

Union City Community Schools

“Striving For Excellence in Everything We Do”

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

Board of Education Agenda

Monthly Board Meeting	High School Media Center
Monday, September 18, 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. Regular Meeting 8/21/23

b. Field Trip

Middle School Youth in Government Conference

VI. Correspondence

VII. Presentation

Richard Maples, high school history teacher, will report on the trip to Washington, D.C. Students visited our nation's capital in June.

VIII. Action Items

- a. **Closed Session for the Purpose of Discussing Student Discipline**
Board action is required to adjourn to closed session for the purpose of discussing student discipline per Section 8(b) of the Open Meetings Act.
- b. **Student Expulsion**
Board action is required to approve the permanent expulsion of a high school student per the recommendation of high school principal, Amber Case.
- c. **Financials**
Board action is required to approve the financials for the month ending August 31, 2023.
- d. **Sex Education Standards**
Board actions is required to approve the proposed changes to the sex education standards as presented.
- e. **Hiring of Bus Driver**
Board action is required to approve the hiring of Danny McVehil as a bus driver.
- f. **Hiring of Lunch Staff**
Board action is required to approve Barbara Brauens as an assistant cook.
- g. **Coaching Recommendation**
Board action is required to approve Daryl Dexter as a middle school girls basketball coach as recommended by Athletic Director, Hayley Denney.
- h. **Elementary Music Teacher Hiring**
Board action is required to hire Carly Watson as the elementary music teacher.

IX. Discussion Items

- a. **Board Workshop in October**
The board needs to set a date for a workshop the week after the regular board meeting on October 16 to discuss future planning.
- b. **District Goals 2023-2024**
Board discussion needs to take place regarding district goals for 2023-2024.

X. Information Items

- a. **Boys Basketball Game at Little Caesars Arena**
Varsity boys basketball team will be playing Mendon at Little Caesars Arena on December 2.

XI. 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.

XII. Board Roundtable

XIII. Adjournment

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

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.

FIELD TRIP REQUEST FORM

Teacher EVRE / BOWERS School/Class MS. Y.F.G.

Request Date 9/12/23 Trip Date NOV 19-21, 2023 Destination LANSING CROWN PLAZA or CAPITOL

Number of Students 20-30 Number of Staff/Chaperones 2-3

Purpose of Trip MYER FALL CONFERENCE

Course of Study CIVICS

Specific Learning Objectives to be Accomplished: CIVICS - MICHIGAN GOVERNMENT

Student Behaviors that will Confirm Achievement of the Learning Objectives:

- WRITING BILLS
- DEBATE
- COMPROMISE

Course Objectives Related to the Learning Objectives:

- CIVICS

Pre-Trip Lessons/Activities to be Done in the Classroom:

- 2 DAYS PER WEEK WRITING LEGISLATION AND PRACTICING PARLIAMENTARY PROCEDURE

Post Trip Activities/Lessons to Reinforce/Extend Learning:

- SHARE W/ CLASSMATES

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

Field Trip Approval

Trip Approved: Trip Disapproved: Principal: [Signature] Date: 09/13/23

Trip Approved: Trip Disapproved: Superintendent: _____ Date: _____

(Over)

7/31/2023 Begin. Cash on Hand:	\$3,523,816		Total of Bills:	1,943,727
Total Receipts:	\$2,924,080		Total Net Payroll:	272,531
Total Expenditures:	\$2,216,258		Total Bills and Payroll	\$2,216,258
8/31/2023 Total Cash on Hand:	\$4,231,638		to be Approved:	

