

Jamie Thomas, Principal 517.741.3368

Carrie Adams, School Counselor 517.741.3369

Jolene Boody, Building Secretary 517.741.3365

Chris Katz, Superintendent of Schools 517.741.3300

Deb Frey, Transportation Director 517.741.3350

Hayley Denney, Athletic Director 517.741.3306

Union City Community Schools Board of Education

Amber Herman – President

Darin LaBar – Vice President

~~Jennifer Gautsche~~ – Secretary

David Mathis – Treasurer

~~Paul Arit~~ - Trustee

Paula DeJongh – Trustee

Archie Mears – Trustee

Deleted: Kyle Miller

Deleted: Jennifer Searls - Trustee

Adopted by the Board of Education on August ~~15, 2022~~ 21, 2023.

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WELCOME FROM THE STAFF OF

Union City Middle School

Dear Students/Parents/Guardians:

On behalf of the staff and administration, we extend to each student and family a warm welcome and a wish for a successful school year.

Union City Middle School is a special place in which we all take pride. Every student is an important individual that we believe will be able to draw on a wide variety of educational experiences in the school setting. The growth associated with a good education will better prepare students to take on the responsibilities and decision making that comes in the future years.

Students should review this handbook and share it with their parents. The information provided will help you become better acquainted with Union City Middle School. Once again, welcome and have a great year.

Vision: We see possibility and excellence for all.

Mission: We partner with students, parents, and the community to produce graduates who assume responsibility, show respect, apply reason and are academically ready to move to the next phase of learning.

Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the concern is not resolved at this level, it should be taken to the next level. At this time, the person at that level should work to resolve the concern with the person stating the concern and the employee affected. As a general rule of thumb concerns/complaints should be solved at the level closest to the situation. If the concern/complaint is not resolved at each level, it can be taken to the next level. When a situation exists where a level is jumped, the general practice will be to refer the person with the concern/complaint to the appropriate level. This procedure does not limit the right to anyone expressing a complaint/concern to any level at any time.

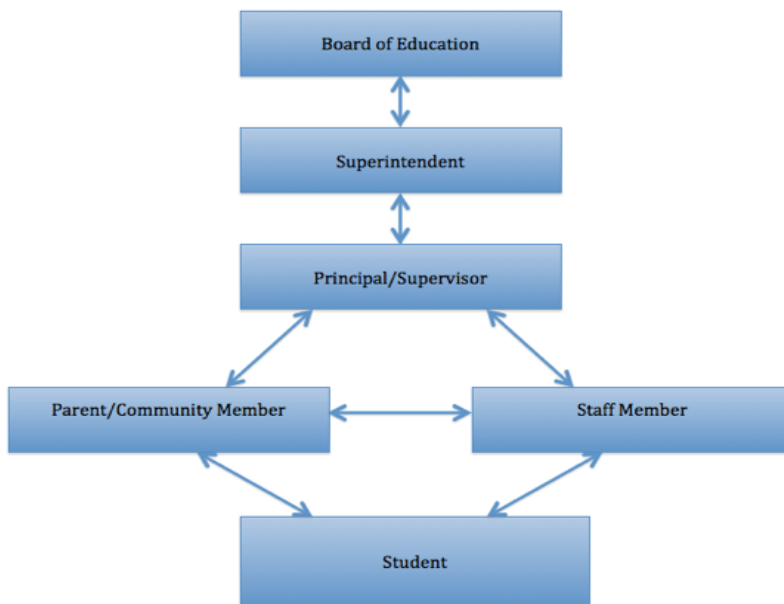


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FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of **August 21, 2023**. If any of the policies or administrative guidelines referenced herein are revised after August 21, 2023 the language in the most current policy or administrative guideline prevails.

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MISSION OF THE SCHOOL

Mission: We partner with students, parents, and the community to produce graduates who assume responsibility, show respect, apply reason and are academically ready to move to the next phase of learning.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

Jamie Thomas
Middle School Principal
517.741.3368

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school

investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

PARENT INVOLVEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of students in the district. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

- A Relationships with Families
 - 1 cultivating school environments that are welcoming, supportive, and student-centered;
 - 2 providing professional development for school staff that helps build partnerships between families and schools; ^{1,2}
 - 3 encourage family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; ^{1,2}
 - 4 assist with technical support and other support to schools in planning and implementing family involvement activities. ²
- B Effective Communication
 - 1 providing information to families to support the proper health, safety, and well-being of their children;
 - 2 providing information to families about school policies, procedures, programs, and activities; ^{1,2}
 - 3 promoting regular and open communication between school personnel and students' family members;
 - 4 communicating with families in a format and language that is understandable, to the extent practicable; ^{1,2}
 - 5 providing information and involving families in monitoring student progress; ²
 - 6 providing families with timely and meaningful information

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- regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; ^{1,2}
- 7 encourage families to be involved in meaningful discussions and meetings with school staff. ^{1,2}
- C Volunteer Opportunities
 - providing volunteer opportunities for families to support their children's school activities; ²
- D Learning at Home
 - 1 offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}
 - 2 working with families to establish learning goals and help their children accomplish these goals;
 - 3 encourage families to provide a school and home environment that encourages learning and extends learning at home. ¹
- E Involving Families in Decision Making and Advocacy
 - 1 involving families as partners in the process of school review and continuous improvement planning; ²
 - 2 involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. ^{1,2}
- F Collaborating with the Community
 - building constructive partnerships and connecting families with community-based programs and other community resources; ^{1,2}

SCHOOL DAY

Student day: 7:~~45~~ a.m. - 2:~~50~~ p.m.
 Students may enter the building at 7:~~30~~ a.m.

Teacher day: 7:~~30~~ a.m. - 2:~~50~~ p.m.

Half day dismissal: 11:~~00~~ a.m.

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STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If

necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the Middle School Principal or school counselor. Adult students must follow all school rules.

STUDENT WELL-BEING

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Students who become ill or injured at school are required to report to the office for assistance. The building Principal will be contacted to assess the student and provide treatment as needed. If the student is determined to be ill, contagious, or needs further medical treatment, parents/guardians are required to pick the student up from school. At no time should a student leave the school without notifying the office and receiving permission. In emergency cases, when the parent/guardian cannot be reached, the school reserves the right to seek medical attention unless the parent/guardian has specifically directed the school not to do so in advance, and provided in writing.

Communicable Diseases

The school will observe recommendations of the Michigan Department of Health and Human Services, and local public health departments regarding

communicable diseases. A communicable disease is an infectious disease transmissible from person to person from direct contact with an infected individual or the individual's discharges.

The student's parent/guardian is required to notify the school office if they suspect their child has a communicable disease. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students. A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

Control of Casual-Contact Communicable Diseases and Pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments. Any removal will only be for the contagious period as specified in the school's administrative guidelines.

