Union City Community Schools

"Educating and Preparing Each Child for Their Future"

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

Board of Education Agenda

Monthly Board Meeting	High School Media Center
Monday, September 16, 2024	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. **Consent Agenda**

a. **Approval of Minutes**

1. Regular 8/19/24
2. Closed 8/19/24

b. **Resignation**

Rachel Rose, elementary full-time substitute teacher, resigned effective August 30, 2024.

c. **Resignation**

Danny McVehil, bus driver, resigned effective September 6, 2024.

IV. **Correspondence**

V. **Comments From the Audience on Agenda Items**

a. **Public Comments Statement**

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

VI. **Presentation**

The Christman Group and C2AE will be presenting the results of the facilities study.

VII. **Action Items**

a. **Consolidation Study Acceptance**
Board action is required to accept the Consolidation Study report as presented.

b. **Application for Consolidation Grant**
Board action is required to authorize Superintendent Katz to apply for the grant to implement recommendations of the consolidation study.

c. **Interviews for Board Vacancy and Appointment and Oath of Office for New Board Member**
Board action is required to approve the selection of the new board member. This person will serve through December 31, 2026, to replace Paula DeJongh on the board.

1. Rebecca Fry
2. Sean O'Kon
3. Andrew Yockey

d. **Financials**
Board action is required to approve the financials for the months ending June 30, 2024; July 31, 2024, and August 31, 2024.

e. **Full Time Substitute Hiring**
Board action is required to approve the hiring of Amy Katz as the Full Time Substitute at the elementary effective September 9, 2024.

f. **Bus Driver Hiring**
Board action is required to approve the hiring of Chassity Sexton as a bus driver.

g. **Elementary Cook Hiring**
Board action is required to approve the hiring of Anita Wessel for the position of assistant cook at the elementary.

h. **High School Paraprofessional Hiring**
Board action is required to approve the hiring of Rachelle Hawks as a high school paraprofessional.

i. **High School Course Guide and Charger Academy Course Guide**
Board action is required to approve the course guides as presented.

j. **Student Handbooks**
Board action is required to approve the student handbooks as presented.

VIII. **Discussion Items**

a. **Creation of Steering Committee**
Board discussion about creating a Steering Committee for facilities improvement.

b. **NEOLA Title IX Policy Updates**
First reading for NEOLA Title IX Policy Updates.

IX. **Information Items**

a. **CASB Meeting**
The next Calhoun Area School Board (CASB) meeting will be held on Wednesday, October 23 at the Calhoun Intermediate School District (CISD). Please let Kelly know by Monday, October 14 if you will be attending.

b. Conversion to Electronic Document Storage

We have contracted with Strategic Soutions to scan our paper documents such as student transcripts and store them electronically. We have many old financial documents as well as student transcripts on paper and some on microfiche. They will convert and store all of them electronically and going forward all new documents will be stored electronically.

X. Public Comment

XI. 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

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

Monthly Board Meeting
Monday, August 19, 2024 6:30 PM Eastern

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

Call To Order
Vice President Darin LaBar called the meeting to order at 6:30 p.m.

Paula DeJongh:	Absent (Resigned)
Jennifer Gautsche:	Present
Amber Herman:	Absent
Darin LaBar:	Present
Jeremy Steele:	Present
Archie Mears:	Present
Paul Arlt:	Present

Pledge of Allegiance

Opening Statement

Addition or Deletion of Items to the Agenda

The Board of Education approves the addition of Action Item VI.w. Hiring and Contract Approval of School Social Worker. This motion, made by Jennifer Gautsche and seconded by Jeremy Steele, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Consent Agenda

The Board of Education approves the Consent Agenda as presented. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Approval of Minutes

Special 6/24/24

Resignation
Resignation
Resignation
Resignation

Correspondence - None

Comments From the Audience on Agenda Items - None

Public Comments Statement

Action Items

Resignation of Board Member

The Board of Education accepts the resignation of Paula DeJongh, board member. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Closed Session

The Board of Education adjourns to closed session for the purpose of discussing student discipline per Section 8(b) of the Open Meetings Act. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0
Vice President Darin LaBar adjourned to closed session at 6:35 p.m.

The Board of Education returns to open session. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0
Vice President Darin LaBar called the meeting back to order at 7:22 p.m.

Consideration of Student Petition for Reinstatement

The Board of Education denies the student petition for reinstatement. This motion, made by Archie Mears and seconded by Paul Arlt, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Neola Volume 38.2

The Board of Education approves the Neola Volume Update 38.2 with the exceptions of: In PO2410 – take out In accordance with Michigan statute; and in PO2414, paragraph 2 – leave in the sentence that begins with Additionally that is deleted in the update. This motion, made by Darin LaBar and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Seasonal Maintenance Position Hiring

The Board of Education approves the hiring of Rod Dibert for the seasonal maintenance position. This motion, made by Jeremy Steele and seconded by Archie Mears, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Kindergarten Teacher Hiring

The Board of Education approves the hiring of Leslie Fields for the position of Kindergarten Teacher. This motion, made by Jeremy Steele and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Kindergarten Teacher Hiring

The Board of Education approves the hiring of Bethany Vincent for the position of Kindergarten Teacher. This motion, made by Jennifer Gautsche and seconded by Paul Arlt, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Kindergarten Teacher Hiring

The Board of Education approves the hiring of Tangela Kimble for the position of Kindergarten Teacher. This motion, made by Jeremy Steele and seconded by Archie Mears, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Third Grade Teacher Hiring

The Board of Education approves the hiring of Christy Banks for the position of Third Grade Teacher. This motion, made by Jennifer Gautsche and seconded by Archie Mears, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Third Grade Teacher Hiring

The Board of Education approves the hiring of Brooke Zaleski for the position of Third Grade Teacher. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Behavior Interventionist Hiring

The Board of Education approves the hiring of Chad Curtis for the position of Behavior Interventionist. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

Bus Driver Hiring

The Board of Education approves the hiring of Jacklyn Gibson for the position of bus driver. This motion, made by Paul Arlt and seconded by Jeremy Steele, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

UCEA-MEA Employees Contract 2024-2025

The Board of Education approves the UCEA-MEA Employees Contract for 2024-2025 as presented. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

Food Service Employees Contract 2024-2025

The Board of Education approves the Food Service Employees Contract for 2024-2025 as presented. This motion, made by Jennifer Gautsche and seconded by Paul Arlt, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

Paraprofessional Employees Contract 2024-2025

The Board of Education approves the Paraprofessional Employees Contract for 2024-2025 as presented. This motion, made by Paul Arlt and seconded by Jeremy Steele, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

Secretarial Employees Contract 2024-2025

The Board of Education approves the Secretarial Employees Contract for 2024-2025 as presented. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.

Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea

Yea: 5 Nay: 0

Transportation Employees Contract 2024-2025

The Board of Education approves the Transportation Employees Contract for 2024-2025 as presented. This motion, made by Paul Arlt and seconded by Jeremy Steele, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Individual Contracts 2024-2025

The Board of Education approves individual contracts for 2024-2025 as presented with the exception of Amanda Steele. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Individual Contract for Amanda Steele, Behavior Interventionist 2024-2025

The Board of Education approves the contract for Amanda Steele, Behavior Interventionist for 2024-25 as presented. This motion, made by Jennifer Gautsche and seconded by Paul Arlt, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Abstains
Yea: 4 Nay: 0 Abstention: 1

Superintendent Contract

The Board of Education approves the superintendent contract for 2024-2026 as presented. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Retirement

The Board of Education accepts the retirement of Teresa DeGraw, elementary paraprofessional. This motion, made by Archie Mears and seconded by Jennifer Gautsche, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Retirement

The Board of Education accepts the retirement of Lisa Monk, elementary special education teacher. This motion, made by Jennifer Gautsche and seconded by Jeremy Steele, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Coaching Recommendations

The Board of Education accepts the coaching recommendations as presented by Athletic Director, Hayley Denney. This motion, made by Jeremy Steele and seconded Paul Arlt, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Discussion Items

Facility Planning

Information Items

Open House Information

Alumni Field Stadium Dedication

Public Comment - None

Public Comments Statement

Board Roundtable – Jennifer Gautsche, Darin LaBar

Adjournment

The Board of Education adjourns the meeting. This motion, made by Archie Mears and seconded by Jeremy Steele, Carried.
Jennifer Gautsche: Yea, Darin LaBar: Yea, Archie Mears: Yea, Paul Arlt: Yea; Jeremy Steele: Yea
Yea: 5 Nay: 0

Vice President Darin LaBar adjourned the regular meeting at 8:03 p.m.

Jennifer Gautsche
Secretary

Kelly AcMoody
Recording Secretary

---------- Forwarded message ---------
From: **Rachel Rose** <rrose@unioncityschools.org>
Date: Fri, Aug 23, 2024, 2:58 PM
Subject: Resignation
To: Michael Bates <mbates@unioncityschools.org>

Good afternoon,

I have been offered my old job back through Community Unlimited in Lakeview as a preschool teacher, and I have accepted their offer. It was a very difficult decision because of how wonderful the staff and children are in the building. I will miss everyone greatly! I've learned so much from all the great teachers and paraprofessionals in the building. Thank you for the opportunity to serve, learn, and teach in this wonderful community. Praying for a wonderful year ahead for everyone. Again, thank you for the opportunity to work alongside of such wonderful staff.

Sincerely,
Rachel Rose

To Deb Brauker or to whom it may concern,

It is with a heavy heart that I must enter my resignation.

While I would love to continue working in this community, I must seek employment with better financial opportunity. One where full time employment is at least a possibility.

My last day will be September 6th, 2024.

Dan McVehil

Create ahead.

Facility Study

Union City Community Schools

September 6, 2024

DRAFT

C2AE
50 Louis St NW, Ste 200
Grand Rapids, MI 49503

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Appendix B Enrollment and Teaching Stations Calculations

Executive Summary

Union City Community Schools has long provided the children of the district with an excellent education and place to learn and grow. The facilities have served well for many decades, but the administration realized that that with student population changes and aging building infrastructure, the current facilities should be evaluated to ensure that the way they were updated and utilized provided the best educational opportunities for the students.

C2AE was asked to investigate operational opportunities regarding facilities within the district. Specifically, C2AE was tasked with assessing the existing campuses, and looking at demographic data to see what solutions might be professionally recommended.

In addition to C2AE, The Christman Company (TCC) was brought in to provide cost information for building options as they were developed and evaluated. In order to best understand the issues around student demographics, Union City Community Schools also engaged Michigan Alliance for Student Opportunity to provide a five-year enrollment projection report.

For the facility study, the buildings were assessed by a team of architects and engineers from C2AE with representatives from TCC also walking through the UCCS school buildings. This walkthrough enabled the team to generate a list of both required and potential building improvements (see Appendix A).

Information gathered at the assessments was used to evaluate the overall condition and utilization of the school buildings, using established metrics of facility evaluation. These metrics included looking at the site, the structural and mechanical systems of the buildings, facility maintainability, campus and building safety and security, as well as the experience of the space and the adequacy of the spaces for education.

At all the academic buildings, needs were found in major areas of the building infrastructure systems such as HVAC and electrical, as well as finishes in need of update or replacement and spaces that needed updating for functionality. A common condition was the need to update to current security, safety, and ADA standards.

In the included final scorecard from the buildings as assessed on the above metrics, the academic buildings were all in the borderline range, 49-59% on an 100% scale range, with the middle school scoring the lowest. The newer fieldhouse scored better with 82%, and moving forward options all include leaving or potentially expanding the fieldhouse as a result.

CHRISTMAN SINCE 1894

Union City Community Schools
Union City, Michigan

C2AE

April, 2024

EXECUTIVE SUMMARY BUILDING SCORING

BUILDING	Grade Level	Site	Structure/ Mechanical	Plant Maintainability	School Building Safety & Security	Educational Adequacy	Environment for Education	Total	Total (%)
		0-100	0-200	0-100	0-200	0-200	0-200	0-1000	0-100
Union City Elementary School	K-4	68	102	56	124	102	137	589	59%
Union City Middle School	5-8	66	87	41	118	90	89	491	49%
Union City High School	9-12	64	81	50	126	92	121	534	53%
Union City HS Fieldhouse	9-12	82	165	74	169	166	167	823	82%
DISTRICT AVERAGE		66.0	90.0	49.0	122.7	94.7	115.7	538.0	54%

*Special circumstances such as historical character may influence final decision

**Overall Score pro-rated to account for fewer categories

Facility Condition Scale		Non-existent	Very Inadequate	Poor	Borderline	Satisfactory	Excellent
	100 Scale	0	1-29	30-49	50-69	70-89	90-100
		Consider Replacement			Additions / Renovations		Selective Improvements

Table 1: Executive Summary Building Scoring

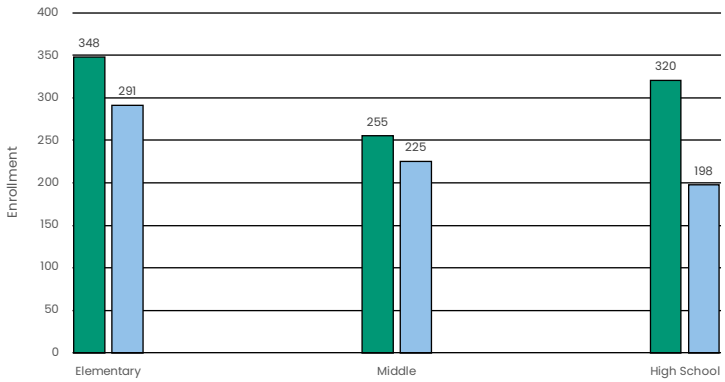
Opportunity Statement

As a relatively rural district, Union City Community Schools has been facing demographic pressures that are resulting in a decreasing student population.

> "National enrollment methods have shifted in recent years due to several factors: Birth numbers do not have the same stable relationship with kindergarten enrollments; More school choice across and within communities creates challenges for smaller districts; A declining and more transient population have altered year-to-year consistency." *MI Alliance for Student Opportunity*

In addition to the historic data showing declining school population, the enrollment projections provided show significant future student population decrease, the current population of students is 924 and five years out they are anticipating a decrease to a population of 671-759 students. The five-year projection average model was the one utilized for planning purposes, with a projected total enrollment of 714 students. See Table 2 for the enrollment projections from 2024 to 2029, and the resulting teaching station counts.

Enrollment Projections



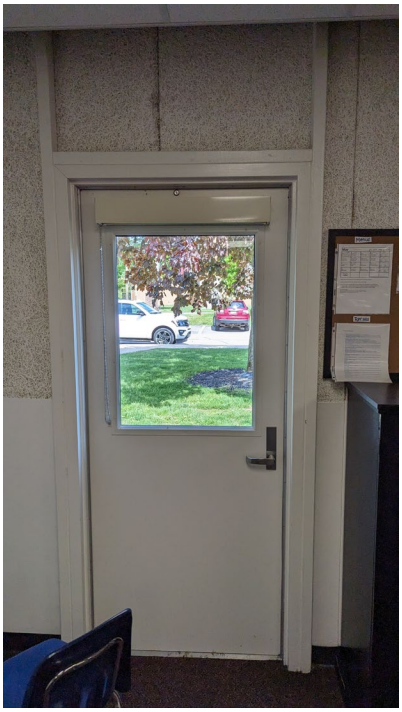
Grade	Teaching Stations
K	4
1	3
2	3
3	3
4	3
5	3
6	3
7	3
8	3
9	3
10	3
11	2
12	3
Total	**39**

Five years is the maximum duration allowed for bond planning. Teaching station counts is based on SOM qualified bond criteria, with 25 students per teaching station as the highest ratio.

Table 2: Enrollment Projections

In terms of facilities and campuses, the fewer number of students means that each building becomes oversized relative to the needs of students. Another aspect of the issue is the condition of the buildings themselves.

The campus consists of four buildings, elementary, middle, and high schools, as well as a fieldhouse building. The academic buildings have primary elements such as piping and electrical power that are nearing the end of their useful life. Other critical components, such as the safety systems like fire-rated walls and fire alarm systems, are non-compliant with the current code. The buildings were also designed to a legacy program, in keeping with older education models, so there is less flexibility for modern and changing approaches to student needs and classroom setups.



Middle School Exterior Wall Construction

Fire Alarm System Needs Updating

Mechanical Systems Need Attention

In particular, the middle school facility is difficult to repair and renovate, with atypical construction and features of light commercial construction, so that the exterior envelope is not durable nor is it energy efficient.

Having three small population buildings that require more maintenance staff, as well as individual administration and support staff to support the three separate operations is a drain on the operating budget. Beyond that, inflationary and post-covid cost increases have increased maintenance costs. As the population decreases, the budget inefficiencies of the multiple sites will become even more apparent as the buildings get larger than is required.

A sinking fund has supported smaller capital improvements, but a bond would be recommended as the preferred funding mechanism due to the total amount of capital improvements needed. Qualified bond attempts were made in 1997; however, both were unsuccessful. The state provides a program that funds studies to evaluate operational improvements. If the study finds these improvements worthwhile, the state also offers grants to partially or fully finance the implementation. As a result of this grant program, it is an optimal time to address the problems listed above, and to look at options such as consolidation, or combining populations to decrease the number of buildings needed and set the district up for financial and educational success for the next generations.

Potential Solutions - Option Review

Given the issues as stated above, it is apparent that consolidating the schools or school populations in some ways would be key. With the given projected population data, we began to look at ways to combine the populations of the different schools that would provide a preferred balance of grades, without creating unwanted overlap of distinct age cohorts. This enabled us to look at the required teaching stations in different combinations that we could compare to the available teaching stations in the school buildings to develop options (see Appendix B).

The overall result of this exploration was a decision that for the building options developed, a K-6 Elementary and a 7-12 Jr/Sr. High School was the most advantageous grade consolidation arrangement. If all grades are consolidated into one school, the recommendation would be for wings to accommodate middle and high school grades, and indeed all options strived to allow for internal organization of the students into distinguishable areas based on age level.

In addition to considering the demographic data, the facilities assessments raised the question of considering new school construction options versus only renovating the existing buildings. Even with general upgrades, renovated buildings have a useful life of 15-20 years, meaning in that timeframe there will be another crop of capital projects needing to be addressed as one element or another of the envelope wears out, ages out etc. A new building can be expected to have a useful life of 30+ years until capital improvements are required. There are additional cost advantages to constructing new, such as energy costs being lower thanks to improvements in building science, construction materials and mechanical equipment efficiencies. Maintenance costs will also be lower in a new building, with more availability of parts, and typically less maintenance needed for HVAC equipment.

The following assumptions hold for all the options presented:

- Where existing facilities continue to be occupied , the known issues per the facilities assessment/Appendix A are addressed in the scope and cost of these options.
- The same number of teaching stations per grade are provided in each option, along with parity in associated facilities and resource rooms, though room count varies slightly. Some versions presented provide for current amount of gymnasium space (four gyms) relative to the existing, and others downsize to three gyms total.

- Existing room sizes will remain unchanged.
- Demolition includes restoring the site to a lawn area.
- This does not include any expansion of programs, such as robotics or dance.
- Air conditioning will be included in all new and renovated buildings.
- No elaborate sustainability features, such as LEED design, will be implemented.
- The listed costs are project costs and encompass trade contractors, AE/CM fees, contingency, and other soft costs.
- Prevailing wage was assumed in all estimates of cost and two years of price escalation was assumed.

Option No. 1:

- Keeps all four educational buildings (four gyms total).
- Renovate to address items identified during the walkthrough, including items like mechanical and electrical upgrades, accessibility and security updates, and some space and finish improvements.

No moving or change expenses would be incurred, but buildings will become underutilized over time and maintenance costs will remain high relative to student population size.

Bring All Existing Buildings up to Standards (based on Facility Assessment and added allowance of $30 - $40 per SF to address other building finishes / undefined scope):

- Elementary K-4 (47,135 GSF) 291 Students
- Middle School 5-8 (53,600 GSF) 225 Students
- High School 9-12 (66,890 GSF) 198 Students
- Field House (14,700 GSF)

Total Option No. 1: $64,305,510

Option No. 2:

- Construct a new 6-12 building on south side of Middle School site (373 students)
- Additions and renovation and Elementary (341 students)
- Demolish Middle and High School
- Existing Fieldhouse remains

Takes advantage of benefits of new building and consolidation, removes lowest condition facilities, but some concern that locally the high school building is of more community significance than the elementary school. Retains four total gymnasiums.

Union City New 6-12 School Option – 102,380 GSF

- Use benchmark data / cost per SF
- Allowance included for softball field relocation

Union City Elementary School Renovation Option 2 – 55,560 SF

- Renovation costs per FA worksheet – 47,135 SF
- Heavy Renovation / Reconfiguration Areas – 1,000 SF within existing
- Renovation for Space Reprogramming
- Additions for Space Reprograming – 8,425 SF
- Adds grade 5 to existing K-4

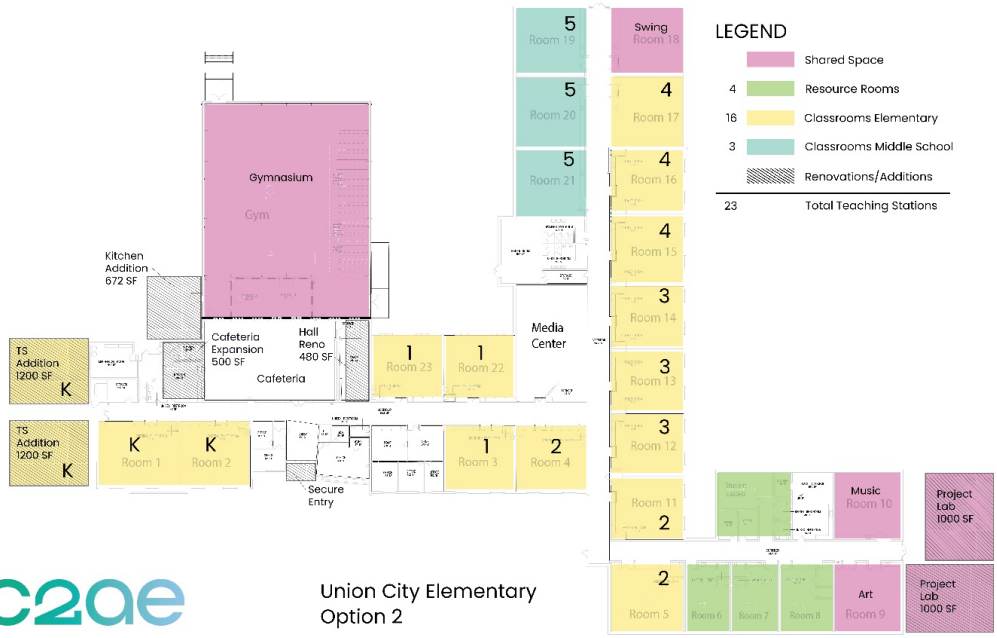
Renovate Fieldhouse – per Facility Assessment scope

Demo Buildings

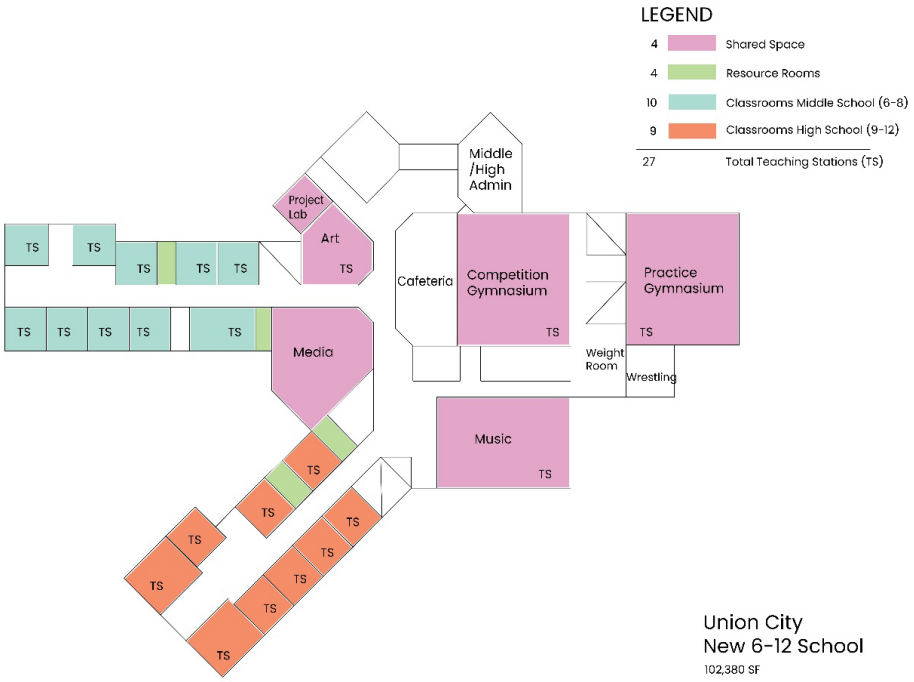
- Middle school
- High school

Total Option No. 2: $78,300,000

Option 2: Diagrammatic Plans



Union City Elementary
Option 2



Union City
New 6-12 School
102,380 SF

Option No. 3:

- Construct a new K-12 building on south side of Middle School site (714 students)
- Demolish Elementary, Middle, and High School
- Existing Fieldhouse remains

Takes advantage of benefits of new building and consolidation, removes lowest condition facilities. Somewhat less flexibility, should projections vary from prediction, and no existing community fabric retained. Three gyms total, one less than current.

Union City New K12 School Option – 138,000 GSF

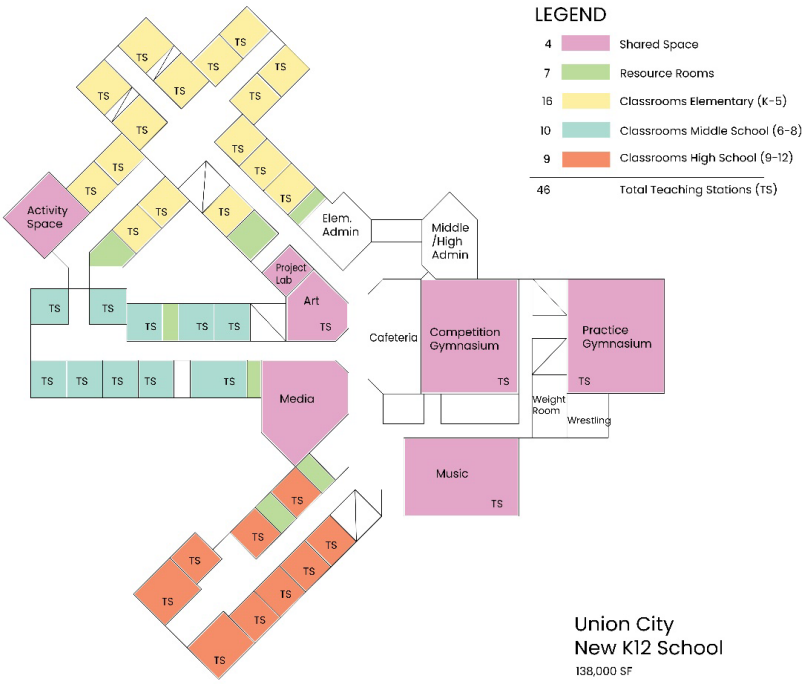
- Use benchmark data / cost per SF
- Allowance included for softball field relocation

Renovate Fieldhouse – per FA scope

Demo Buildings

- Elementary school
- Middle school
- High school

Total Option No. 3: $72,800,000



Option No. 4:

- Additions and renovations to Elementary to accept grades 5 and 6 (397 students)
- Renovate High School to accept grades 7 and 8 (317 students)
- Demolish Middle School
- Existing Fieldhouse remains

Retains existing community fabric, but additional additions and renovations would be required to accommodate grade changes and more students but provides for best balance of grades with combining populations. Three gyms total, one less than current.

Union City Elementary School Renovation Option 4 – 55,560 SF

- Renovation costs per FA worksheet – 47,135 SF
- Heavy Renovation / Reconfiguration Areas – 1,000 SF within existing
- Renovation for Space Reprogramming
- Additions for Space Reprograming – 8,425 SF
- Adds grades 5/6 to existing K-4

Union City High School Renovation – 66,890 SF

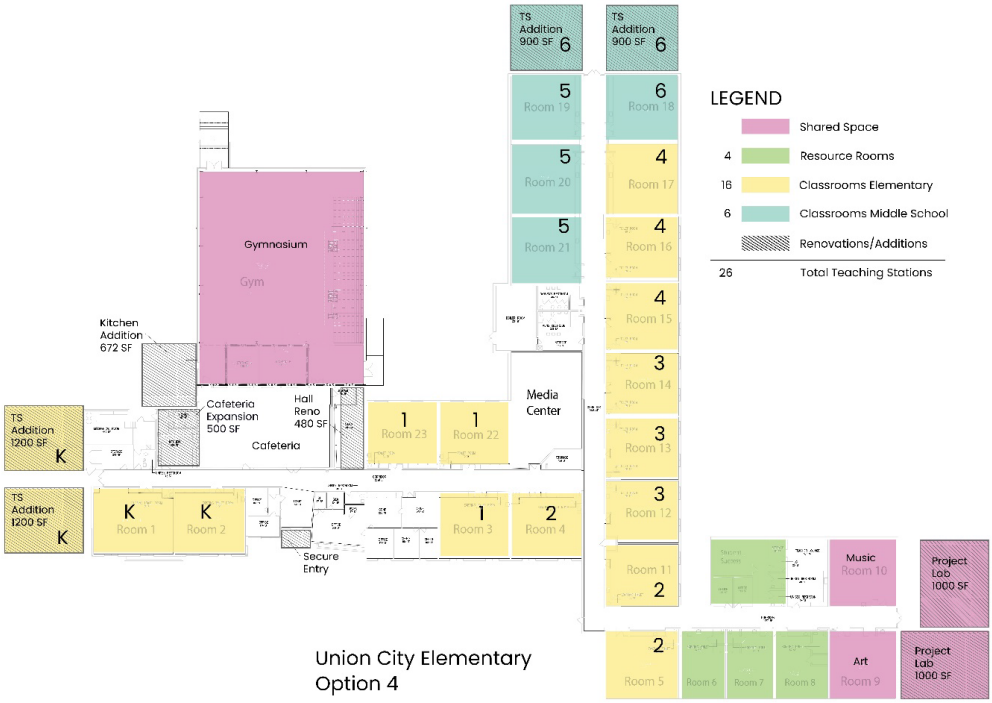
- Renovation costs per FA worksheet
- Costs for reprograming per sketches
- 7/8 grades move to MS/HS

Renovate Fieldhouse – per Facility Assessment scope

Demo of existing middle school – 53,600 SF

Total Option No. 4: $42,800,000

Option 4: Diagrammatic Plans



Union City Elementary
Option 4

Union City
Middle/High School

Option No. 5:

- Construct a new K-6 (2 Gyms) building on south side of Middle School site (397 students)
- Renovate High School to Accommodate Middle School Students (317 students)
- Demolish Elementary, Middle
- Existing Fieldhouse remains

Takes advantage of benefits of new building and consolidation, two gyms in new building, maintains current number of gyms(4). Retains existing community assets.

New K-6 Elementary School Option 5 – 87,600 SF

- Use benchmark data / cost per SF
- Includes (2) Gyms: Competition and Practice
- Allowance for Site Work / Development
- Allowance for FSE

Union City High School Renovation – 66,890 SF

- Renovation costs per FA worksheet
- Costs for reprograming per sketches
- 7/8 grades move to MS/HS

Renovate Fieldhouse – per Facility Assessment scope

Demo Buildings

- Elementary school
- Middle school

Total Option No. 5: $68,800,000

Option 5: Diagrammatic Plans

Option No. 6:

- Construct a new K-6 (1 Gym) building on south side of Middle School site (397 students)
- Renovate High School to Accommodate Middle School Students (317 students)
- Demolish Elementary, Middle
- Existing Fieldhouse remains

Takes advantage of benefits of new building and consolidation, one gym in new building, three gyms, one less than current. Retains existing community assets.

New K-6 Elementary School Option 6/7 – 78,700 SF

- Use benchmark data / cost per SF
- Includes (1) Gym: Competition
- Allowance for Site Work / Development
- Allowance for FSE

Union City High School Renovation – 66,890 SF

- Renovation costs per FA worksheet
- Costs for reprograming per sketches
- 7/8 grades move to MS/HS

Renovate Fieldhouse – per Facility Assessment scope

Demo Buildings

- Elementary school
- Middle school

Total Option No. 6: $65,000,000

Option 6 Diagrammatic Plans

LEGEND

	SHARED SPACE
4	RESOURCE ROOMS
16	CLASSROOMS ELEMENTARY
6	CLASSROOMS MIDDLE SCHOOL
26	TOTAL TEACHING STATIONS

Union City
New K-6 Elementary w/One Gym

Option 6 & 7
78,700 SF

LEGEND

4	Shared Space
3	Resource Rooms
4	Classrooms Middle School
9	Classrooms High School
20	Total Teaching Stations

Union City
Middle/High School

Option 7:

- Construct a new K-6 (1 Gym) building on south side of Middle School site (397 students)
- Renovate High School to Accommodate Middle School Students (317 students)
- Partially Demolish Middle School, Retain gym and some newer classrooms, renovate/add on lobby
- Demolish Elementary
- Existing Fieldhouse remains

Takes advantage of benefits of new building and consolidation, one gym in new building. Middle school gym retained means retaining the current (4) gyms, with some additional classroom/flex space. Retains existing community assets.

New K-6 Elementary School Option 6/7 – 78,700 SF

- Use benchmark data / cost per SF
- Includes (1) Gym: Competition
- Allowance for Site Work / Development
- Allowance for FSE

Renovate Existing MS Gym and Lobby Addition at Existing MS – 27,000 SF

- Demo 28,200 SF of Existing Building
- Renovate 24,500 SF of Existing Building:
  - Existing Gym / Convert to Practice Gym
  - (4) Swing Classes
  - Boiler Rooms
  - Restrooms
- Includes Lobby Addition – 2,500 SF
- Allowance for Site Work / Development & Regrading
- Rework Existing Parking

Union City High School Renovation – 66,890 SF

- Renovation costs per FA worksheet
- Costs for reprograming per sketches
- 7/8 grades move to MS/HS

Renovate Fieldhouse – per FA scope

Demo Buildings

- Elementary school
- Middle school – Partial 28,200 SF

Total Option No 7: $74,900,000

Option 7: Diagrammatic Plans same as Option 6, plus Middle School Gym

LEGEND

	SHARED SPACE
4	RESOURCE ROOMS
16	CLASSROOMS ELEMENTARY
6	CLASSROOMS MIDDLE SCHOOL
26	TOTAL TEACHING STATIONS

Union City
New K-6 Elementary w/One Gym

Option 6 & 7
78,700 SF

LEGEND

4	Shared Space
3	Resource Rooms
4	Classrooms Middle School
9	Classrooms High School
20	Total Teaching Stations

Union City
Middle/High School

Union City
Option 7- Keep Gym at Middle School

28,200 SF Demolished
210 LF Int. to Ext. Wall Renovation
2,500 SF Lobby Addition

CONSOLIDATION OPTIONS SUMMARY

SCHOOL	OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6	OPTION 7
Estimate	**$64,300,000**	**$78,300,000**	**$72,800,000**	**$42,800,000**	**$68,800,000**	**$65,000,000**	**$74,900,000**
ELEMENTARY	RENOVATE gr K-4 291 pop	ADDITIONS & RENOVATE K-5 373	NEW	ADDITIONS & RENOVATE K-6 397	NEW 2 GYM ELEMENTARY K-6 397	NEW 1 GYM ELEMENTARY K-6 397	NEW 1 GYM K-6 397
MIDDLE SCHOOL	RENOVATE 5-8 225	NEW		RENOVATE	RENOVATE	RENOVATE	ADD & RENOVATE FOR GYM
HIGH SCHOOL	RENOVATE 9-12 198	6-12 341	K-12 714	7-12 317	7-12 317	7-12 317	RENOVATE 7-12 317
FIELDHOUSE	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12

Final Recommendation

From the current enrollment trends and the statistical projections, it seemed apparent that some form of consolidation is required to reduce the cost demands of having multiple sites oversized relative to what is needed now and in the future.