FOOD SERVICE-August

Union City Community Schools

School Service Fund

Combined Statement of Revenue and Expenditures Compared to Budget

For The Period Ending

August 31, 2023

FOOD SERVICE				
	<u>Actual</u>	<u>Proposed Budget</u>	<u>Variance</u>	<u>% of Budget</u>
<u>REVENUE:</u>				
Local Sources	1,764	\$ 47,000	\$45,236	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	1,764	620,960		
<u>EXPENDITURES:</u>				
Salaries	9,045	202,468	(193,423)	4.47%
Employee Benefits	6,397	118,450	(112,053)	5.40%
Purchased Services	200	33,540	(33,340)	0.60%
Supplies & Materials	17,690	275,000	(257,310)	6.43%
Capital Outlay	0	-	0	0.00%
Other Expense	125	800	(675)	15.62%
Other Transactions	0	32,882		
TOTAL EXPENDITURES	33,457	663,140		
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	33,457	663,140		
EXCESS REVENUE (EXPENDITURES)	(31,694)	(42,180)		
BEGINNING FUND BALANCE	69,767	69,767		
ENDING FUND BALANCE	\$38,073	\$27,587		

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

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	46,362.17	\$ 1,372,083	(1,325,721)	3.38%
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	46,362	12,192,922	(12,114,560)	
EXPENDITURES				
INSTRUCTION				
Basic Program	1,297,554	6,017,971	4,720,417	21.56%
Added Needs	164,445	1,632,184	1,467,739	10.08%
Total Instruction	1,461,998	7,650,155	6,188,157	
SUPPORT SERVICE EXPENSE				
Pupil	113,160	701,386	588,226	16.13%
Improvement Instructional Staff	45,815	219,703	173,888	20.85%
General Administration	62,128	389,216	327,088	15.96%
School Administration	91,870	735,069	643,199	12.50%
Fiscal Services	49,106	309,977	260,871	15.84%
Operation & Maintenance	291,037	1,141,695	850,658	25.49%
Transportation	48,898	633,127	584,229	7.72%
Central Support	78,746	200,261	121,515	39.32%
Athletics	50,814	458,839	408,025	11.07%
Community Services	747	3,706	2,959	20.16%
Payments to Other Govt Units	2,986		(2,986)	0.00%
Site Improvement Services	518,839		(518,839)	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	1,354,146	4,828,954	3,428,158	
TOTAL EXPENDITURES	2,816,145	12,479,109	9,616,315	
EXCESS REVENUE (EXPENDITURES)	(\$2,769,783)	(\$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	(\$881,171)	\$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 AUGUST 31, 2023			UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE, TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2022		
Current Year			Prior Year		
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		Total Cash On Hand	2,150,561	
Current Month Activities			Prior Year-Current Month Activities		
YTD Activities					
General Fund Revenue	2,920,015	4,231,729	General Fund Revenue	2,294,342	
Food Service Revenue	394	9,198	Food Service Revenue	5,453.97	
Trust & Agency Revenue	601	601	Trust & Agency Revenue	0	
SF Revenue	3,070	6,292	SF Revenue	57	
Total Revenue	\$2,924,080	4,247,820	Total Revenue	2,299,853	
General Fund Expenses	1,594,408	3,694,502	General Fund Expenses	867,171	
Net Payroll	272,531	538,932	Net Payroll	257,066	
Food Service Expenses	16,917	48,120	Food Service Expenses	12,357	
Trust & Agency Expenses	842	842	Trust & Agency Expenses	-	
SF Expenses	331,560.73	331,561	SF Expenses	-	
Total Expenses	\$2,216,258	4,613,956	Total Expenses	1,136,593	
Balance as of 8/31/2023			Balance as of 8/31/2022		
General Fund Cash Accounts	1,430,124		General Fund Cash Accounts	2,515,899	
Food Service Checking Accounts	9,819		Food Service Checking Accounts	23,066	
Trust & Agency Checking Accounts***	134,953		Trust & Agency Checking Accounts***	n/a	
SF Cash	2,656,743		SF Cash	671,187	
Total Cash On Hand	\$4,231,638		Total Cash On Hand	3,210,152	

				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				

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.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				



Union City Community Schools

430 St. Joseph Street, Union City, MI 49094
Ph: 517-741-3350
Fax: 517-741-5205

Deb Frey
Transportation Supervisor
dfrey@unioncityschools.org

September 5, 2023

To the Board of Education:

I, Deb Frey, am recommending Danny Mcvehil to be hired as a new bus driver. He has met all the qualifications and has very strong references. Danny has filled my last full-time position available at this time. In addition, the transportation department will benefit from his employment which has allowed me to open another route. All routes are now under 55 passengers and under one and a half hours.