Whenever a student is found to be infested with **head lice**, s/he is to be sent home for treatment and not readmitted to school until the parent completes *Form 8450A F3* **and it is confirmed that the child is free of any live bugs or nits.**

The necessary at home treatment for lice is contained in Form 8450A F1. This form and the cover letter (form 8450A F2) shall be provided to the parents/legal guardians of the student.

In situations involving continued active infestation after appropriate treatment, persistent infestation after six consecutive weeks, or three separate cases within one school year, a multidisciplinary group consisting of parents, teachers, administrators, social workers, and/or other appropriate persons will convene to determine the best approach to address the situation.

Control of Non-Casual-Contact Communicable

In the case of non-casual contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In this case the individual in question may have their status reviewed by a panel of resource personnel, including the local county public health department, to ensure the rights of the person affected and those in contact with the person are respected.

Diseases may include sexually transmitted diseases, AIDS, ARC-AIDS related Complex, HIV, HAV, HBV, HCV (Hepatitis A, B, C); and other diseases specified by the State Board of Health.

Management of Chronic Illness and Life-Threatening Allergies

If your student has a chronic illness or life-threatening allergy, please notify the school (also include information on health consent) at (517)-741-5381. Students with a chronic illness or life-threatening allergy will need an Action Plan authorized by a physician, and signed by the student, parent/guardian, and building Principal each school year. Parents are responsible to obtain the Action Plan, however the building Principal can provide assistance with this.

Students with a chronic illness or life-threatening allergy will provide an Individualized Health Care Plan developed along with the building Principal. Appropriate staff will be notified of the plans with parental consent. Please inform the school of any changes in your student's health, health care plan, or medications so appropriate actions can be taken to provide safe care.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an Individualized Section 504 Plan will be developed and implemented to provide needed support and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal at (517)-741-5381. More information on the district's Section 504 Policy is available at www.unioncityschools.org

Medications – Prescription and Over the Counter

In the circumstances where a student must take prescription or an over the counter (OTC) medication during the school day, the following guidelines are to be observed:

Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours. If your student has a Health Consent on file with the school basic medications (Acetaminophen, Ibuprofen, Loratadine, Cough Drops,

Diphenhydramine (Benadryl for allergic reactions), and Tums) may be administered by the building office. A Medication Authorization form must be filed with the school before the student will be allowed to begin taking any medication during school hours. This form includes a physician's and parent's signature. A separate form is needed for each medication. Medication must be transported to the school by a parent/guardian. A month's supply of medication is recommended. Medication May Not be sent to school with the student, except for emergency medications. Any unused medication unclaimed by the parent will be destroyed when a prescription is no longer to be administered or at the end of the school year. Parents/guardians are responsible to instruct their student to take the medication at the scheduled time, and the student has the responsibility to present him/herself on time and for taking the medication.

A log for each medication will be maintained which will note the personnel giving the medication, the date, and time. This log will be maintained along with the medication administration authorization. All medications will be stored in the office in a secure area. Students who are found to have either prescription or over the counter medications in their possession will be disciplined by building administration. Any student who distributes a medication of any kind to another student may be subject to discipline in accordance with the drug-use provision of the Code. Students with appropriate authorization from the physician and parent/guardian may possess, and use emergency medications such as an inhaler or Epi-Pen.

Non-Designated Epi-Pens

In the fall of 2014, the State of Michigan implemented legislation to support the safety of students in the event of an anaphylactic reaction (life-threatening allergic reaction) occurring in the school setting. Michigan's Public Acts 186 and 187 require Michigan School Districts to provide at least two stock epinephrine auto-injectors (Epi-Pens) in each district building. Included in this legislation, is the training of a minimum of two staff members in the recognition of anaphylaxis and the administration of epinephrine.

The purpose of this legislature is to provide emergency medical treatment for individuals with an unknown allergy. If your student has a known life-threatening allergy, parents are still advised to notify the school district of the identified allergy, and provide an epinephrine auto-injector to be kept at the school. Therefore, the school must be notified of all your child's previously known and/or any newly discovered allergies. Each school year, please continue to indicate this on your child's student registration forms, and plan to meet with the building Principal to discuss an emergency action plan for your student.

Medical Emergency Response Team (MERT)

It is the goal of the Union City School District to provide appropriate medical assistance to all students in the event of an accident or injury on school property during regular school hours. Each school has an identified MERT team

consisting of a minimum of 5 members who are CPR and First Aid certified, trained in Epi-Pen administration, use of an AED, and carry a First Aid kit. They respond to medical emergencies and follow identified procedures including exposure to blood borne pathogens. The MERT Team operates under the direction of the building Principal. The MERT team will participate in twice-yearly mock drills.

Head Lice

The school will observe the following protocols regarding head lice.

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the building principal or school counselor and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

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Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the building principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

SECTION I - GENERAL INFORMATION

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides.

- unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. Office staff will assist in obtaining the transcript, if not presented at the time of enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

New students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

SCHEDULING AND ASSIGNMENT

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class

space. Any changes in a student's schedule should be handled through the school principal. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules. Any variation should be approved with a pass or schedule change.

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or a person whose signature is on file in the School office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

TRANSFER OUT OF THE DISTRICT

If a student plans to transfer from **Union City Middle School** the parent should notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact office staff for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

Immunizations

Students must be current with all immunizations required by State law or have an authorized waiver meeting the State immunization requirements. A parent or guardian wishing to exempt his or her child from a particular vaccination must provide a Michigan Department of Health and Human Services (MDHHS) Waiver Form that has been certified by a local public health department. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccination offers protection. The child may be subject to exclusion from the school or program, if the local and/or state public health authority advises exclusion as a disease control measure. Readmission will be determined by the local and/or state public health authority. This is for the safety of all students.

Failure to comply with the State immunization requirements will result in exclusion from school until arrangements are made to receive the required

immunizations. Any questions regarding immunizations should be directed to the school Principal at (517)-741-3368.

State Immunization Requirements For Students:

- Four doses DTP or DTaP; one dose must be on or after 4 years of age
- Four doses of Polio; if dose 3 administered on or after 4 years of age, then only 3 required
- Two doses of Measles, Mumps, Rubella (MMR) given on or after 12 months of age
- Two doses of Varicella (chickenpox) vaccine or history (date) of chickenpox disease
- One dose of Meningococcal (meningitis) vaccine at age 11 with booster dose at age 16 (If first dose of Meningococcal vaccine is given after age 16, only 1 dose is required.)
- Three doses of Hepatitis B
- One dose of Tdap (tetanus/diphtheria/acellular pertussis) given after age 11
- Recommendations For Students:
 - Human Papillomavirus (HPV) vaccine series for males and females over 11-12 years of age
 - Hepatitis A vaccine series
 - Influenza (annually)
- All recommended and required vaccine series should be completed.