The existing campus facilities have many maintenance and improvement needs, and typically if renovation costs exceed 2/3 of replacement cost, it's more beneficial to do a new building long term, and renovation costs as projected are well past that mark. That said, there is community attachment to high school, and a desire to maintain some of the existing fabric of the school community. As an option that maintains use of the high school but captures the benefits of new construction, our final recommendation is for Option 6, with a new Elementary School on the site of the existing Middle School, and a renovated High School that incorporates grades 7-8.

The new building will provide savings in maintenance and life cycle costs, and only two facilities will reduce maintenance and custodial costs further. The new school design would still allow for flexibility should the situation change in the future, but also be up to date with current educational, security and environmental needs. Community input and involvement would of course be recommended in developing the final designs for all projects, this report is intended to show the scale of change and potential for growth of Union City Community Schools.

Appendix A
List of Building Improvements

Facility Assessment

Required and suggested building improvements

High School

Separate District Office
Renovate Media Center
Add project rooms, small group rooms
Provide additional resource room
Secure entry
Re-key buildings/add additional access control.
PA/Bluelight System for campus security
Fire alarm replacement
Secure entry at Alt. Ed. Classroom
Add cross corridor doors for safety and student management
Doors and hardware: ADA, safety, appearance
Add ADA signage
Curb ramp at main entry
Music room accessibility: provide ramp
Filter first-all drinking water sources should be filtered or have signage provided
Corridor separation (high glass): eliminate to improve acoustics
Classroom flooring replacement
Life skills is dated, VAT tile may require remediation
Locker rooms: lockers, showers, restrooms
Bleacher seat replacement
Stage loading dock repairs
Provide overhead hydronic distribution piping and abandon existing underfloor
Replace classroom console unit ventilators with vertical units configured with DX cooling
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical Equipment Updated

Middle School

Canopy at Main Entry for student protection, also barrier to vehicles
Secure Vestibule/relocate Office
Renovate Music room
Renovate Science room
Renovate Art Room
Provide additional Resource Room
Replacement windows and add to improve supervision and enhance classrooms
Acoustic improvements in corridors and common spaces
Replace cross corridors doors to improve security and student management
Add ceilings in corridors for acoustics and aesthetics
Replace all corridor doors, frames, and hardware
Rekey buildings/add additional access control.
Replace classroom flooring
Add durable materials to inside of classroom walls.
Replace exterior cladding
Add ventilation to classrooms
Replace corridor flooring w/ lower maintenance material
Add ADA signage
Add classroom cabinets
Add Roof insulation
Remove exterior walls and rebuild entire exterior wall including foundations
Several corridor wall mounted items don't meet ADA projections
Renovate library. Add windows/skylights
Secure site when students are at recess (fence)
Upgrade locker rooms: showers, flooring, restrooms, ADA
Replace paving
Replace classroom console unit ventilators with vertical units configured with DX cooling
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical equipment
PA/Bluelight System for campus security

Elementary School

Replace PK building w/ addition
Replacement metal wall panels at window infill
Repair foundation and slab and flooring at gym corner
Secure site when students are at recess (fence)
Secure entry, add waiting space
Replace cafeteria flooring
Enlarge cafeteria
Repair sunken walk
Enlarge K classrooms
Add additional windows to classrooms
Add ADA signage
Add project rooms, small group rooms
Add corridor doors for security and student management
Replace classroom toilet facilities
Replace classroom cabinets/add
Conceal infrastructure
Add vestibule at rear exits
Re-key buildings/add additional access control
Replace fire-tube boilers with modular condensing units
Provide replacement hydronic system
Distribution pumps configured for variable flow operation
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical equipment (partial)
PA/Bluelight System for campus security

Fieldhouse

Larger Lobby
Connect to HS?
Landscaping along street side to soften appearance
Modify RTU return air duct to improve acoustic performance
Interior/Exterior lighting
PA/Bluelight System

Appendix B

Enrollment and Teaching Stations Calculations

Union City Community Schools

Consolidation Options

Version 0: No change to current building configufation										
Grade	Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms Needed per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56	**291**	25	2.24	3	**16**	**3**	**19**
5	67		50		22.5	2.22	3			
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54	**225**	22.5	2.40	3	**12**	**2**	**14**
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**198**	21.25	2.59	3	**11**	**2**	**13**
Total	**924**		**714**				**39**	**84%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms		**21**	Total Existing Rooms Elementary
Existing Middle School has 23 TS and 2 Resource Rooms		**26**	Total Existing Rooms Middle School
Existing High School has 17 TS and 2 Resource Rooms		**19**	Total Existing Rooms High School

In this version, all buildings will be underutilized with the High School be having the lowest utilzation. Teaching stations will need to be taken off The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Union City Community Schools

Consolidation Options

Version 1: 5&6 to Elementary and 7&8 to High School										
Grade	Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms Needed per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50		25	2.00	2			
6	48		56	**397**	25	2.24	3	**21**	**4**	**25**
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**317**	21.25	2.59	3	**17**	**3**	**20**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms		**21**	Total Existing Rooms Elementary
Existing High School has 17 TS and 2 Resource Rooms		**19**	Total Existing Rooms High School
Existing Middle School has 2 Resource Rooms (Version 1- one to each school)			

In this version, High School has adequate space and might only require minimal changes, will begin to be underutilized if trends continue. Would allow for separation of district and school administration functions within space. Elementary School would require at least four additional teaching stations. Also would be desireable to bring GSRP into the building. Renovations for larger kindergarten classrooms. Separate gym access should be provided. 5-6 would lose some ability to move from class to class and association with older grades. Potentially add a lab for 5/6 Science.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Union City Community Schools

Consolidation Options

Version 2: 5 to Elementary and 6-8 to High School										
Grade	Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50	**341**	25	2.00	2	**18**	**4**	**22**
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**373**	21.25	2.59	3	**20**	**3**	**23**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary
Existing High School has 17 TS and 2 Resource Rooms			**19**	Total Existing Rooms High School
Existing Middle School has 2 Resource Rooms (Version 2 one room to each)				

In this version the Elementary School would need at least one additional teach station. Renovations might be considered to address Kindergarten GSRP, access to gym, and some of the in-classroom restrooms, but existing facilities are overall sufficient.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still

Union City Community Schools

Consolidation Options

Version 3: 5-8 to Elementary										
Grade	Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50		25	2.00	2			
6	48		56		25	2.24	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54	**516**	22.5	2.40	3	**27**	**5**	**32**
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**198**	21.25	2.59	3	**11**	**2**	**13**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary	
Existing High School has 17 TS and 2 Resource Rooms			**22**	Total Existing Rooms High School	
Existing Middle School has 2 Resource Rooms (Version 3 both to Elementary)					
This version overloads the elementary school, and would require the addition of several classrooms. 7th & 8th graders would require additional TS to lower grades, and academic crossover opportunities with HS would be limited. Add 1 or 2 labs for science. Art would need enhancement for the The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still					

Version 4: 5-8 to High School										
Grade	Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56	**291**	25	2.24	3	**16**	**3**	**19**
5	67		50		22.5	2.22	3			
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**423**	21.25	2.59	3	**23**	**4**	**27**
Total	**924**		**714**				**39**	**84%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary	
Existing High School has 17 TS and 2 Resource Rooms			**19**	Total Existing Rooms High School	
Existing Middle School has 2 Resource Rooms (Version 4 both to High School)					

In this version Elementary School would need no additional classrooms. Renovations would be limited to address Kindergarten classroom sizes, GSRP access to gym, and in-classroom restroom sizes/accessiblity.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size. accommodate the additional PE needs. Cafeteria should still be adequate given overall decrease in population size. Additional lab for science, additional lab for art.

Create ahead.

Facility Study

Union City Community Schools

September 13, 2024

C2AE
50 Louis St NW, Ste 200
Grand Rapids, MI 49503

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Appendix A List of Building Improvements

Appendix B Enrollment and Teaching Stations Calculations

Executive Summary

Union City Community Schools has long provided the children of the district with an excellent education and place to learn and grow. The facilities have served well for many decades, but the administration realized that that with student population changes and aging building infrastructure, the current facilities should be evaluated to ensure that the way they were updated and utilized provided the best educational opportunities for the students and maximized current and future monies.

C2AE and Christman were asked to investigate operational opportunities regarding facilities within the district. C2AE was tasked with enrollment evaluation and option development, and The Christman Company (TCC) provided systems evaluation assistance and budgeting. In order to best understand the issues around student demographics, Union City Community Schools also engaged to provide a five-year enrollment projection report.

The Union City Community Schools campus consists of four buildings on three campuses. The elementary building is the oldest, built in 1952, with some renovations in 2002 that included a new gymnasium. It is a 47,135 square foot building on a fifteen-acre campus, that also includes a small building that houses Pre-K classrooms. The middle school was built in 1975 and is 53,600 SF on a fourteen-acre lot across the street from the high school campus. The high school building was constructed in 1960 and shares a twenty-four-acre campus with the 18,000 SF Fieldhouse, constructed in 2006.

For the facility study, all the buildings were assessed by the team walking through the UCCS school buildings. This walkthrough enabled the team to generate a list of both required and potential building improvements (see Appendix A). At all the academic buildings, needs were found in major areas of the building infrastructure systems such as HVAC and electrical, as well as finishes in need of update or replacement and spaces that needed updating for functionality. A common condition was the need to update to current security, safety, and ADA standards.

The enrollment projections provided in the Michigan Alliance for Student Opportunity showed a decrease in student enrollment of as much as 25% within five years. Utilizing the class by class projections, a variety of combinations of student populations were explored to provide a balance of ages and class needs. This information was utilized to explore a number of options for future investment in capital improvements that maintain community fabric, address ageing infrastructure and the other issues addressed in more detail in the report.

The final recommendation of this report is to consolidate the three campuses into two, which would include demolishing the Middle School and constructing a new Elementary School on that site that would house Kindergarten through Grade Six. The existing High School would be renovated to update the building and accommodate Grades 7-8 joining the Senior High grades. As detailed below, we believe that will be the best opportunity for Union City Community Schools to meet the future prepared to support their students for many years to come.

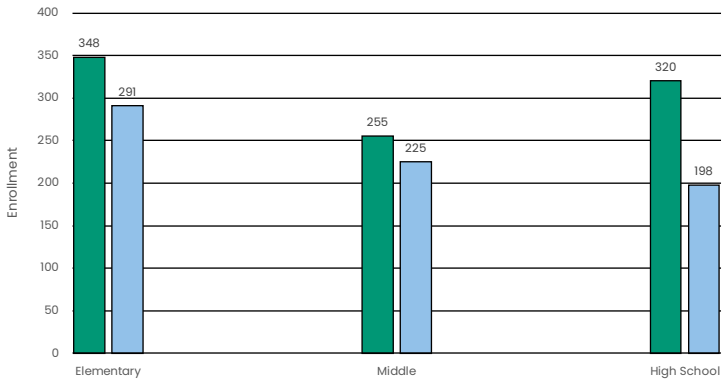
Opportunity Statement

As a rural district, Union City Community Schools has been facing demographic pressures that are resulting in a decreasing student population.

> "National enrollment methods have shifted in recent years due to several factors: Birth numbers do not have the same stable relationship with kindergarten enrollments; More school choice across and within communities creates challenges for smaller districts; A declining and more transient population have altered year-to-year consistency." *MI Alliance for Student Opportunity*

In addition to the historic data showing declining school population, the enrollment projections provided show significant future student population decrease, the 23/24 population of students is 924 and five years out the study is projecting a decrease to a population of 671-759 students. The five-year projection average model was the one utilized for planning purposes, with a projected total enrollment of 714 students. See Table 2 for the enrollment projections from 2024 to 2029, and the resulting teaching station counts.

Enrollment Projections



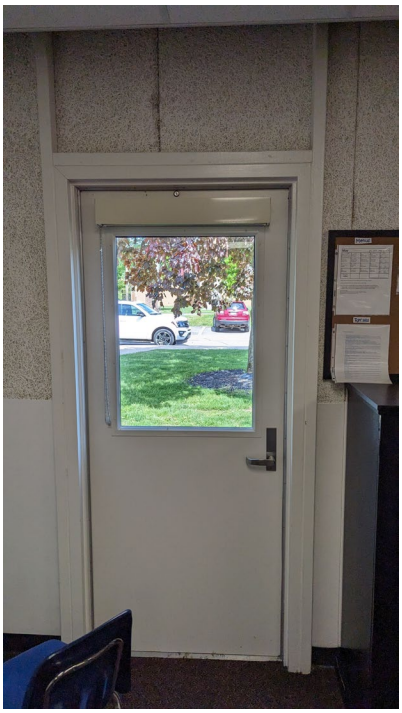
Grade	Teaching Stations
K	4
1	3
2	3
3	3
4	3
5	3
6	3
7	3
8	3
9	3
10	3
11	2
12	3
Total	**39**

Five years is the maximum duration allowed for bond planning. Teaching station counts is based on SOM qualified bond criteria, with 25 students per teaching station as the highest ratio.

Table 1: Enrollment Projections

In terms of facilities and campuses, the fewer number of students means that each building becomes underutilized relative to the needs of students and current grade configurations. Another aspect of the issue is the condition of the buildings themselves.

The campus consists of four academic buildings: elementary, middle, and high schools, as well as a fieldhouse building. The academic buildings have basic infrastructure such as piping and electrical power that are nearing the end of their useful life. Other critical components, such as the safety systems like fire-rated walls and fire alarm systems, are non-compliant with the current code. The buildings were also designed to a legacy program, in keeping with older education models, so there is less flexibility for modern and changing approaches to student needs and classroom setups.



Middle School Exterior Wall Construction

Fire Alarm System Needs Updating

Mechanical Systems Need Attention

In particular, the middle school was built using an atypical construction system. The light commercial construction techniques result in an exterior envelope that is neither durable nor energy efficient.

Information gathered at the assessments was used to evaluate the overall condition and utilization of the school buildings, using established metrics of facility evaluation. These metrics included looking at the site, the structural and mechanical systems of the buildings, facility maintainability, campus and building safety and security, as well as the experience of the space and the adequacy of the spaces for education.

In the included final scorecard of the assessment, the academic buildings were all in the borderline range, 49-59% on an 100% scale range, with the middle school scoring the lowest. The newer fieldhouse scored better with 82%, and moving forward options all include leaving or potentially expanding the fieldhouse as a result.

CHRISTMAN SINCE 1894

Union City Community Schools
Union City, Michigan

c2ae

April, 2024

EXECUTIVE SUMMARY BUILDING CONDITION ASSESSMENT

BUILDING	Grade Level	Site	Structure/ Mechanical	Plant Maintainability	School Building Safety & Security	Educational Adequacy	Environment for Education	Total	Total (%)
		0-100	0-200	0-100	0-200	0-200	0-200	0-1000	0-100
Union City Elementary School	K-4	68	102	56	124	102	137	589	59%
Union City Middle School	5-8	66	87	41	118	90	89	491	49%
Union City High School	9-12	64	81	50	126	92	121	534	53%
Union City HS Fieldhouse	9-12	82	165	74	169	166	167	823	82%
DISTRICT AVERAGE		66.0	90.0	49.0	122.7	94.7	115.7	538.0	54%

*Special circumstances such as historical character may influence final decision

**Overall Score pro-rated to account for fewer categories

Facility Condition Scale		Non-existent	Very Inadequate	Poor	Borderline	Satisfactory	Excellent
	100 Scale	0	1-29	30-49	50-69	70-89	90-100
		Consider Replacement			Additions / Renovations		Selective Improvements

Table 2: Executive Summary Building Condition Assessment

Having three buildings with small populations that each require maintenance staff, as well as individual administration and support staff to support the three separate operations has an impact on the operating budget. Beyond that, inflationary and post-covid cost increases have increased maintenance costs. As the population decreases, the budget inefficiencies of the multiple sites will become even more apparent as the buildings get larger than is required.

A sinking fund has supported past smaller capital improvements, but a bond would be recommended as the preferred funding mechanism because of the total amount of capital improvements potentially needed. Qualified bond attempts were made in 1997; and both were unsuccessful. The State of Michigan Department of Education provides a program that funds studies that evaluate operational improvements. If the study finds these improvements worthwhile, the state also offers grants to partially or fully finance the implementation. As a result of this grant program, now is an optimal time to address the problems listed above, and to look at options such as consolidation, or combining populations to reduce the number of buildings needed and set the district up for financial and educational success for the next generations.

Potential Solutions - Option Review

Given the issues as stated above, it is apparent that consolidating the schools or school populations in some ways would be key. With the given projected population data, C2AE began to look at ways to combine the populations of the different schools that would provide a preferred balance of grades, without creating unwanted overlap of distinct age cohorts. This enabled us to look at the required teaching stations in different combinations that we could compare to the available teaching stations in the school buildings to develop options (see Appendix B).

The overall result of the exploration of demographic combinations was a decision that for the building options developed, a K-6 Elementary and a 7-12 Jr/Sr. High School was the most advantageous grade consolidation arrangement. If all grades are consolidated into one school, the recommendation would be for wings to accommodate middle and high school grades, and indeed all options strived to allow for internal organization of the students into distinguishable areas based on age level.

In addition to considering the demographic data, the facilities assessments raised the question of considering new school construction options versus only renovating the existing buildings. Even with general upgrades, renovated buildings have a useful life of 15-20 years, meaning in that timeframe there will be another list of capital projects needing to be addressed as one element or another of the envelope wears out, ages out etc. A new building can be expected to have a useful life of 30+ years until capital improvements are required. There are additional cost advantages to constructing new, such as reduced energy use thanks to improvements in building science, construction materials and equipment efficiencies. Maintenance costs will also be lower in a new building, with more availability of parts, and typically less maintenance needed for systems such as HVAC equipment.

The following assumptions hold for all the options presented:

- Where existing facilities continue to be occupied , the known issues per the facilities assessment/Appendix A are addressed in the scope and cost of these options.
- The same number of teaching stations per grade are provided in each option, along with parity in associated facilities and resource rooms, though room count varies slightly. Some versions presented provide for current amount of gymnasium space (four gyms) relative to the existing, and others downsize to three gyms total.
- Existing room sizes will remain largely unchanged.
- Demolition of a complete facility & site improvements includes restoring the site to a lawn area.
- The options do not include any expansion of programs, such as robotics or dance.
- Air conditioning will be included in all new and renovated buildings.
- No elaborate sustainability features, such as LEED design, will be implemented.
- The listed costs are project costs and encompass trade contractors, AE/CM fees, contingency, and other soft costs.
- Prevailing wage was assumed in all estimates of cost and two years of price escalation was assumed.

Option No. 1:

- Retains all four educational buildings (four gyms total).
- Renovate to address items identified during the walkthrough, including items like mechanical and electrical upgrades, accessibility and security updates, and some space and finish improvements.

In this option no moving expenses would be incurred, but buildings will become underutilized over time and maintenance costs will remain high relative to student population size.

Bring All Existing Buildings up to Standards (based on Facility Assessment (Appendix A) and added allowance of $30 - $40 per SF to address other building finishes / undefined scope):

- Elementary K-4 (47,135 GSF) 291 Students
- Middle School 5-8 (53,600 GSF) 225 Students
- High School 9-12 (66,890 GSF) 198 Students
- Field House (14,700 GSF)

Total Option No. 1: $64,305,510

Option No. 2:

- Construct a new 6-12 building on south side of Middle School site (373 students)
- Additions and renovation and Elementary (341 students)
- Demolish Middle and High School
- Existing Fieldhouse remains

This option takes advantage of benefits of new building and consolidation and removes lowest condition facilities, but there is some concern locally that the high school building is of more community significance than the elementary school. This option retains four total gymnasiums.

Union City New 6-12 School Option – 102,380 GSF

- Use Benchmark Data / Cost per SF
- Allowance included for Softball Field Relocation

Union City Elementary School Renovation Option 2 – 55,560 SF

- Renovation Costs per Appendix A – 47,135 SF
- Heavy Renovation / Reconfiguration Areas – 1,000 SF within existing
- Renovation for Space Reprogramming
- Additions for Space Reprograming – 8,425 SF
- Adds Grade 5 to Existing K-4

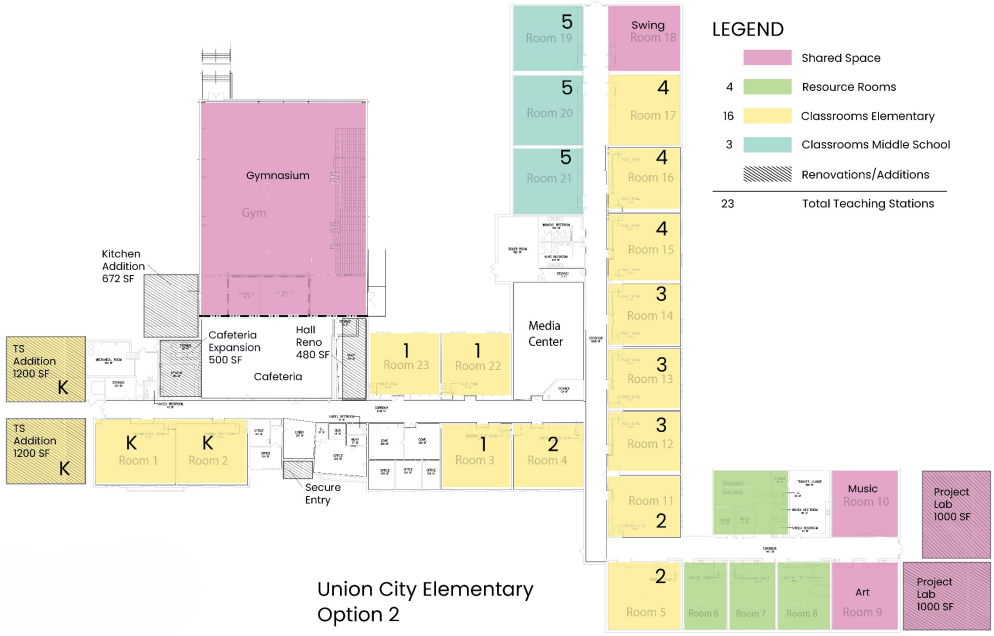
Renovate Fieldhouse – per Appendix A

Demolish Buildings

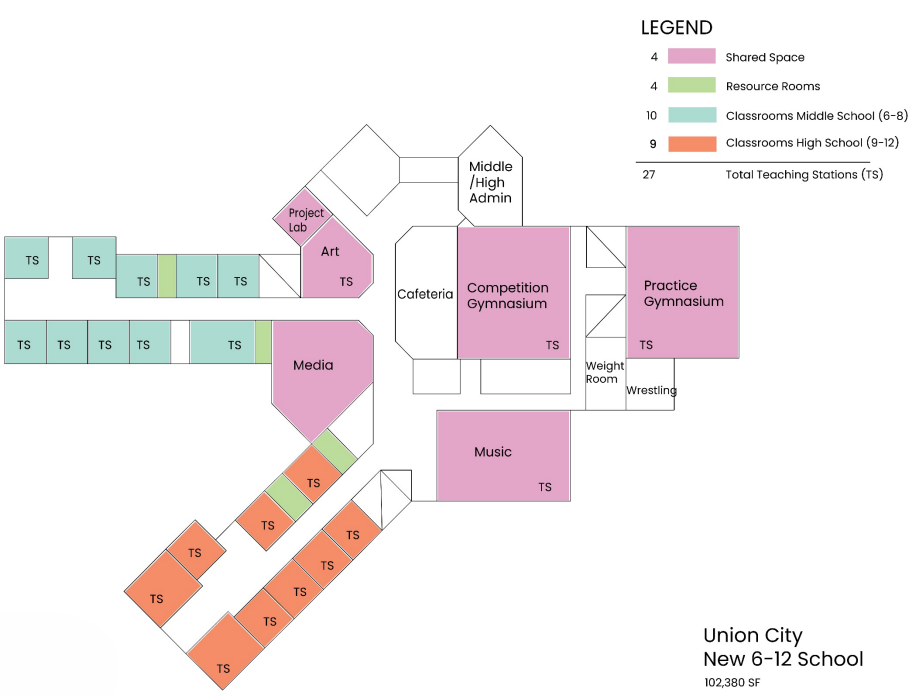
- Middle School
- High School

Total Option No. 2: $78,300,000

Option 2: Diagrammatic Plans



Union City Elementary
Option 2



Union City
New 6-12 School
102,380 SF

Option No. 3:

- Construct a new K-12 Building on south side of Middle School site (714 students)
- Demolish Elementary, Middle, and High School
- Existing Fieldhouse Remains

This option takes advantage of the benefits of new building and consolidation and removes all legacy construction facilities. There is somewhat less flexibility for future changes, should projections vary from prediction and no existing community fabric retained. Three gyms total in this option, one less than current.

Union City New K12 School Option – 138,000 GSF

- Use Benchmark Data / Cost per SF
- Allowance included for Softball Field Relocation

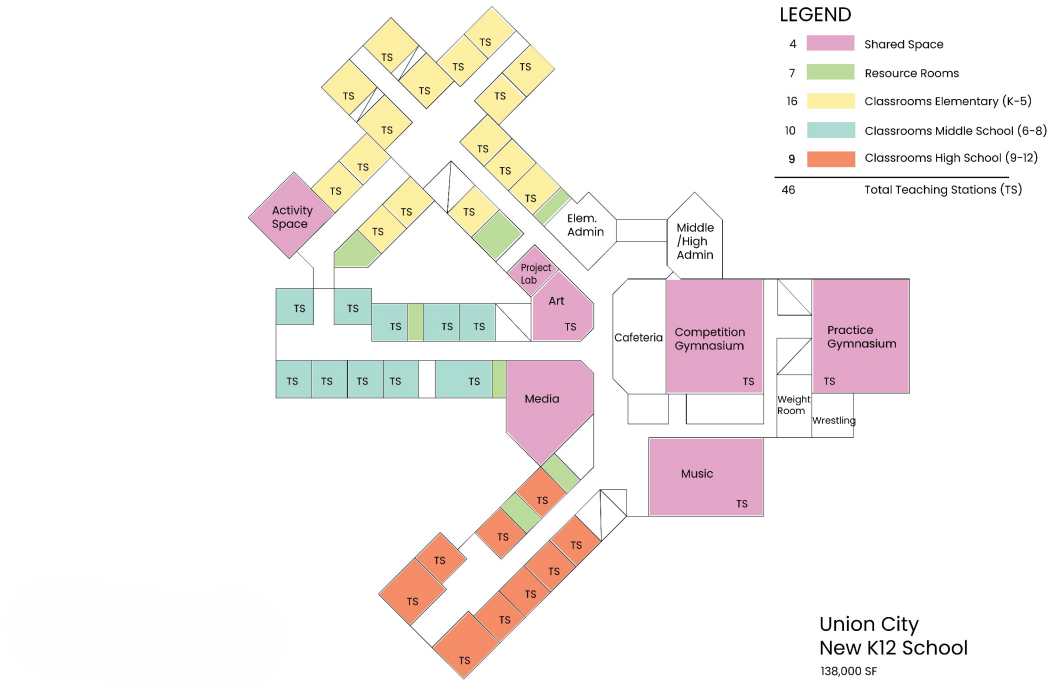
Renovate Fieldhouse – per Appendix A

Demolish Buildings

- Elementary School
- Middle School
- High School

Total Option No. 3: $72,800,000

Option 3: Diagrammatic Plans



Option No. 4:

- Additions and Renovations to Elementary to Accept Grades 5 and 6 (397 students)
- Renovate High School to accept grades 7 and 8 (317 students)
- Demolish Middle School
- Existing Fieldhouse Remains

This option retains existing community fabric, but additions and renovations would be required to accommodate grade changes and more students at the elementary school. It does provide for the preferred balance of grades. Three gyms total in this option, one less than current.

Union City Elementary School Renovation Option 4 – 55,560 SF

- Renovation Costs per Appendix A – 47,135 SF
- Heavy Renovation / Reconfiguration Areas – 1,000 SF within existing
- Renovation for Space Reprogramming
- Additions for Space Reprograming – 8,425 SF
- Adds Grades 5/6 to existing K-4

Union City High School Renovation – 66,890 SF

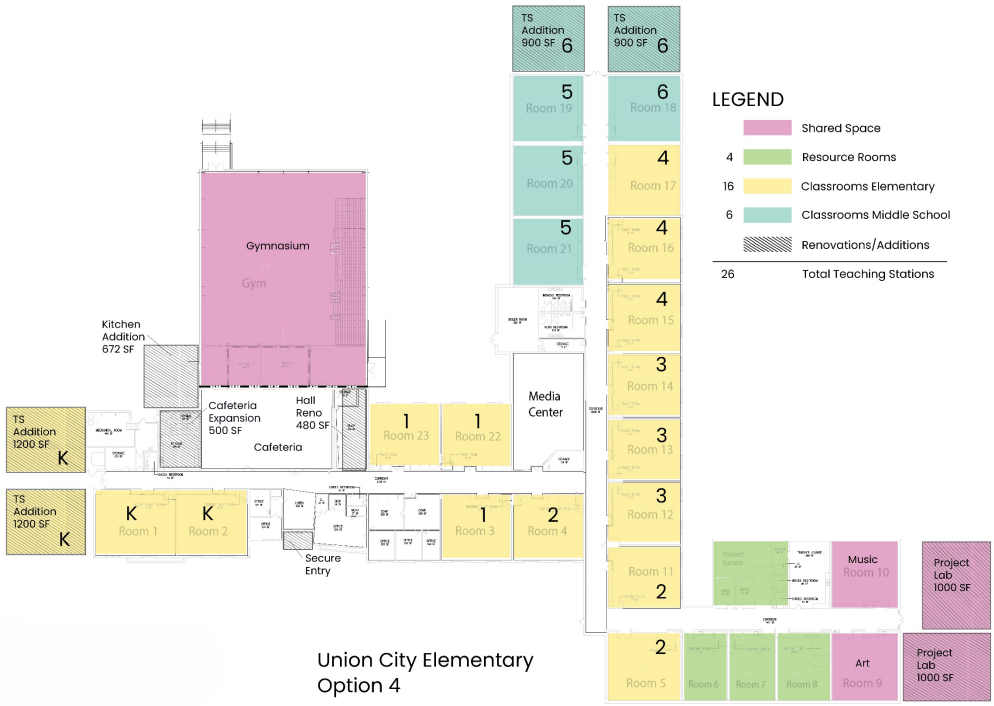
- Renovation Costs per Appendix A
- Costs for Reprograming per Sketches
- 7/8 Grades Move to MS/HS

Renovate Fieldhouse – per Appendix A

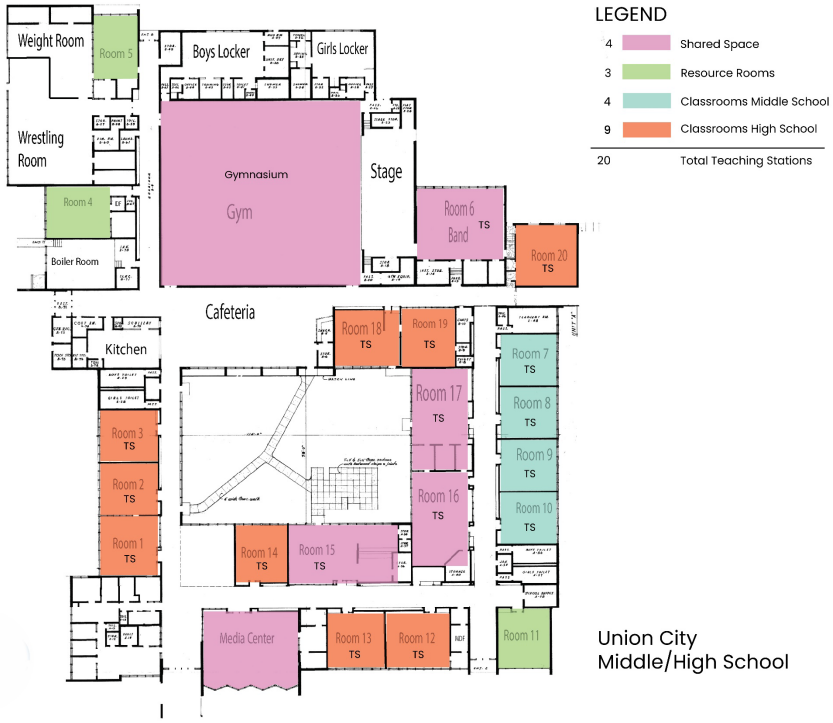
Demolish Existing Middle School – 53,600 SF

Total Option No. 4: $42,800,000

Option 4: Diagrammatic Plans



Union City Elementary
Option 4



Union City
Middle/High School

Option No. 5:

- Construct a new K-6 (2 Gyms) building on south side of Middle School site (397 students)
- Renovate High School to accommodate Middle School students (317 students)
- Demolish Elementary, Middle
- Existing Fieldhouse remains

This option takes advantage of the benefits of new building and consolidation and with two gyms in the design, maintains the current number of gyms(4). The option would retain existing community assets.