Thank you for your consideration,

Deb Frey
Transportation Supervisor

“Striving For Excellence In Everything We Do”



Union City Community Schools

430 St. Joseph Street

Union City, MI 49094

Ph: 517-741-3312

Fax: 517-741-5205

e-mail: dmcdowell@unioncityschools.org

Deborah McDowell

Food Service Supervisor

Dear Members of the Board of Education,

I recommend the following candidates for employment with Union City Schools,

Barbara Brauens

It is with pleasure that I recommend this candidate be added to the hot lunch staff, as an assistant cook. Starting date is September 5, 2023.

Best Regards,
Deborah McDowell



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: September 14, 2023
RE: Coaching Staff

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

New Hire:
Daryl Dexter- Middle school girls basketball



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

September 18, 2023

Dear Union City Community Schools Board of Education Members;

Please accept this letter as a formal recommendation for the hire of Mrs. Carly Watson for the position of elementary Music Teacher. We are excited to have Mrs. Watson in this position. Mrs. Watson will be teaching music to all elementary students.

Mrs. Watson is coming to us from Three Rivers where she has taught for one and a half years. Carly is excited to become a part of the Union City community, and spend time with family that reside in Union City.

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

Sincerely,

Mrs. Jennifer Johnson



Union City Community Schools

District Goals 2021-2022

Mission Statement: Striving for Excellence in Everything We Do

- 1) Target to increase/maintain the fund balance for 2021-2022 with a minimum fund balance of 10%
- 2) Student Achievement:
 - a. Every student that graduates has a college/career readiness plan.
 - b. Maintain a 4 year cohort graduation rate of at least 88%
 - c. Achieve the academic goals submitted as part of 98b legislation for each building:
 - i. Elementary School: 50% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - ii. Middle School Math: 48% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - iii. Middle School Reading: 45% of all students will meet their projected growth target on NWEA Map Growth Assessment.
 - iv. High School: 70% of all students will pass their second semester assessments with a score of 60% or higher.
 - d. Use the audit of special education services to launch an investigation to discover the cause of our comparatively high rate of special education students and begin the process of building a plan to address any changes necessary.
- 3) Ensure that the district has appropriate systems in place to support positive behavior from our students and improve the climate of the district communities.
 - a. Improve the building scores on the TFI (Tiered Fidelity Inventory) with an ultimate goal of 85% or above.
 - i. Elementary School Goal : 70%
 - ii. Middle School Goal: 65%
 - iii. High School Goal: 60%
 - b. Complete a district wide climate survey that demonstrates a positive climate in the school district communities including students, staff, and parents.

UNION CITY HIGH SCHOOL BOY'S BASKETBALL

NIGHT



VS



SAT. DEC, 2 | 7PM

Come watch your Union City High School Boy's Basketball team take on Mendon High School before the Pistons game at Little Caesars Arena starting at 12pm.

Then join us for an exciting evening of Detroit Basketball as the Pistons take on the Cleveland Cavaliers at 7:00pm.

LOWER LEVEL END ZONE \$50 (reg. \$70)
UPPER LEVEL CORNER \$30 (reg. \$60)

Ticket Includes:

- Access to Union City Game (12:00 pm)
- Ticket to Detroit Pistons Game (7:00pm)
- FREE Pistons Item and Post-Game Free Throw on the Pistons Court!



TO GET YOUR TICKETS, VISIT:

WWW.PISTONS.COM/UNIONCITY

DEADLINE: FRIDAY, NOVEMBER 17TH 2023

FOR QUESTIONS OR ADDITIONAL INFORMATION, PLEASE CONTACT:

Brandon Goebel | 313-771-7466 | bgoebel@pistons.com

ALWAYS DETROIT BASKETBALL