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Emergency Medical Authorization

The student's parent/guardian must complete the school district's Emergency Medical Treatment Authorization Form to indicate their preference of hospital, doctor, and dentist for emergency treatment. A student may be excluded from school until this requirement has been fulfilled. Students needing emergency medical treatment will be transported to the nearest medical facility able to render appropriate care, regardless of parental preferences. The final decision will be made by the EMT or first responder

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the building Principal at 517.741.5381 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the building Principal at 517.741.8561 to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information.

Neither the Board nor its employees shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Directory information includes:

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard student's privacy and restrict access to student's personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board of Education is responsible for maintaining records of all students attending schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees. The Board hereby authorizes collection of the following student records, in addition to the membership record required by law:

- A. observations and ratings of individual students by professional staff members acting within their sphere of competency

- B. information obtained from professional acceptable standard instruments of measurement such as:
 - a. interest inventories and aptitude tests,
 - b. vocational preference inventories,
 - c. achievement tests,
 - d. standardized intelligence tests,

- C. authenticated information provided by a parent or eligible student concerning achievements and other school activities which the parent or student wants to make a part of the record

- D. verified reports of serious or recurrent behavior patterns

- E. rank in class and academic honors earned

- F. psychological tests

- G. attendance records

- H. health records

- I. custodial arrangements

In all cases, permitted, narrative information in student records shall be objectively-based on personal observations or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a

student of any age who is enrolled in a postsecondary institution.

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A. persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);
- B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including any suspension and expulsion action against the student, on request to a school or school district in which a student of this District seeks or intends to enroll upon condition that the student's parents be notified of the transfer, receive a copy of the record if

desired, and have an opportunity for a hearing to challenge the content of the record;

- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a public school or school district in which a student in foster care is enrolled. Such records shall be transferred within one (1) school day of the enrolling school's request;
- C. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- D. report a crime committed by a child with or without a disability to appropriate authorities and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education records and disciplinary records including any suspension and expulsion action against the student to the authorities and school officials for their consideration;
- E. release de-identified records and information in accordance with Federal regulations;
- F. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See [Form 8330 F14](#).) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- G. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See [Form 8330 F16](#))

The District will verify that the authorized representative complies with FERPA regulations.

- H. request each person or party requesting access to a student's record to abide by the Federal regulations concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such a shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of those persons to whom information about a student has been disclosed. Such disclosure records will indicate the student, person viewing the record, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Upon written request by a student's parent or legal guardian, the District shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records.

If the District provides any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records to any person, agency, or organization, then the District shall disclose to the student's parent or legal guardian upon his or her written request:

- A. the specific information that was disclosed;
- B. the name and contact information of each person, agency, or organization to which the information has been disclosed;
- C. the legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within thirty (30) days after the District receives the written request and without charge to the parent or legal guardian.

The District is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

- A. provision of such information to the Michigan Department of Education or CEPI
- B. provision of such information to the student's parent or legal guardian
- C. provision of such information to its authorizing body or to an educational management organization with which it has a management agreement
- D. provision of such information to or from its intermediate school district or to another intermediate school district providing services to the District or its students pursuant to a written agreement
- E. provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age eighteen (18), the student
- F. provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction
- G. provision of such information as necessary for standardized testing that measures the student's academic progress and achievement
- H. provision of such information that is covered by the opt-out form described above, unless the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, the student has signed and submitted the opt-out form referenced below

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent; or, if the student is an eligible student, the written consent of the student, except those persons or parties stipulated by the Board policy and administrative guidelines and/or those specified in the law.

The Board shall exempt from disclosure directory information, as requested for the purpose of surveys, marketing, or solicitation, unless the Board determines that the use is consistent with the educational mission of the Board and beneficial to the affected students. The Board may take steps to ensure that directory information disclosed shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitations. Before disclosing the directory information, the Board may require the requester to execute an affidavit stating that directory information provided shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitation.

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DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. address;
- C. date and place of birth;
- D. major field of study;
- E. participation in officially recognized activities and sports;
- F. height and weight, if member of an athletic team;
- G. dates of attendance;
- H. date of graduation;
- I. awards received;
- J. honor rolls;
- K. scholarships;
- L. school photographs or videos of students participating in school activities, events, or programs.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. School-assigned email accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

The Chief Information Officer will also develop a list of uses for which the District commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his or her child's directory information disclosed for one (1) or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first thirty (30) days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the District by a student's parent or legal guardian, the District shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age eighteen (18) or is an emancipated minor may act on his or her own behalf with respect to the opt-out form.

Parents and eligible students may also refuse to allow the District to disclose any or all of such "directory information" upon written notification to the District

within thirty days after receipt of the District's public notice.

STUDENT FEES, FINES, AND SUPPLIES

Union City Middle School charges specific fees for the following non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fundraiser must not interfere with students participating in other activities when soliciting funds.
- Students must not participate in a fundraising activity for a group in which they are not members without the approval of the student's counselor.
- Students may not participate in fundraising activities off school property without proper supervision by approved staff or other adults.
- Students who engage in fundraisers that require them to exert themselves physically beyond their normal pattern of activity, such as "runs for", will be monitored by a staff member in order to prevent

a student from over-extending himself/herself to the point of potential harm.

- Students may not participate in a fundraising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Therefore, if a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

MEAL SERVICE

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

The school participates in the Community Eligibility Provision Program, which provides breakfasts and lunches free to students everyday. Families are required to complete a Household Information Report at the start of each school year in order to be eligible for this program. Ala carte items are available. Students may

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also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal.

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

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

The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy [2260](#) – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons. Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical

statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunch sold by the school may be purchased by staff members and community residents in accordance with the administrative guidelines established by the Superintendent.

The operation and supervision of the food-service program shall be the responsibility of the Food Service Director and the Business Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service.

This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;

- C. the planning and execution of menus in compliance with USDA requirements;
- D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy [1130](#), Policy [3110](#), and Policy [4110](#));
- E. complying with food holds and recalls in accordance with USDA regulations;
- F. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (See Policy [6116](#)).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy [8540](#).

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

Forms for the school's Community Eligibility Provision program are distributed to all students. All families need to complete this form to help with documentation purposes. Any family needing a form may contact the middle school office or Kelly AcMoody in the Superintendent's Office.

We recommend that all students maintain a positive balance in their lunch account at all times. Account balances can be checked online at sendmoneytoschool.com. Deposits can also be made at this web address and parents can sign up to receive email alerts regarding low balances or within the student's building.

FIRE, LOCK DOWN AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt,

and orderly evacuation of the building. The alarm signal for fire drills consists of one long tone.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations:

WBCK, WKFR - Battle Creek WWMT - 3

WQLR - Kalamazoo WOOD - 8

WNWN - Coldwater WOTV - 41

Fox - Grand Rapids - 17

Parents and students are responsible for knowing about emergency closings and delays.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection in the Superintendent's Office upon request.