New K-6 Elementary School Option 5 – 87,600 SF

- Use Benchmark Data / Cost per SF
- Includes (2) Gyms: Competition and Practice
- Allowance for Site Work / Development
- Allowance for FSE

Union City High School Renovation – 66,890 SF

- Renovation Costs per Appendix A
- Costs for Reprograming per Sketches
- 7/8 Grades move to MS/HS

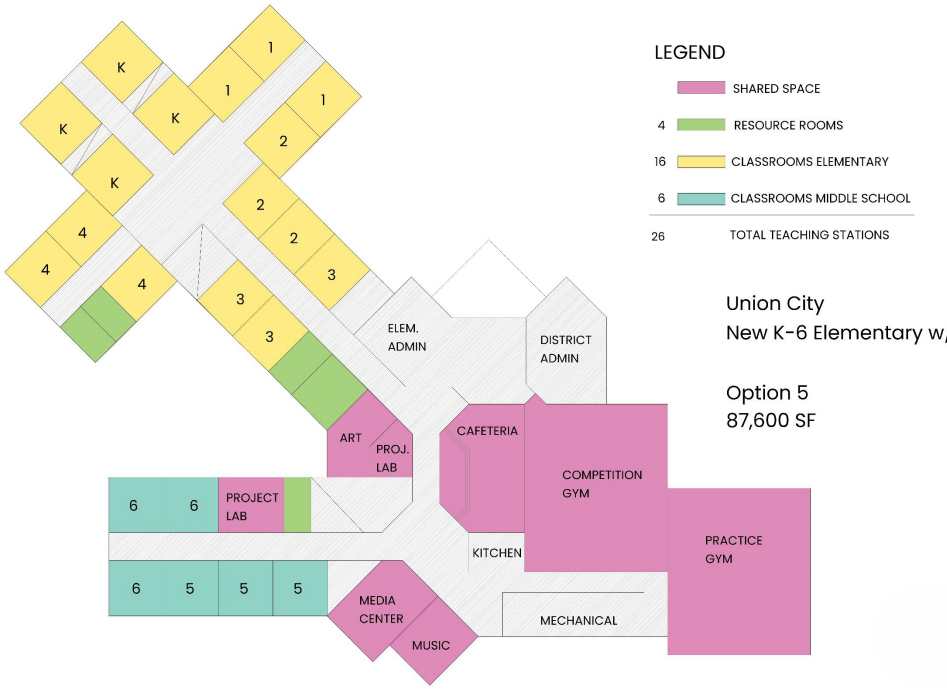
Renovate Fieldhouse – per Appendix A

Demolish Buildings

- Elementary School
- Middle School

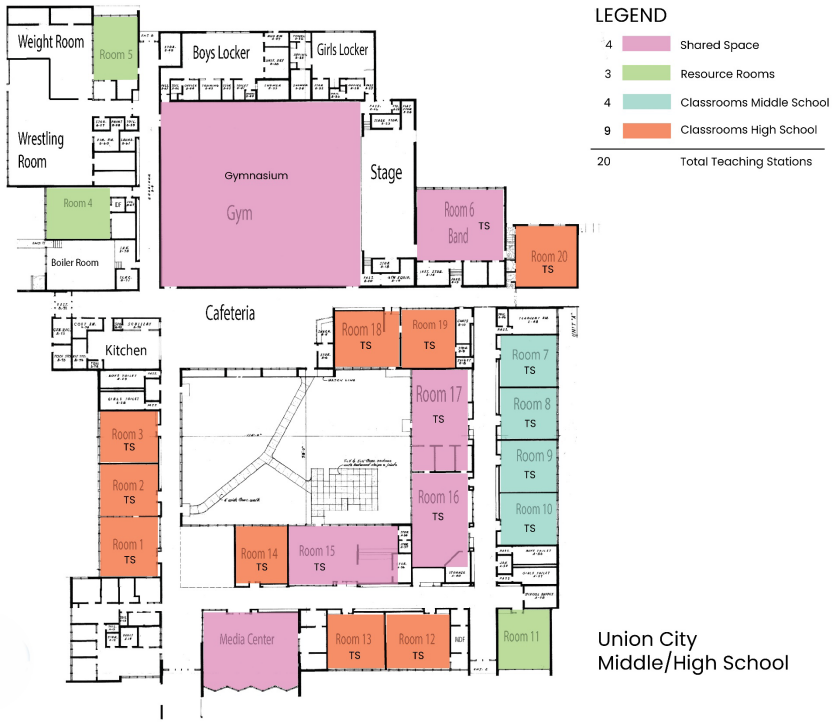
Total Option No. 5: $68,800,000

Option 5: Diagrammatic Plans



Union City
New K-6 Elementary w/Two Gyms

Option 5
87,600 SF



Union City
Middle/High School

Option No. 6:

- Construct a new K-6 (1 Gym) building on south side of Middle School site (397 students)
- Renovate High School to Accommodate Middle School Students (317 students)
- Demolish Elementary, Middle
- Existing Fieldhouse remains

This option takes advantage of the benefits of a new building and consolidation. With one gym in new building there would be three gyms total, one less than currently. The option retains existing community assets.

New K-6 Elementary School Option 6/7 – 78,700 SF

- Use Benchmark Data / Cost per SF
- Includes (1) Gym: Competition
- Allowance for Site Work / Development
- Allowance for FSE

Union City High School Renovation – 66,890 SF

- Renovation Costs per Appendix A
- Costs for Reprograming per Sketches
- 7/8 Grades Move to MS/HS

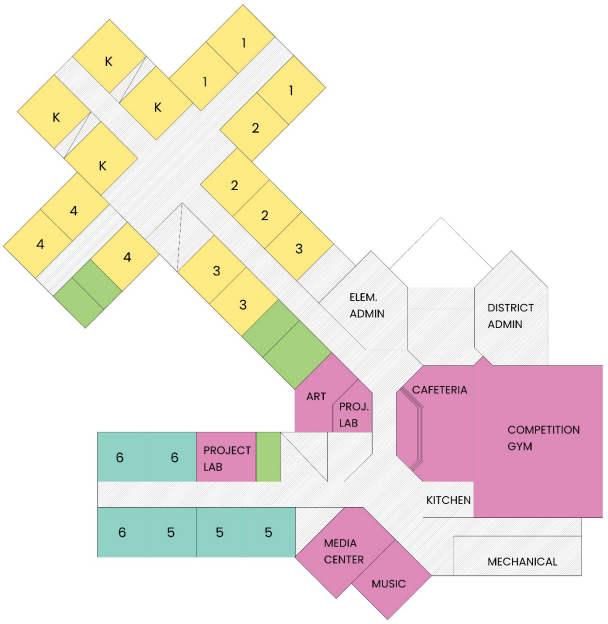
Renovate Fieldhouse – per Appendix A

Demolish Buildings

- Elementary School
- Middle School

Total Option No. 6: $65,000,000

Option 6 Diagrammatic Plans



LEGEND

	SHARED SPACE
4	RESOURCE ROOMS
16	CLASSROOMS ELEMENTARY
6	CLASSROOMS MIDDLE SCHOOL
26	TOTAL TEACHING STATIONS

Union City
New K-6 Elementary w/One Gym

Option 6 & 7
78,700 SF

LEGEND

4	Shared Space
3	Resource Rooms
4	Classrooms Middle School
9	Classrooms High School
20	Total Teaching Stations

Union City
Middle/High School

Option 7:

- Construct a new K-6 (1 Gym) building on south side of Middle School site (397 students)
- Renovate High School to Accommodate Middle School Students (317 students)
- Partially Demolish Middle School, Retain gym and some newer classrooms, renovate/add on lobby
- Demolish Elementary
- Existing Fieldhouse remains

This option takes advantage of the benefits of new building and consolidation and has one gym in the new building. The middle school gym is retained meaning they keep the current gym count(4), with some additional classroom/flex space. This option retains existing community assets.

New K-6 Elementary School Option 6/7 – 78,700 SF

- Use Benchmark Data / Cost per SF
- Includes (1) Gym: Competition
- Allowance for Site Work / Development
- Allowance for FSE

Renovate Existing MS Gym and Lobby Addition at Existing MS – 27,000 SF

- Demolish 28,200 SF of Existing Building
- Renovate 24,500 SF of Existing Building:
  - Existing Gym / Convert to Practice Gym
  - (4) Swing Classes
  - Boiler Rooms
  - Restrooms
- Includes Lobby Addition – 2,500 SF
- Allowance for Site Work / Development & Regrading
- Rework Existing Parking

Union City High School Renovation – 66,890 SF

- Renovation Costs per Appendix A
- Costs for Reprograming per Sketches
- 7/8 Grades move to MS/HS

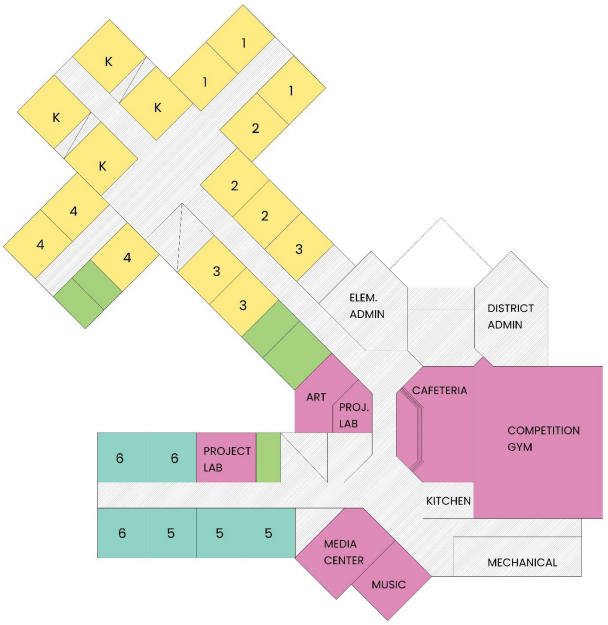
Renovate Fieldhouse – per Appendix A

Demolish Buildings

- Elementary School
- Middle School – Partial 28,200 SF

Total Option No 7: $74,900,000

Option 7: Diagrammatic Plans same as Option 6, plus Middle School Gym



LEGEND

	SHARED SPACE
4	RESOURCE ROOMS
16	CLASSROOMS ELEMENTARY
6	CLASSROOMS MIDDLE SCHOOL
26	TOTAL TEACHING STATIONS

Union City
New K-6 Elementary w/One Gym

Option 6 & 7
78,700 SF

LEGEND

4	Shared Space
3	Resource Rooms
4	Classrooms Middle School
9	Classrooms High School
20	Total Teaching Stations

Union City
Middle/High School

Union City
Option 7- Keep Gym at Middle School

28,200 SF Demolished
210 LF Int. to Ext. Wall Renovation
2,500 SF Lobby Addition

CONSOLIDATION OPTIONS SUMMARY

SCHOOL	OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6	OPTION 7
Estimate	$64,300,000	$78,300,000	$72,800,000	$42,800,000	$68,800,000	$65,000,000	$74,900,000
ELEMENTARY	RENOVATE gr K-4 291 pop	ADDITIONS & RENOVATE	NEW	ADDITIONS & RENOVATE	NEW 2 GYM ELEMENTARY	NEW 1 GYM ELEMENTARY	NEW 1 GYM K-6 397
MIDDLE SCHOOL	RENOVATE 5-8 225	K-5 373 NEW		K-6 397 RENOVATE	K-6 397 RENOVATE	K-6 397 RENOVATE	ADD & RENOVATE FOR GYM
HIGH SCHOOL	RENOVATE 9-12 198	6-12 341	K-12 714	7-12 317	7-12 317	7-12 317	RENOVATE 7-12 317
FIELDHOUSE	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12	RENOVATE K-12

Table 3: Consolidation Options Summary

Final Recommendation

From the current enrollment trends and the statistical projections, it seems apparent that some form of consolidation should be considered to reduce the cost demands of having multiple sites underutilized relative to what is needed both now and in the future.

The existing campus facilities have many maintenance and capital improvement needs. Typically, if renovation costs exceed two-thirds of replacement cost, it's more beneficial to consider a new building; renovation costs as projected are well past that mark. That said, there is community attachment to high school, and a desire to maintain some of the existing fabric of the school community. As an option that maintains use of the high school but captures the benefits of new construction, our final recommendation is for Option 6, with a new Elementary School on the site of the existing Middle School and a renovated High School that adds grades 7-8.

The new building will provide savings in maintenance and life cycle costs, and elimination of a legacy building will reduce maintenance and custodial costs further. The new school design would still allow for flexibility should the enrollment change in the future, but also be up to date with current educational, security and environmental needs. Community input and involvement would of course be recommended in developing the final designs for all projects, this report is intended to show the scale of change and potential for growth of Union City Community Schools.

Appendix A
List of Building Improvements

Appendix A
Facility Assessment
Required and suggested building improvements

High School
Separate district office
Renovate Media Center
Add project rooms, small group rooms
Provide additional resource room
Secure entry
Rekey buildings/add additional access control.
PA/Bluelight System for campus security
Fire alarm replacement
Secure entry at Alt. Ed. Classroom
Add cross corridor doors for safety and student management
Doors and hardware: ADA, safety, appearance
Add ADA signage
Curb ramp at main entry
Music room accessibility: provide ramp
Filter first-all drinking water sources should be filtered for lead and pfas or signage provided
Corridor separation (high glass): eliminate to improve acoustics
Classroom flooring replacement
Life skills is dated, VAT tile may require remediation
Locker rooms: lockers, showers, restrooms
Bleacher seat replacement
Stage loading dock repairs
Provide overhead hydronic distribution piping and abandon existing underfloor
Replace classroom console unit ventilators with vertical units configured with DX cooling
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical Equipment Updated

Middle School
Canopy at Main Entry for student protection, also barrier to vehicles
Secure vestibule/relocate office
Replacement windows and add to improve supervision and enhance classrooms
Acoustic improvements in corridors and common spaces
Replace cross corridors doors to improve security and student management
Add ceilings in corridors for acoustics and aesthetics
Replace all corridor doors, frames, and hardware
Rekey buildings/add additional access control.
Replace classroom flooring
Add durable materials to inside of classroom walls.
Replace exterior cladding
Add ventilation to classrooms
Replace corridor flooring w/ lower maintenance material
Add ADA signage
Add classroom cabinets
Add Roof insulation
Remove exterior walls and rebuild entire exterior wall including foundations
Several corridor wall mounted items don't meet ADA projections
Renovate library. Add windows/skylights
Secure site when students are at recess (fence)
Upgrade locker rooms: showers, flooring, restrooms, ADA
Renovate Music room
Renovate Science room
Renovate Art Room
Provide additional resource room
Replace paving
Replace classroom console unit ventilators with vertical units configured with DX cooling
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical equipment
PA/Bluelight System

This list should not be considered to be final, but a working list of improvements.

Elementary School
Replace PK building w/ addition
Secure site when students are at recess (fence)
Secure entry, add waiting space
Replace cafeteria flooring
Enlarge cafeteria
Repair foundation and slab and flooring at gym corner
Repair sunken walk
Enlarge K classrooms
Add additional windows to classrooms
Replacement metal wall panels at window infill
Add ADA signage
Add project rooms, small group rooms
Add corridor doors for security and student management
Replace classroom toilet facilities
Replace classroom cabinets/add
Conceal infrastructure
Add vestibule at rear exits
Rekey buildings/add additional access control
Replace fire-tube boilers with modular condensing units
Provide replacement hydronic system distribution pumps configured for variable flow operation
Upgrade temperature controls to web-enabled DDC system
Interior/Exterior lighting
Electrical equipment (partial)
PA/Bluelight System

Fieldhouse
Larger lobby
Connect to HS (District Administration in connector?)
Landscaping along street side to soften appearance
Modify RTU return air duct to improve acoustic performance
Interior/Exterior lighting
PA/Bluelight System

This list should not be considered to be final, but a working list of improvements.

Appendix B

Enrollment and Teaching Stations Calculations

Union City Community Schools

Consolidation Versions

Version A: No change to current building configufation										
Grade	'23/24 Current	Total Current School Population	Bond Planning 28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms Needed per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56	**291**	25	2.24	3	**16**	**3**	**19**
5	67		50		22.5	2.22	3			
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54	**225**	22.5	2.40	3	**12**	**2**	**14**
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**198**	21.25	2.59	3	**11**	**2**	**13**
Total	**924**		**714**				**39**	**84%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms		**21**	Total Existing Rooms Elementary
Existing Middle School has 23 TS and 2 Resource Rooms		**26**	Total Existing Rooms Middle School
Existing High School has 17 TS and 2 Resource Rooms		**19**	Total Existing Rooms High School

In this version, all buildings will be underutilized with the High School be having the lowest utilzation. Teaching stations will need to be taken off line.
The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Union City Community Schools

Consolidation Versions

Version B: 5&6 to Elementary and 7&8 to High School										
Grade	'23/24 Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms Needed per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50		25	2.00	2			
6	48		56	**397**	25	2.24	3	**21**	**4**	**25**
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**317**	21.25	2.59	3	**17**	**3**	**20**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms		**21**	Total Existing Rooms Elementary
Existing High School has 17 TS and 2 Resource Rooms		**19**	Total Existing Rooms High School
Existing Middle School has 2 Resource Rooms (Version 1- one to each school)			

In this version, High School has adequate space and might only require minimal changes, will begin to be underutilized if trends continue. Would allow for separation of district and school administration functions within space. Elementary School would require at least four additional teaching stations. Also would be desireable to bring GSRP into the building. Renovations for larger kindergarten classrooms. Separate gym access should be provided. 5-6 would lose some ability to move from class to class and association with older grades. Potentially add a lab for 5/6 Science.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Union City Community Schools

Consolidation Versions

Version C: 5 to Elementary and 6-8 to High School										
Grade	'23/24 Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50	**341**	25	2.00	2	**18**	**4**	**22**
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**373**	21.25	2.59	3	**20**	**3**	**23**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary
Existing High School has 17 TS and 2 Resource Rooms			**19**	Total Existing Rooms High School
Existing Middle School has 2 Resource Rooms (Version 2 one room to each)				

In this version the Elementary School would need at least one additional teach station. Renovations might be considered to address Kindergarten classroom sizes and GSRP, access to gym, and some of the in-classroom restrooms, but existing facilities are overall sufficient.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Version D: 5-8 to Elementary										
Grade	'23/24 Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56		25	2.24	3			
5	67		50		25	2.00	2			
6	48		56		25	2.24	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54	**516**	22.5	2.40	3	**27**	**5**	**32**
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**198**	21.25	2.59	3	**11**	**2**	**13**
Total	**924**		**714**				**38**	**85%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary
Existing High School has 17 TS and 2 Resource Rooms			**22**	Total Existing Rooms High School
Existing Middle School has 2 Resource Rooms (Version 3 both to Elementary)				

This version overloads the elementary school, and would require the addition of several classrooms. 7th & 8th graders would require additional TS and lockers relative to lower grades, and academic crossover opportunities with HS would be limited. Add 1 or 2 labs for science. Art would need enhancement for the program requirements.

The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size.

Version E: 5-8 to High School										
Grade	'23/24 Current	Total Current School Population	Bond Planning '28/29	Total Projected School Population	TS Ratio	# of TS	Whole # TS	TS per School	Resource Rooms per School	Total Rooms per School
K	76		68		20	3.40	4			
1	68		57		20	2.85	3			
2	76		52		20	2.60	3			
3	70		58		25	2.32	3			
4	59	**349**	56	**291**	25	2.24	3	**16**	**3**	**19**
5	67		50		22.5	2.22	3			
6	48		56		22.5	2.49	3			
7	63		65		22.5	2.89	3			
8	77	**255**	54		22.5	2.40	3			
9	88		50		21.25	2.35	3			
10	60		55		21.25	2.59	3			
11	85		38		21.25	1.79	2			
12	87	**320**	55	**423**	21.25	2.59	3	**23**	**4**	**27**
Total	**924**		**714**				**39**	**84%**		

Existing Elementary School has 18 TS and 3 (smaller) Resource Rooms			**21**	Total Existing Rooms Elementary	
Existing High School has 17 TS and 2 Resource Rooms			**19**	Total Existing Rooms High School	
Existing Middle School has 2 Resource Rooms (Version 4 both to High School)					
In this version Elementary School would need no additional classrooms. Renovations would be limited to address Kindergarten classroom sizes, GSRP access to gym, and in-classroom restroom sizes/accessiblity.					
The high school is three TS short and possibly one resource room. The fieldhouse could accommodate the additional PE needs. Cafeteria should still be adequate size. accommodate the additional PE needs. Cafeteria should still be adequate given overall decrease in population size. Additional lab for science, additional lab for art.					

1.Why are you interested in serving on the school board?

2.What do you see as the roles and responsibilities of a school board member?

3.What are the biggest challenges facing our school district today?

4.What qualities, skills and experience would you bring to the board?

5.After review and discussion on significant issues, the board operates by a majority vote. When the majority vote is different from your position how would you manage the situation when asked to explain the board's decision?

6.How do you view the relationship between the board of education and the administration/staff?

7.Describe your response if a parent cornered you in the grocery store and asked for your support on a particularly hot issue.

August 21, 2024

Dear Mr. Katz,

I am writing a letter of intent to serve on the Union City Community School Board for the current open position. I have two children that are currently attending Union City Schools, and we have lived in the district for the last 16 years. Being involved in my children's education and assisting in being sure that all students are ready for the world that faces them when they leave high school is important to me. I am a strong believer that parents, students, teachers, and staff must all work together and be in the process as one to succeed in a bright future for the students.

Being able to serve on the board to bring ideas and direct information from having children in the school system I believe will be beneficial to all. Having a community and parents that are involved and engaged in the school activities are crucial to impact that it has on the students in the district. Would love to be part of the school board and keep things moving in the right direction.

I have over 20 years of Accounting and Financial background, with working at Kellogg's, Dawn Foods, and currently at Knight Watch as the CFO. I have experience with human resources, payroll, preparing and presenting budgeting and forecasting models, which I could utilize those skills and experience when it comes to making those decisions on a fiscal budget.

I look forward to hopefully speaking with you more.

Sincerely,

Rebecca Fry

Rebecca Fry

Subject: Expressing Interest in Joining the Board of Education for Union City Michigan

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Dear Members of the School Board,

I hope this letter finds you well. My name is Sean O'Kon, and I am writing to express my sincere interest in serving on the school board for our beloved rural community in Michigan. As a young finance professional, I believe that my skills and passion can contribute significantly to the educational growth and well-being of our students.

Allow me to share a bit about myself:

1. **Background and Experience**:
    - I hold a degree in Accounting and Finance from Central Michigan University, where I gained a solid foundation in financial management, budgeting, and strategic planning.
    - Over the past few years, I have worked in various financial roles, including cost analysis, inventory management, and financial reporting. My experience has taught me the importance of fiscal responsibility and efficient resource allocation.
2. **Commitment to Education**:
    - Education is the cornerstone of any thriving community. I firmly believe that every child deserves access to quality education, regardless of their background or circumstances.
    - Having grown up in a rural setting myself, I understand the unique challenges our schools face. I am committed to ensuring that our students receive the best possible education, even in the face of limited resources.
3. **Financial Stewardship**:
    - As a finance professional, I appreciate the value of sound financial decisions. I am eager to collaborate with fellow board members to develop sustainable budgets that prioritize student needs.
    - I envision a transparent and accountable financial system that optimizes available funds while maintaining the highest standards of integrity.
4. **Community Engagement**:
    - Our small town thrives on community spirit. I am passionate about fostering strong relationships between schools, families, and local businesses.
    - I believe that active community involvement is essential for creating a positive learning environment. Let's work together to engage parents, teachers, and students in meaningful ways.
5. **Innovation and Adaptability**:
    - The educational landscape is evolving rapidly. As a board member, I will advocate for innovative teaching methods, technology integration, and lifelong learning opportunities.
    - Let's explore creative solutions to address challenges such as teacher shortages, transportation, and equitable access to resources.
6. **Collaboration and Communication**:
    - Effective communication is key to successful governance. I am committed to open dialogue, active listening, and respectful collaboration.
    - Let's bridge the gap between the board, school administration, and the community to achieve our shared goals.

In closing, I am excited about the prospect of contributing my financial expertise to the school board. I am confident that together, we can make a lasting impact on the lives of our students and the future of our small town.

Thank you for considering my application. I look forward to the opportunity to discuss my candidacy further.

Sincerely,

Sean O'Kon seanokon@gmail.com 517-204-2767

September 4, 2024

Union City Board of Education
430 St. Joseph Street
Union City MI 49094

To the Board of Education:

I am writing to express my interest in serving on the Union City School Board.

As an alumnus of the Union City Schools, I greatly appreciate the education I received there. After graduating from UHCS in 2005, I continued my education at Western Michigan University earning a B.S. in Biomedical Sciences and Chemistry and Palmer College of Chiropractic where I earned my D.C., Doctor of Chiropractic Medicine. I practiced in several communities before purchasing a 60-year-old practice in Battle Creek in 2017. After residing in Battle Creek for several years, my wife and I decided to return to our roots and moved our family back to Union City in 2021. Our children currently attend UC Elementary in the first and third grades.

Along with the professional requirements of practicing as a chiropractic physician; I have developed a strong business sense and communication skills as well as learned to identify and resolve problems, establish goals, discern appropriate policies and guidelines to manage a business, and make a multitude of financial decisions to manage the budget. In addition, I have served on various Boards and committees, including a current member of the Executive committee, and steering committee with the state-wide Michigan Back Collaborative, and a former member of the St. Joseph Elementary Advisory Board (where my children attended pre-school).

I not only appreciate the educational experiences my wife and I received as students of the Union City School District but we also value the community as a whole and we are pleased to have rejoined the community in hopes that our children will prosper here as well. Although we face a more difficult challenge in today's world, it is my goal as a parent, a good neighbor, and an active member of the community to bring the very best educational standards possible to our children and to give them the best opportunities that we can offer, not only academically, but physically, emotionally and socially during these critical formative years.

I hope you will consider me as a candidate for the Union City School Board. I assure you I will bring a fresh perspective, passion and a commitment to see our schools succeed. I will always endeavor to help make good decisions that will protect our children, allow them to achieve success and thrive in a solid caring community.

Thank you for allowing me this opportunity.

Respectfully Submitted,

Andrew J. Yockey, DC, CCSP, Cert-PSP

5/31/2024 Begin. Cash on Hand:	$2,193,065		Total of Bills:	808,589
Total Receipts:	$1,825,494		Total Net Payroll:	351,526
Total Expenditures:	$1,160,115		Total Bills and Payroll	$1,160,115
6/30/2024 Total Cash on Hand:	$2,858,444		to be Approved:	

Union City Community Schools
General Fund Statement of Revenue and Expenditure Compared to Budget
For Period Ending June 30, 2024

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	1,622,467	$ 1,579,142	43,325	102.74%
State Sources	10,974,792	11,013,071	(38,279)	99.65%
Federal Sources	1,201,200	429,825	771,375	279.46%
Other Financing Sources	740,129	981,931	(241,802)	75.37%
	40,075	32,000		
TOTAL REVENUE	**14,578,663**	**14,035,969**	**534,619**	
EXPENDITURES				
INSTRUCTION				
Basic Program	6,618,954	6,656,658	37,704	99.43%
Added Needs	1,976,245	2,050,689	74,444	96.37%
Total Instruction	8,595,199	8,707,347	112,148	
SUPPORT SERVICE EXPENSE				
Pupil	753,693	766,998	13,305	98.27%
Improvement Instructional Staff	248,572	230,309	(18,263)	107.93%
General Administration	413,553	403,111	(10,442)	102.59%
School Administration	759,577	752,476	(7,101)	100.94%
Fiscal Services	343,125	336,624	(6,501)	101.93%
Operation & Maintenance	1,215,986	1,202,951	(13,035)	101.08%
Transportation	867,259	852,799	(14,460)	101.70%
Central Support	204,985	207,059	2,074	99.00%
Athletics	564,896	564,915	19	100.00%
Community Services	5,715	6,200	485	92.18%
Payments to Other Govt Units	-		0	0.00%
Site Improvement Services	537,735		(537,735)	0.00%
Prior Period Adjustments			0	0.00%
Debt Service	35,975	36,526	551	0.00%
Fund Modification to Food Service		0	0	0.00%
Total Support Services	5,951,072	5,359,968	(56,497)	
TOTAL EXPENDITURES	**14,546,271**	**14,067,315**	**55,650**	
EXCESS REVENUE (EXPENDITURES)	**$32,392**	**($31,346)**		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,846,140	1,846,140		
BEGINNING FUND BALANCE	**1,931,550**	**1,931,550**		
ENDING FUND BALANCE	**$1,963,942**	**$1,900,204**		

Union City Community Schools
School Service Fund
Combined Statement of Revenue and Expenditures Compared to Budget
For The Peroid Ending
June 30, 2024

	FOOD SERVICE			
	Actual	Proposed Budget	Variance	% of Budget
REVENUE:				
Local Sources	41,401	$ 40,986	($415)	18%
State Sources	133,213	124,657	(8,556)	0.00%
Federal Sources	602,741	554,721	(48,020)	0.00%
INCOMING TRANSFERS		0	0	
TOTAL REVENUE	777,354	720,364	($56,990)	
EXPENDITURES:				
Salaries	206,560	206,259	301	100.15%
Employee Benefits	135,485	134,528	957	100.71%
Purchased Services	36,703	36,703	(0)	100.00%
Supplies & Materials	385,822	337,626	48,196	114.27%
Capital Outlay	27,333	27,333	0	
Other Expense	2,192	2,112	80	103.78%
Other Transactions	40,075	39,934	141	100.35%
				0.00%
TOTAL EXPENDITURES	834,170	784,495	49,675	
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	834,170	784,495	49,675	0.00%
EXCESS REVENUE (EXPENDITURES)	(56,816)	(64,131)		
BEGINNING FUND BALANCE	69,655	69,655		
ENDING FUND BALANCE	$12,839	$5,524		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT				UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT	
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,				STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,	
TRUST & AGENCY, AND SINKING FUNDS AS OF JUNE 30, 2024				TRUST & AGENCY, AND SINKING FUNDS AS OF JUNE 30, 2023	
Current Year				**Prior Year**	
Balance as of 5/31/2024				Balance as of 5/31/2023	
General Fund Cash Accounts	1,248,844			General Fund Cash Accounts	880,662
Food Service Checking Accounts	17,472			Food Service Checking Accounts	27,270
Trust & Agency Checking Accounts***	154,292			Trust & Agency Checking Accounts***	139,054
SF Cash	772,456			SF Cash	1,016,488
SF DS Cash 2023	$0			Total Cash On Hand	2,063,474
Total Cash On Hand	$2,193,065				
Current Month Activities		**YTD Activities**		**Prior Year-Current Month Activities**	
General Fund Revenue	1,367,345	17,668,642		General Fund Revenue	1,194,722
Food Service Revenue	20,709	421,965		Food Service Revenue	27,759
Trust & Agency Revenue	36,552	130,215		Trust & Agency Revenue	4,662
SF Revenue	400,888.24	707,754		SF Revenue	2,036,259
SF DS Revenue 2023	$0	376,072		Total Revenue	3,263,402
Total Revenue	1,825,494	19,304,648			
General Fund Expenses	691,486	13,050,398		General Fund Expenses	833,516
Net Payroll	351,526	4,468,128		Net Payroll	348,972
Food Service Expenses	3,655	436,180		Food Service Expenses	6,288
Trust & Agency Expenses	35,718	103,491		Trust & Agency Expenses	8,523
SF Expenses	77,729.54	2,585,256		SF Expenses	3,566
SF DS Expenses 2023	$0	375,962		Total Expenses	1,200,865
Total Expenses	1,160,115				
Balance as of 6/30/2024				Balance as of 6/30/2023	
General Fund Cash Accounts	1,573,177			General Fund Cash Accounts	892,897
Food Service Checking Accounts	34,526			Food Service Checking Accounts	48,741
Trust & Agency Checking Accounts***	155,127			Trust & Agency Checking Accounts***	135,194
SF Cash	1,095,615			SF Cash	3,049,181
SF DS Cash 2023	$0			Total Cash On Hand	$4,126,012
Total Cash On Hand	2,858,444				

6/30/2024 Begin. Cash on Hand:	$2,327,445		Total of Bills:	1,354,404
Total Receipts:	$1,475,475	Total Net Payroll:		267,484
Total Expenditures:	$1,621,888	Total Bills and Payroll		$1,621,888
7/31/2024 Total Cash on Hand:	$2,181,031	to be Approved:		

Union City Community Schools
General Fund Statement of Revenue and Expenditure Compared to Budget
For Period Ending July 31, 2024

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	22,512.37	$ 1,471,676	(1,449,164)	1.53%
State Sources	0	10,741,399	(10,741,399)	0.00%
Federal Sources	0	277,183	(277,183)	0.00%
Other Financing Sources	0	648,000	(648,000)	0.00%
		32,000		
TOTAL REVENUE	**22,512**	**13,170,258**	**(13,115,746)**	
EXPENDITURES				
INSTRUCTION				
Basic Program	488,356	5,945,136	5,529,615	8.11%
Added Needs	102,819	2,105,358	1,529,365	6.30%
Total Instruction	591,175	8,050,494	7,058,980	
SUPPORT SERVICE EXPENSE				
Pupil	42,288	713,208	670,920	5.93%
Improvement Instructional Staff	37,088	236,756	199,668	15.66%
General Administration	35,762	462,757	426,995	7.73%
School Administration	50,511	761,681	711,170	6.63%
Fiscal Services	28,934	340,501	311,567	8.50%
Operation & Maintenance	232,174	1,185,295	953,121	19.59%
Transportation	29,511	697,525	668,014	4.23%
Central Support	53,342	205,626	152,284	25.94%
Athletics	42,013	565,720	523,708	7.43%
Community Services	0	6,200	6,200	0.00%
Payments to Other Govt Units	3,933		(3,933)	0.00%
Site Improvement Services	0		0	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	0	36,342	36,342	0.00%
Fund Modification to Food Service	0	0	0	0.00%
Total Support Services	555,555	5,211,611	3,941,455	
TOTAL EXPENDITURES	**1,146,730**	**13,262,105**	**11,000,435**	
EXCESS REVENUE (EXPENDITURES)	**($1,124,218)**	**($91,847)**		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,814,794	1,814,794		
BEGINNING FUND BALANCE	**$1,900,204**	**$1,900,204**		
ENDING FUND BALANCE	**$775,986**	**$1,808,357**		

14%

Union City Community Schools
School Service Fund
Combined Statement of Revenue and Expenditures Compared to Budget
For The Peroid Ending
July 31, 2024