VISITORS

In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

The lost and found area is in a set of identified lockers in the cafeteria. Students who have lost items should check there and may retrieve their items. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

No student is permitted to sell any item or service in school without the approval of the building principal. Violation of this may lead to disciplinary action

USE OF TELEPHONES

The end of the school day is full of activity and only emergency messages will be delivered. Please do not call the office to change your students after school destination unless an emergency exists. Unfortunately, we don't offer public phones for student use. In case of an emergency or illness a staff member will contact a parent or emergency contact. Please help us keep students in class by NOT calling the office phone and asking to speak to your student. We strive to ensure your child the best academic environment possible by minimizing classroom disruptions. Please make sure your student knows before they leave for school any information needed at the end of the school day.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

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SECTION II - ACADEMICS

COURSE OFFERINGS

All course offerings are located in the student course guide.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips. Parents/chaperones attending/chaperoning the trip are required to submit a volunteer release form and a copy of photo identification/driver's license at least one week prior to the trip.

GRADES

Union City Middle School students are evaluated using varied methods and instruments during the school year. Every trimester parents will receive a report card on the student's achievement. Parents are encouraged to utilize PowerSchool and/or Schoology to regularly monitor student progress. The report card will utilize "letter grading".

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The school uses the following grading system:

90 to 100 = A = Excellent Achievement

80 to 89 = B = Above Average/Good Achievement

70 to 79 = C = Average Achievement

60 to 69 = D = Below Average Achievement

59 and Below = E = Failing

I = Incomplete

Grade Point Average

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To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be $.5 \times 2 = 1$. Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, trimester, year, or for a series of school years.

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Grading Periods

Students shall receive a report card at the end of each trimester indicating their grades for each course of study for that portion of the academic term.

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When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades.

PROMOTION, PLACEMENT, AND RETENTION

Promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity

At the end of trimester 1, students will be identified due to lack of success based on overall grades in each core content area. Parents will be invited to attend a meeting with teachers to develop a learning plan to meet the needs of the student. Student progress will be monitored on a bi-weekly basis with necessary notification being sent to parents. Final decision of promotion will be made at the conclusion of the school year.

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RECOGNITION OF STUDENT ACHIEVEMENT

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

Honor Roll(s)

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

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

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Athletic Awards

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

HOMEWORK

The assignment of homework may happen. Students will be provided a student planner to track assignments and serve as another layer of communication to families. Utilizing a planner will help teach students organization, setting themselves up for success.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may take advantage of the School's computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement may lead to termination of the student's computer account and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School District's Student Network and Internet Acceptable Use And Safety Policy and the requisite student and parent agreement will be distributed at the time of enrollment.

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an email address.

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

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The Board regulates the use of District Technology Resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy [5136](#)).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures

may not be disabled at any time that students may be using District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Chief Information Officer may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments.

Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Chief Information Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Technology Resources.

STUDENT ASSESSMENT

The M-STEP is a 21st Century online test that all Union City Middle School students are administered in the spring. It is designed to gauge how well students are mastering state standards. These standards broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college.

The PSAT 8/9 will be administered to 8th graders in place of the M-STEP English Language Arts (ELA) and Mathematics assessments in April. Eighth graders will continue to take the M-STEP science and social studies as digital assessments.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Students at Union City Middle School are tested in the fall, winter, and spring in the areas of reading, mathematics, and science.

Parents and students should watch school newsletters and the local press for announced testing times.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the school counselor. If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Students will not be required, as part of the school program or District curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. Union City Middle School will not violate the rights of consent and privacy of a student participating in any form of evaluation.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Union City Middle School provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation.

The Board authorizes many student groups that are sponsored by a staff member. Authorized groups include: Student Activities Committee, Youth in Government, Quiz Bowl, and a variety of athletic opportunities.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

NON-SCHOOL SPONSORED CLUBS AND ACTIVITIES

Non-school sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No non-district sponsored organization may use the name of the school or school mascot.

ATHLETICS

Union City Middle School provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. The following is a list of activities currently being offered. For further information, contact the Athletic Director, at 517.741.3306.

Middle School Football (Grades 7 & 8)
Middle School Cross Country (Grades 6, 7 & 8)

- Middle School Volleyball (Grades 7 & 8)
- Middle School Boys Basketball (Grades 7 & 8)
- Middle School Girls Basketball (Grades 7 & 8)
- Middle School Wrestling (Grades 6, 7 & 8)
- Middle School Track (Grades 7 & 8)

Deleted: Middle School Cheerleading (Sideline & Competitive) (Grades 6, 7 & 8)

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

STUDENT EMPLOYMENT

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that s/he must maintain a job in addition to going to school, s/he must first make contact with his/her counselor to discuss any legal requirements and obtain any needed documents.

SECTION IV - STUDENT CONDUCT

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ATTENDANCE

School Attendance Policy

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in the classroom and other school activities which cannot be replaced by individual study. Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

Truancy

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After 70 hours of truancy in any grading period, a student will be considered an "habitual truant" which can result in:

- a hearing before a judge in a court of law;

- a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

Excused Absences

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy [5223](#) or by other provisions of State law, during the days and hours that the school is in session, or during the attendance sessions to which s/he has been assigned.

Attendance procedures shall be published annually in the Student Handbook for each building within the District.

The Superintendent shall develop procedures for the attendance of students which govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable.

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 8:30AM on the day of the absence or by the following day. They are to call the Attendance Line at 517.741.7265 and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up any missed school work.

Students who are excusably absent for more than 10% of a grading period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness".

A "chronically absent" student will be monitored and provided support whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in non-curricular school activities and events, documentation in Powerschool as a log entry, and possible notification to the Calhoun Intermediate School District Truancy officer. Such a report may be provided to postsecondary institutions and/or possible employers.

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is missed.

Unexcused Absences

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State.

If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a trimester, s/he will be considered a "habitual" truant and will be reported to the proper authorities.

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Suspension from School

Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused.

- A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from online, via email or by contacting the office beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school.
- The student will be given credit for properly-completed assignments and a grade on any made-up tests.

Notification of Absence

If a student is going to be absent, the parents must contact the school 517.741.7265 by 8:30AM and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

An excused or unexcused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

Tardiness

To avoid unnecessary disruption of classes and to emphasize to students that being on time is an important habit to form in order to succeed in life, the Middle School will deal with tardiness in the following ways:

1. Bus students are admitted to the building at 7:30 A.M.
2. The school day for students begins at 7:45 A.M. They are expected to be in their seats in their 1st hour class at that time, as that is when attendance is taken.
3. If a student reports to school after the first hour bell, s/he must check in to the office to correct our attendance records, receive an admit slip, and then report to his/her classroom. In all cases, tardies should be recorded in both the office and the classroom. Any student reporting to school after 8:20 A.M. will be considered absent.
4. Any time a student reports to school after 7:45 A.M., parents must sign in their child, send a note explaining their student's tardiness or contact the office.
5. The principal will have the final say in accepting or rejecting excuses.

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Vacations During the School Year

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Make-up of Tests and Other School Work

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact the classroom teacher as soon as possible to obtain assignments.

Students will be given the number of days of excused absence within which to make-up work.

If a student misses a teacher's test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the school counselor to arrange for taking the test.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

Students wishing to attend after school events must be in attendance at school on the day of the event in order to attend, unless pre-excused by the building principal.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

We have a building wide effort to create a school climate that maximizes academic achievement and behavioral competence. PBIS gives priority to prevention by using proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS creates and models clear expectations for students. A unified system for responding effectively and efficiently to problem behaviors is also developed.

CODE OF CONDUCT

A major component of the educational program at **Union City Middle School** is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

Expected Behaviors

Each student shall be expected to:

- abide by national, State, and local laws as well as the rules of the school;
- respect school property;
- act courteously to adults and fellow students;
- be prompt to school and attentive in class;
- complete assigned tasks on time and as directed;
- help maintain a school environment that is safe, friendly, and productive;
- act at all times in a manner that reflects pride in self, family, and in the school.
- work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background

STUDENT CODE OF CONDUCT

The Board of Education has adopted the following Student Code of Conduct. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situations.

MAJOR OFFENSES

These are offenses that are of a serious nature that may pose a threat to the health, safety or property of any person. Staff persons must notify an administrator when a major offense occurs. The notification should take the form of a discipline referral. The administrator must complete an investigation of the incident and gather written statements from all witnesses. The administrator must notify the student and parent/guardian of all charges, consequences and applicable due process rights during the disciplinary process. Discipline may include any of the above discipline definitions up to permanent expulsion.

1. **Abusive Language/ Inappropriate Language/ Profanity**
 - a. Profanity & vulgarity/verbal altercation (student) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards another student.
 - b. Profanity & vulgarity/verbal altercation (toward staff) - Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way towards a staff member.
 - c. Verbal Assault - Verbal Assault at school directed against school employees, volunteers, contractors or other authorized personnel or students will not be tolerated. Verbal assault is to be considered any communication or behavior that, by its nature, poses a serious threat to the safety or well-being of others. These actions will result in mandatory hearing with the board with the possibility of an expulsion or suspension.
2. **Arson** - A student shall not burn or attempt to burn any school building, structure or property, or intentionally set or attempt to set a fire on school property, or cause or attempt to cause an explosion, or be in possession of materials which may be used in the aforementioned activities. Arson is a felony and will subject a student to expulsion.
3. **Bomb Threat/False Alarm** - Students making bomb threats, false alarms, or “similar threats” that place or that are perceived as placing the safety of one or more persons or of property at risk, will not be tolerated (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a)
4. **Bullying** - Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
 - Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
 - Substantially interfering with the student’s or students’ academic performance; or Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

- a. Race, Color, Origin

- b. Disability
- c. Sexual Orientation
- d. Religion
- e. Other
- f. Sex

5. **Defiance/Insubordination/Non-Compliance**

a. **Falsification of Records** - A student shall not use the name of another person or falsify times, dates, grades, addresses or other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on School District forms or records.

b. **Unauthorized presence of students on school property –**

A. On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct. A student should not be:

1. On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.

2. On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held. Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

B. On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence. Students who are habitually truant from school as described in this Code may be charged with truancy.

c. **Failure to Cooperate** - A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules, and no student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any

disciplinary proceeding.

d. **Failure to Comply with Directions of School Personnel** - A student shall not be insubordinate or fail to comply with district policies or instructions and directions of District employees (including substitute teachers and student teachers), volunteers or persons acting in a chaperone or supervisory capacity. Students who persistently violate school policy may receive disciplinary action. The violation of this code can lead to suspension or expulsion.

6. Disrespect

a. Coercion, Extortion, or Blackmail - A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value from an unwilling person, nor shall a student, by threats and/or violence, force another person to perform an unwilling act. Violations of this code can lead to suspension or expulsion.

b. Threats or conspiracies to commit violent acts - Any acts, in writing, verbally, or otherwise that are considered threatening.

c. Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.

d. False Allegations - A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members or volunteers.

7. Disruption

a. General disruption of class - Where a student is creating an unsafe classroom environment or creating a situation where a teacher is not able to teach due to the disruption.

b. Inciting a Disturbance or Melee - Causing a serious disruption or fight amongst a group of individuals, which leads to a major commotion.

8. Fighting - A physical altercation resulting in pushing, shoving, or exchanging of blows between students will not be tolerated.

9. Forgery/Theft/Plagiarism - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or

receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. The violation of this code can lead to suspension or expulsion.

10. Gang Affiliation Display - A student shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal (gestures, handshakes, graffiti, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang; a student shall not commit any act, verbal or nonverbal in furtherance of the interests of any gang or gang activity, including, but not limited to, (a) soliciting others for membership in any gang or gang related activity, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or violation of School District rules or policies, or (d) inciting other students to act with physical violence on any person.

The term “gang” as used in this policy, means a group of two (2) or more persons whose purposes or activities include the commission of illegal acts or violations of this Code of Conduct, District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

11. Harassment - Any threatening, insulting or dehumanizing gesture. Verbal, physical, electronic or written harassment for the purposes of this policy shall be defined as behavior that:

- Intimidates individuals or groups on any basis including race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”).
- Involves an expressed or implied threat to personal safety or has the effect of interfering with an individual’s participation in the curricular or extracurricular activities of the school district.
- Bullies or hazes another student or teammate.
- Is disruptive to the educational process that may have originated in or outside of school, on or off campus.
 - a. Race, Color, Origin
 - b. Disability
 - c. Sexual Orientation
 - d. Religion
 - e. Other
 - f. Sexual Harassment - for the purposes of this policy consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct

or communication of a sexual nature that is severe or pervasive enough to create a hostile or intimidating school environment.

Sexual harassment may involve the behavior of a person of either gender, against a person of the same or opposite gender.

Examples of prohibited behavior that is sexual in nature and is unsolicited and unwelcome include, but are not limited to:

- Written contact: sexually suggestive or obscene letters, notes, invitations, drawings, verbal contact; sexually suggestive or obscene comments, threats, jokes, any sexual propositions, comments about a person's body or sexual characteristics that are used in a negative or embarrassing way.
- Physical contact: any intentional pats, squeezes, touching, pinching, repeatedly brushing up against another's body, assault, blocking movement, or coercing sexual intercourse.
- Visual contact: suggestive looks or staring at another's body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters, magazines, graffiti, calendars or clothing.