	FOOD SERVICE			
	Actual	Proposed Budget	Variance	% of Budget
REVENUE:				
Local Sources	19	$ 47,000	$46,981	18%
State Sources	0	120,000	120,000	0.00%
Federal Sources	0	509,000	509,000	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	19	676,000	$675,981	
EXPENDITURES:				
Salaries	3,146	198,000	(194,854)	1.59%
Employee Benefits	3,088	118,450	(115,362)	2.61%
Purchased Services	0	15,640	(15,640)	0.00%
Supplies & Materials	0	285,000	(285,000)	0.00%
Capital Outlay	0	9,000	(9,000)	0.00%
Other Expense	45	800	(755)	5.63%
Other Transactions	0	32,882		
TOTAL EXPENDITURES	6,279	659,772	(620,611)	0.00%
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	6,279	659,772	(620,611)	0.00%
EXCESS REVENUE (EXPENDITURES)	(6,260)	16,228		
BEGINNING FUND BALANCE	5,524	5,524		
ENDING FUND BALANCE	($736)	$21,752		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF JULY 31, 2024		
Current Year		
Balance as of 6/30/2024		
General Fund Cash Accounts	1,043,012	
Food Service Checking Accounts	34,526	
Trust & Agency Checking Accounts***	154,292	
SF Cash	1,095,615	
Bond 2023	110	
Total Cash On Hand	$2,327,445	
Current Month Activities		**YTD Activities**
General Fund Revenue	1,473,591	1,473,591
Food Service Revenue	733	733
Trust & Agency Revenue	N/A	N/A
SF Revenue	1,150	1,150
Bond 2023 Revenue	0	-
Total Revenue	$1,475,475	1,475,475
General Fund Expenses	1,178,070	1,178,070
Net Payroll	267,484	267,484
Food Service Expenses	80	80
Trust & Agency Expenses	N/A	N/A
SF Expenses	176,254	-
Bond 2023 Expenses	-	-
Total Expenses	$1,621,888	1,445,634
Balance as of 7/31/2024		
General Fund Cash Accounts	1,071,049	
Food Service Checking Accounts	35,179	
Trust & Agency Checking Accounts***	154,292	
SF Cash	920,511	
Bond 2023 Cash	110	
Total Cash On Hand	$2,181,031	

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT	
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,	
TRUST & AGENCY, AND SINKING FUNDS AS OF JULY 31, 2023	
Prior Year	
Balance as of 6/30/2023	
General Fund Cash Accounts	892,897
Food Service Checking Accounts	48,741
Trust & Agency Checking Accounts***	135,194
SF Cash	3,049,181
Total Cash On Hand	4,126,012
Prior Year-Current Month Activities	
General Fund Revenue	1,473,591
Food Service Revenue	733
Trust & Agency Revenue	N/A
SF Revenue	1,150
Total Revenue	1,475,475
General Fund Expenses	1,178,070
Net Payroll	267,484
Food Service Expenses	80
Trust & Agency Expenses	N/A
SF Expenses	176,253.97
Total Expenses	1,621,888
Balance as of 7/31/2023	
General Fund Cash Accounts	920,933
Food Service Checking Accounts	49,394
Trust & Agency Checking Accounts***	135,194
SF Cash	2,874,077
Total Cash On Hand	3,979,598

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2024		
Current Year		
Balance as of 7/31/2024		
General Fund Cash Accounts	1,071,049	
Food Service Checking Accounts	35,179	
Trust & Agency Checking Accounts***	154,292	
SF Cash	920,511	
Bond 2023	110	
Total Cash On Hand	$2,181,031	
Current Month Activities		**YTD Activities**
General Fund Revenue	2,309,249	3,782,840
Food Service Revenue	279	1,012
Trust & Agency Revenue	n/a	n/a
SF Revenue	882	2,032
Bond 2023 Revenue	0	-
Total Revenue	$2,310,410	3,785,884
General Fund Expenses	1,094,977	2,966,502
Net Payroll	425,970	693,455
Food Service Expenses	14,059	14,139
Trust & Agency Expenses	n/a	n/a
SF Expenses	218,241	394,495
Bond 2023 Expenses	-	-
Total Expenses	$1,753,248	4,068,591
Balance as of 8/31/2024		
General Fund Cash Accounts	1,859,350	
Food Service Checking Accounts	21,398	
Trust & Agency Checking Accounts***	154,292	
SF Cash	703,152	
Bond 2023 Cash	110	
Total Cash On Hand	$2,738,193	

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT	
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,	
TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2023	
Prior Year	
Balance as of 7/31/2023	
General Fund Cash Accounts	377,048
Food Service Checking Accounts	26,342
Trust & Agency Checking Accounts***	135,194
SF Cash	2,985,233
Total Cash On Hand	3,523,816
Prior Year-Current Month Activities	
General Fund Revenue	2,920,015
Food Service Revenue	393.98
Trust & Agency Revenue	601
SF Revenue	3,070
Total Revenue	2,924,080
General Fund Expenses	1,594,408
Net Payroll	272,531
Food Service Expenses	16,917
Trust & Agency Expenses	841.68
SF Expenses	331,560.73
Total Expenses	2,216,258
Balance as of 8/31/2023	
General Fund Cash Accounts	1,430,124
Food Service Checking Accounts	9,819
Trust & Agency Checking Accounts***	134,953
SF Cash	2,656,743
Total Cash On Hand	4,231,638

Union City Community Schools
General Fund Statement of Revenue and Expenditure Compared to Budget
For Period Ending August 31, 2024

	YTD ACTIVITY	CURRENT BUDGET	VARIANCE	PERCENT OF BUDGET
REVENUE				
Local Sources	13,459	$ 1,471,676	(1,458,217)	0.91%
State Sources	0	10,741,399	(10,741,399)	0.00%
Federal Sources	0	277,183	(277,183)	0.00%
Other Financing Sources	0	648,000	(648,000)	0.00%
		32,000		
TOTAL REVENUE	**13,459**	**13,170,258**	**(13,124,799)**	
EXPENDITURES				
INSTRUCTION				
Basic Program	646,742	5,945,136	5,298,394	10.88%
Added Needs	118,905	2,105,358	1,986,453	5.65%
Total Instruction	765,648	8,050,494	7,284,846	
SUPPORT SERVICE EXPENSE				
Pupil	81,406	713,208	631,802	11.41%
Improvement Instructional Staff	51,576	236,756	185,180	21.78%
General Administration	53,156	462,757	409,601	11.49%
School Administration	67,306	761,681	694,375	8.84%
Fiscal Services	41,210	340,501	299,291	12.10%
Operation & Maintenance	156,123	1,185,295	1,029,172	13.17%
Transportation	33,244	697,525	664,281	4.77%
Central Support	40,267	205,626	165,359	19.58%
Athletics	49,488	565,720	516,232	8.75%
Community Services	792	6,200	5,408	12.77%
Payments to Other Govt Units	9,702		(9,702)	0.00%
Site Improvement Services	0		0	0.00%
Prior Period Adjustments	0		0	0.00%
Debt Service	0	36,342	36,342	0.00%
Fund Modification to Food Service	0	0	0	0.00%
Total Support Services	584,269	5,211,611	3,913,703	
TOTAL EXPENDITURES	**1,349,916**	**13,262,105**	**11,198,549**	
EXCESS REVENUE (EXPENDITURES)	**($1,336,457)**	**($91,847)**		
Non-spendable (inventory)	10,410	10,410		
Assigned (Capital Expenditures)	75,000	75,000		
Unassigned (Undesignated)	1,814,794	1,814,794		
BEGINNING FUND BALANCE	**$1,900,204**	**$1,900,204**		
ENDING FUND BALANCE	**$563,747**	**$1,808,357**		

14%

Union City Community Schools
School Service Fund
Combined Statement of Revenue and Expenditures Compared to Budget
For The Peroid Ending
August 31, 2024

	FOOD SERVICE			
	Actual	Proposed Budget	Variance	% of Budget
REVENUE:				
Local Sources	93	$ 47,000	$46,907	18%
State Sources	0	120,000	120,000	0.00%
Federal Sources	0	509,000	509,000	0.00%
INCOMING TRANSFERS	0	0	0	
TOTAL REVENUE	93	676,000		
EXPENDITURES:				
Salaries	8,538	198,000	(189,462)	4.31%
Employee Benefits	5,207	118,450	(113,243)	4.40%
Purchased Services	107	15,640	(15,533)	0.69%
Supplies & Materials	13,594	285,000	(271,406)	4.77%
Capital Outlay	0	9,000	(9,000)	0.00%
Other Expense	80	800	(720)	9.99%
Other Transactions	0	32,882		
TOTAL EXPENDITURES	27,525	659,772		
OUTGOING TRANSFERS				
TOTAL EXPENDITURES	27,525	659,772		
EXCESS REVENUE (EXPENDITURES)	(27,432)	16,228		
BEGINNING FUND BALANCE	5,524	5,524		
ENDING FUND BALANCE	($21,908)	$21,752		

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT		
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,		
TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2024		
Current Year		
Balance as of 7/31/2024		
General Fund Cash Accounts	1,071,049	
Food Service Checking Accounts	35,179	
Trust & Agency Checking Accounts***	154,292	
SF Cash	920,511	
Bond 2023	110	
Total Cash On Hand	$2,181,031	
Current Month Activities		**YTD Activities**
General Fund Revenue	2,309,249	3,782,840
Food Service Revenue	279	1,012
Trust & Agency Revenue	n/a	n/a
SF Revenue	882	2,032
Bond 2023 Revenue	0	-
Total Revenue	$2,310,410	3,785,884
General Fund Expenses	1,094,977	2,966,502
Net Payroll	425,970	693,455
Food Service Expenses	14,059	14,139
Trust & Agency Expenses	n/a	n/a
SF Expenses	218,241	394,495
Bond 2023 Expenses	-	-
Total Expenses	$1,753,248	4,068,591
Balance as of 8/31/2024		
General Fund Cash Accounts	1,859,350	
Food Service Checking Accounts	21,398	
Trust & Agency Checking Accounts***	154,292	
SF Cash	703,152	
Bond 2023 Cash	110	
Total Cash On Hand	$2,738,193	

UNION CITY COMMUNITY SCHOOLS - TREASURER'S REPORT	
STATUS OF GENERAL, DEBT RETIREMENT, FOOD SERVICE,	
TRUST & AGENCY, AND SINKING FUNDS AS OF AUGUST 31, 2023	
Prior Year	
Balance as of 7/31/2023	
General Fund Cash Accounts	377,048
Food Service Checking Accounts	26,342
Trust & Agency Checking Accounts***	135,194
SF Cash	2,985,233
Total Cash On Hand	3,523,816
Prior Year-Current Month Activities	
General Fund Revenue	2,920,015
Food Service Revenue	393.98
Trust & Agency Revenue	601
SF Revenue	3,070
Total Revenue	2,924,080
General Fund Expenses	1,594,408
Net Payroll	272,531
Food Service Expenses	16,917
Trust & Agency Expenses	841.68
SF Expenses	331,560.73
Total Expenses	2,216,258
Balance as of 8/31/2023	
General Fund Cash Accounts	1,430,124
Food Service Checking Accounts	9,819
Trust & Agency Checking Accounts***	134,953
SF Cash	2,656,743
Total Cash On Hand	4,231,638

Union City Community Schools

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

Deb Brauker
Transportation Supervisor
dbrauker@unioncityschools.org

August 28, 2024

Dear Board of Education:

I am recommending Chassity Sexton to be hired as a new full-time bus driver. She has all the qualifications and very strong references. Chassity has filled my last full-time position.
In addition, the transportation department will benefit from her employment as she will be covering a full-time route.

Thank you for your consideration,

Deb Brauker
Transportation Supervisor

Union City Community Schools

430 St. Joseph Street, Union City, MI 49094
Ph: 517-741-3312
Fax: 517-741-5205

Deborah McDowell
Food Service Director
dmcdowell@unioncityschools.org

September 9, 2024

Dear Members of the Board of Education,

I recommend the following candidate for employment with Union City Schools:

Anita Wessel

After an interview and fingerprint check, it is with pleasure that I recommend this candidate be added to the hot lunch staff, as an assistant cook, at the Elementary School. Starting date September 09, 2024.

Best Regards,
Deborah McDowell

UNION CITY HIGH SCHOOL

COURSE GUIDE
2024 - 2025

Union City High School

430 St. Joseph St.
Union City, MI 49094
Main Office: 517-741-5861

Contacts

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

Stacy Guertler, Counselor
Email: sguertler@unioncityschools.org

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

Mission

To educate and prepare each child for their future

Introduction

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

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

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

Section 1

Academic Planning & High School Graduation Requirements

EDUCATIONAL DEVELOPMENT PLANS

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

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

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

Michigan's 17 Career Clusters

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

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

GRADUATION REQUIREMENTS

Academic Credits

To prepare students with the skills and knowledge needed for the jobs of the 21st century, the State of Michigan has enacted a rigorous set of statewide graduation requirements. In order for a student to meet the Union City High School graduation requirements, they must earn all of the Michigan Merit credits listed below as well as an additional 5 credits of their choosing, based on their EDP. In order to receive a Union City High School diploma, students must earn a minimum of 23 academic credits.

<u>Michigan Merit High School Graduation Requirements (18 Credits)</u>
ENGLISH LANGUAGE ARTS (ELA) – 4 Credits
• Proficiency in State Content Standards for ELA (4 credits)
MATHEMATICS – 4 Credits
• Proficiency in State Content Standards for Mathematics (3 credits); and • Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)
ONLINE LEARNING EXPERIENCE
• Course, Learning, or Integrated Learning Experience.
PHYSICAL EDUCATION & HEALTH – 1 Credit
• Proficiency in State Content Standards for Physical Education and Health (1 credit); or
• Proficiency with State Content Standards for Health (1/2 credit) and district approved extracurricular activities involving physical activities (1/2 credit).
SCIENCE – 3 Credits
• Proficiency in State Content Standards for Science (3 credits); or
• Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).
SOCIAL STUDIES – 3 Credits
• Proficiency in State Content Standards for Social Studies (3 credits).
VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit
• Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).
WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)
• Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or

• Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).

GENERAL EDUCATION GRADUATION REQUIREMENTS

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

Total Credits	18 credits	23 credits	

SPECIAL EDUCATION CERTIFICATE OF COMPLETION

Before entry into the functional program, the following must be considered:
A student who qualifies for Special Education Services must have failed in the general curriculum with documentation of interventions, accommodations, and moderate curriculum modifications for a length of time (1 school year).
Adaptive behavior skills for communication, self-care, daily living, and social/leisure activities are at 11th percentile or below when compared to peers of the same age. Any student who qualifies for Special Education Services under the label of Specific Learning Disability must qualify in all three areas of math, reading, and writing. If considerations are being made to add students into the functional program, a full re-eval will be done and will be required to make the decision based on the IEP team before the placement is made.
The student is expected to achieve a level of independence in adulthood. The student will require some supervision throughout adult life, but can learn skills to maximize independence.
A student with an IQ of 80 or above will not be considered for the functional program.
Core instruction in reading, math, and writing is at or below the third grade academic level.
If considerations are being made to move a student from the resource program into the functional program, a full re-eval with IQ and adaptive behavior must be completed if a current full evaluation has not been completed within the last year. The student's Individualized Education Plan (IEP) must determine the following courses of study, as needed.

CERTIFICATE OF COMPLETION GRADUATION REQUIREMENTS

Course Name	Course Description	L.C.E Competencies	Minimum Credits/ Timeline
Work Experiences 22998 Work Based 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	• Knowing and Exploring Employment Possibilities • Exploring Employment Choices • Seeking, Securing, and Maintaining Employment	2 successful experiences in work based learning with a minimum of 5-15 hours per week.

	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	• Exhibiting Appropriate Employment Skills	
Life Skills 22206 [Family Living, Nutrition, Culinary Arts, Nutrition, Health, Surviving on your own, Parenting	Life skills courses provide students Personal information Daily household chores Safety Training Technology Skills Kitchen and home living, cooking, shopping, budgeting and finances Health and Nutrition	• Managing Personal Finances • Caring for Personal Needs • Demonstrating Relationship Responsibilities • Buying, Preparing, and Consuming Food • Buying and Caring for Clothing • Exhibiting responsible citizenship • Choosing and accessing Transportation	1 credit
Self Determination (Study Skills)	Disability awareness; when to disclose/when not to [Functional ELA, etc.] Self Advocacy Goal setting Decision making Maintaining and building appropriate and positive relationships	•Understanding Self-Determination • Being Self-Aware • Developing Interpersonal Skills • Communicating with others • Good Decision Making • Developing Social Awareness	No credit required by the ISD; exposure given during other classes

		• Understanding Disability Rights And Responsibilities	
Math	Math concepts contributing to daily living and independent functioning. Focus on money manipulation, time, measurement, basic operations, and number fluency.	• Count money and make correct change • Make responsible expenditures • Keep financial records • Calculate & Pay taxes • Use banking	4 credits using the functional curriculum
English	English concepts contributing to daily living and independent functioning. Including fluent reading, safety awareness, writing abilities, spelling, and vocational based written documents.	•Communicate with understanding • Demonstrating listening and responding skills • Apply for a job	4 credits using the functional curriculum
Science	Related to the MiAccess testing curriculum. Life science and physical science courses offered.	•Problem-Solving • Work at expected levels of productivity • Practice personal safety	2 credits Or proof of 2 credits of integration with other functional classes May be covered by vocational program
History	Related to the MiAccess testing curriculum. Geography, American History, Consumer Economics, and Citizenship.	• Demonstrate knowledge of civil rights and responsibility • Know nature of local, state, and federal	2 credits Or proof of 2 credits of integration with other functional classes

		governments • Demonstrate knowledge of the law	

PERSONAL CURRICULUM

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

State statute allows personal curriculum modifications in order to:

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

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

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

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

- Lack of progress on the MMC despite documented interventions, supports, and accommodations

Contact the school counselor with questions regarding a personal curriculum.

ASSESSMENTS

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

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.

~~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.~~

Section 2

Course Offerings

~~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 cases, these changes must occur within the first two weeks of the beginning of the semester. ~~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.

The following is a list of courses offered at Union City High School for the 2024 - 2025 school year.

LANGUAGE ARTS

Creative Writing (In-Person or Virtual)
.5 Credit (9-12)
This course includes an exploration of short stories, fiction, and dramatic scripts. Students will exercise and fine tune their writing abilities and creative expression through written text.

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 an advisor to discuss the progress of their student, and contribute ideas on how to more effectively help the student progress toward his/her goals. Expectations of Mentor: Daily attendance, training, journaling activities, positive interactions with staff and students, being a good role model.

** This is a credit/no credit course.

FOREIGN LANGUAGE

Spanish 1 A (In-Person or Virtual)

.5 credit (9-12) required

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

Spanish 1 B (In-Person or Virtual)

.5 credit (9-12) required

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

Spanish 2 A (In-Person or Virtual)

.5 credit (10-12)

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

Spanish 2 B (In-Person or Virtual)

.5 credit (10-12)

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

Spanish 3 A (In-Person or Virtual)

.5 credit (10-12)

Students will continue to build upon the vocabulary and communication skills mastered in

Spanish 2. Grammar will become more complex as students learn new verb forms including commands and present progressive.

Spanish 3 B (In-Person or Virtual)

.5 credit (10-12)
A continuation of Semester 1, students will continue using the past tense to communicate about memorable experiences via reading, writing, speaking, and listening.

MATHEMATICS

Algebra A (In-Person or Virtual)

.5 credit (9) required
This course is a required prerequisite for all higher-level math courses. This course will cover solving linear equations, solving absolute value equations, solving linear inequalities, solving absolute value inequalities, graphing linear functions and absolute value functions, writing equations in slope intercept form and writing equations of parallel and perpendicular lines.

Algebra B (In-Person or Virtual)

.5 credit (9) required
This course is a required prerequisite for all higher-level math courses. This course will cover solving systems of linear equations, graphing linear inequalities, radicals and rational exponents, exponent, exponential functions, solving polynomial equations, factoring, graphing quadratic functions, solving quadratic equations and solving radical equations.

Algebra IIA (In-Person or Virtual)

.5 credit (9-12) required
Prerequisite: Algebra (or instructor approval)
This course deals with linear functions, solving linear systems, characteristics of quadratic functions, solving quadratic equations, complex numbers, completing the square, using the quadratic formula, solving nonlinear systems, graphing polynomial functions, operations on polynomials, and factoring and solving polynomial equations.

Algebra IIB (In-Person or Virtual)

.5 credit (9-12) required
Topics covered include roots and rational exponents, graphing radical functions, solving radical equations, operations on functions, inverses of functions, exponential and logarithmic functions, the natural base e, inverse and direct variation, graphing rational functions, operations on rational expressions, solving rational equations, and arithmetic and geometric series and sequences.

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

.5 credit (11-12)
Prerequisite: Geometry and Algebra II (or instructor approval) This course is for a student on a college preparatory track or applicable vocational field. Students cover topics in Trigonometry including Unit Circle, graphs of trig functions, inverses of trig functions, solving trig equations, the Law of Sines and the Law of Cosines, arc length and sector area, and radian and degree

measure.

Functions, Statistics and Trigonometry B (In-Person or Virtual) .5 credit (11-12)
Topics include: conic sections, circular functions, binomial theorem, functions, mapping, synthetic substitution, logarithmic and exponential functions, sequences and series, introduction to probability, lines in a plane, functions and statistics, vectors, mathematical induction, and introduction to calculus and computer applications.

Geometry A (In-Person or Virtual)
.5 credit (9-12) required
The required course deals with the development of a logical approach to providing geometrical concepts. Topics include understanding perimeters and areas, constructing angles, measuring and constructing line segments, proofs about segments and angles, understanding theorems and postulates, inductive and deductive reasoning, understanding parallel and perpendicular lines and completing transformations and similarity transformations.

Geometry B (In-Person or Virtual)
.5 credit (9-12) required
The required course deals with the development of a logical approach to providing geometrical concepts. Topics include naming triangles by sides and angles, proving triangle congruence, relationships with triangles, quadrilaterals and other polygons, proving polygon similarity, right triangles and trigonometry, and relationships of circles.

Personal Finance A (In-Person or Virtual)
.5 credit (11-12)
Personal Finance ~~prepares students to understand 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.~~ prepares students to understand banking, including checking and savings, types of credit, paying for college and budgeting.

Personal Finance Part B (In-Person or Virtual)
.5 credit (11-12)
Personal Finance part 2 ~~prepares students to understand 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.~~ prepares students to understand the importance of investing, behavior economics, careers, taxes, insurance and consumer skills.

Pre-Algebra (In-Person or Virtual)
.5 credit (9)
This is a math course designed as a supplemental math for students identified as needing additional support in preparation for Algebra. This course is designed to review

foundational math concepts to support successful completion of the Algebra class.

Pre-Calculus A (In-Person or Virtual)

.5 credit (11-12)
Prerequisite: Functions, Statistics and Trigonometry (or instructor approval) This course is for the student on a college preparatory track. This course includes mathematical logic, analyzing functions, functions, equations, and inequalities, integers and polynomials, and rational numbers and rational functions.

Pre-Calculus B (In-Person or Virtual)

.5 credit (11-12)
Topics include: trigonometric identities and equations, recursion and mathematical induction, and complex numbers, derivative in calculus, combinatorics, graphs, and circuits, vectors, and the integral in calculus.

SCIENCE

Anatomy A (In-Person or Virtual)

.5 credit (10-12)
In this class students will get an introduction to the study of anatomy and physiology of the human body and systems. This semester includes a study of anatomical terminology, cavities and regions, hierarchy of the human body, biochemistry, tissues, immune system, and bones of the body. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Anatomy B (In-Person or Virtual)

.5 credits (10-12)
In this class, students will get an introductory study of anatomy and physiology of the human body and systems. This semester includes study of the skeletal system, muscle system, digestive system, as well as how systems of the body work together. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Biology A (In-Person or Virtual)

.5 credit (10-12) required
This course is a required credit. In this semester students will study the characteristics of life, hierarchy and classification in biology, the cell processes of photosynthesis, cellular respiration, and fermentation, matter and energy in organisms and ecosystems, and interdependent relationships in ecosystems. Students will also engage in science and engineering practices and skills.

Biology B (In-Person or Virtual)

.5 credits (10-12) required
This course is a required credit. In this semester students will study biochemistry, DNA, cell differentiation, cell reproduction, genetics, natural selection, and evolution. Students will also

engage in science and engineering practices and skills.

Chemistry A (In-Person or Virtual)

.5 credit (10-12)
Topics in this course include scientific measurement and technique, the nature of matter, chemical bonding, organization of matter, mole concepts, and chemical reactions. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

Chemistry B (In-Person or Virtual)

.5 credit (10-12)
Topics covered in this course include kinetic energy, solutions, acids, bases, salts, nuclear chemistry, and basic organic chemistry. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

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.

AP World History A (In-Person or Virtual)
.5 credit (10-12) required
AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical

arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP World History B (In-Person or Virtual)

.5 credit (10-12) required
AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

FINE ARTS

Choir (In-Person or Virtual)

.5 credit (9-12)
Vocal Music is open to any student 8-12 that likes to sing and is willing to work hard. No prior music experience is required. The choir will sing many different styles of music from classical to pop. We will have performances in December and May. This course can be repeated every semester throughout high school.

Drama (In-Person or Virtual)

.5 credit (9-12)
Performing Arts is a class that explores all kinds of aspects that involve the theatrical stage and performances. Students will learn about what theater is and how the stage is used to teach life lessons, situations, and solutions through various character interactions. This class also promotes an opportunity for students to break out of their shells, and explore new ways to improve their public communication, by allowing them to interact with each other in various games, scenarios, and film analysis. Students will find themselves immersed in a whole new world that will open their eyes to the various forms of drama and the stage. Come and join the fun!

Exploring Visual Art (In-Person or Virtual)

.5 credit (9-12)
This class is an art sampler. Students will be introduced to multiple mediums, a variety of famous artists and eras, as well as develop the foundation for all other art forms through the elements of design. Students will learn skills in drawing, painting, hand building with clay, and explore other 2D and 3D areas.

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

.5 credit (9-12)
Students will learn about animation, illustration, advertisement, color, and design as they explore marketing concepts. Students will learn about target audiences or consumers as they explore the history of narrative story telling. Students will create dynamic compositions using coloring and design skills. Advanced levels of this course may be taken after successful

completion of this course.

Painting (In-Person or Virtual)

.5 credit (9-12)
Students will explore and experience a variety of painting techniques and mediums while making connections with artists throughout history. Students will have the opportunity to create realistic and abstract works while focusing on a deeper understanding of color theory and the application processes. Advanced levels of this course may be taken after successful completion of this course.

Sculpture (In-Person or Virtual)

.5 credit (9-12)
Students will be introduced to three dimensional art. This course allows students to develop a deeper understanding of form and space as they create works with clay, plaster, metal, and more. Students will learn the skills to solve and investigate spatial problems while molding, carving, casting, and hand building. Advanced levels of this course may be taken after successful completion of this course.

Symphonic Band (In-Person or Virtual)

.5 credit (9-12)
This course is designed to address the skills of advanced players and includes all band students in grades nine through twelve. The band will study music from all periods and styles. The band will march, perform concerts and perform at MSBOA band festivals. Students will have the option of participating in Stage Band, Pep Band and Solo and Ensemble festivals. This course can be repeated every semester throughout high school.

BUSINESS AND TECHNOLOGY

Computer Applications (In-Person or Virtual)

.5 credit (9)
This is a course focusing on the general use of technology. Course content will include digital citizenship, how to use Google (Drive, Docs, Sheets, Slides), how to use the MacBook (folders, finder, apps, etc.), and how to use Schoology, etc.

Multimedia A (In-Person or Virtual)

.5 credit (9-12)
~~This course will examine different types of multimedia technologies. The course is divided into 5 units including: photography, graphic design, animation, 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.~~ This course will examine different types of multimedia technologies. The course is divided into 5 units including: photography, graphic design, animation and videography. We will use many different software titles during the year including: Adobe Photoshop, Adobe Illustrator, iMovie, Animation, Adobe Rush and many more. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented

with strict deadlines.

Multimedia B (In-Person or Virtual)
.5 credit (9-12)
Prerequisite: Successful passing of MMA & approval from the Instructor
~~This course builds on the skills developed during MM1. We will use the same programs and will focus on the creation of larger projects and the production of more in depth videos and podcasts. Students must be self-motivated and have the ability to work cooperatively as this course is project oriented with strict deadlines. Students in this course must also work with first year students and present skills at certain points throughout the year.~~ This course builds on the skills developed during MM1. We will use the same programs and will focus on the creation of larger projects and the production of more in depth videos and podcasts. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented with strict deadlines. Students in this course must also work with first year students and present skills at certain points throughout the year.

Computer Science A (In-Person or Virtual)
.5 credit (9-12)
Prerequisite: Successful passing of Algebra I
This course will help students develop an understanding of the basics of programming and computer science principles. Over the school year, we will cover many topics around computer science and will look at many different aspects of how different languages can work together to develop a full functioning project. Emphasis will be placed on developing projects, working with a team and software / app development.

Computer Science II (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Successful passing of CS1 & approval from the Instructor
This course will use skills developed during CS1 to build larger programs and apps. We will be working on teams and developing more programming skills. Students must be self-motivated and have the ability to work cooperatively as this course is project oriented with strict deadlines.

Yearbook (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Minimum 3.0 GPA or Approval of Instructor
This is a class that is responsible for the yearlong project of putting together the Union City High School yearbook. Students will learn a variety of skills while completing this important task. Throughout the course of the year, students will learn how to write in a journalistic fashion, study elements of page design, experiment with various elements of photography, create published pieces of work on computers, and many other tasks that are involved with creating a yearbook. Students will be required to sell ad space in the yearbook and to local businesses. Students will be required to take photos at events that occur outside of school hours. This course can be repeated every semester throughout high school.

Career Pathways (In-Person or Virtual)

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

Work Based Learning (In-Person or Virtual)

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

Advisory (In-Person or Virtual)

.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.

PHYSICAL EDUCATION

Health (In-Person or Virtual)

.5 credit (9-12)
This is a required course. Topics of study include: holistic health, stress, nutrition, physical fitness, care of skin, hair, ears, eyes, and teeth, human sexuality, substance abuse, disease and health problems, and other selected topics of first aid, safety, environmental health, and consumer health. Students will also learn about STI's, pregnancy prevention methods, and making wise choices.

Physical Education (In-Person or Virtual)

.5 credit (9-12)
This is a required course. Physical education is education through human movement. It is the phase of general education that contributes to the total growth and development of the individual. Health and fitness of the body are two of the major concerns of the physical education program. However, development of the mind and improvement of social skills are also an important aspect of the total physical education curriculum.

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

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

Advanced Physical Education (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Physical Education
The common sports of basketball, volleyball and softball are played in the class. Lifetime sports such as golf, tennis, bowling, and racquetball are introduced and practiced. Physical fitness activities such as weight training, jogging, fitness testing, aerobic training, circuit training and cycling are discussed as elements of a well rounded fitness program. A knowledge and understanding of important fitness principles and sports rules is expected and evaluated through written tests, assignments and papers. The goal is to have these students feel confident in their ability to create their own exercise and/or recreational program after they leave the class.

Strength & Conditioning (In-Person or Virtual)
.5 credit (9-12)
Students need to maintain a minimum of a 75% in the course in order to be eligible to enroll in this course the following semester. This is a weight training and cardiovascular exercise course. This class uses set training as the workout device. Weekly classroom work will include subjects such as: basics of muscle, multiple set myth, the perfect program, high intensity training, The Repetition, overcoming the strength plateau, training the injured, fiber types and repetition ranges. This course can be repeated every semester throughout high school.

Advanced Weight Training (In-Person or Virtual)
.5 credit (10-12)
The student will identify the major benefits of weight training as it relates to lifetime fitness and sports performance. The student will demonstrate an understanding of muscle and skeletal anatomy including fiber types and muscle structures. Apply these basic principles of the biomechanics and applied physiology of human movement in order to select appropriate exercise which promote safety, enhance sport performance and ensure effectiveness of weight training programs. The student will know the difference between eccentric and concentric contractions. The student will effectively demonstrate proper weight training and spotting techniques with free weight and resistance machines for the major muscle groups. The student will design and manipulate acute and chronic weight training variables to meet the needs of the athletes involved in various sports, individuals interested in personal fitness and persons with special needs and health concerns, physical disabilities and other limitations. Students will learn how to treat certain injuries and will be able to assess injuries. Students will learn how to make specialized workouts and will be able to make rehab plans for athletes with injuries.

Sports Officiating (In-Person or Virtual)
.5 credit (9-12)
Through the Sports Officiating course, students will have the opportunity to prepare for state exams for officiating licenses in 3 sub-varsity level sports, over the course of one semester.

This course offers a mix of online and hands-on learning. Coursework is completed through online modules while the teacher of the course provides opportunities for practice officiating each sport. Upon successful completion of the course, students can be eligible to be hired and paid for officiating athletic competitions at the sub-varsity level. Participants in this course must be 15 years of age or older.

APPLIED ARTS

Foods 1 (In-Person or Virtual)

.5 credit (9-12)

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

Foods 2 (In-Person or Virtual)

.5 credit (10-12)

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

Adult Living (In-Person or Virtual)

.5 credit (11-12)

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

Clothing Construction (In-Person or Virtual)

.5 credit (10-12)

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

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

.5 credit (10-12)

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

CERTIFICATE OF COMPLETION COURSES

Essentials of English (In-Person or Virtual)
.5 credit (9-12)
This course is a basic skill class developed for learning disabled students. The goal for this course is to provide individualized instruction in the areas of written and oral expression. Students will be exposed to writing, grammar, and literary works by various authors. This course may be repeated for credit as determined by the I.E.P.C.

Essentials of Math (In-Person or Virtual)
.5 credit (9-12)
This course is designed for learning disabled students interested in learning more about practical applications of math skills for everyday life. Topics include earning money and net pay, personal banking, and budgeting.

Basic Biology (In-Person or Virtual)
.5 credit (9-12)
This course is designed to help learning disabled students obtain the biology credit for graduation. This course will present science concepts such as classification, genetics, reproduction, and evolution.

Basic World Studies/Global Issues (In-Person or Virtual)
.5 credit (9-12)
This course is designed to help learning disabled students obtain the World Cultures credit needed for graduation while improving reading skills. The course will survey the geography, culture, and religions of people in the major regions of the world.

Essentials of History (In-Person or Virtual)
.5 credit (9-12)
This course is designed to help learning disabled students obtain the U.S. History credit needed for graduation while improving reading skills. This course is a survey of American History from 1800 to the present.

Study Skills (In-Person or Virtual)
.5 credit (9-12)
This course is designed as a support for learning disabled students to help them pass regular education classes. The special education teacher will individually assist students with regular education class work and tests. This course may be repeated for credit as determined by the I.E.P.C. Students will be graded on a credit/no credit basis.

Basic Life Science (In-Person or Virtual)
.5 credit (9-12)
This course is designed to teach students important science concepts in the context of their day-to-day experiences. The experiments and activities in the course help students discover the application of those concepts.

Basic Earth Science (In-Person or Virtual)
.5 credit (9-12)

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

Essentials of Social Studies (In-Person or Virtual)
.5 credit (9-12)
This course covers the basic themes of geography, identifying major physical features of the world, learning about cultural and physical regions of the earth and examining how people and the environment impact each other. Current events are also an integral part of the course.

Life Skills (In-Person or Virtual)
.5 credit (9-12)
This course is designed to provide the student with important skills necessary for independent living. Topics include daily living skills, personal-social development, lifestyle choices and problem solving skills.

Career Readiness (In-Person or Virtual)
.5 credit (9-12)
Students will gain actual work experience through on the job training within the school environment. Students will learn custodial skills and basic work habits necessary for independent living.