A student who feels he/she is being harassed by peers or by a staff member of the Union City School District, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc. The staff member receiving a student's report, a parent's report or observing an incident of alleged harassment is expected to examine the circumstances surrounding the alleged incident. If the receiving staff determines that harassment has occurred, they will take steps to end the harassment. In the event that the magnitude of the incident(s) warrants further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures that he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken in accordance with the policies and procedures adopted by the Board of Education.

g. Sexual Violence (Criminal Sexual Conduct), as used in this policy, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age, intellectual or other disability, or use of drugs or alcohol). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sexual harassment and, in turn, sex discrimination prohibited by Title IX. Harassing conduct creates a hostile environment when it interferes with or limits a student's ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe

12. Inappropriate Display of Affection - Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. The violation of this code can lead to suspension or expulsion.

13. Inappropriate Location

a. On School Grounds: A student shall not be on any portion of the school grounds where his/her presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee possessing apparent authority over student conduct.

A student should not be:

- i. On the school grounds where the student is regularly enrolled during any period of suspension which includes exclusion from the school of regular enrollment where such order of exclusion has been in fact made known to the student prior to the incident of unauthorized appearance.
- ii. On the school grounds of any school or site of required school programming other than that student's school of regular enrollment or attendance, at any time other than when a school activity, function, or event is being held and the student's presence is either required or permitted, based on predetermination by the principal of the school at which the activity is being held.

Presence on the school grounds while in the company of a parent or guardian for the purpose of meeting with a school employee to discuss the student's status, or presence on the school grounds for the purpose of proceeding directly to the school office with prior permission of the principal shall not be considered a violation of this rule.

b. On Private or Public Property: During school hours students must be in school unless they have an approved reason for absence.

The violation of this code can lead to suspension or expulsion.

14. Other Behavior Criminal Acts - A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance

15. Physical Aggression - A student shall not physically assault another student, a person employed by or engaged as a volunteer or contractor of the school (including substitute and student teachers). Physical Assault is defined as intentionally causing or attempting to cause harm to another through force or violence (grade 6-12 may qualify for a mandatory expulsion per MCL 380.1311a for assault of a staff member)

- a. With Injury

b. Without Injury

16. Property Damage/Vandalism - A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, or attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person. The violation of this code can lead to suspension or expulsion.

17. Skipping Class - Student leaves or misses class without permission.

18. Technology Violation - A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following: Non-school-related work

- Hate mail, discriminatory remarks, and offensive and inflammatory communications
- Sexting or accessing obscene or pornographic materials
- Transmission of sexually suggestive language or images
- Loading or use of unauthorized games, programs, files, or other electronic media
- Destruction, modification or abuse of network hardware, software, or information
- Impersonation of another user, anonymity and pseudonyms
- Creation of links to other networks whose content or purpose would tend to violate the District's Network Usage and Safety Policy
- Videotaping fights or videotaping someone in a place where they have an expectation of privacy I. Posting videos of inappropriate student conduct to a social media site that affects the school community or individuals within the school community in a negative manner.
- The violation of this code can lead to suspension or expulsion.

19. Truancy - A student shall not be absent from school (a full day, or any part of a day, skipping class) without permission. A student shall not leave the school campus without following the proper check out procedure. Please refer to your school's administration policy on proper check out procedures.

20. Use/Possession of Alcohol - Alcoholic beverages or intoxicants, including, but not limited to glue, aerosol paint, lighter fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence.

21. Use/Possession of Drugs –

- a. Any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant or other controlled substance, analogue intended for human consumption, as defined in Article VII of the Public Health

Code, being MCL 33.7101, et seq., and as defined in other Michigan or Federal Statute. If Article VII of the Public Health Code, being MCL 33.7101, et seq., is amended or repealed, then the definitions of a drug, narcotic drug, and controlled substance analogue shall be defined under the existing State Law.

- b. Any prescription or nonprescription drug, medicine, vitamin or chemical substance, with exception of an inhaler (e.g. pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances for an improper purpose.
- c. Any legal substance represented as an illegal or controlled substance (e.g. No-Doze as “speed” or “crack.”)
- d. Any drug paraphernalia or items used as such.
- e. Manufacture, sale, delivery, transfer or intent to sell, deliver or transfer of any of the above substances

22. Use/Possession of Combustibles - A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person. The violation of this code can lead to suspension or expulsion.

23. Use/Possession of Tobacco - A student shall not smoke, chew, vape, or otherwise use tobacco, nicotine products or a “look alike” product. A student shall not, while on District property or in proximity of campus, in District owned vehicles, and at District-related events have in his/her possession or under his/her control tobacco in any form, or paraphernalia related to its use. The school is a drug free zone that extends a 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension or expulsion.

24. Use/Possession of Weapons - A student shall not possess, handle or transmit a gun, knife, blackjack, brass knuckles, baton, martial arts device, paintball gun, spring, airsoft and gas-powered guns, or other object or instrument that can be considered or used as a weapon that will expel a BB, pellet, or paint balls. No knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon. No “look-a-like” weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.). Also no Personal Protection Devices (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

- a. for weapons/dangerous instruments, including “look-a-like” guns – suspension to expulsion
- b. for possession, handling or transmitting a gun, including a BB gun or pellet gun – expulsion
- c. for possession of a knife with a blade over three inches in length – expulsion

- d. for possession of a knife with a blade equal to or less than three inches in length when used in a threatening manner - expulsion
- e. for possession of a knife with a blade equal to or less than three inches in length – suspension - expulsion

However, the district is not required to expel or permanently expel a student if the student can prove in a clear and convincing manner that at least one (1) of the following statements is true:

- A. The object or instrument possessed by a student was not possessed by the student for use as a weapon, or for direct or indirect sale, or delivery to another person(s) for use as a weapon.
- B. The weapon was not knowingly possessed by the student.
- C. The student did not know or have reason to know that the object or instrument in the student's possession was a dangerous weapon.
- D. The weapon was possessed by the student at the suggestion, request, direction, or permission of police or school authorities.

There is a rebuttable presumption that expulsion for possession of a weapon is not justified if both of the following are met:

- (a) The superintendent or designee determines in writing that at least 1 of the factors listed in subsections (A) through (D) above has been established in a clear and convincing manner.
- (b) The student has no history of suspension or expulsion. Under MCL 380.1308, police must be notified.