OFF-SITE PROGRAMS

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

CACC Programs
Advanced Allied Health
Allied Health
Agriscience
Automotive Service Technology
Aviation Exploration
Collision Repair Technology
Construction Technology
Culinary Arts/Hospitality
Early Childhood Education
Education Academy
Emergency Medical Training (Basic)
Graphic Communications Technology

Intro to Robotics and Engineering
Law Enforcement/Criminal Justice
Networking and Cybersecurity
Power Equipment Technology
Programing and Video Game Design
Welding Technology

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 PROGRAMS 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

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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.~~

Battle Creek Area Math & Science Center

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

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

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

Technology Center Work Based Opportunities

Both the Calhoun Area Career Center and the Branch Area Career Center provide work-based, (cooperative education, job shadowing, placements)opportunities for their students in specific programs. Information regarding these programs will become available to students through the counseling office, program visits, and classroom presentations.

Michigan Virtual High School (MVHS)

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.

DUAL ENROLLMENT

The Post-Secondary Enrollment Options Act (PA 178)

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

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

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

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

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

programs.

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

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

EARLY MIDDLE COLLEGE/REGIONAL MANUFACTURING TECHNOLOGY CENTER

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

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

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

WORK BASED LEARNING

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

motivated to achieve their educational and career goals in life. The WBL program will support and promote positive school/work habits moving all students towards their post high school goals.

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

~~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.~~

Section 3
Post-Secondary Planning

GUIDANCE SERVICES

Students are encouraged to use the multitude of services available through the guidance department. These services are designed to address the needs of all students by helping them to acquire competencies in knowledge of self and others, educational and vocational development and career planning. Class scheduling, vocational and career exploration,

college application, financial aid and scholarship assistance, record review, referral services, and personal counseling are available. Please contact the guidance office for assistance.

PLANNING FOR COLLEGE

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

I. MOST COMPETITIVE COLLEGES (i.e. Kalamazoo College, University of Michigan, Ivy League schools)
Students need to take the most rigorous courses possible and most likely 2-4 years of a foreign language will be required.
~~**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~~ 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 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)

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.

UNION CITY HIGH SCHOOL
CHARGER ACADEMY
COURSE GUIDE
2024 - 2025

Union City High School

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Mission

To educate and prepare each child for their future

Introduction

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

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

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

Section 1

Academic Planning & High School Graduation Requirements

EDUCATIONAL DEVELOPMENT PLANS

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

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

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

Michigan's 17 Career Clusters

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

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

GRADUATION REQUIREMENTS

Academic Credits

To prepare students with the skills and knowledge needed for the jobs of the 21st century, the State of Michigan has enacted a rigorous set of statewide graduation requirements. In order for a student to meet the Union City High School Charger Academy graduation requirements, they must earn all of the Michigan Merit credits listed below ~~as well as an additional 5 credits of their choosing, based on their EDP. In order to receive a Union City High School diploma, students must earn a minimum of 23 academic credits.~~

Michigan Merit High School Graduation Requirements (18 Credits)
ENGLISH LANGUAGE ARTS (ELA) – 4 Credits
• Proficiency in State Content Standards for ELA (4 credits)
MATHEMATICS – 4 Credits
• Proficiency in State Content Standards for Mathematics (3 credits); and • Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)
ONLINE LEARNING EXPERIENCE
• Course, Learning, or Integrated Learning Experience.
PHYSICAL EDUCATION & HEALTH – 1 Credit
• Proficiency in State Content Standards for Physical Education and Health (1 credit); or
• Proficiency with State Content Standards for Health (1/2 credit) and district approved extracurricular activities involving physical activities (1/2 credit).
SCIENCE – 3 Credits
• Proficiency in State Content Standards for Science (3 credits); or
• Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).
SOCIAL STUDIES – 3 Credits
• Proficiency in State Content Standards for Social Studies (3 credits).
VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit
• Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).
WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)
• Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or

• Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).

GENERAL EDUCATION GRADUATION REQUIREMENTS

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

Language				
Online Experience	0 credits	0 credits	Covered through one-to-one technology	
Electives	0 credits	0 credits	Adult Living, Current Events, Strength & Conditioning, Advanced Weight Training, Sports Officiating Additional Visual/Performing /Applied courses	
Total Credits	18 credits	18 credits		

PERSONAL CURRICULUM

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

State statute allows personal curriculum modifications in order to:

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

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

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

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

Contact the school counselor with questions regarding a personal curriculum.

ASSESSMENTS

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

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.

~~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.~~

Section 2

Course Offerings

~~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 cases, these changes must occur within the first two weeks of the beginning of the semester. ~~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.~~

The following is a list of courses offered at Union City High School for the 2024 - 2025 school year.

LANGUAGE ARTS

Creative Writing (In-Person or Virtual)

.5 Credit (9-12)

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

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 an advisor to discuss the progress of their student, and contribute ideas on how to more effectively help the student progress toward his/her goals. Expectations of Mentor: Daily attendance, training, journaling activities, positive interactions with staff and students, being a good role model.

** This is a credit/no credit course.

FOREIGN LANGUAGE

Spanish 1 A (In-Person or Virtual)

.5 credit (9-12) required

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

Spanish 1 B (In-Person or Virtual)

.5 credit (9-12) required

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

Spanish 2 A (In-Person or Virtual)

.5 credit (10-12)

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

Spanish 2 B (In-Person or Virtual)
.5 credit (10-12)
A continuation of Semester 1, students will begin using the past tense to communicate about memorable experiences via reading, writing, speaking, and listening. Topics of study will include clothing, shopping, and travel.

MATHEMATICS

Algebra A (In-Person or Virtual)
.5 credit (9) required
This course is a required prerequisite for all higher-level math courses. This course will cover solving linear equations, solving absolute value equations, solving linear inequalities, solving absolute value inequalities, graphing linear functions and absolute value functions, writing equations in slope intercept form and writing equations of parallel and perpendicular lines.

Algebra B (In-Person or Virtual)
.5 credit (9) required
This course is a required prerequisite for all higher-level math courses. This course will cover solving systems of linear equations, graphing linear inequalities, radicals and rational exponents, exponent, exponential functions, solving polynomial equations, factoring, graphing quadratic functions, solving quadratic equations and solving radical equations.

Algebra IIA (In-Person or Virtual)
.5 credit (9-12) required
Prerequisite: Algebra (or instructor approval)
This course deals with linear functions, solving linear systems, characteristics of quadratic functions, solving quadratic equations, complex numbers, completing the square, using the quadratic formula, solving nonlinear systems, graphing polynomial functions, operations on polynomials, and factoring and solving polynomial equations.

Algebra IIB (In-Person or Virtual)
.5 credit (9-12) required
Topics covered include roots and rational exponents, graphing radical functions, solving radical equations, operations on functions, inverses of functions, exponential and logarithmic functions, the natural base e, inverse and direct variation, graphing rational functions, operations on rational expressions, solving rational equations, and arithmetic and geometric series and sequences.

Functions, Statistics and Trigonometry A (In-Person or Virtual)
.5 credit (11-12)
Prerequisite: Geometry and Algebra II (or instructor approval) This course is for a student on a college preparatory track or applicable vocational field. Students cover topics in Trigonometry including Unit Circle, graphs of trig functions, inverses of trig functions, solving trig equations, the Law of Sines and the Law of Cosines, arc length and sector area, and radian and degree measure.

Functions, Statistics and Trigonometry B (In-Person or Virtual) .5 credit (11-12)
Topics include: conic sections, circular functions, binomial theorem, functions, mapping, synthetic substitution, logarithmic and exponential functions, sequences and series, introduction to probability, lines in a plane, functions and statistics, vectors, mathematical induction, and introduction to calculus and computer applications.

Geometry A (In-Person or Virtual)
.5 credit (9-12) required
The required course deals with the development of a logical approach to providing geometrical concepts. Topics include understanding perimeters and areas, constructing angles, measuring and constructing line segments, proofs about segments and angles, understanding theorems and postulates, inductive and deductive reasoning, understanding parallel and perpendicular lines and completing transformations and similarity transformations.

Geometry B (In-Person or Virtual)
.5 credit (9-12) required
The required course deals with the development of a logical approach to providing geometrical concepts. Topics include naming triangles by sides and angles, proving triangle congruence, relationships with triangles, quadrilaterals and other polygons, proving polygon similarity, right triangles and trigonometry, and relationships of circles.

Personal Finance A (In-Person or Virtual)
.5 credit (11-12)
Personal Finance ~~prepares students to understand 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.~~ prepares students to understand banking, including checking and savings, types of credit, paying for college and budgeting.

Personal Finance Part B (In-Person or Virtual)
.5 credit (11-12)
Personal Finance part 2 ~~prepares students to understand 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.~~ prepares students to understand the importance of investing, behavior economics, careers, taxes, insurance and consumer skills.

Pre-Algebra (In-Person or Virtual)
.5 credit (9)
This is a math course designed as a supplemental math for students identified as needing additional support in preparation for Algebra. This course is designed to review foundational math concepts to support successful completion of the Algebra class.

Pre-Calculus A (In-Person or Virtual)

.5 credit (11-12)
Prerequisite: Functions, Statistics and Trigonometry (or instructor approval) This course is for the student on a college preparatory track. This course includes mathematical logic, analyzing functions, functions, equations, and inequalities, integers and polynomials, and rational numbers and rational functions.

Pre-Calculus B (In-Person or Virtual)

.5 credit (11-12)
Topics include: trigonometric identities and equations, recursion and mathematical induction, and complex numbers, derivative in calculus, combinatorics, graphs, and circuits, vectors, and the integral in calculus.

SCIENCE

Anatomy A (In-Person or Virtual)

.5 credit (10-12)
In this class students will get an introduction to the study of anatomy and physiology of the human body and systems. This semester includes a study of anatomical terminology, cavities and regions, hierarchy of the human body, biochemistry, tissues, immune system, and bones of the body. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Anatomy B (In-Person or Virtual)

.5 credits (10-12)
In this class, students will get an introductory study of anatomy and physiology of the human body and systems. This semester includes study of the skeletal system, muscle system, digestive system, as well as how systems of the body work together. Students will also engage in science and engineering practices and skills. This course will cover the student's elective or required science credit.

Biology A (In-Person or Virtual)

.5 credit (10-12) required
This course is a required credit. In this semester students will study the characteristics of life, hierarchy and classification in biology, the cell processes of photosynthesis, cellular respiration, and fermentation, matter and energy in organisms and ecosystems, and interdependent relationships in ecosystems. Students will also engage in science and engineering practices and skills.

Biology B (In-Person or Virtual)

.5 credits (10-12) required
This course is a required credit. In this semester students will study biochemistry, DNA, cell differentiation, cell reproduction, genetics, natural selection, and evolution. Students will also engage in science and engineering practices and skills.

Chemistry A (In-Person or Virtual)
.5 credit (10-12)
Topics in this course include scientific measurement and technique, the nature of matter, chemical bonding, organization of matter, mole concepts, and chemical reactions. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

Chemistry B (In-Person or Virtual)
.5 credit (10-12)
Topics covered in this course include kinetic energy, solutions, acids, bases, salts, nuclear chemistry, and basic organic chemistry. Students will also engage in science and engineering practice and skills. This course will cover the student's elective or required science credit.

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.

AP World History A (In-Person or Virtual)

.5 credit (10-12) required

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

technology and innovation.

AP World History B (In-Person or Virtual)

.5 credit (10-12) required
AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

FINE ARTS

Choir (In-Person or Virtual)

.5 credit (9-12)
Vocal Music is open to any student 8-12 that likes to sing and is willing to work hard. No prior music experience is required. The choir will sing many different styles of music from classical to pop. We will have performances in December and May. This course can be repeated every semester throughout high school.

Drama (In-Person or Virtual)

.5 credit (9-12)
Performing Arts is a class that explores all kinds of aspects that involve the theatrical stage and performances. Students will learn about what theater is and how the stage is used to teach life lessons, situations, and solutions through various character interactions. This class also promotes an opportunity for students to break out of their shells, and explore new ways to improve their public communication, by allowing them to interact with each other in various games, scenarios, and film analysis. Students will find themselves immersed in a whole new world that will open their eyes to the various forms of drama and the stage. Come and join the fun!

Exploring Visual Art (In-Person or Virtual)

.5 credit (9-12)
This class is an art sampler. Students will be introduced to multiple mediums, a variety of famous artists and eras, as well as develop the foundation for all other art forms through the elements of design. Students will learn skills in drawing, painting, hand building with clay, and explore other 2D and 3D areas.

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

.5 credit (9-12)
Students will learn about animation, illustration, advertisement, color, and design as they explore marketing concepts. Students will learn about target audiences or consumers as they explore the history of narrative story telling. Students will create dynamic compositions using coloring and design skills. Advanced levels of this course may be taken after successful completion of this course.

Painting (In-Person or Virtual)
.5 credit (9-12)
Students will explore and experience a variety of painting techniques and mediums while making connections with artists throughout history. Students will have the opportunity to create realistic and abstract works while focusing on a deeper understanding of color theory and the application processes. Advanced levels of this course may be taken after successful completion of this course.

Sculpture (In-Person or Virtual)
.5 credit (9-12)
Students will be introduced to three dimensional art. This course allows students to develop a deeper understanding of form and space as they create works with clay, plaster, metal, and more. Students will learn the skills to solve and investigate spatial problems while molding, carving, casting, and hand building. Advanced levels of this course may be taken after successful completion of this course.

Symphonic Band (In-Person or Virtual)
.5 credit (9-12)
This course is designed to address the skills of advanced players and includes all band students in grades nine through twelve. The band will study music from all periods and styles. The band will march, perform concerts and perform at MSBOA band festivals. Students will have the option of participating in Stage Band, Pep Band and Solo and Ensemble festivals. This course can be repeated every semester throughout high school.

BUSINESS AND TECHNOLOGY

Computer Applications (In-Person or Virtual)
.5 credit (9)
This is a course focusing on the general use of technology. Course content will include digital citizenship, how to use Google (Drive, Docs, Sheets, Slides), how to use the MacBook (folders, finder, apps, etc.), and how to use Schoology, etc.

Multimedia A (In-Person or Virtual)
.5 credit (9-12)
~~This course will examine different types of multimedia technologies. The course is divided into 5 units including: photography, graphic design, animation, 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.~~ This course will examine different types of multimedia technologies. The course is divided into 5 units including: photography, graphic design, animation and videography. We will use many different software titles during the year including: Adobe Photoshop, Adobe Illustrator, iMovie, Animation, Adobe Rush and many more. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented with strict deadlines.

Multimedia B (In-Person or Virtual)
.5 credit (9-12)
Prerequisite: Successful passing of MMA & approval from the Instructor
~~This course builds on the skills developed during MM1. We will use the same programs and will focus on the creation of larger projects and the production of more in depth videos and podcasts. Students must be self-motivated and have the ability to work cooperatively as this course is project oriented with strict deadlines. Students in this course must also work with first year students and present skills at certain points throughout the year.~~ This course builds on the skills developed during MM1. We will use the same programs and will focus on the creation of larger projects and the production of more in depth videos and podcasts. Students must be self-motivated and have the ability to work cooperatively as this course is project-oriented with strict deadlines. Students in this course must also work with first year students and present skills at certain points throughout the year.

Computer Science A (In-Person or Virtual)
.5 credit (9-12)
Prerequisite: Successful passing of Algebra I
This course will help students develop an understanding of the basics of programming and computer science principles. Over the school year, we will cover many topics around computer science and will look at many different aspects of how different languages can work together to develop a full functioning project. Emphasis will be placed on developing projects, working with a team and software / app development.

Computer Science II (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Successful passing of CS1 & approval from the Instructor
This course will use skills developed during CS1 to build larger programs and apps. We will be working on teams and developing more programming skills. Students must be self-motivated and have the ability to work cooperatively as this course is project oriented with strict deadlines.

Yearbook (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Minimum 3.0 GPA or Approval of Instructor
This is a class that is responsible for the yearlong project of putting together the Union City High School yearbook. Students will learn a variety of skills while completing this important task. Throughout the course of the year, students will learn how to write in a journalistic fashion, study elements of page design, experiment with various elements of photography, create published pieces of work on computers, and many other tasks that are involved with creating a yearbook. Students will be required to sell ad space in the yearbook and to local businesses. Students will be required to take photos at events that occur outside of school hours. This course can be repeated every semester throughout high school.

Career Pathways (In-Person or Virtual)
.5 credit
The purpose of this course is to support students' preparation for life after high school,

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

Work Based Learning (In-Person or Virtual)

.5 credit

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

Advisory (In-Person or Virtual)

.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.

PHYSICAL EDUCATION

Health (In-Person or Virtual)

.5 credit (9-12)

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

Physical Education (In-Person or Virtual)

.5 credit (9-12)

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

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

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

activities will be studied and tested.

Advanced Physical Education (In-Person or Virtual)
.5 credit (10-12)
Prerequisite: Physical Education
The common sports of basketball, volleyball and softball are played in the class. Lifetime sports such as golf, tennis, bowling, and racquetball are introduced and practiced. Physical fitness activities such as weight training, jogging, fitness testing, aerobic training, circuit training and cycling are discussed as elements of a well rounded fitness program. A knowledge and understanding of important fitness principles and sports rules is expected and evaluated through written tests, assignments and papers. The goal is to have these students feel confident in their ability to create their own exercise and/or recreational program after they leave the class.

Strength & Conditioning (In-Person or Virtual)
.5 credit (9-12)
Students need to maintain a minimum of a 75% in the course in order to be eligible to enroll in this course the following semester. This is a weight training and cardiovascular exercise course. This class uses set training as the workout device. Weekly classroom work will include subjects such as: basics of muscle, multiple set myth, the perfect program, high intensity training, The Repetition, overcoming the strength plateau, training the injured, fiber types and repetition ranges. This course can be repeated every semester throughout high school.

Advanced Weight Training (In-Person or Virtual)
.5 credit (10-12)
The student will identify the major benefits of weight training as it relates to lifetime fitness and sports performance. The student will demonstrate an understanding of muscle and skeletal anatomy including fiber types and muscle structures. Apply these basic principles of the biomechanics and applied physiology of human movement in order to select appropriate exercise which promote safety, enhance sport performance and ensure effectiveness of weight training programs. The student will know the difference between eccentric and concentric contractions. The student will effectively demonstrate proper weight training and spotting techniques with free weight and resistance machines for the major muscle groups. The student will design and manipulate acute and chronic weight training variables to meet the needs of the athletes involved in various sports, individuals interested in personal fitness and persons with special needs and health concerns, physical disabilities and other limitations. Students will learn how to treat certain injuries and will be able to assess injuries. Students will learn how to make specialized workouts and will be able to make rehab plans for athletes with injuries.

Sports Officiating (In-Person or Virtual)
.5 credit (9-12)
Through the Sports Officiating course, students will have the opportunity to prepare for state exams for officiating licenses in 3 sub-varsity level sports, over the course of one semester. This course offers a mix of online and hands-on learning. Coursework is completed through online modules while the teacher of the course provides opportunities for practice officiating

each sport. Upon successful completion of the course, students can be eligible to be hired and paid for officiating athletic competitions at the sub-varsity level. Participants in this course must be 15 years of age or older.

APPLIED ARTS

Foods 1 (In-Person or Virtual)
.5 credit (9-12)
~~In 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.~~ In Foods 1 you learn about a variety of foods and how best to prepare them. We will focus on foods for health as well as baking principles. In this class you will learn and consistently practice kitchen safety skills, accurate weighing techniques, and measurement skills. You will utilize time and temperature food safety guidelines. You will learn basic cooking skills and terminology. You will become familiar with the tools of the kitchen and their proper use.

Foods 2 (In-Person or Virtual)
.5 credit (10-12)
~~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 1.~~ Foods 2 will build upon knowledge of Foods 1 with emphasis on knife safety, meal prep for the lifespan, careers in culinary, and world cuisine. This class will be skills based and will also be based on safe practices, cooking skills, and terminology.

Adult Living (In-Person or Virtual)
.5 credit (11-12)
In this course, students learn skills necessary for life after high school. This includes concepts like basic cooking, sewing, budgeting, and caring for children.

Clothing Construction (In-Person or Virtual)
.5 credit (10-12)
In this course students will be introduced to clothing construction basics and be able to develop and produce specific clothing items.

Intro to Baking and Pastry (In-Person or Virtual)
.5 credit (10-12)
This course would be focusing on the ingredients, techniques, chemistry, and techniques of creating baked goods and pastries. Students will practice using cooking techniques that help develop skills to be a proficient baker at home.

OFF-SITE PROGRAMS

Career Technology Education
Calhoun Area Career Center

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

CACC Programs
Advanced Allied Health
Allied Health
Agriscience
Automotive Service Technology
Aviation Exploration
Collision Repair Technology
Construction Technology
Culinary Arts/Hospitality
Early Childhood Education
Education Academy
Emergency Medical Training (Basic)
Graphic Communications Technology
Intro to Robotics and Engineering
Law Enforcement/Criminal Justice
Networking and Cybersecurity
Power Equipment Technology
Programing and Video Game Design
Welding Technology

~~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 PROGRAMS 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.

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 (MVHS)

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. Graduation Alliance course offerings can be found on the next several pages.

GA Course Code	Course Name	Category	HS / MS	Description	Quarters / Semesters	Vendor	SCED (Natl) / CEDARS (WA) Codes / Titles
ART110	Art Foundations	Art	HS	In this course, students will study a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, and an appreciation for aesthetics.	1-S	GA	5151 Art Appreciation
ART211	Digital Photography	Art	HS	In this course, students will discover the history of photography, practice the basics of photography, and identify different techniques used in the field. They will explore how cameras work, and how to use their phone's camera. Students will identify and demonstrate the elements and principles of design used in photography. They will also explain their responsibilities as a photographer and copyright laws, explore the safe handling equipment in photography, and practice to prepare for a career in the field of photography. Students will learn about careers, education, business practices, and creating portfolios in photography. They will learn basic and advanced editing techniques. Students will demonstrate progress in the course through discussions and creating their own artwork.	2-S	GA	05167 / 11054 Photography / Photo Imaging
ART212	Music Aesthetics	Art	HS	In this class, students will explore the use of their bodies, voice and instruments as means of musical expression; improvise and compose music; and expand their listening skills and vocabulary to analyze and evaluate music.	1-S	GA	05118 Music Appreciation

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ART300	Art in World Cultures	Art	HS	In this Art course, students will learn about some of the greatest artists while also creating art of their own, including digital art. The course explores the basic principles and elements of art, examines how to critique art, and some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.	1-S	GP	05152 Art Appreciation
BUS112	Introduction to Business	Career/Tech	HS	In this course, students will explore business in global society, learning terminology, concepts, systems, strategies, and current issues. Topics include the business environment, ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements.	1-S	GP	12051 Introductory Business
BUS118	Business Foundations	Career/Tech	HS	In this course, students focus on specializations within three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed.	1-S	GA	22151 Career Exploration

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BUS119	Finance Foundations	Career/Tech	HS	In this course, students will be introduced to the specializations offered in this career field. Students will obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments. They will acquire knowledge of financial analysis and application, business law and ethics, economics, international business and business relationships. Knowledge management and information technology will be emphasized. Employability skills, leadership, and communications will be incorporated in learning activities.	2-S	GA	12103 Finance
BUS210	Career Development	Career/Tech	HS	In this class, students will learn and develop the necessary skills to engage in life and career planning. Learners will focus on self-assessment, occupational exploration, and decision-making; discuss the social conditions that impact career development; and implement a strategic career plan.	2-S	GA	22152 Employability Skills
BUS216	Financial Accounting	Career/Tech	HS	In this course, students will track, record, summarize, and report a business's financial transactions. They will develop financial documents, project future income and expenses, and evaluate the accuracy of a business's financial information. Students will also apply tools, strategies, and systems to evaluate a company's financial performance and monitor the use of financial resources. Technology, employability skills, leadership and communications will be incorporated in classroom activities.	2-S	GA	12104 Accounting
BUS217	International Business	Career/Tech	HS	In this course, students will evaluate global business strategies and market-entry methods for conducting business internationally. They will use technology to determine the impact of government, economics,	2-S	GA	12056

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				geography, history, ethics and digital communication tools on global trade. Management of sourcing and procurement, quality, distribution and supply chain in a global environment will be emphasized. Students will identify financing options for international operations. They will also analyze the competitiveness of U.S. companies in the international marketplace.			International Business & Marketing
BUS218	Fundamentals of Financial Services	Career/Tech	HS	In this course, students will develop knowledge and skills needed in the banking, insurance and investment industries. They will analyze banking products and services, determine ways in which insurance reduces risk, and calculate insurable losses. Students will also learn to sell financial products and build positive relationships with clients and colleagues. They will use financial ratios to evaluate company performance and select profitable investments for clients. Technology, employability skills, leadership and communications will be incorporated in classroom activities.	2-S	GA	12101 Banking and Finance
BUS314	Legal Environment of Business	Career/Tech	HS	This course will prepare students interested to pursue a career in the legal or business world. They must understand how the legal system functions as well as have a working knowledge of the rules and regulations that govern business. In the first section of this course, students will be introduced to various aspects of the law. In the second section, students will examine all aspects of business law including the judicial system, differences between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as businesses. Students will also research real estate and debtor and creditor laws and regulations. Students will learn to support attorneys by conducting legal research. Compliance and contract law will be emphasized.	2-S	GP	04164 Business Law

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BUS670	Foundations of Firefighting and Emergency Medical Services	Career/Tech	HS	Firefighting and Emergency Medical Services introduces students to the foundational concepts of firefighting safety and emergency medical services. In the first part of the course, students will analyze the Department of Public Safety Fire Protection and Emergency Medical Services rules and regulations in preparation for further studies in the field. In the second part of the course, students will study key topics relating to business, communications, regulations, and finances. Emphasis will be placed on skills needed to be a strong leader in the field.	2-S	GA	15152 Firefighting
BUS671	Homeland Security	Career/Tech	HS	In Homeland Security, students will learn techniques to secure and protect America's people and infrastructure from natural and manmade disaster. Students will look at a range of issues including cyber security, intelligence gathering, and local emergency planning that can be applied in their own community. Students will also learn to manage critical incidents thought training in National Incident Management and the Incident Command System.	2-S	GA	15202 Community Protection

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COS110	Teen Living	Life Skills	HS	In this course, students will learn to understand and cope with personal, family and social challenges common during transitionary teenage years, with an emphasis on communication, decision-making skills and building stable relationships with family and peers. Students will identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to issues that impact teenagers, including self- concept, substance abuse, personal loss, dating, pregnancy and child abuse.	2-S	GA	22105 Values Clarification
COS211	Child Development for Caretakers	Life Skills	HS	This course offers a basic introduction to the emotional, physical, and psychological development of a child. Students will explore several developmental models. Students will study the biological and chemical changes in children as they age as well as look into parenting resources.	2-S	GA	19255 Child Development/ Parenting
COS212	Child Development Psychology	Career/Tech	HS	This course offers a basic introduction to the emotional, physical, and psychological development of young children. Students explore several developmental models and theories, along with biological, chemical, and behavioral changes children go through as they grow. Parenting and Caregiver resources are explored, along with roles of various family members and support systems.	2-S	GA	19052 Child Development
COS410	Adult Roles and Responsibilities	Life Skills	HS	Adult Roles and Responsibilities helps students prepare for independent living. This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual's	1-S	GA	19259 Family and Interpersonal Relationships

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				roles and responsibilities within the family and community.			
EDU101	Foundations of Education and Training	Education	HS	Students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and training. Employability skills and state requirements for becoming an educator will also be addressed.	2-S	GA	19151 Teaching Profession
EDU111	Early Childhood Education Principles	Education	HS	Students will examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education. Students will assess developmental appropriate practices; legal, ethical and organizational issues; and the challenge of teaching and caring for young children with diverse needs. Career planning and professionalism will also be emphasized throughout the course.	2-S	GA	19153 Teaching - Early Childhood
ENG110	English 9	English	HS	In this course, students will focus on vocabulary development, comparing connotation with denotation and identifying word meanings using sentence structure. Reading instruction will stress inference; analysis of interesting and important information; character development and complex figurative language in narrative literature and poetry. Writing exercises will emphasize the comparison of multiple ideas and perspectives. Students will further develop skills in analytical evaluation and assessment of writing, including a study of the editing process and the evaluation of sourcematerials.	2-S	GA	1001 ELA I

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ENG210	English 10	English	HS	In this course, students will engage in reading and writing exercises that promote vocabulary development, using connotative evaluation to better ascertain meaning through analogy and antonym context clues. Reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text, and on complex figurative language, including simile, metaphor, pun, symbolism and personification. Reading assignments will focus on how politics, history, and culture contribute to great literature. Writing assignments will focus on analysis and interpretation of multiple ideas and perspectives, with an emphasis on persuasive writing.	2-S	GA	1002 ELA II
ENG310	English 11	English	HS	In this class, students will focus on developing skills for analysis and interpretation of texts that include multiple ideas and perspectives. Writing exercises will stress synthesis and conclusion-making skills, as well as developing experience with the editing process.	2-S	GA	1003 ELA III
ENG410	English 12	English	HS	In this course, students will study English as it applies to work, professional training and higher education, with vocabulary studies in word etymologies, Latin roots and the cultural and social impact on the "living" language. Reading assignments will emphasize literary analysis, historical commentary, political statements and culturally and historically significant literary works. Writing assignments will emphasize cause and effect, analysis and refutation of opposing opinions, and important text connections.	2-S	GA	1004 ELA IV

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ENG413	Public Speaking	English	HS	In this course, students will explore the art of public speaking. They will examine the foundations of rhetoric, identify speech forms, then write and analyze speeches. Students will focus on how to prepare an effective speech including audience analysis, topic selection, and content organization. Students will practice listening skills, writing skills, and collaboration skills through course assignments and discussions.	1-S	GA	1151 Public Speaking
ENG415	Mythology & Folklore	English	HS	Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today.	1-S	GA	1065 Literature of a Theme

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HPE110	Fitness for Life	Health & PE	HS	In this course, students will develop the knowledge and skills necessary to self-assess, create, conduct and evaluate personal fitness programs. Students will demonstrate an understanding of the interrelationships of movement, fitness and nutrition for the performance of fitness activities and exhibit personal and social behaviors appropriate for physical activity settings.	2-S	GA	8016 Lifetime Fitness Ed
HPE111	Health Education	Health & PE	HS	In this course, students will develop an understanding of patterns of behavior that impact human health, with emphasis on the importance of balancing physical, mental, social, emotional and spiritual needs to achieve greater well-being. The class will stress the connection between healthy lifestyles and active, productive and successful lives.	2-S	GA	8051 Health Education
HPE201	Intermediate Fitness	Health & PE	HS	In this course, students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. They will perform various activities that will enhance their level of fitness such as creating a personal fitness plan and analyzing the psychological benefits of fitness. They will discover how to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Social interaction, participation, leadership, and cultural diversity will also be emphasized.	2-S	GA	08052 Health and Fitness

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HPE210	Principles of Allied Health	Health	HS	In this course students will gain basic knowledge and recognize the clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will discover first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.	2-S	GA	08053 Community Health
HPE309	Introduction to Health Care Careers	Health Science	HS	In this course, students will discover different careers in the health care field. They will identify past and current trends in health care by reviewing the history of medicine. Then, they will explore the different health care pathways and learn about the different possibilities offered by this growing field. They will analyze the skills needed for a health care career and consider themselves in one of these roles. After taking this class, students are invited to enroll in the Medical Terminology course so they can start their career in a health care pathway.	1-S	GA	14001 Exploration of Health Care Occupations
HPE311	Medical Terminology	Health Science	HS	In this course, the student will learn medical terminology, symbols and abbreviations, and the application of this language in the field of health care. Although the student will analyze terms related to body structure and function, the main focus will be on medical vocabulary and being able to construct terms using word parts such as roots, suffixes and prefixes.	2-S	GP	08053 Community Health

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HPE314	Health, Safety, and Nutrition	Career/Tech	HS	In this course, students will learn about the physical and psychological needs of children, as well as how to meet these needs in group settings. Topics include wellness of young children; health standards, guidelines, and national initiatives; children's nutritional needs; safe and healthy environments; emergency response; child abuse and neglect; educational experiences; and partnering with families.	2-S	GP	08053 Community Health
HPE315	Health, Science, and Technology	Career/Tech	HS	This course provides students with an overview of the opportunities available in the healthcare industry. Students will also learn fundamental skills in effective and safe patient care. In the first part of the course, students will explore necessary skills, attitudes, and behaviors that will help them in the health care career field. They will also be introduced to different laws, systems, and organizations that they need to be familiar with in order to be successful in the field. The second part of the course will focus on the human body, providing care for others, and clinical laboratory concepts.	2-S	GA	08053 Community Health
HPE321	Health Information Technology	Health Science	HS	This course introduces electronic health information systems, designs, implementation, and application. Students gain knowledge and skills in techniques for managing and maintaining electronic health data and compilation, analysis, of healthcare statistics, research protocols and techniques. Topics include imaging technology, information security and integrity, data dictionaries, basic statistical principles, databases, registries, descriptive statistics, research protocol monitoring, including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data.	2-S	GA	08053 Community Health

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MAT110	Algebra I	Math	HS	In this class, students will build upon the foundations established in pre-algebra and basic mathematics to develop a growing understanding of how to perform operations and solve problems with real numbers. Students will focus on the importance of linear relations; develop fluency with the language and operations of algebra to analyze and represent relationships; and perform exercises in statistics and statistical methods to solve problems.	2-S	GA	2052 Algebra I
MAT210	Geometry	Math	HS	In this course, students will explore geometry through inductive and deductive processes, technology, constructions, manipulatives and algebraic connections. Students will develop the structure of Euclidean geometry logically and apply the resulting theorems, proofs and formulas to address meaningful problems. Students will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships and formulate conjectures. Students will employ deductive logic to construct formal logical arguments and proofs.	2-S	GA	2072 Geometry

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MAT300	Financial Math	Math	HS	In the first quarter of Financial Math, students will examine the various ways that people earn money and how that money is managed, saved, and spent. The second quarter addresses the usefulness of both checking and savings accounts and how to manage them, as well as consideration of saving versus investing. Students will explore cash purchases, receipts, and sale prices. Students will apply the appropriate math concepts needed to successfully navigate the implications of every-day financial scenarios, and develop financial decision-making and planning skills.	2-S	GA	2157 Consumer Math / 2210 Consumer Economics & Personal Finance
MAT310	Algebra II	Math	HS	In this course, students will build upon the knowledge previously learned in Algebra I and Geometry, expanding their ability to understand, perform operations and solve problems with real numbers. Students will focus on the importance of linear relations; develop fluency with the language and operations of algebra to analyze and represent relationships; and perform exercises in statistics and statistical methods to solve problems.	2-S	GA	2056 Algebra II
MAT315	Applied Math for Healthcare	Math	HS	In this course, students will review math concepts taught throughout their math careers and use those math concepts in real-life situations. Many of the real-life situations will focus specifically on applications in the HealthCare field. Students will focus on thoroughly understanding number operations with integers, decimals, and percents. They will then focus on how to use Google Spreadsheets for analyzing data and performing math operations.	2-S	GA	02152 Occupationally Applied Mathematics

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MAT316	Applied Math for Information Technology	Math	HS	In this course, students will review math concepts taught throughout their math careers and use those math concepts in real-life situations. Many of the real-life situations will focus specifically on applications in the Information Technology field. Students will focus on thoroughly understanding number operations with integers, decimals, and percents. They will then focus on how to use Google Spreadsheets for analyzing data and performing math operations.	2-S	GA	02152 Occupationally Applied Mathematics
MAT410	Pre-Calculus	Math	HS	In this course, students will expand their knowledge of quadratic, exponential and logarithmic functions to include power, polynomial, rational, piece-wise and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations and use graphing calculators and mathematical software to build understanding and solve problems.	4-Q	GP	2110 Pre-Calculus
MAT420	Calculus	Math	HS	In this course, students will study the branch of mathematics that deals with rates of change in continuous and varying quantities. The class will include exercises in the graphical, numerical, analytical and verbal representation of functions; derivative rates of change and the use of derivatives to solve a variety of problems; and derivative and definite integrals as expressed in both parts of the Fundamental Theorem of Calculus. Students will communicate mathematical solutions both orally and with the written word; use technology to help solve problems, interpret results, and verify conclusions; and determine the reasonableness of solutions.	4-Q	Thinkwell	2121 Calculus

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MAT430	Statistics	Math	HS	In this course, students will complete statistical evaluations through advanced math calculations. Statistics coursework will explore a wide variety of data systems and models, and utilize statistical systems to graph, interpret, and draw conclusions from data. Additionally, students will further develop skills in calculating probability, mean, and understanding the distribution of data within a system.	1-S	GP	2201 Probability & Statistics
MKT110	Principles of Marketing	Career/Tech	HS	In this course, the student will explore factors influencing how marketing decisions are made, including the impact of marketing decisions on an organization and its customers. They gain a working knowledge of practical marketing and business vocabulary. They also evaluate how the actions of competitors influence marketing decisions in the global marketplace.	1-S	GP	12164 Principles of Marketing
MKT111	Introduction to Social Media	Career/Tech	HS	Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.	1-S	GA	10204 Particular Topics in Media Technology

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MKT210	Sports and Entertainment Marketing	Career/Tech	HS	Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.	1-S	GP	12163 Sports & Entertainment Marketing
MKT211	Marketing Principles	Career/Tech	HS	In this course, students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and laws, economic principles and international business. Technology, leadership, and communications will be incorporated into course activities.	2-S	GA	12166 Marketing Management

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SCI110	Earth Science	Science	HS	In this course, students will discuss multiple theories about the universe, the technology that supports these theories, and the movement of bodies within the universe. They will learn about characteristics that allow life to exist on Earth, and possibly elsewhere in the universe, as well as Earth's plate boundaries, their movement, and the theories revolving around plate tectonics. Digging deeper, students will examine the Earth's surface to investigate the geothermal activity, and volcanic activity that influence life, climate, and geological formations on earth.	2-S	GA	03008 Earth and Space Science
SCI120	Physical Science	Science	HS	In this course, students will investigate matter and explore its properties and interactions in the world. They will learn to relate speed, velocity, and acceleration to objects in motion. Students will explore the nature of waves, sound, and the electromagnetic spectrum. They will explore electricity, and how electrical charges and electrical currents function. Students will study the physical and chemical properties of matter, including the different states of matter, atomic theory, the Periodic Table of Elements, electrons, bonding, chemical formulas and chemical reactions. Lastly, they will learn how electricity creates energy resources, and consider the environmental and human impacts of different types of resources. Hands-on lab investigations will be emphasized for students to engage with the course material.	2-S	GA	03159 Physical Science

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SCI210	Biology	Science	HS	In this course, students will study the ways in which ecosystems are shaped by interactions among living organisms and their physical environment. The class will emphasize the states of change and balance that are constantly at force on the environment and will study the role humans and other organisms play in impacting those states. Units will include an exploration of the composition of organisms; the relationship between organs and organ systems; and the role of DNA in reproduction and genetic expression.	2-S	GP	03051 Biology
SCI310	Chemistry	Science	HS	In this course, students will study matter on Earth and the periodic table of elements, including the relationship that exists between chemical behavior and the structure of atoms. The class will include units on the periodic table, the emission of high-energy particles resulting from nuclear changes, chemical bonding, chemical reactions and dynamic equilibrium.	2-S	GP	03101 Chemistry
SCI320	Anatomy & Physiology	Health Science	HS	In this course the student will learn about anatomical structures and physiology of the human body. Body systems are discussed in terms of how each participates in homeostasis of the body. Students learn about selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the lifespan. They will also be introduced to medical terminology, various biology tests, and laboratory procedures.	2-S	GP	08053 Community Health

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SCI410	Physics	Science	HS	In this course, students will study matter, energy, electricity, magnetism, momentum and motion. Lessons will focus on how to measure the motion of an object in terms of position, time, velocity and acceleration; determine the relation between force, mass, and acceleration; determine the strength of gravitational and electric forces; and understand the properties and applications of waves.	4-Q	Thinkwell	03151 Physics
SCI213	Environmental Science	Science	HS	This course presents relationships between organisms and how these relationships relate to the functioning of ecosystems. Students learn the key concepts and processes of nutrient cycling, biomes, pollution, energy resources, and habitat destruction. The course also covers ways to promote biodiversity and create a sustainable future.	2-S	GA	03003 Environmental Science
SOC110	World Geography	Social Sciences	HS	In this course, students will study "the why of the where," exploring how to use geography as a tool to better understand the world in which they live. Learners will evaluate the impact of location, place, movement, region and human-environmental interactions. Emphasis will be placed understanding the human and physical characteristics of places and regions; examining the physical processes and human activities that shape the earth's surface; and applying geographic knowledge to social and political events in history and the modern world.	2-S	GA	04001 World Geography

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SOC310	U.S. History	Social Sciences	HS	In this course, students will study the role of and investigate the relationship between events of different time periods in American history; beginning with an exploration of the nation's pre-reconstruction period. Learners will further study the significance of the American Revolution in the industrial development of the United States; understand the structure and function of the United States government established by the Constitution; explore the territorial growth of the United States before the Civil War; examine the expansion of the political system and social rights before the Civil War; and understand the significance of the Civil War Era to the United States.	2-S	GA	04101 US History
SOC313	Current World Issues	Social Sciences	HS	This course explores major issues facing our world today, including social, economic and political issues. Students have the opportunity to conduct research and open-mindedly consider all sides of an issue. Students will study the causes and effects of global issues as they cross cultures and span across time. Students will write informal reflection journals as well as more formal proposals. Students will also create presentations that show a clear understanding of the complexity of various issues.	2-S	GA	04064 Contemporary World Issues
SOC210	World Civilizations	Social Sciences	HS	In this course, students will investigate the interrelationships, over time, of the world's peoples, including the impact of "colliding" areas of the world and the political, economic, social, philosophical, religious, scientific, technological and artistic contributions of many of the world's most influential civilizations. Units of study will include ancient and classical civilizations; the Middle Ages; the ages of revolution, imperialism and industrialism; and the modern world.	2-S	GA	04051 World History

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SOC410	U.S. Government	Social Sciences	HS	In this course, students will be introduced to the concept of government, politics, and civic life. They will examine the origins, functions, and structure of our government and discuss the principles and values that the U.S. Constitution promotes. They will study political structure and process, including political parties, voting, and foreign policy. Students will also describe and evaluate the civic and personal responsibilities of citizens, including what it means to be a member of a state and the nation. They will research a public issue, evaluate how to make a reasoned argument, and propose solutions. They will also examine the impact of media on the political process and on social opinion. As a final project, they will research a local community service project and describe how the experience relates to the American ideal of participation.	2-S	GA	04151 US Government
SOC411	Economics	Social Sciences	HS	In quarter one of this course, students will be introduced to the economic way of thinking and the role of economists, markets, and entrepreneurs in the economy. Students will analyze economic systems and market structures and will learn more about labor relations. In quarter two, students will learn about economic indicators, banking, and personal finance. Students will complete activities related to banking and economic basics as well as their personal economics.	1-S	GA	04201 Economics

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SPN110	Spanish I	Language	HS	In this course, students will listen, read, write, and speak introductory Spanish. They will identify reasons for learning a language and be exposed to cultures of Spanish speaking countries. Students will use basic vocabulary to express and describe themselves and their world. They will communicate about daily activities, friends, food, locations, community, sports, and technology. They will also write scripts in Spanish and record themselves speaking the language. Emphasis will be placed on using correct vocabulary and grammar throughout the course.	2-S	GA	24052 Spanish I
SPN210	Spanish II	Language	HS	Using knowledge from Spanish 1, students will continue to build skills in listening, reading, writing, and speaking Spanish. They will compare the Spanish language to their own language and be exposed to cultures of Spanish speaking countries. Students will continue to build on their vocabulary skills set to express and describe themselves and their world. They will communicate information about family members, clothing, rooms in their home, ideal vacations, and daily routines. Students will also learn how to order food in a Spanish speaking restaurant and how to use the Spanish past tenses to talk about their childhood. They will also write scripts/short stories in Spanish and record themselves speaking the language. Emphasis will be placed on using correct vocabulary and grammar throughout the course.	2-S	GA	24053 Spanish II

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TAA102	I Will Graduate Q1	Program Onboarding	HS	I Will Graduate is designed to give students and introduction to the learning environment used by GA. The online learning environment is the primary area in which students learn, study, complete assignments, and take assessments for their courses. In this course, students learn: how the program works, how to contact members of the support team, how to create a study program, and how to get started with their HS and Beyond Plan. Students will also work through a number of short assessments that will help them and their academic coaches create a learning plan for the year.	1-Q	GA	22102 School Orientation
TCH101	Introduction to Information Technology Careers	Career/Tech	HS	In this course, students will discover different careers in the Information Technology field. They will explore three main areas: hands-on roles, creative roles, and administration/ programming roles. They will examine various positions such Help Desk Technician, Web Developer, and Mobile Application Developer. They will learn about the tasks and responsibilities expected as well as the possibilities offered by a job in this growing field. They will analyze the skills needed for an information technology career and consider themselves in one of these roles.	1-S	GA	10001 Introduction to Computer Technology
TCH111	Information Technology	Career/Tech	HS	This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.	2-S	GA	10003 Computer and Information Technology

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TCH300	Digital Literacy (IC3 Certification)	Career/ Tech	HS	This Digital Literacy course introduces students to computing fundamentals. Students will learn how a computer works, including operating systems, storage, and software. Basic applications are covered, and students learn the fundamentals of word processing, spreadsheets, databases, graphics, presentations, and multimedia skills. In addition the course covers the Internet, networking and communications. Students will learn the basics of telecommunications, understanding how networks work, the history and operation of the internet. Internet research and reliable sources, professional & personal email and messaging communication, social networking, and internet security are also covered. Students will learn to use the internet responsibly and effectively in this course. This course will prepare students to take the assessment called IC3. Passing this assessment earns students a nationally recognized certification in Digital Literacy, which they can use in job searches andapplications for higher education.	1-S	GA	10004 Computer Applications

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TCH301	Web Design	Career/Tech	HS	Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.	2-S	GA	05254 Web Design
TCH302	Introduction to Digital and Interactive Media	Career/Tech	HS	The course is designed to provide students with knowledge of current industry standard, commercial, and open source programming software to create visual elements in a web or standalone environment; knowledge of aspects of computer visual production, thought, and application; how to map out, design, and test two three-dimensional elements.	2-S	GA	10203 Interactive Media
TCH312	Introduction to Programming	Career/Tech	HS	In this course, students will start by exploring programming projects and then they will dive deeper into basic programming concepts. Students will recognize key elements of working on an information technology project so they can be successful in future careers. Students will then learn the basics of programming concepts, including building simple interactive applications, basic units of logic, and algorithmic solutions.	2-S	GA	10152 Computer Programming
TCH313	Computer Hardware	Career/Tech	HS	In this course, students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.	2-S	GA	10252 Computer Maintenance

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DUAL ENROLLMENT

The Post-Secondary Enrollment Options Act (PA 178)

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

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

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

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

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

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

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

EARLY MIDDLE COLLEGE/REGIONAL MANUFACTURING TECHNOLOGY CENTER

The high school, in cooperation with the Regional Manufacturing Technology Center at Kellogg

Community College, operates an Early College Program for students who are interested in obtaining a manufacturing certificate after high school. Students who are:

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

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

WORK BASED LEARNING

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

Student/Parent Expectations:
1. The student will abide by ALL the regulations and policies of Union City High School within the Student Handbook. Failure to abide by will result in termination of the WBL site placement and students will be assigned a full day schedule at UCHS. 2. The student will abide by the regulations and policies of the WBL site.
3. The student understands that he/she will not be able to attend the WBL site if he/she has not attended school.
4. The student must turn in a weekly time card signed by the WBL supervisor to his/her UCHS WBL contact person.
5. The student and/or parent/guardian is responsible to call their WBL site supervisor if they are not

going to be in attendance that day.
6. The student and/or parent/guardian will contact the UCHS WBL contact person with any related concerns.
7. The student must maintain a "C" average or better in all school courses.
8. The student and parent/guardian must sign all WBL forms before a student can report to the WBL site.
9. Transportation is the responsibility of the student unless specified otherwise.

~~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.~~

Section 3
Post-Secondary Planning

GUIDANCE SERVICES

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

PLANNING FOR COLLEGE

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

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

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

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.

UNION CITY HIGH SCHOOL

STUDENT HANDBOOK

2024-2025

Student/Parent Handbook

for

UNION CITY HIGH SCHOOL

Amber Case, Principal 517.741.8561

Stacy Guertler, School Counselor 517.741.8561

Susan Connell, Student Services Secretary 517.741.3334

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Union City Community Schools Board of Education

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Archie Mears, Trustee
Paula DeJongh, Trustee

Adopted by the Board of Education in August 2024.

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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 August 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.

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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. This handbook summarizes and references 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 student handbook.

~~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.~~

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parents to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your school counselor or principal who you will find listed in the StaffDirectory section of the handbook. ADDED NEOLA RECOMMENDATION

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 2024. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024 the language in the most current policy or administrative guideline prevails.

MISSION STATEMENT

To educate and prepare each child for their future.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity) ADDED NEOLA RECOMMENDATION

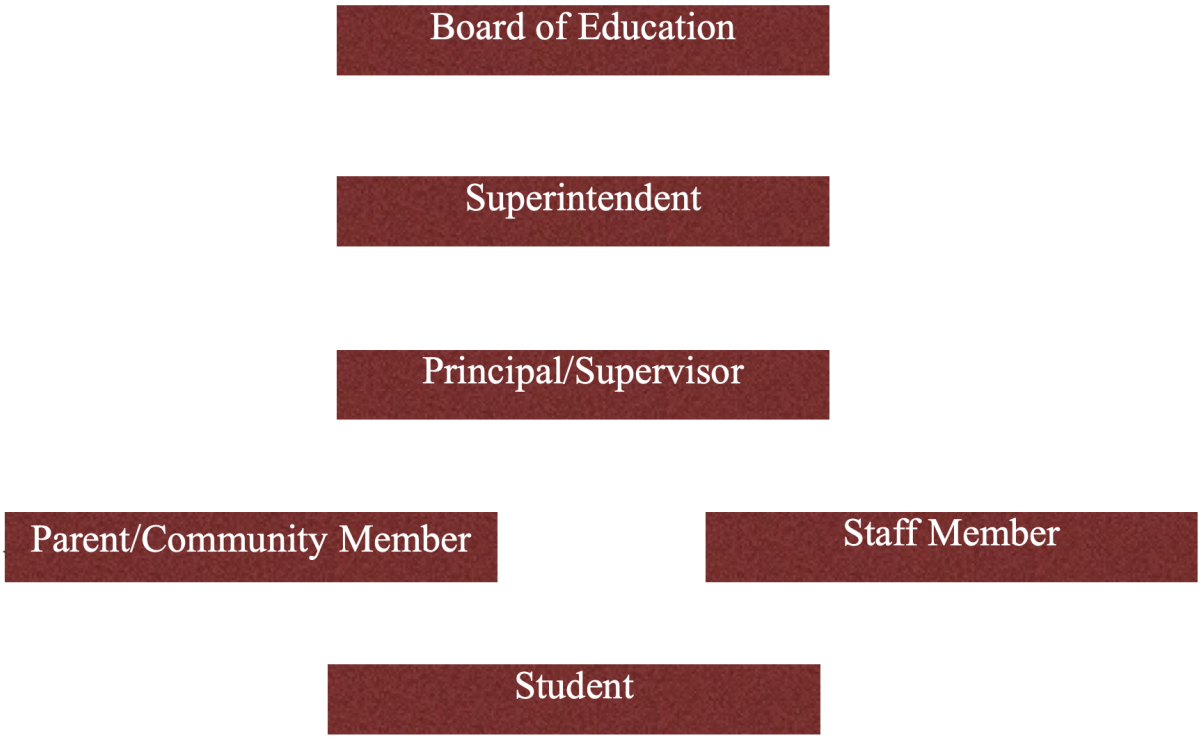
Any person who believes that s/he has been discriminated against on the basis of his/her race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes)disability, religion, gender, or national origin, NEOLA RECOMMENDATION 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

Patrick McKerr
Director of Curriculum & Instruction
517.741.3317

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.

COMMUNICATION/PROBLEM SOLVING CHAIN



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, moving up on the provided chart. 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.

PARENT INVOLVEMENT

The Board of Education recognizes and values parents and families as childrens' 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 childrens' 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 parents 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;[1,2]
    c. encourage family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;[1,2]

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;[1,2]
    c. promoting regular and open communication between school personnel and students' family members;
    d. communicating with families in a format and language that is understandable, to the extent practicable;[1,2]
    e. providing information and involving families in monitoring student progress;[2]
    f. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;[1,2]
    g. encourage families to be involved in meaningful discussions and meetings with school staff.[1,2]
C. Volunteer Opportunities
    a. Providing volunteer opportunities for families to support their children's school activities.[2]
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;[1,2]
    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.[1]
E. Involving Families in Decision Making and Advocacy
    a. Involving families as partners in the process of school review and continuous improvement planning;[2]
    b. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.[2]
F. Collaborating with the Community
    a. Building constructive partnerships and connecting families with community-based programs and other community resources.[1,2]

SCHOOL DAY

7:50 - 8:47 Period 1
8:51 - 9:48 Period 2
9:52 -10:49 Period 3

10:53 - 11:23 A Lunch 11:23 - 11:53 Advisory Period 4
10:53 - 11:23 Advisory A 11:23 - 11:53 B Lunch Period 4
11:57 - 12:53 Period 5
12:57 - 1:54 Period 6
1:58 - 2:55 Period 7

Half Day Times

7:50 - 8:52 1st hour

8:56 - 9:58 2nd hour

10:03 - 11:05 3rd hour

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 either the high school Principal or school counselor. Adult students (age eighteen (18) or older) 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.

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INJURY AND ILLNESS

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.~~

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

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.

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
Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of a group is at risk. Professional staff reserves the right to remove or isolate a student who but are not limited to; diphtheria, scarlet fever, strep, whooping cough, mumps, measles, rubella, chickenpox, meningitis, pink eye, and other conditions indicated by the MDHHS and the local public health departments. Removal will be for the contagious period as specified in administrative guidelines.

Whenever a student is found to be infested with **head lice**, they are 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. ADDED NEOLA RECOMMENDATION

Direct 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 their 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 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. NEOLA RECOMMENDATION

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 support and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal at (517)-741-8561. More information on the district's Section 504 Policy is available at www.unioncityschools.org

Medications – Prescription

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any non prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by their child. NEOLA RECOMMENDATION

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

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

B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.

C. All medications must be registered with the Principal's office.

D. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions.

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

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.
G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

(See also Board Policy 5330 – Use of Medications, et seq.; Board Policy 5331 – Students with Special Health Care Needs; Board Policy 5335 – Care of Students with Special Health Care Needs; Board Policy 5500 – Student Conduct; Board Policy 5520 – Disorderly Conduct; Board Policy 5530 – Drug Prevention; and applicable Administrative Guidelines.and associated Administrative Guidelines.)

Non Prescription Drugs(Option 2)
If a student is found using or possessing a non prescribed medication without parent authorization, the student will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until authorization is received.
Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code. NEOLA RECOMMENDATION

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. NEOLA RECOMMENDATION

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 reports to the building administrator.

~~**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.~~ (moved to communicable diseases)

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 parents 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. Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact with regard to enrollment procedures. (Board Policy 5111.03 – Children and Youth in Foster Care)

Foreign students and foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students. (See BoardPolicy 5114 – Foreign and Foreign-Exchange Students) NEOLA RECOMMENDATION

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 counselor. 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

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from Union City High School the parent must 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 the 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. Immunizations are available through the school nurse with prior notification. Any questions regarding immunizations should be directed to the school at (517)-741-5767.

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 the first dose of Meningococcal vaccine is given after age 16, only 1 dose is required.)~~ upon entry into 7th grade or higher
- 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 the student's parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extracurricular activities, and co-curricular activities. NEOLA RECOMMENDATION

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.

INDIVIDUALS WITH DISABILITIES

The Americans 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 517.741.8561 to inquire about evaluation procedures and programs.

STUDENTS WITH 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 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 social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

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 members of an athletic team;
G. dates of attendance;
H. gate 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 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 professionally 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 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.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation 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.

The Board designates school-assigned email 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.

Armed Forces Recruiting

The Board shall provide United States Armed Forces recruiters with at least the same access to the high school campus and to student directory information (names, addresses, and telephone listings of secondary students) as is provided to other entities offering educational or

employment opportunities to those students. "Armed forces of the United States" means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request to the Board that indicates that the student or the parent or legal guardian does not want the student's directory information to be accessible to official recruiting representatives, then the officials of the school shall not allow that access to the student's directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of directory information.

Public notice shall be given regarding the right to refuse disclosure of any or all "directory information" including to the armed forces of the United States and the service academies of the armed forces of the United States.

A fee, not to exceed the actual costs incurred by the high school, for copying and mailing student directory information under this section, may be charged to an official recruiting representative.

Directory information received under armed services authorization request shall be used only to provide information to students concerning educational and career opportunities available in the armed forces of the United States or the service academies of the armed forces of the United States. An official recruiting representative who receives student directory information under this section shall not release that information to a person who is not involved in recruiting students for the armed forces of the United States or the service academies of the armed forces of the United States.

Annually the Board will notify male students, age eighteen (18) or older that they are required to register for the selective service.

Requests to the District records officer shall be presented on a standardized form developed by the armed forces of the United States requesting access to a high school campus and a time for the access. Requests should bear the signature of the ranking recruiting officer of the armed service making the request.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's education records or for the release of "directory information", either parent may provide such consent unless stipulated otherwise by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information" on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a student's education records. This does not apply to any of the following situations:

A. providing the information as necessary for standardized testing that measures the student's academic progress and achievement

B. providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with the District

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible students, must submit a written request to the building principal at least five work days before the scheduled date of the activity. The instrument will be provided to the parent within five business days of the principal receiving the request.

The Superintendent shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure or use of personal information collected from students from the exclusive purpose of developing, evaluating, or providing educational products or service for, or to, students or educational institutions, such as the following:

A. college or other postsecondary education recruitment, or military recruitment;
B. book clubs, magazines, and programs providing access to low-cost literary products;
C. curriculum and instructional materials used by elementary and secondary schools;
D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
E. the sale by students of products or services to raise funds for school-related or education-related activities; and
F. student recognition programs.

The Board may establish online access for the parents or the eligible student to the student's confidential academic and attendance record. To authorize such access, the parents or the eligible student must sign a release (see Form 8330 F10). This release shall remind the parents or eligible student that the account and confidential information about the student is only as secure as they keep their account information. Neither the District nor its employees will be held responsible for any breach of this policy by the parent/eligible student or any unauthorized party.

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their rights to:

A. inspect and review the student's education records;
B. request amendments if the record is inaccurate, misleading, or otherwise in violation of the student's rights;
C. consent to disclosures of personally-identifiable information contained in the student's education records, except to unauthorized disclosures allowed by the law;

D. challenge the Board's noncompliance with a parent's request to amend the records through a hearing;
E. file a complaint with the United States Department of Education;
F. obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent shall also develop procedural guidelines for:

A. the proper storage and retention of records including a list of the type and location of records;
B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board of Education delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be disclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board of Education. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

M.C.L. 380.1135, 380.1136

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 you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found posted in the Superintendent's Office.

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 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.
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

Union City High School charges specific fees for some 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 the student's 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.

Activities and Programs:
Sports Officiating certification
Band uniform cleaning

Lab fees for food prep courses

Fees may be waived in situations where there is financial hardship. ADDED NEOLA RECOMMENDATION

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 FUNDRAISING

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. Crowdfunding activities are governed by Board Policy and Administrative Guideline 6605 and Associated Guidelines. ADDED NEOLA RECOMMENDATION

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 may not engage in house-to-house canvassing for any fundraising activity.

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 overextending 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.

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.

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

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the consumption of breakfast and lunch for all students. The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education.

~~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.~~

~~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 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~~. NEOLA RECOMMENDATION

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 an announcement over the PA.

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 an announcement over the PA.

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:

WBCK, WKFR - Battle Creek WWMT - 3
WQLR - Kalamazoo WOOD - 8
WNWN - Coldwater WOTV – 41
FOX 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.

If a person wishes to confer with a member of the staff, that person should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time. ADDED NEOLA RECOMMENDATION

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 the main office. 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 building principal. Violation of this may lead to disciplinary action.

USE OF SCHOOL 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.

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.

USE OF PERSONAL COMMUNICATION DEVICES

Students are permitted to use cell phones before school, after school, at lunch and during passing times. Students are not permitted to use or have visible cell phones in class. Students whose phones are visible in class or are heard in class may be restricted from carrying their phones with them during the school day.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting. ADDED NEOLA RECOMMENDATION

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.

GRADES

Union City High 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, and projects. 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:

The school uses the following grading system:

90 to 100 = A = Excellent achievement

80 to 89 = B = Good achievement

70 to 79 = C = Satisfactory achievement

60 to 69 = D = Minimum-Acceptable achievement

F = Failure
I = Incomplete

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 x 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, semester, year, or for a series of school years.

Grading Periods

Students shall receive a report card at the end of each semester indicating earned 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~~ student performance. NEOLA RECOMMENDATION

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 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 agreed-upon extension window is over, the grades for the assignment will be locked and work can not be turned in, unless extended time is noted in the student's IEP.

PROMOTION, PLACEMENT, AND RETENTION

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student's responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Guidance Office and a counselor will be pleased to answer any questions.

The following number of earned credits designate the grade in which the student will be registered:

Freshman = 0 to 5 Credits
Sophomore = 6 Credits to 11 Credits
Junior = 12 Credits to 17 Credits
Senior = 18 or more Credits

GRADUATION REQUIREMENTS

Regular Diploma

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work, and earn the total number of minimum credits. A student enrolled in special education may be exempted from the State mandated-test. Such an exemption is made by the IEP Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum. For more information about the different methods by which credits can be earned,

refer to Policy 5460 Graduation Requirements ~~in the Board Policy manual~~, a copy of which is accessible in the principal's office.

Specific course requirements are:
English - 4
Math - 4
Social Studies - 3
Science - 3
Health and PE (or successful completion of an athletic season) - 1
Visual and Performing Arts Arts - 1
Foreign Language - 2
Online Experience- 0 (This component is embedded in our learning experience and does not result in an academic credit. This should be removed.)

UC requires the above credits as well as 5 or more electives to total 23 graduating credits

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAM

Any student in 9th, 10th, 11th, or 12th grade may enroll in a postsecondary (dual) enrollment program providing s/he meets the requirements established by law and by the District. Any interested student should contact Susan Connell in the main office to obtain the necessary information.

ON-LINE/BLENDED LEARNING PROGRAM

The District shall provide eligible students the option of participating in on-line or blended learning courses. The purpose of the program is to make instruction available to eligible students using on-line and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program as outlined in Board Policy 2370.01.

~~A. Definition~~

~~a. On-Line Learning - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.~~

~~b. Blended Learning – A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the classroom, with a teacher, and in part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.~~

~~B. Program Eligibility~~

a. The District shall offer a program for students in grades 6-12. The District may offer a full time or part time program for grade 9-12 students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

C. Student Eligibility -

a. Students eligible for the District on-line/blended learning program must meet at least one of the following conditions:

i. The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.

ii. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.

iii. Only students enrolled in grades 5 to 12 are eligible to enroll in an On Line Learning course. Students in grades K-4 are only eligible to participate in Blended Learning Courses.

D. Course Availability and Access

a. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one of the following:

i. On line Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.

ii. Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.

iii. Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.

b. The District shall enroll an eligible student in up to two (2) on-line courses as requested by the student during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18).

c. The District will provide two (2) or fewer courses per semester in Grades K-4 and one (1) or more courses per semester in Grades 5-12. If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.

d. An eligible student may enroll in an on-line course published in the District on-line course syllabus, as described in section 8 below, or the statewide catalog of on-line courses maintained by the Michigan virtual university.

e. The District may deny a student enrollment in an on-line course if any of the following apply, as determined by the District:

i. The student has previously gained the credits provided from the completion of the on-line course.

ii. The on-line course is not capable of generating academic credit.

iii. The on-line course is inconsistent with the remaining graduation requirements or career interests of the student.

iv. The student does not possess the prerequisite knowledge and skills to be successful in the on-line course or has demonstrated failure in previous on-line coursework in the same subject.

v. The on-line course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.

vi. If a student is denied enrollment in an on-line course by the District, the student may appeal the denial by submitting a letter to the Calhoun ISD. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved. The Calhoun ISD shall respond to the appeal within five (5) days after it is received. If the Calhoun ISD determines that the denial of enrollment does not meet one (1) or more of the reasons specified in subsection 4(E)i.-v iThe District shall allow the student to enroll in the on-line course.

f. An on-line learning student shall have the same rights and access to technology in his or her District's school facilities as all other students enrolled in that District.

g. If a student successfully completes an on-line course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the on-line course title as it appears in the on-line course syllabus.

h. The enrollment of a student in one (1) or more on-line courses shall not result in a student being counted as more than 1.0 full-time equivalent students under this act.

E. Non-Resident Application

a. The District shall determine whether or not it has capacity to accept applications for enrollment from nonresident applicants in on-line courses and may use that limit as the reason for refusal to enroll an applicant.

b. If the number of nonresident applicants eligible for acceptance in an on-line course does not exceed the capacity of the District to provide the on-line course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.

c. If the number of nonresident applicants exceeds the District's capacity to provide the on-line course, the District shall use a random draw system.

F. Requirements Specific to Online Learning Courses

a. To offer an online course, the District must Provide the Michigan virtual university with the course syllabus in a form and method prescribed by the Michigan virtual university for inclusion in a statewide on-line course catalog.

b. Provide on its publicly accessible website a link to the course syllabi for all of the on-line courses offered by the District, as described in section 8, and a link to the statewide catalog of on-line courses maintained by the Michigan virtual university.
c. Offer the on-line course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

G. Online Course Syllabus –

a. The District must publish an on-line course syllabus for each on-line course offered. The on-line course syllabus must include:
   i. State academic standards addressed in an on-line course.
   ii. On-line course content outline.
   iii. On-line course required assessments.
   iv. On-line course prerequisites.
   v. Expectations for actual teacher contact time with the on-line learning student and other student-to-teacher communications.
   vi. Academic support available to the on-line learning student
   vii. On-line course learning outcomes and objectives.
   viii. Name of the institution or organization providing the on-line instructor.
   ix. Number of eligible nonresident students that will be accepted by the District in the on-line course.
   x. Results of the on-line course quality review using the guidelines and model review process published by the Michigan virtual university. NEOLA RECOMMENDATION

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 semester honor roll
A GPA of 4.0 for a semester earns a student a place on the semester 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 can be expected. Homework is part of the student's preparation for the State mandated tests, graduation, and post-secondary education. All homework assignments should be completed and used to strengthen understanding of course content.

Homework will not generally be used for disciplinary reasons but only to enhance the student's Learning. ADDED NEOLA RECOMMENDATION

~~COMPUTER TECHNOLOGY AND NETWORKS~~

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

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.

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 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

State Testing

The Michigan Merit Exam (MME), which will include the SAT for high school juniors, has replaced the Michigan Educational Assessment Program assessments at the high school level.

All 11th graders will take this state assessment test in April of each year. It will provide students with a regular SAT score report that they can use to apply to a college or a university. SAT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work.

The MME is made up of the national SAT and WorkKeys tests in mathematics and reading, plus additional assessments through MSTEP in the areas of science, and social studies.

MME testing is divided into three parts. The SAT will be administered in a full day session and the WorkKeys and M STEP tests will be administered on a later day. The Michigan science and social studies tests will be given in one session at times scheduled by the District Testing Coordinator with make-up sessions for these tests scheduled for exactly two (2) weeks later.

Parents and students should watch the school calendar and the local press for announced testing times.

~~Freshmen and sophomores will have the opportunity to take the PSAT. A preparatory assessment primarily used to help students prepare for the SAT. Taken usually during the spring, the test includes four (4) sections: a thirty (30) minute English; a forty (40) minute math; a twenty (20) minute reading; and a twenty five (25) minute scientific reasoning section. The entire test takes approximately three hours to complete.~~ (repetitive & no longer accurate)

PSAT in the spring of the freshmen year
PSAT in the spring of the sophomore year
PSAT/NMSQT in the fall of the junior year
SAT for juniors in April

Building Assessments

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. ADDED NEOLA RECOMMENDATION

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.

Any high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

Earning Credits

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

A. traditional coursework;
B. demonstrating mastery of subject area content expectations or guidelines for the credit;
C. related coursework in which content standards are embedded;
D. non-traditional coursework;
E. independent teacher-guided study;
F. testing out;
G. dual enrollment;
H. advanced placement courses;
I. international baccalaureate or other "early college" programs;
J. Michigan Department of education (MDE) approved formal career and technical (CTE) program or curriculum; or
K. on-line classes.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student’s experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct warrants.

Students may receive credit toward high school graduation who successfully complete, prior to entering high school, a State mandated curriculum requirement, provided the course meets the same content requirements as the high school course, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

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. [the school] will not violate the rights of consent and privacy of a student participating in any form of evaluation.
College entrance testing information can be obtained from the Guidance Office.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Union City High 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:

Youth In Government, Student Council, National Honors Society, Student Council, Dungeons and Dragons, Interact, Spanish Club, Fashion Design Club, Ski Club, Choir Club, and the Charger Pride Club.