The following is an example list of discipline interventions that can be used by administration:

Additional Attendance/Saturday School

Alternative Placement

- Alcohol/drug evaluation referral
- Change in schedule or class (with notification to parent/guardian)

Community Service

- Referral to mentoring
- Referral to district approved community organization

Conference with Student

- Intervention by counseling staff/guidance
- Intervention by administration

Expulsion (90 days to permanent)

In-School Suspension

- Partial day
- Full day

- Restorative reflection
- Individualized Instruction
 - Reteach/model expectations
 - Written reflection assignment
- Loss of Privilege/Increased Supervision
 - Suspension of field trips, assemblies, or other special privileges
 - Exclusion from special events or promotion exercises
 - Exclusion from extracurricular activities
- Other Actions
 - Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan)
 - Individual/group counseling
 - Use of restorative practices (e.g. affective statements, circles, small impromptu conferences, etc.)
- Out of School Suspension
 - Out-of-school suspension (1–10 days)
 - Out-of-school suspension (11–expulsion)
- Parent Contact Restitution
 - Pay for damage
 - Community service
 - Restorative conference with victim
- Time in Office
- Time Out/Detention
 - Lunch detention
 - After school detention

MANDATORY FACTORS

Before suspending or expelling a student, school must consider:

- Age
- Disciplinary history
- Disability
- Seriousness of behavior
- Whether behavior posed safety risk
- Restorative practices
- Whether lesser interventions would address behavior

MINOR OFFENSES

These are offenses that are of a less serious nature that do not necessarily pose a threat to the health, safety or property of any person. Staff persons must use appropriate forms of positive, school-wide behavioral interventions and supports to correct misbehavior in less serious infractions. Staff persons should keep a record of interventions and share this documentation at the request of a student, parent/guardian or administrator. Minor infractions are not referred to an administrator. If minor behaviors are repetitive after appropriate interventions

have been made, the student should then be referred to an administrator for a major offense.

1. Defiance

- a. Possession of cell phone or other electronic device - A student shall not use a cell phone or an electronic communication device in school without prior approval from their classroom teacher. For safety reasons, a principal may ban cell phones as needed.
- b. Refusal to comply with posted and published school norms - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (for example; misuse of hall pass or classroom procedures).

2. Disrespect

- a. Academic dishonesty - A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work.
- b. Pestering, teasing, or bothering other students - Non-confrontational activity that is not appropriate in a school setting and disruptive to the educational process. Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school. Examples: horseplay; chasing another student in the hallway or classroom, etc.

3. Disruption

- a. General disruption of class - Repeatedly talking out in class or out of turn, being exceptionally loud, running, throwing objects, failure to follow classroom rules, or other disruptive behavior not defined elsewhere among minor infractions
- b. Inappropriate personal property - Possession and/or use of items designated by the school as inappropriate materials such as, rollerblades, skateboards, cards, hats, food, etc. AND any other items that cause distraction or damage to persons or property or otherwise intervene with the learning process.

4. Dress Code - A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student, or others, or to the educational process. Specific guidelines for appropriate student dress are included in this code of conduct on page 60.

5. Inappropriate Language (to students) - Written or verbal remarks or gestures that show a lack of respect, rudeness, or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.

6. Physical Contact/ Physical Aggression - Student engages in non-serious, but inappropriate physical contact.

7. Property Misuse - Student engages in low-intensity misuse of property.

8. Tardy - Arriving late to school or class after the posted school start time without an appropriate excuse

9. Technology Violation - Student engages in non-serious, non-sexual, but inappropriate use of cell phone, pager, music/video players, camera, and/or computer.

Teachers may use the following interventions listed below...

- Conference with student
- Individualized instruction
- Natural consequences
- Parent contact
- Restorative conference

The following are also examples of other possible teacher interventions.

Positive Classroom Supports	Teacher Based Action to Reduce and Eliminate Behavior
Create positive classroom expectations that are clearly defined and taught.	Provide lessons to teach or reteach the student how to behave responsibly.
Continuously teach and reteach classroom expectations throughout the year.	Change student seating.
Model and practice expectations in appropriate setting (e.g., group work, individual work).	Pace the lesson more quickly to promote on-task behavior.
Use pre-correction strategies to remind students of expectations before the next task.	Actively ignore misbehavior.
Use more positive than corrective interactions.	Respond calmly, restating the desired behavior.
Utilize fluent and consistent corrections for early-stage misbehavior.	Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules)

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Create classroom acknowledgment systems to increase responsible student behavior.	Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets).
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DEFINITIONS OF DISCIPLINE***

Alternative Placement - Consequence for referral results in a student being placed in a different educational setting (moved to different classroom, removed from a class, etc...)

Community Service - Consequence for referral results in involvement in community service activities or projects (community service organization and project must be approved by administration).

Conference with Student - Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).

Detention / Time Out - Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Expulsion - The permanent exclusion of the student from the school system upon the recommendation of the Superintendent of Schools and by action of the School Board.

Individualized Instruction - Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.

Loss of Privilege - Consequence for referral results in student being unable to participate in some type of privilege.

Other Action Taken - Consequence for referral results in an administrative decision that is not listed. Staff using this area will specify the administrative action taken.

Parent Contact - Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.

Restitution - Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services. Saturday School - Consequence for referral results in student attending classes on a Saturday.

Suspension - Exclusion of a student from school for a specific period of time or exclusion of a student from school which exclusion terminates upon the fulfillment of a specific set of conditions.

Time in Office - Consequence for referral results in student spending time in the office away from scheduled activities/classes.

Snap Suspension - Administrators are authorized to suspend a student for up to one (1) day from a class or activity for misconduct resulting in the serious disruption of the class/activity.

(MCL 380.1390(1)(2))

***RESTORATIVE PRACTICES A disciplinary option in which students who have committed offenses will do the following: Meet with the offended parties, take

responsibility for their actions, apologize, and make restitution. Any option may be invoked at an administrator's discretion and may be used in conjunction with, or instead of, any other disciplinary action.

Per MCL 380.1310c schools "shall consider using restorative practices as an alternative or in addition to suspension or expulsion."

DRESS CODE

(modeled after the 2016 Oregon NOW Model Student Dress Code)

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.

- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

1. Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in a way such that genitals, buttocks, midriff, and nipples are covered with material that cannot be seen through.

All items listed in the categories below must meet this basic principle.

2. Students Must Wear:

- Shirt that meets the top of the bottoms while standing upright and cannot be seen through.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings/etcetera.
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

3. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible undergarments (not including straps).
- Bathing suits.
- Helmets or hats that obscure the face (except as a religious observance).

EXPLANATION OF DISCIPLINARY TERMS

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs

A student's use or sale of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and extracurricular participation.

The Department of Community Health periodically distributes to the District the list of banned drugs based on bylaw 31.2.3.1 of the National Collegiate Athletic Association. Use of any drugs or substances appearing on this list will affect the student's athletic and extracurricular participation.

- The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.
- The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs that has a negative effect on the school environment is prohibited. Attempted sale or distribution is also prohibited. This includes nonalcoholic beers and wines, and the like. Many drug abuse offenses are also felonies. Sale also includes the possession or sale of over-the-counter medication to another student.

2. Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage.

Parents will be contacted and the student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present as a witness to the test.

The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures

described in this handbook. If a student refuses to take the test, s/he will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

3. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is a need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

4. Use of an object as a weapon

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion.

5. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

6. Gambling

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

7. Theft

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the Principal. The school is not responsible for personal property. Theft may result in suspension or expulsion.

8. Aiding or abetting violation of school rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected

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to resist peer pressure and exercise sound decision-making regarding their behavior.

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9. Possession of Wireless Communication Devices (WCDs)

1. All cell phones must be turned off and kept in the student's locker. They are not allowed to carry the phone or device with them during the school day.
2. Students are prohibited from using electronic devices besides the school issued iPad. These items will be confiscated and turned into the office.
3. If an electronic device is confiscated, it will be turned into the office and can only be picked up by a parent/guardian.
 - A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off and follows expectations 1-3 above.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension, loss of privileges, and may be recommended for expulsion.

- "Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an Alternate Day Assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the

incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

10. Harassment

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well-being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand-held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to a teacher, the principal or school counselor.

Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for an employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment

- A. submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety,;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

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11. Hazing

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

12. Bullying and Other Aggressive Behavior

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field

trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file. To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Reporting

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy. The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the

Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy [5517](#) - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person

would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

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This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated.

Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand-held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or

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- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011)

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

13. Possession of a Firearm, Arson, and Criminal Sexual Conduct

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as "a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles" or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices.

Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines which are available in the principal's office.

14. Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

15. Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

DISCIPLINE

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to a meeting with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may request the opportunity to be heard regarding the suspension decision to the Principal. An appeal may be addressed to the Superintendent, in writing, whose decision will be final. The appeal must be made within two days of receiving the Principal's decision. Written appeal must contain the reason(s) the decision is being appealed.

- Suspension from co-curricular and extra-curricular activities may not be appealed.
- When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education whose decision is final. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion is the responsibility of the student to complete the course work.

If a student commits a crime while at school or a school-related event, s/he may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

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DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After the investigation, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the Principal. The request for an appeal must be in writing.

- Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process,

- the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

When a student is suspended, s/he **should complete missing** assignments and keep up on school work while on suspension. School work can be accessed via Schoology.

Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

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- * the charge and related evidence;
- * the time and place of the Board meeting;
- * the length of the recommended suspension or a recommendation for expulsion;
- * a brief description of the hearing procedure;
- * a statement that the student may bring parents, guardians, and counsel;
- * a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- * a statement that the student may give testimony, present evidence, and provide a defense;
- * a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school.

If, in the Principal's opinion or as required by statute, the alleged infraction warrants a long-term suspension or expulsion, s/he shall refer the case to the Superintendent and submit the following documentation.

The parents may appeal the expulsion to the Board, in writing, within 10 days after receipt of the notice. The parents shall state in the appeal the reasons they think the Superintendent's decision is not justified and provide any extenuating circumstances they wish the Board to consider.

The Board may conduct a hearing or respond with its decision in writing within 30 days after it receives the appeal. The Board of Education must conduct the hearing in compliance with the Open Meetings Act.

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The court should be informed that the Board has expelled the student and provided the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the District believes that the court should review the circumstances surrounding the expulsion. The District may provide a copy of the public record to the court.

UCMS makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Principal.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:

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1. is obscene to minors, libelous, indecent and pervasively or vulgar,
 2. advertises any product or service not permitted to minors by law,
 3. intends to be insulting or harassing,
 4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a meeting with the appropriate administrator if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

SECTION V - TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for all students who live farther than the city limits from school. The transportation schedule and routes are available by contacting the transportation supervisor at 517.741.8571

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The transportation supervisor may approve a change in a student's regular assigned bus stop to address a special need, upon the transportation supervisor's approval of a note from a parent stating the reason for the request and the duration of the requested change.

BUS CONDUCT

The district provides bus transportation to and from school. A list of bus stops will be published at the beginning of the school year before student registration. Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the transportation supervisor.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

1. Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
2. Do not move from one seat to another while on the bus.
3. Keep all parts of the body and all objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity is not allowed.
5. Enter and exit the bus only when the bus is fully stopped.
6. All school rules apply while on the bus, at a bus stop, or waiting for the bus.

7. Use the emergency door only in an emergency.
8. In the event of an emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
10. Do not open windows w/o permission of the bus driver.
11. Keep the bus neat and clean.
12. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
13. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
14. Be waiting at your bus stop on time.
15. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
16. Keep book bags, books, packages, coats, and other objects out of the aisles.
17. Keep all body parts clear of the aisles when seated.
18. Eating is not permitted on the bus.
19. Parents will be liable for any defacing or damage students do to the bus.

If you take the bus to a career center, math & science center, or a field trip you are REQUIRED to take it back to school unless permission has been granted by the building Principal. Students who do otherwise will be disciplined.

Students may be suspended from riding the school bus for engaging in misconduct. Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials

VIDEOTAPES ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded on videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

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PENALTIES FOR INFRACTIONS

A student who misbehaves on the bus shall be disciplined in accordance with the expectations of the Code of Conduct and may lose the privilege of riding on the bus.

SELF-TRANSPORTATION TO SCHOOL

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation (bikes included) to and from school not officially provided by the school.

USE OF MOTORIZED UTILITY VEHICLES

Because of the clear and present danger of accidents, the Board of Education prohibits the use of motorized utility vehicles by students on school grounds or for school activity purposes.

NOTE: Be advised that the following forms must be available in the School Office as they are referenced in the Student/Parent Handbook.

- **Title VI, IX, 504 Grievance Form 2260 F2**
- **Notice of Nondiscrimination and Grievance Procedures for Title II, Title VI, Title VII, Title IX, Section 504 and ADA Form 2260 F8**
- **Memorandum to Parents Regarding School Board Policy on Drug-Free Schools Form 5530 F2**
- **Notification to Parents Regarding Student Records Form 8330 F9**
- **Notification to Parents on Blood-Borne Pathogens Form 8453.01 F5**
- **Parent/Student Acknowledgement of Student Handbook Form 5500 F1**
- **Authorization for Prescribed Medication or Treatment Form 5330 F1**
- **Authorization for Non-prescribed Medication or Treatment (Secondary Version) Form 5330 F1a**
- **Authorization for Non-prescribed Medication or Treatment (Elementary Version) Form 5330 F1b**

- **Authorization for Use of Asthma Inhalers, Epi-pens or Prescribed Emergency Medication Form 5330F1c**
- **Parent Request to Inspect Materials Used in Conjunction with any Survey, Analysis, or Evaluation Form 2416 F2**
- **Request That Directory Information not be Released to Recruiters Without Prior Written Consent. Form 8330 F13**
- **Parent Notification Regarding Student Records. Form 8330F9**