Club offerings will be subject to change throughout the school year. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

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 application 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 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 High 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. See the athletic handbook for detailed expectations of student-athletes. The following is a list of activities currently being offered. For further information, contact the Athletic Director.

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

All athletic programs of the District shall comply with the concussion protocols of the MHSAA ~~Michigan High School Association~~, NEOLA RECOMMENDATION 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. Work permits are available for students in the front office. A work permit must be signed by District staff prior to a student beginning work. Students are expected to be in good academic standing before a work permit is signed and issued.

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. After 70 hours of absences in any grading period, a student will be considered an "habitual truant" which can result in:

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

Excused Absences & Notification of Absences

~~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.~~ REMOVED NEOLA RECOMMENDATION

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.

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:

- Appointments with medical care providers (with a note from care provider)
- Medically excused by a healthcare provider
- Hospitalization (with a note from care provider)
- Attendance of a funeral (with verification of attendance)
- Court (with a note from the courthouse)

(ADDED reflects district-wide practices)

~~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.

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. Disciplinary action will follow (see the Code of Conduct).

Notification of Absence

Parents must provide an explanation for their child's absence by no later than 8:30 am 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 for the missed school work.

Students who are excusably absent for more than 10% of a grading period, regardless of the reasons, will be considered “chronically 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 and possible notification to the CISD Truancy officer. Such a report may be provided postsecondary institutions and/or possible employers.

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 online and via email 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 at 517.741.7265 by 8:30 am and provide an explanation. If prior contact is not possible, the parent 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.~~ (In here twice)

Tardiness

Each student is expected to be in his/her assigned location throughout the school day. If a student is late in arriving at school, Students who are more than 10 minutes late are considered absent for that instructional period.

Tardy Policy

Student tardiness will be monitored by each classroom teacher. If a student reaches four or more tardies in a given quarter, they will be required to serve make-up time at the rate of 10 minutes per tardy. (ADDED reflects current practices)

If a student arrives more than ~~10~~ 30 minutes late to class, it counts as an absence.
Tardy passes reset at the beginning of each marking period. (ADDED reflects current district-wide practices)

~~**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.~~ REMOVED NEOLA RECOMMENDATION

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 individual classroom teachers as soon as possible to obtain assignments. Students will be given the number of days of excused absence within which to make-up work. NEOLA RECOMMENDATION

Any student who missed 10 or more hours in any given class period and has a grade lower than 70% will be required to make up the missed class time and complete missing or late assignments. (ADDED reflects current practices)

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.

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 situation.

A major component of the educational program at the 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;
- 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

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.
<u>Abusive Language/Inappropriate Language/Profanity</u>

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.

B. <u>Arson:</u> 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.

a. 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)

C. Bullying including 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:

a. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
b. Causing a substantially detrimental effect on the student's or students' physical or mental health;
c. 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.
d. 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.

D. 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 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.

c. 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.
d. 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.
e. 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.

E. 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

F. 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.

G. Fighting: A physical altercation resulting in pushing, shoving, or exchanging of blows between students will not be tolerated.

H. 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.

I. Gang Affiliation Display: The term “gang”, as used in this policy, means a group of two (2) or more persons whose purpose 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. 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,
    c. 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

J. 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:
    a. 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”).
    b. 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.
    c. Bullies or hazes another student or teammate.
    d. Is disruptive to the educational process that may have originated in or outside of school, on or off campus.

K. 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:

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

L. 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.

M. 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.

N. 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. Also known as skipping class.
      iii. On private or public property during school hours students must be in school unless they have an approved reason for absence.

O. 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 or without physical injury. The violation of this code can lead to suspension or expulsion.

P. 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.

Q. 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:

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

R. 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.

S. 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.

T. Use/Possession of Tobacco or Vape Products: 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 of expulsion.

U. 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.

V. Use/Possession of a Weapon: 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. The violation of this code can lead to suspension or expulsion.

W. Use/Possession of Drugs: The violation of this code can lead to suspension or expulsion.
    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

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.

District Approved Responses to Code of Conduct Violations

The following is an example list of discipline interventions that can be used by administration in response to violations of this Code of Conduct:

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, with or without parents

Intervention by counseling staff/guidance
Intervention by administration
Expulsion (180 days to permanent)
In-School Suspension
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
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 (1-10 days)
Out-of-school suspension (11–expulsion)
Parent Contact Restitution
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.

A. Defiance

a. Use of a 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).

B. 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 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.
   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.

C. 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.

D. Dress Code Violation: 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 later in this document.
E. Inappropriate Language (to student): 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.
F. Physical Contact/Aggression (minor): Student engages in non-serious, but inappropriate physical contact.
G. Property Misuse: Student engages in low-intensity misuse of property.
H. Tardy: Arriving late to school or class after the posted school start time without an appropriate excuse
I. 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.

Proactive Classroom Supports	Teacher-Based Action to Reduce and Eliminate Misbehavior
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)
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. Implement effective instructional practices. Provide immediate positive feedback.	Establish and consistently implement corrective responses for rule violations (e.g., student loses, time for valued activity, in-class time-out, time-out in 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 prevention, and trauma-informed practices).	Utilize restorative affective statements and affective questions.
Actively engage students in learning.	Student-teacher impromptu conferencing with active listening.

DEFINITIONS OF DISCIPLINE***

Alternative Placement - Consequence for referral results in students 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 students 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 students receiving individualized instruction specifically related to the student's problem behaviors.
Loss of Privilege - Consequence for referral results in students being unable to participate in some type of privilege.
Other Action Taken - Consequence for referral results in administrative decisions that are 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 students 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 students 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.

- 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 choices or 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)

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

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 obscures the face (except as a religious observance).

EXPLANATION OF DISCIPLINARY TERMS

(Organized by Rule Number)

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 have 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.

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.

4. 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.

6. 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.

7. 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.

12. 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.

17. 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.

23. 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.

25. 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.

28. 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 the teacher, the principal or assistant 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

A. submission to such un-welcomed 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 un-welcomed 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.

29a. 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.

29b. Bullying and Other Aggressive Behavior (Po5517.01)

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. 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 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.

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

30. 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.

31. 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.

32. 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 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 Superintendent ~~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, 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.~~

~~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.~~

~~UCHS 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.~~

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled with the School Board during which the student may be represented by their parents, legal counsel, and/or by a person of the student's choice.

Within 10 days (as in AG 5610) after notification of long-term suspension or expulsion, the long term suspension or expulsion may be appealed, in writing, to the School Board. The appeal will also be formal in nature with sworn testimony before official(s) designated by

the Board of Education. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled. ADDED NEOLA RECOMMENDATION

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:
    a. is obscene to minors, libelous, indecent and pervasively or vulgar;
    b. advertises any product or service not permitted to minors by law;
    c. intends to be insulting or harassing;
    d. intends to incite fighting or presents a likelihood of disrupting school or a school event;
    e. 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. 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 the 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. Parents/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:

- Remain in assigned seats at all times
- Face forward with bottoms on the seat
- Keep hands to yourself
- Use kind words, without cursing
- Keep voice at a level that only your seatmate can hear
- Keep food in bags and packages, we do not eat on the bus
- Keep control of your personal items, no throwing things on the bus
- Listen to music with one earbud in
- Windows down to 3 notch only at all times
- Keep all items inside the bus at all times. No items should hang from or be thrown from the windows.

1. Parents will be liable for any damage to the bus.
2. If you take the bus to a career center or the math and science center, you are required to take it back to school.
3. Students may be suspended from riding the school bus for engaging in misconduct.

~~VIDEOTAPES~~ VIDEO SURVEILLANCE AND ELECTRONIC MONITORING 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 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 to and from school not officially provided by the school.

Driving is a privilege and the right to drive to school and/or to an off-campus program can be revoked for students who are unable to drive safely. Students planning not to return to the high school after their center time need to have a parent contact the school office by 10:30 am on the day that the student plans not to return to UCHS.

Students under age eighteen (18) must have written parental permission prior to driving to school.
Students shall complete the Student Vehicle Form 5514 F1 and provide evidence of:

A. driver's license;
B. insurance certificate;
C. vehicle registration.

Transportation for Off-Site Programs

Students are encouraged to use school bus transportation to travel to and/or from off-campus programs when such transportation is provided. When students and parents elect to use their own transportation, or when students and parents elect to allow their child to ride with another student or non-student driver in privately owned vehicles, those students and parents assume full responsibility for driving or riding to and/or from off-campus programs. The school will not be liable for the actions or safety of students functioning as drivers or as passengers in these circumstances.

The school cannot monitor the individual travel activities of the school’s off-campus students. Students are responsible for their own behavior. Parents are responsible to communicate their own intentions to their son or daughter.

Student drivers and passengers are expected to meet the following expectations. Failure to do so will result in consequences and loss of driving/riding privileges.

1. **Arrive at UCHS on time for you scheduled courses when self-transporting to off-campus programs**

Any student traveling to or from off-campus programing who arrives late or fails to report for classes as a driver or passenger, without prior parent notification to the high school office, will receive the following outcomes:

1st Offense	2nd Offense	3rd Offense	4th Offense
Conversation with office staff, revisiting the expectation	Parent phone call & troubleshooting conversation with office staff	Loss of driving/riding privileges for 10 school days, must ride the bus or be transported by your parent/guardian	Loss of driving/riding privileges for the remainder of the school year, must ride the bus or be transported by your parent/guardian

2. **Practice safety, responsibility, and abide by all traffic laws while traveling**

Any student driver who receives a traffic ticket or is involved in an at-fault accident while driving to or from an off-campus programs will receive the following outcomes:

1st Offense	2nd Offense	3rd Offense
Loss of driving privileges for 10 school days	Loss of driving privileges for 30 school days	Loss of driving privileges for the remainder of the school year

3. **Remain on high school property once you arrive**

Whether riding the bus or a personal vehicle, once a student arrives on school property, they are to remain on school property. This primarily concerns students reporting during the lunch hour. Students are expected to remain on campus during their lunch period. Students who leave school property after returning from their off-campus program and/or during any part of the school day without prior approval from a parent/guardian in the office will receive the following outcomes:

1st Offense	2nd Offense	3rd Offense	4th Offense

Parent phone call & conversation with office staff, revisiting the driving expectations	Loss of driving/riding privileges for 10 school days, must ride the bus or be transported by your parent/guardian	Loss of driving/riding privileges for 30 school days, must ride the bus or be transported by your parent/guardian	Loss of driving/riding privileges for the remainder of the school year, must ride the bus or be transported by your parent/guardian

4. **Follow safe and respectful driving practices at school**

Any student found to be speeding (above 5 MPH), cutting in front of other vehicles, or participating in any unsafe or disrespectful behavior while driving on school property will receive the following outcomes:

1st Offense	2nd Offense	3rd Offense	4th Offense
Parent phone call & conversation with office staff, revisiting the driving expectations	Loss of driving privileges for 10 school days	Loss of driving privileges for 30 school days	Loss of driving privileges for the remainder of the school year

When the school provides transportation, students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the principal. Approved student drivers may not transport other students to a school sponsored activity without written permission from the parents of passenger students and approval by the principal.

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

ALTERNATIVE EDUCATION

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.

Students enrolled in this program will not be able to participate in school sponsored athletics. Athletic eligibility is waived as a result of the flexible seat time and the alternative path for earning academic credit.

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.

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Union City Middle School
Student Handbook

2024-2025

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 Brauker, 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
Paul Arlt – Treasurer
Paula DeJongh – Trustee
Archie Mears – Trustee
Jeremy Steele - Trustee

Adopted by the Board of Education on September 16, 2024

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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: To be a model small community school district that provides outstanding academic, athletic, extra-curricular and support programs that prepare each child for their future.

Mission: To educate and prepare each child for their future.

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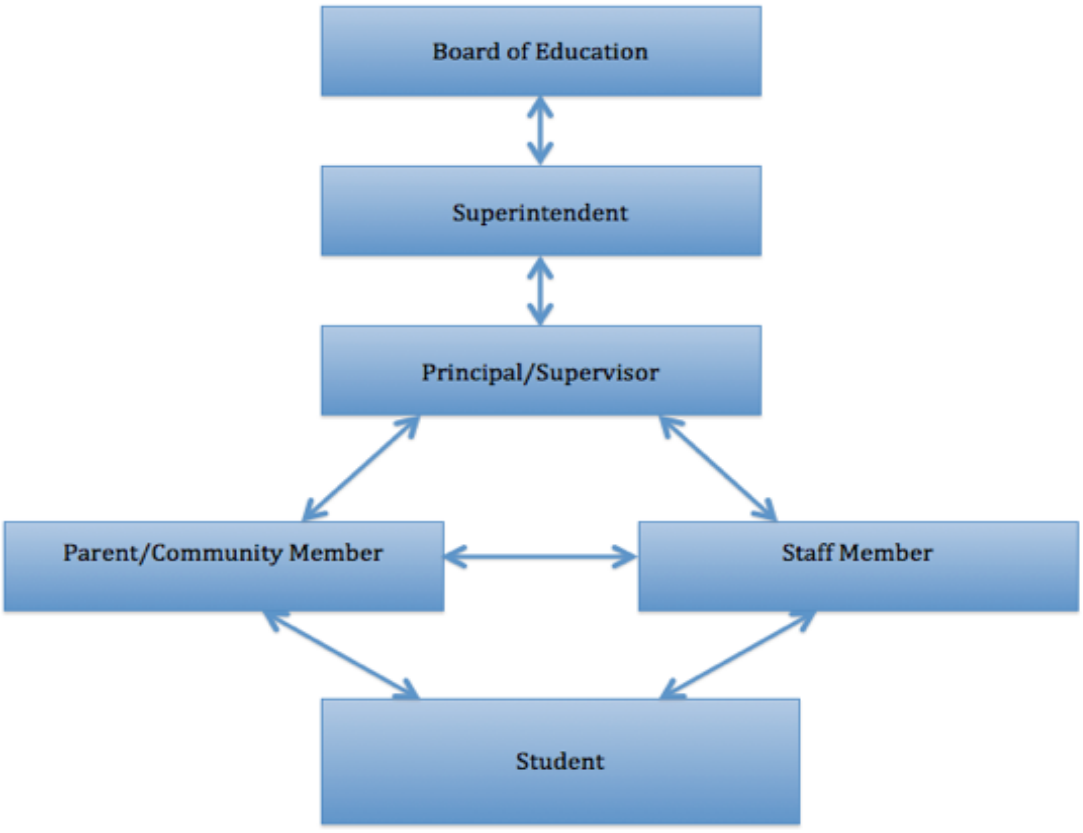
Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the 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. This handbook summarizes and references 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 student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parents/guardians to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your school counselor or principal who you will find listed in the Staff Directory section of the handbook.

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 19, 2024**. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024, 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 or Patrick McKerr - Director of Instruction, Curriculum, & Assessment - 517.741.3317

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

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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 parents 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

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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: 7:50 a.m. - 2:55 p.m.
Students may enter the building at 7:35 a.m.

Teacher day: 7:35 a.m. - 2:55 p.m.

Half day dismissal: 11:05 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.

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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 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 a minor injury, 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

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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**, they are 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.

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

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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.

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

Use of Medications
Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any non-prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by their child.

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

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

B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.

C. All medications must be registered with the Principal's office.

D. Medication that is brought to the office will be properly secured.

[ ] Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.

[ ] Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions.

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

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.

G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

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.

NON-PRESCRIBED (OVER THE COUNTER) MEDICATIONS

Parents may authorize the school to administer a non-prescribed medication using a form which is available at the school office. A physician does not have to authorize such medication, but all of the other conditions described above under

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prescribed medications will also apply to non-prescribed medications. The student may be authorized on the request form by the student's parent to self-administer the medication in the presence of a school staff member. No other exceptions will be made to these requirements.

If a student is found using or possessing a non-prescribed medication without parent authorization, the student will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

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.

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.

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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 parents 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.

Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact 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

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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.

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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 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.

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 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 Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by the student's parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other 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.

INDIVIDUALS WITH DISABILITIES

The Americans 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.

STUDENTS WITH 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 Board Policy 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.

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":

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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.

Directory information can be provided upon request to any individual, other than a forprofit 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 you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found in the Superintendent's office.

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 the 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.

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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, the student's 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 their parents;

B. mental or psychological problems of the student or their 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 their 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:

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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.
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

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.

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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.

- Crowdfunding activities are governed by Board Policy6605 and Associated Guidelines.
- 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 may not engage in house-to-house canvassing for any fundraising activity.
- 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

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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. Parents interested in being involved on the Health & Wellness Committee should contact the Food Service Director.

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.

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 and consists of an announcement over the PA system.

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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 an announcement over the PA system.

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

Visitors, particularly parents, are welcome at the school. 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, that person 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 THE LIBRARY OR MEDIA CENTER

The library or media center 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 two (2) weeks. To check out any other materials, contact the librarian.

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In order to avoid fees, all materials checked out of the library must be returned to the librarian by the last day of school each school year.

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 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 building principal. Violation of this may lead to disciplinary action

USE OF SCHOOL 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.

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.

USE OF PERSONAL COMMUNICATION DEVICES

Students may possess wireless communication devices (WCDs) in school, on school property, during and/or after school activities (e.g. extra-curricular activities) and at school-related functions. The building principal will establish rules and guidelines determining when wireless communication devices may be used by students.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a

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person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school. "Students may use WCDs while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated."

The principal may require students to store their WCDs in their locker during all or part of the school day provided that students will be allowed to keep their WCDs on their person throughout the day if:

A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.

B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person shall have their WCD confiscated.

"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.

WCDs, including but not limited to those with cameras, may not be possessed, activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a WCD is absolutely prohibited.

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No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. Any WCD confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

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ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

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.

GRADES

Union City Middle 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 their grade will be determined, the student should ask the teacher.

Every trimester parent/guardian 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

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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 x 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, semester, 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 the student's performance.

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 midpoint of trimester 1, students will be identified due to lack of success based on overall grades in each core content area. Students who continue to show lack of success, parents will be invited to attend a meeting with teachers during trimester 2 to develop a learning plan to meet the needs of the student. Student progress will be monitored on a 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 semester honor roll.

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A GPA of 4.0 for a semester earns a student a place on the semester 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 can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

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.

STUDENT TECHNOLOGY ACCEPTABLE USE & SAFETY

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 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.

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

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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

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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

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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.

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

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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 following assessments will be administered in to students in each of the following grade levels during the Spring testing window provided by the Michigan Department of Education:

- 5th Grade students - M-Step in the subjects of Language Arts, Mathematics, Science, and Social Studies
- 6th grade students - M-Step in the subjects of Language Arts and Mathematics
- 7th grade students - M-Step in the subjects of Language Arts and Mathematics
- 8th grade students - M-Step in the subjects of Science and Social Studies and PSAT 8/9 in the subjects of Language Arts and Mathematics

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

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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.

Extracurricular 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.

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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 Cheerleading (Club & Competitive) (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)

To minimize the risk of heat-related illness in interscholastic athletic programs, the athletic programs of the District will monitor and respond to temperature and humidity indexes in accordance with Michigan High School Athletic Association's (MHSAA) model policy.

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

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 they must maintain a job in addition to going to school, the student must first make contact with their counselor to discuss any legal requirements and obtain any needed documents.

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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 the worker's 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.

The school chooses, however, not to provide perfect attendance awards, because there are students with health conditions that will not allow them to be in attendance every school day, although they are present every day they are capable of attending.

Truancy
Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for schoolwork that is missed. After 70 hours of truancy 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;
- a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

Excused Absences and Notification of Absence
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

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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 schoolwork.

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 possible sign of poor work ethic and irresponsible behavior.

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.

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

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

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during the suspension and turn them in to the teacher upon the student's return from school. Assignments may be obtained online through Schoology, 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.

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.

Verified Absence
If a student is absent from school because of suspension, medical appointment, court appearance, or grief, the absence will not be considered a truancy and the student may be given the opportunity to make up the school work that is missed. Appropriate documentation must be provided upon return to school.

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 semester, the student will be considered a "habitual" truant and will be reported to the proper authorities.

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. All 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, the student must check into the office to correct our attendance records, receive an admit slip, and then report to the assigned 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.

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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.

6. Students with chronic tardiness will meet with teachers, counselor, principal, and parents to develop a plan of successfully getting to school.

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 or suspension within which to make-up work.

If a student misses a teacher's test due to excused absence, the student may make arrangements with the teacher to take the test upon return. If the student misses a State mandated test or other standardized test, the student should consult with teachers or principal 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.

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.

Student conduct is governed by the rules and provisions established in the Student Code of Conduct.

Expected Behaviors
Each student shall be expected to:

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- abide by national, State, and local laws as well as the rules of the school;
- respect the civil rights of others;
- act courteously to adults and fellow students;
- be prompt to school and attentive 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.

STUDENT DISCIPLINE CODE

The Board of Education has adopted the following Student Discipline Code. 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.

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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

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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.

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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

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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

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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.

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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

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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,

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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 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension of 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:

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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.

<u>The following is an example list of discipline interventions that can be used by administration:</u>

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)

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- 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).

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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 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.

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…

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- 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)
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).

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…)

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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

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

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Students should consider the following questions when dressing for school:

Does my clothing expose too much? (no)
Does my clothing advertise something that is prohibited to minors? (no)
Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)
Would I interview for a job in this outfit? (yes)
Am I dressed appropriately for the weather? (yes)
Do I feel comfortable with my appearance? (yes)

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.

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, they may be removed from the educational setting.

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The following styles or manners of dress are expected:

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.

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 - defined as footwear with a sole; activity-specific shoes requirements are permitted (for example for sports)

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).
- Slippers

Students who are representing Union City Middle School at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

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.

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- 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, the student 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. Use of tobacco

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies to the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event and when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion.

The term “tobacco” includes any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human

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consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah; but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

4. 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, the student 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.

5. Possession of a weapon

A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion. It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without the student's knowledge. If it can be confirmed that a weapon was brought on District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement if the student brings onto or has in their possession on school property or at a school-related activity any of the following:

A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item

B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle

C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blowgun, toy gun, etc.)

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6. 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.

7. 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.

8. Purposely setting a fire

Anything, such as fire, that endangers school property, and its occupants will not be tolerated. Arson is a felony and will subject the student to expulsion.

9. Physically assaulting a staff member/student/person associated with the District

Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

10. Verbally threatening a staff member/student/person associated with the District

Verbal assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

11. Extortion

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

12. 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.

13. Falsification of schoolwork, identification, forgery

Forgery of hall/bus passes and excuses as well as false I.D.'s are forms of lying and are not acceptable.

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Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in suspension or expulsion.

14. False alarms, false reports, and bomb threats
A false emergency alarm**,** report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule could result in suspension or expulsion.

15. Explosives
Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violations of this rule could result in suspension or expulsion.

16. Trespassing
Although schools are public facilities, the law does allow the school to restrict access on school property. If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal. In addition, students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate. Violations of this rule could result in suspension or expulsion.

17. Theft
When a student is caught stealing school or someone's property, the student 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.

18. Disobedience
School staff is acting "in loco parentis," which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Chronic disobedience can result in expulsion.

19. Damaging property
Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion.

20. Persistent absence or tardiness
Attendance laws require students to be in school all day or have a legitimate excuse. It is also important to establish consistent attendance habits in order to succeed in school and in the world-of-work. Excessive absence could lead to suspension from school.

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21. Unauthorized use of school or private property
Students are expected to obtain permission to use any school property, or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guidelines. Violations of this rule could result in suspension or expulsion.

22. Refusing to accept discipline
The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

23. 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.

24. Displays of affection
Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion.

25. Possession of Personal Communication Devices (PCDs)

A. 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.

B. Students are prohibited from using electronic devices besides the school issued iPad. These items will be confiscated and turned into the office.

C. 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 (PCDs) 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 PCD or other ECD/ESD remains off and follows expectations A-C above.

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Except as authorized under Board policy, use of PCDs 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 PCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, the student will fail the exam and receive an Alternate Day Assignment or be suspended. The student 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.

26. Violation of individual school/classroom rules

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

27. Violation of bus rules

Please refer to Section V on transportation for bus rules.

28. Disruption of the educational process

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

29. 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.

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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 they have been/or is the victim of harassment should immediately report the situation to the teacher, the Principal, or counselor. Complaints will be investigated in accordance with AG 5517.

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, they 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

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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.

[Note: An inappropriate boundary invasion by a District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment. Further, any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal "child abuse" as defined in State law. M.C.L. 722.621 et. seq.]

29a. 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

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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.

29b. 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.

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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 they have been, or they are 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.

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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, they 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.

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"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:

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 (3). 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.

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"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

30. 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, pocketknife 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.

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

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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.

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.

Profanity

Any behavior or language, which in the judgment of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste 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.

Two (2) types of discipline are possible, informal and formal.

Informal Discipline

Informal discipline takes place within the school. It includes:

writing assignments;

change of seating or location;

lunch-time or after-school detention;

in-school restriction.

Detentions

A student may be detained after school or asked to come to school early by a teacher, after giving the student and the student's parents one (1) days' notice. The student or the student's parents are responsible for transportation.

Formal Discipline

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Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, short-term suspension for up to ten (10) school days, long-term suspension for more than ten (10) school days but less than a permanent expulsion, 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 hearing 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. If a student is suspended, the parents may appeal the suspension, in writing, to the Superintendent, 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, the student 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 the student's side and the administrator will then provide the student the evidence supporting the charges. After the informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, the student and their parents will be notified, in writing

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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 Superintendent. 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.

The appeal shall be conducted in a private meeting and the student may be represented. Sworn, recorded testimony shall be given. If the appeal is heard by the Board of Education, the hearing is governed by the Open Meetings Act. Under the Open Meetings Act, the hearing must be public unless the parents request that the meeting be conducted in a closed session.

When a student is suspended, the student **should complete missing** assignments and keep up on schoolwork 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;

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- the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if the Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled with the School Board during which the student may be represented by their parents, legal counsel, and/or by a person of the student's choice.

Within 10 days (as in AG 5610) after notification of long-term suspension or expulsion, the long term suspension or expulsion may be appealed, in writing, to the School Board. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

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.

Discipline of Students with Disabilities
Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

SEARCH AND SEIZURE

Search of a student and the student's 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

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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.

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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, the student 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 hearing with the appropriate administrator if the student believes they have 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 transportation supervisor.

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

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain transportation safety.

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Students must comply with the following basic safety rules:

Previous to loading (on the road and at school)

Each student shall:

- be on time at the designated loading zone (_____ minutes prior to scheduled stop);
- stay off the road at all times while walking to and waiting for the school transportation;
- line up single file off the roadway to enter;
- wait until the school transportation is completely stopped before moving forward to enter;
- refrain from crossing a highway until the driver signals it is safe to cross;
- go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the trip

Each student shall:

- remain seated while the school transportation is in motion;
- keep head, hands, arms, and legs inside the school vehicle at all times;
- not litter in the school vehicle or throw anything from the vehicle;
- keep books, packages, coats, and all other objects out of the aisle;
- be courteous to the driver and to other riders;
- not eat or play games, cards, etc.;
- not tamper with the school vehicle or any of its equipment.

Leaving the bus

Each student shall:

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- remain seated until the vehicle has stopped;

- cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;

- be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless the driver has proper authorization from school officials.

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING 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 the student's 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**

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- **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**

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Union City Middle School
Student Handbook

2024-2025

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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 Brauker, 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
Paul Arlt – Treasurer
Paula DeJongh – Trustee
Archie Mears – Trustee
Jeremy Steele - Trustee

Adopted by the Board of Education on September 16, 2024

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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: To be a model small community school district that provides outstanding academic, athletic, extra-curricular and support programs that prepare each child for their future.

Mission: To educate and prepare each child for their future.

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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.¶

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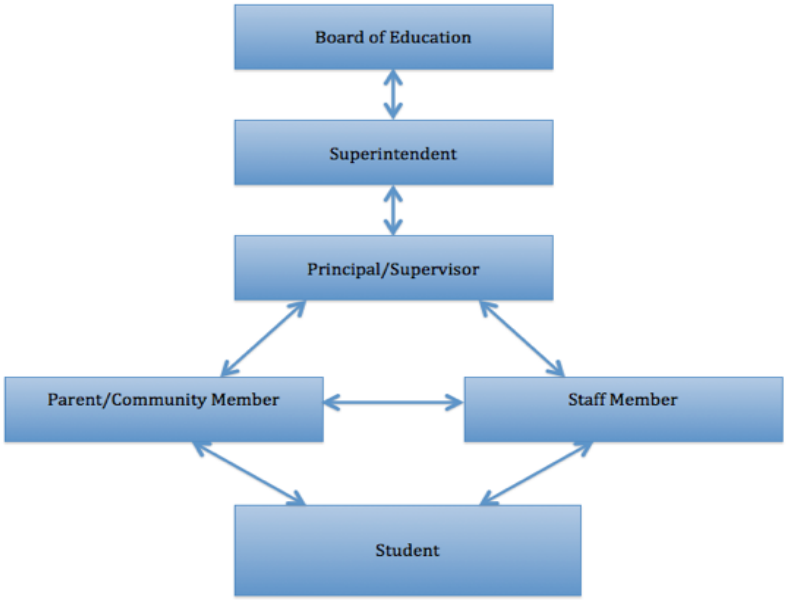
Union City Community Schools follows an orderly chain of communication when dealing with concerns and/or complaints. If a complaint is made or a concern shared by someone, it is the obligation of the person at that level to deal with the complaint/concern within the means they have available. If the 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. This handbook summarizes and references 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 student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parents/guardians to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your school counselor or principal who you will find listed in the Staff Directory section of the handbook.

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 19, 2024**. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024, 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 or Patrick McKerr - Director of Instruction, Curriculum, & Assessment - 517.741.3317

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

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Deleted: 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.¶
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This handbook summarizes

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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 parents 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

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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: 7:50 a.m. - 2:55 p.m.
Students may enter the building at 7:35 a.m.

Teacher day: 7:35 a.m. - 2:55 p.m.

Half day dismissal: 11:05 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.

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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 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 a minor injury, 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

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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**, they are 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.

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

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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.

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

Use of Medications

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any non-prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by their child.

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

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

B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.

C. All medications must be registered with the Principal's office.

D. Medication that is brought to the office will be properly secured.

[ ] Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.

[ ] Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions.

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

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.

G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

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.

NON-PRESCRIBED (OVER THE COUNTER) MEDICATIONS

Parents may authorize the school to administer a non-prescribed medication using a form which is available at the school office. A physician does not have to authorize such medication, but all of the other conditions described above under

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prescribed medications will also apply to non-prescribed medications. The student may be authorized on the request form by the student's parent to self-administer the medication in the presence of a school staff member. No other exceptions will be made to these requirements.

If a student is found using or possessing a non-prescribed medication without parent authorization, the student will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

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.

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.

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Non-Designated Epi-Pens¶

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Medical Emergency Response Team

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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¶

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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 parents 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.

Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact 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

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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.

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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 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.

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 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 Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by the student's parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other 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.

INDIVIDUALS WITH DISABILITIES

The Americans 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.

STUDENTS WITH 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 Board Policy 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.

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":

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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.

Directory information can be provided upon request to any individual, other than a forprofit 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 you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found in the Superintendent's office.

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 the 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.

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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, the student's 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 their parents;

B. mental or psychological problems of the student or their 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 their 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:

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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.
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

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.

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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.

- Crowdfunding activities are governed by Board Policy6605 and Associated Guidelines.
- 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 may not engage in house-to-house canvassing for any fundraising activity.
- 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

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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. Parents interested in being involved on the Health & Wellness Committee should contact the Food Service Director.

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.

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 and consists of an announcement over the PA system.

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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 limit ... [106]

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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 an announcement over the PA system.

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

Visitors, particularly parents, are welcome at the school. 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, that person 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 THE LIBRARY OR MEDIA CENTER

The library or media center 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 two (2) weeks. To check out any other materials, contact the librarian.

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In order to avoid fees, all materials checked out of the library must be returned to the librarian by the last day of school each school year.

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 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 building principal. Violation of this may lead to disciplinary action

USE OF SCHOOL 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.

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.

USE OF PERSONAL COMMUNICATION DEVICES

Students may possess wireless communication devices (WCDs) in school, on school property, during and/or after school activities (e.g. extra-curricular activities) and at school-related functions. The building principal will establish rules and guidelines determining when wireless communication devices may be used by students.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, and other devices that allow a

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person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school. "Students may use WCDs while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated."

The principal may require students to store their WCDs in their locker during all or part of the school day provided that students will be allowed to keep their WCDs on their person throughout the day if:

A. The student is a member of a volunteer fire company/department, ambulance or rescue squad.

B. The student has a special health circumstance (e.g. an ill family member, or his/her own special health condition).

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Students who violate this provision and/or use a WCD to violate the privacy rights of another person shall have their WCD confiscated.

"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.

WCDs, including but not limited to those with cameras, may not be possessed, activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a WCD is absolutely prohibited.

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No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed. Any WCD confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for a designated length of time or on a permanent basis.

A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

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ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

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.

GRADES

Union City Middle 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 their grade will be determined, the student should ask the teacher.

Every trimester parent/guardian 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

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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 x 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, semester, 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 the student's performance.

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 midpoint of trimester 1, students will be identified due to lack of success based on overall grades in each core content area. Students who continue to show lack of success, parents will be invited to attend a meeting with teachers during trimester 2 to develop a learning plan to meet the needs of the student. Student progress will be monitored on a 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 semester honor roll.

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A GPA of 4.0 for a semester earns a student a place on the semester 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 can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

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.

STUDENT TECHNOLOGY ACCEPTABLE USE & SAFETY

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 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.

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

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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

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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

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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

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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.

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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

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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 following assessments will be administered in to students in each of the following grade levels during the Spring testing window provided by the Michigan Department of Education:

- 5th Grade students - M-Step in the subjects of Language Arts, Mathematics, Science, and Social Studies
- 6th grade students - M-Step in the subjects of Language Arts and Mathematics
- 7th grade students - M-Step in the subjects of Language Arts and Mathematics
- 8th grade students - M-Step in the subjects of Science and Social Studies and PSAT 8/9 in the subjects of Language Arts and Mathematics

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

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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.

Extracurricular 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.

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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 Cheerleading (Club & Competitive) (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)

To minimize the risk of heat-related illness in interscholastic athletic programs, the athletic programs of the District will monitor and respond to temperature and humidity indexes in accordance with Michigan High School Athletic Association's (MHSAA) model policy.

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

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 they must maintain a job in addition to going to school, the student must first make contact with their counselor to discuss any legal requirements and obtain any needed documents.

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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 the worker's 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.

The school chooses, however, not to provide perfect attendance awards, because there are students with health conditions that will not allow them to be in attendance every school day, although they are present every day they are capable of attending.

Truancy

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for schoolwork that is missed. After 70 hours of truancy 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;
- a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

Excused Absences and Notification of Absence

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

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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 schoolwork.

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 possible sign of poor work ethic and irresponsible behavior.

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.

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

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

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Unexcused Absences¶

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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,

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during the suspension and turn them in to the teacher upon the student's return from school. Assignments may be obtained online through Schoology, 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.

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.

Verified Absence

If a student is absent from school because of suspension, medical appointment, court appearance, or grief, the absence will not be considered a truancy and the student may be given the opportunity to make up the school work that is missed. Appropriate documentation must be provided upon return to school.

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 semester, the student will be considered a "habitual" truant and will be reported to the proper authorities.

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. All 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, the student must check into the office to correct our attendance records, receive an admit slip, and then report to the assigned 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.

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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.

6. Students with chronic tardiness will meet with teachers, counselor, principal, and parents to develop a plan of successfully getting to school.

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 or suspension within which to make-up work.

If a student misses a teacher's test due to excused absence, the student may make arrangements with the teacher to take the test upon return. If the student misses a State mandated test or other standardized test, the student should consult with teachers or principal 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.

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.

Student conduct is governed by the rules and provisions established in the Student Code of Conduct.

Expected Behaviors

Each student shall be expected to:

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POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS¶

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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. ¶

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- abide by national, State, and local laws as well as the rules of the school;
- respect the civil rights of others;
- act courteously to adults and fellow students;
- be prompt to school and attentive 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.

STUDENT DISCIPLINE CODE

The Board of Education has adopted the following Student Discipline Code. 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.

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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

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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.

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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

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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

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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.

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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

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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

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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.

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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

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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,

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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 1000 feet beyond the school property. Possession of or use of tobacco can lead to suspension of 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:

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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)

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- 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).

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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 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.

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…

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- 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)
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).

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…)

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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

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

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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. ¶

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Students should consider the following questions when dressing for school:

Does my clothing expose too much? (no)
Does my clothing advertise something that is prohibited to minors? (no)
Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)
Would I interview for a job in this outfit? (yes)
Am I dressed appropriately for the weather? (yes)
Do I feel comfortable with my appearance? (yes)

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.

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, they may be removed from the educational setting.

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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. ¶
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The following styles or manners of dress are expected:

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.

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 - defined as footwear with a sole; activity-specific shoes requirements are permitted (for example for sports)

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).
- Slippers

Students who are representing Union City Middle School at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

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.

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- 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, the student 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. Use of tobacco

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies to the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event and when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion.

The term "tobacco" includes any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human

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consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah; but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

4. 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, the student 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.

5. Possession of a weapon

A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion. It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without the student's knowledge. If it can be confirmed that a weapon was brought on District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement if the student brings onto or has in their possession on school property or at a school-related activity any of the following:

A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item

B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle

C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blowgun, toy gun, etc.)

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6. 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.

7. 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.

8. Purposely setting a fire

Anything, such as fire, that endangers school property, and its occupants will not be tolerated. Arson is a felony and will subject the student to expulsion.

9. Physically assaulting a staff member/student/person associated with the District

Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

10. Verbally threatening a staff member/student/person associated with the District

Verbal assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

11. Extortion

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

12. 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.

13. Falsification of schoolwork, identification, forgery

Forgery of hall/bus passes and excuses as well as false I.D.'s are forms of lying and are not acceptable.

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Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in suspension or expulsion.

14. False alarms, false reports, and bomb threats

A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule could result in suspension or expulsion.

15. Explosives

Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violations of this rule could result in suspension or expulsion.

16. Trespassing

Although schools are public facilities, the law does allow the school to restrict access on school property. If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal. In addition, students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate. Violations of this rule could result in suspension or expulsion.

17. Theft

When a student is caught stealing school or someone's property, the student 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.

18. Disobedience

School staff is acting "in loco parentis," which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Chronic disobedience can result in expulsion.

19. Damaging property

Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion.

20. Persistent absence or tardiness

Attendance laws require students to be in school all day or have a legitimate excuse. It is also important to establish consistent attendance habits in order to succeed in school and in the world-of-work. Excessive absence could lead to suspension from school.

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21. Unauthorized use of school or private property

Students are expected to obtain permission to use any school property, or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guidelines. Violations of this rule could result in suspension or expulsion.

22. Refusing to accept discipline

The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

23. 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.

24. Displays of affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion.

25. Possession of Personal Communication Devices (PCDs)

A. 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.

B. Students are prohibited from using electronic devices besides the school issued iPad. These items will be confiscated and turned into the office.

C. 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 (PCDs) 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 PCD or other ECD/ESD remains off and follows expectations A-C above.

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Except as authorized under Board policy, use of PCDs 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 PCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, the student will fail the exam and receive an Alternate Day Assignment or be suspended. The student 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.

26. Violation of individual school/classroom rules

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

27. Violation of bus rules

Please refer to Section V on transportation for bus rules.

28. Disruption of the educational process

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

29. 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.

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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 they have been/or is the victim of harassment should immediately report the situation to the teacher, the Principal, or counselor. Complaints will be investigated in accordance with AG 5517.

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, they 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

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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.

[Note: An inappropriate boundary invasion by a District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment. Further, any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal "child abuse" as defined in State law. M.C.L. 722.621 et. seq.]

29a. 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

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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.

29b. 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.

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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-spor ... [123]

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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 they have been, or they are 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.

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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, they 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.

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"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:

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 (3). 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.

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"Staff" includes all school employees and Board members.

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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

30. 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, pocketknife 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.

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.

Deleted: "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 ... [126]

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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.

Profanity
Any behavior or language, which in the judgment of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste 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.

Two (2) types of discipline are possible, informal and formal.

Informal Discipline
Informal discipline takes place within the school. It includes:

writing assignments;

change of seating or location;

lunch-time or after-school detention;

in-school restriction.

Detentions
A student may be detained after school or asked to come to school early by a teacher, after giving the student and the student's parents one (1) days' notice. The student or the student's parents are responsible for transportation.

Formal Discipline
Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, short-term suspension for up to ten (10) school days, long-term suspension for more than ten (10) school days but less than a permanent expulsion, and expulsion from school. Suspensions and expulsions

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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 hearing 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. If a student is suspended, the parents may appeal the suspension, in writing, to the Superintendent, 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, the student 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 the student's side and the administrator will then provide the student the evidence supporting the charges. After the informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, the student and their 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 Superintendent. The request for an appeal must be in writing.

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- 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.

The appeal shall be conducted in a private meeting and the student may be represented. Sworn, recorded testimony shall be given. If the appeal is heard by the Board of Education, the hearing is governed by the Open Meetings Act. Under the Open Meetings Act, the hearing must be public unless the parents request that the meeting be conducted in a closed session.

When a student is suspended, the student **should complete missing** assignments and keep up on schoolwork 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;
- the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if the Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled

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with the School Board during which the student may be represented by their parents, legal counsel, and/or by a person of the student's choice.

Within 10 days (as in AG 5610) after notification of long-term suspension or expulsion, the long term suspension or expulsion may be appealed, in writing, to the School Board. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

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.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

SEARCH AND SEIZURE

Search of a student and the student's 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

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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

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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, the student 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 hearing with the appropriate administrator if the student believes they have 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 transportation supervisor.

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

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain transportation safety.

Students must comply with the following basic safety rules:

Previous to loading (on the road and at school)

Each student shall:

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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.¶
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While students are
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In most cases, bus discipline problems can be handled
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case of a written disciplinary referral, student bus problems will be investigated ¶
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In the interest of the student's safety, students are expected to observe the ¶
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- be on time at the designated loading zone (_____ minutes prior to scheduled stop);
- stay off the road at all times while walking to and waiting for the school transportation;
- line up single file off the roadway to enter;
- wait until the school transportation is completely stopped before moving forward to enter;
- refrain from crossing a highway until the driver signals it is safe to cross;
- go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the trip

Each student shall:

- remain seated while the school transportation is in motion;
- keep head, hands, arms, and legs inside the school vehicle at all times;
- not litter in the school vehicle or throw anything from the vehicle;
- keep books, packages, coats, and all other objects out of the aisle;
- be courteous to the driver and to other riders;
- not eat or play games, cards, etc.;
- not tamper with the school vehicle or any of its equipment.

Leaving the bus

Each student shall:

- remain seated until the vehicle has stopped;
- cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;

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Eating is not permitted on the bus.¶
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¶
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.¶
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- be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless the driver has proper authorization from school officials.

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING 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 the student's 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**

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- **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**

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UNION CITY ELEMENTARY SCHOOL

STUDENT HANDBOOK

2024-2025

for

Union City Community School District

Michael Bates, Principal (517) 741-5762
Rhonda Reese, School Secretary (517) 741-8191
Mandi MacDonald School Counselor (517) 741-5789
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
Paul Arlt, Treasurer
Paula DeJongh, Trustee
Archie Mears, Trustee
Jeremy Steele, Trustee

Approved by the Board of Education on September 2024

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.

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.

When dropping off your child, please use the circle drive. If you need to exit your vehicle for any reason, park in a marked space in the parking lot. Be sure to use the crosswalk when crossing the circle drive. Non-bus-riding students will be dismissed from inside the school, and you should remain in your vehicle for pick-up using the circle drive.

Each Union City Elementary family will receive a designated number to display on the dashboard when using the parent pick-up loop. It is important that this number is clearly visible to ensure your student is released to walk out to your vehicle upon arrival. Families will receive four copies of the number. If you misplace them, you will need to park in the lot and come to the office to pick up your student at the end of the school day, at which time you can request replacement copies.

If you choose to park in the lot and walk up to pick up your student, please bring your number to the front door to the right of the flag pole, and your student will be released to you from there. Families must have their number or they will be asked to check in at the office before picking their child up.

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SCHOOL CALENDAR 2024-2025

August	19	Mon	New Teacher Orientation
(4)	20	Tue	Staff Day AM/Professional Development (Staff-3; PD-3)
	21	Wed	Professional Development (Full Day PD)-6
	22	Thu	Professional Development (Full Day PD)-6
			Open Houses (ES 5:00-6:30, MS 5:30-7:00, HS 6:00-7:30)
	26	Mon	1st Day for Students
	30	Fri	No School
September	2	Mon	No School (Labor Day)
(19)	23	Mon	Professional Development (Full Day PD)-6
October	22	Tue	PTC 4-7 PM (HS and MS)
(23)	24	Thu	1/2 Day Students -PTC 12-3 PM
November	1	Fri	End of Quarter 1
(19)	7	Thu	PTC 4-7 PM (ES)
	27	Wed	1/2 Day Students & Staff / Thanksgiving Break Begins
	28	Thu	No School - Thanksgiving Break
	29	Fri	No School - Thanksgiving Break
December	20	Fri	1/2 Day - Christmas Break Begins
(15)			
January	6	Mon	School Resumes
(19)	17	Fri	End of 1st Semester
	20	Mon	Professional Development (Full Day PD)-6
February	17	Mon	Mid Winter Break/ No Students or Staff
(19)			
March	28	Fri	1/2 Day Students & Staff - End of Quarter 3
(20)	31	Mon	Spring Break Begins
April	7	Mon	School Resumes
(17)	18	Fri	No School
	21	Mon	1/2 Day Students / Professional Development (PD)-3
May	26	Mon	No School Memorial Day
(21)			
June	5	Thu	End of year (1/2 day students-staff)
(4)			

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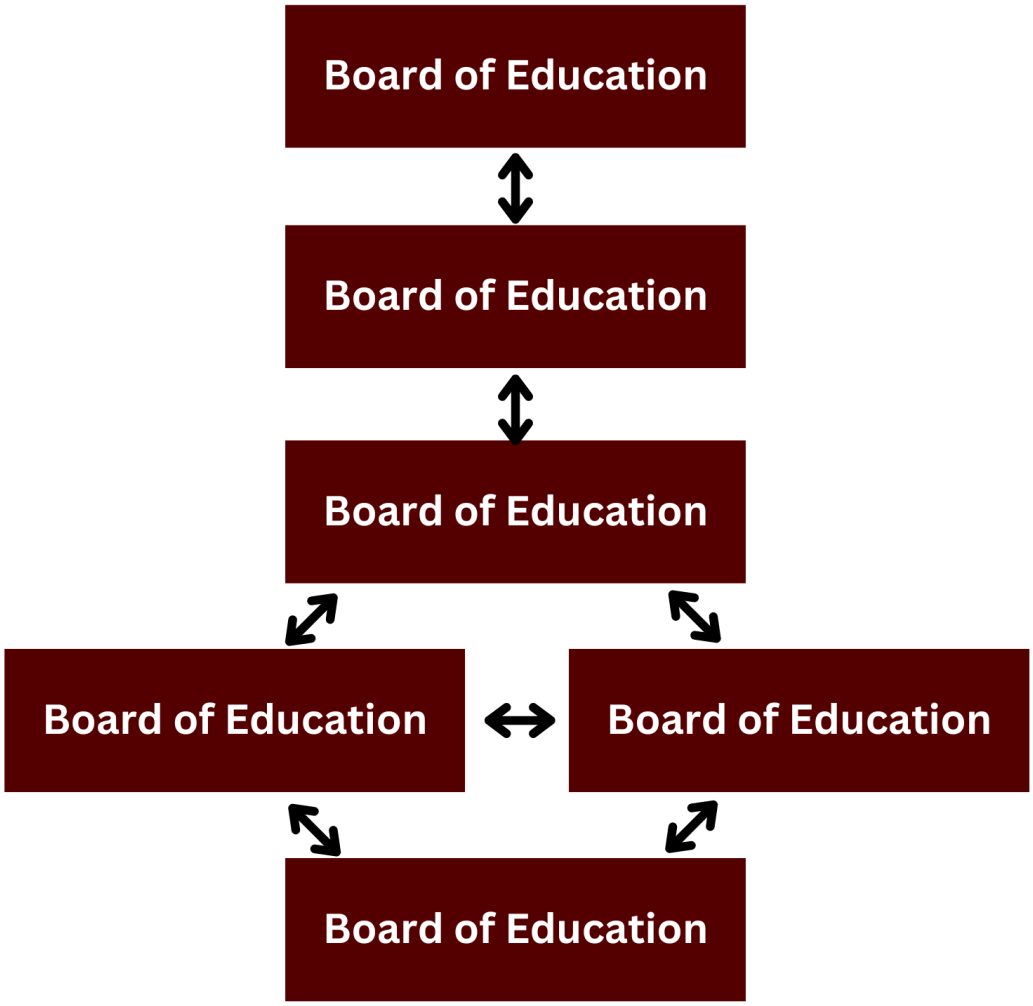
Communication/Problem Solving

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 AdministrativeGuidelines are incorporated by reference into the provisions of this Handbook. The Policies andAdministrative 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 and your parents may have during the school year. This handbook summarizes and references 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 student handbook

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parents to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your school counselor or principal who you will find listed in the Staff Directory section of the handbook.

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 2024. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024 the language in the most current policy or administrative guideline prevails.

MISSION STATEMENT

To educate and prepare each child for their future.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.
The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except

as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes)disability, religion, gender, or national origin, NEOLA RECOMMENDATION 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

Patrick McKerr
Director of Curriculum & Instruction
517.741.3317

SECTION I - GENERAL INFORMATION

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;

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.

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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 principal or building counselor (Mr. Bates 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.

ACCIDENT OR ILLNESS

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

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.

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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**, they are 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.

Direct 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 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 - PRESCRIPTIONS AND OVER THE COUNTER

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by their child.

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

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

B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.

C. All medications must be registered with the Principal's office.

D. Medication that is brought to the office will be properly secured.

[ ] Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.

[ ] Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions.

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

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.

A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

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

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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 EMERGENY 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.

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,

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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.

Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact with regard to enrollment procedures. (Board Policy 5111.03 – Children and Youth in Foster Care)

Foreign students and foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students. (See BoardPolicy 5114 – Foreign and Foreign-Exchange Students)

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

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 FROM SCHOOL

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.

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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
- 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 the student's parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extracurricular activities, and co-curricular activities.

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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.

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, Michael Bates at (517) 741-8191 extension 5762 to inquire about evaluation procedures and programs.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

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, Michael Bates 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 as student "directory information":

A. A student's name;
B. address;
C. date and place of birth;
D. major field of study;

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E. participation in officially recognized activities and sports;
F. height and weight, if members of an athletic team;
G. dates of attendance;
H. gate 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 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 professionally 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 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.

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In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation 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

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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.

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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.

The Board designates school-assigned email 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

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

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

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

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the consumption of breakfast and lunch for all students. The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education.

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.

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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).
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

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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 SCHOOL 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 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

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

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.

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**).

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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

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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 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.
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:

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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.

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

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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.

Student conduct is governed by the rules and provisions established in the Student Code of Conduct.

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.

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 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.
- 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.

- 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 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
- 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 of expulsion.

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
• 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.

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.

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.

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.
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.

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.

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.

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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:

- 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 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

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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 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
- 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 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.
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.
- 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.

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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.
- 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 SURVEILLANCE AND ELECTRONIC MONITORING 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.

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Book	Policy Manual
Section	Special Update - Title IX - June 2024 MI
Title	Special Update - Title IX - June 2024 New NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2264
Status	
Legal	20 U.S.C. 1092(F)(6)(A)(v) 20 U.S.C. 1232g 20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) 20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX) 29 C.F.R. Part 1636 34 C.F.R. Part 99 34 C.F.R. Part 106 34 U.S.C. 12291(a)(8) 34 U.S.C. 12291(a)(10) 34 U.S.C. 12291(a)(30) 42 U.S.C. 1983 42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964 42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq. 42 U.S.C. 2000gg OCR's Revised Sexual Harassment Guidance (2001)

New Policy - Special Update - Title IX

2264 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment, that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266 and AG 2266. Throughout this

policy, unless expressly stated otherwise, reference to “Title IX” includes and incorporates the 2024 Title IX regulations (also known as the “2024 Final Rule”). The Title IX regulations are found at 34 CFR Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as “Title IX (Statute).” In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

NONDISCRIMINATION

Overview:

The Board of Education of the Union City Community School District (hereinafter referred to as “the Board” or “the District”) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District’s education program or activity.

KEY DEFINITIONS

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means:

A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

Complaint means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Disciplinary sanctions means: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board’s prohibition on sex discrimination.

Education program or activity refers to: all the District’s operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education

Exculpatory evidence means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).
Parental status means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

A. a biological parent;
B. an adoptive parent;
C. a foster parent;
D. a stepparent;
E. a legal custodian or guardian;
F. in loco parentis with respect to such a person; or
G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

A. pregnancy, childbirth, termination of pregnancy, or lactation;
B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

A. Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

B. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
    2. the type, frequency, and duration of the conduct;
    3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

4. the location of the conduct and the context in which the conduct occurred; and
5. other sex-based harassment in the District's education program or activity.

OR

C. Specific offenses.
   1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
   2. Dating violence meaning violence committed by a person:
      a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
      b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
         1. the length of the relationship;
         2. the type of relationship; and
         3. the frequency of interaction between the persons involved in the relationship.
   3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
      a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;
      b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
      c. shares a child in common with the victim; or
      d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.
   4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
      a. fear for the person's safety or the safety of others; or
      b. suffer substantial emotional distress.

Student means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

A. the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
B. the District requires such certification of all students participating in the class, program, or extracurricular activity; and
C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

    1. prohibit sex discrimination under this policy, including sex-based harassment;
    2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;
    3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
    4. allow a voluntary leave of absence;
    5. provide lactation space; and
    6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.
C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.
D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

See Policy 5751 – Parental-Married Status of Students and Administrative Guideline 5751 – Pregnancy

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."
Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other

benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.
If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.
The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700 – Fair Labor Standards Act.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Title IX Coordinator
Director of Curriculum, Instruction, and Assessment
430 St. Joseph St.
Union City, MI 49094
titleIX@unioncityschools.org
517-741-8091

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board President until the matter in which the Superintendent is a party is concluded.

Questions about this policy and Policy 2266 and AG 2264 and AG 2266 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

Notice of Nondiscrimination

The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the Superintendent shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application

form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees. See AG 2264 and Form 2264F1 – Notice and Statement of Nondiscrimination.

GRIEVANCE PROCEDURES

Overview:

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievances procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and AG 2264, or Policy 2266 and AG 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before **and** after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the

U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a "complainant," which includes:
    1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
    2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;
B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations, which are detailed in AG 2264.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or
B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:
The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decisionmaker, the appeal decisionmaker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decisionmaker

If the Title IX Coordinator does not intend to serve as the investigator and decisionmaker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decisionmaker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decisionmaker in a specific case, the Title IX Coordinator shall, in consultation with and approval of the Superintendent or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decisionmaker. Similarly, the Title IX Coordinator has authority, in consultation with and approval of the Superintendent or Board President (as appropriate), to secure an independent third party to serve as the appeal decisionmaker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 10 days of receiving the complaint.
B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within 30 days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the Superintendent and will thereafter keep the parties and the Superintendent informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have 5 days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decisionmaker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within 10 days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties
D. **Appeal** – A party filing an appeal of the Title IX Coordinator's decision to dismiss a complaint, must do so within 5 days of receiving the Dismissal.

The Title IX Coordinator, or the Superintendent if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decisionmaker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

A. evidence that is protected under a privilege recognized by Federal or State law**,** unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
B. a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the

alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

A. the Board's Title IX grievance procedures and informal resolution process;
B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
C. retaliation is prohibited; and
D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

A. the District is unable to identify the respondent after taking reasonable steps to do so;
B. the respondent is not participating in the District's education program or activity and is not employed by the Board;
C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

A. procedural irregularity that would change the outcome;
B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
B. implement appeal procedures equally for the parties;
C. ensure that the appeal decisionmaker did not take part in an investigation of the allegations or dismissal of the complaint;
D. ensure that the appeal decisionmaker has been trained consistent with the 2024 Title IX regulations See AG 2264;
E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

A. offer supportive measures to the complainant as appropriate;
B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer an informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:
If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

   If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.
B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and
C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

If the investigator and decisionmaker are two (2) separate individuals, the decisionmaker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decisionmaker are the same person, the decisionmaker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decisionmaker **may** allow each party to propose/submit in writing relevant questions that

the party wants asked of any party or witness and the decisionmaker will ask the relevant and not otherwise impermissible questions of the specific party or witness during one (1) or more individual meetings, including follow-up meetings, with the party or witness.

Determination of Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decisionmaker will:

A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.
B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.
C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
    1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
    2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
    3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination

When a party files an appeal, the appeal decisionmaker shall establish a timeline for each party to submit a statement in support of their position that they want the appeal decisionmaker to consider in rendering a decision. Once the decisionmaker receives the parties' statements, or the timeline established by the appeal decisionmaker for submitting such statements expires, the appeal decisionmaker will have 10 days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decisionmaker shall determine the outcome of the appeal based on the appeal decisionmaker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decisionmaker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decisionmaker's written determination) and the appeal decisionmaker's application of the law and Board policy to the facts in the record. The appeal decisionmaker must give due deference and due weight to the decisionmaker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decisionmaker is expected to uphold the decisionmaker's determination unless the appeal decisionmaker determines the decisionmaker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decisionmaker's determination.

The appeal decisionmaker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

A. Informal Discipline
    1. writing assignments;
    2. changing of seating or location;

3. pre-school, lunchtime, after-school detention;
4. in-school discipline;
5. Saturday school.

B. Formal Discipline
1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extracurricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;
6. expulsion for up to one (1) year;
7. permanent exclusion; and
8. any other sanction authorized by the Student Code of Conduct.

For Employees

A. oral or written warning;
B. written reprimands;
C. required counseling;
D. required training or education;
E. demotion;
F. suspension with pay;
G. suspension without pay;
H. termination and any other sanction authorized by any applicable Board Policy, Employee/Administrator Handbook, and/or collective bargaining agreement.

The District may also provide remedies which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 (“Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution **( )** and the principles of academic freedom as set forth in the applicable collective bargaining agreement **[END OF OPTION]**. In no case will a respondent be found

to have committed sex discrimination based on expressive conduct that is protected by the First Amendment **( )** and/or the principles of academic freedom specified in the Board's collective bargaining agreement with its teachers **[END OF OPTION]**.

Training

All employees, investigators, decisionmakers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;
B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and
C. all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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Book	Policy Manual
Section	Special Update - Title IX - June 2024 MI
Title	Special Update - Title IX - June 2024 Revised NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)
Code	po2266
Status	
Legal	20 U.S.C. 1092(F)(6)(A)(v) 20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) 20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX) 34 C.F.R. Part 106 34 U.S.C. 12291(a)(8) 34 U.S.C. 12291(a)(10) 34 U.S.C. 12291(a)(30) 42 U.S.C. 1983 42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964 42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq. OCR's Revised Sexual Harassment Guidance (2001)
Adopted	March 15, 2021

~~**Revised Guideline - Special Update - Title IX**~~

2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

Effective August 1, 2024, this policy shall only pertain to Reports or Formal Complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024.

The District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

This Policy addresses only allegations of sexual harassment under Title IX. Allegations of all other forms of sex discrimination should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two (2) distinct complaints should be investigated under this Policy, and the Grievance Process described in this Policy will satisfy any investigation requirements in other anti-harassment or non-discrimination policies. Nothing in this paragraph limits the District's right to determine at any time during the Grievance Process that an allegation not involving Title IX sexual harassment should be addressed under other District Policies.

The Board directs the Superintendent or designee to designate persons to serve as Title IX Coordinator, Investigator, Decision-Maker, and Appeals Officer. If a Formal Complaint is made under this Policy against the Superintendent, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with the Title IX Coordinator to ensure that all other requirements of this Policy are met. If a Formal Complaint is made against the Board President, the Board Vice-President will designate who will serve as the Investigator, Decision-Maker, and Appeals Officer.

The Investigator, Decision-Maker, and Appeals Officer cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. **Definitions**

For purposes of this Policy, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one (1) or more of the following:

    a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;

    b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

c. sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).

    1. “Sexual assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

    2. “Dating violence” means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

    3. “Domestic violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person’s acts under the domestic or family violence laws of Michigan.

    4. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.

2. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.

3. “Appeals Officer” is the person designated by the District to handle appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, or Decision-Maker on a specific matter.

4. “Complainant” is a person who is alleged to be the victim of conduct that could

constitute Title IX sexual harassment.

5. “Consent” means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.

6. “Day,” unless otherwise indicated, means a day that the District’s central office is open for business.

7. “Decision-Maker” is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker’s conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, or Appeals Officer on a specific matter.

8. “Education Program or Activity” means any location, event, or circumstance over which the District exhibits substantial control over both the Respondent and the context in which the harassment occurred.

9. “Formal Complaint” means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.

10. “Grievance Process” is the process by which the District handles Formal Complaints.

11. “Investigator” is the person designated by the District to investigate a Title IX Formal Complaint or report. The Investigator cannot be the same person as the Decision-Maker or Appeals Officer on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.

12. “Report” means an account of Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).

13. “Respondent” is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.

14. “Supportive Measures” are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment.

15. “Title IX Coordinator” is the person(s) designated by the District to coordinate the District’s Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular investigation is not disqualified from serving in another role in that investigation. The Title IX Coordinator may also serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.

B. **Posting Requirement**

The Title IX Coordinator’s contact information (name or title, office address, electronic mail address, and telephone number), along with the District’s Title IX nondiscrimination statement must be prominently posted on the District’s website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator’s name or title, office address, electronic mail address, and telephone number.

C. **Designation of Title IX Coordinator**

The District designates the following person(s) as the Title IX Coordinator(s):

Jamie Thomas
Middle School Principal
430 St Joseph St
Union City Michigan 49094
517-741-5762
jthomas@unioncityschools.org

James Owens
Director of Behavior Supports
430 St Joseph St
Union City Michigan 49094
517-741-3309
jowens@unioncityschools.org

D. **Reporting Title IX Sexual Harassment**

Any person who witnesses an act of sexual harassment is encouraged to report it to a District employee. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

E. **General Response to Sexual Harassment**

1. **Actual Knowledge without Formal Complaint Being Filed**

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

If the Complainant does not file a Formal Complaint or if another person informs the Title IX Coordinator of an allegation of sexual harassment, the Title

IX Coordinator must evaluate the information and determine whether to sign and submit a Formal Complaint. If the Title IX Coordinator determines not to sign and submit a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. **Formal Complaint Filed**

   Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in the Grievance Process section of this Policy. A Formal Complaint may be submitted using the Title IX Sexual Harassment Formal Complaint Form.

3. **Equitable Treatment**

   The District will treat the Complainant and Respondent equitably throughout the Grievance Process. This may include offering supportive measures as described in Subsection E(5) of this Policy.

4. **Documentation and Recordkeeping**

   The Title IX Coordinator will document all sexual harassment reports, as well as any incidents of sexual harassment that the Title IX Coordinator personally observes.

   The District will retain this documentation in accordance with applicable record retention requirements in Section P of this Policy.

5. **Supportive Measures**

   The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or taking or describing additional supportive measures.

   The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

   Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge to all parties and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

a. District-provided counseling;

b. course-related adjustments, such as deadline extensions;

c. modifications to class or work schedules;

d. provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and

e. no-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

6. **Respondent Removal**

    a. **Emergency Removal (Student)**

    The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

    b. **Administrative Leave (Employee)**

    The District may place an employee Respondent on administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

7. **Law Enforcement**

    In appropriate circumstances, the Title IX Coordinator will notify law enforcement or Child Protective Services.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will follow the procedures described in Subsection F(1) of this Policy to notify the parties, in writing, of the delay.

The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed ten (10) days.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within ten (10) days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. **Grievance Process**

1. **Generally**

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint. The District will endeavor to complete the Grievance Process within forty-five (45) to sixty (60) days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility at the conclusion of the Grievance Process, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point during the process, the Title IX Coordinator, Investigator, or Decision-Maker may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include

absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or an accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue determinations of responsibility within ten (10) days, absent extenuating circumstances.

2. **Notice of Allegations**

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;

b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview;

   Sufficient details include parties involved in the incident, if known, the alleged conduct constituting sexual harassment, and the date and time of the alleged incident.

c. a statement that the Respondent is presumed not responsible for the alleged conduct;

d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;

e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;

f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and

g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If

the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. **Investigation**

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, it will be at that party's own cost. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section N of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence

before the investigation's conclusion. This evidence includes 1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and 2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

4. **Investigation Report**

   The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

   At least ten (10) calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

5. **Determination of Responsibility**

   The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, or Appeals Officer.

   Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

   a. afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and

   b. provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

a. identification of the sexual harassment allegations;

b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:

    1. notification to the parties;

    2. party and witness interviews;

    3. site visits;

    4. methods used to collect evidence; and

    5. hearings held;

c. factual findings that support the determination;

d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;

e. a statement of, and rationale for, the result as to each allegation, including:

    1. a determination of responsibility;

    2. any disciplinary action taken against the Respondent (consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and

    3. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.

f. Appeal rights

    See Section G of this Policy for appeal rights and procedures.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

G. **Appeals**

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

1. A procedural irregularity that affected the outcome.

2. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.

3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Decision-Maker or Title IX Coordinator within five (5) days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Appeals Officer will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. Appeals based on procedural irregularity, conflict of interest, or bias must be decided within ten (10) days. Appeals based on new evidence must be decided within thirty (30) days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, or Decision-Maker on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

VIII. Informal Resolution

During the Grievance Process, after a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator or Investigator must 1) provide both parties written notice of their rights in an informal resolution and 2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

1. allegations;

2. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;

3. right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and

4. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

I. **Dismissal**

1. Mandatory Dismissals

   The Title IX Coordinator must dismiss a Formal Complaint if:

   a. the Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;

   b. the Formal Complaint's allegations did not occur in the District's programs or activities; or

   c. the Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

   The Title IX Coordinator or Investigator may dismiss a Formal Complaint if:

   a. the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;

   b. the Respondent's enrollment or employment ends; or

   c. specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator or Investigator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Section G of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

J. **Consolidation of Complaints**

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one (1) Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

K. **Remedies**

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant's or the Respondent's locker or work space;
6. issuing a "no contact" directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations;
8. imposing discipline consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts.

These remedies may also be available to any other student or person who is or was affected by sexual harassment.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;

2. additional staff training;

3. a climate survey; or

4. letters to students, staff, and parents/guardians reminding them of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

AX. **False Statements**

Any person who knowingly makes a materially false statement in bad faith in a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

ALL. **Confidentiality**

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

N. **Retaliation**

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with the District's anti-discrimination and anti-harassment policies.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title

IX.

Any person who engages in retaliation will be disciplined in accordance with the applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

O. **Training**

All District employees and Board members must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. the definition of sexual harassment;

2. the scope of the District's education programs or activities;

3. how to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and

4. how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials will also be posted on the District's website.

P. **Record-Keeping**

Records related to reports of alleged Title IX sexual harassment will be maintained by the District for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

Q. **Office for Civil Rights**

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education
Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

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CALHOUN ASSOCIATION of SCHOOL BOARDS

NOTICE OF MEETING
Wednesday, October 23, 2024, 5:00 p.m.
Calhoun Intermediate School District
17111 G Drive North
Marshall, MI 49068

Program:
Candidate Forum

Social: 5:00 p.m.

Dinner: 5:20 p.m. – Dinner will be served buffet style with a choice of Slow Roasted Roast Beef, Lemon Pepper Chicken, Rosemary Potatoes, Green Beans, Caesar Salad, and Apple Cobbler.

Important: Board members will make their reservations through their local district superintendent's office. The superintendent's office will collect, compile and report reservations to the Calhoun Intermediate School District. Please return the attached reservation form by emailing to dysingerk@calhounisd.org, by fax to 269-789-0037 or call your reservation in to Karen Dysinger, Human Resources/Executive Office Coordinator for the Calhoun ISD at 269-789-2450 by **3:00 p.m., Tuesday, October 15, 2024.**

Program: **Candidate Forum -** Candidates for the 44th and 45th State House Districts have been invited to participate in the Forum. Each candidate will have three (3) minutes for prepared opening remarks (bio, goals, etc.) and then we will have a list of prepared questions and an opportunity for questions from the floor, the forum will end with each candidate being given two (2) minutes for closing comments.

CALHOUN ASSOCIATION of SCHOOL BOARDS

DISTRICT RESERVATION FORM
General Membership Meeting

Candidate Forum

Wednesday, October 23, 2024 - 5:00 p.m.

Calhoun Intermediate School District
17111 G Drive North
Marshall, MI 49068

Superintendents' Offices: Please compile RSVPs and return a copy of this form via email to dysingerk@calhounisd.org, fax to 269-789-0037, or respond by phone at 269-789-2450 **no later than 3:00 p.m. on Tuesday, October 15, 2024**.

School District:	

Names of Attendees (this information will be used to generate name tags):	

Total Number Attending:	

*****There is no charge to your district for this meal*****

Return this form:

Karen Dysinger
Calhoun Intermediate School District
17111 G Drive North
Marshall, MI 49068

Please keep a copy of this form to verify reservations.

17111 G DRIVE NORTH, MARSHALL, MICHIGAN