

MAYVILLE COMMUNITY SCHOOLS



MIDDLE SCHOOL / HIGH SCHOOL

STUDENT & PARENT HANDBOOK

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1. WELCOME TO MAYVILLE MIDDLE/HIGH SCHOOL

Welcome to Mayville Middle/High School.

This handbook is designed to provide students and families with important information about our school, including expectations, procedures, services, and policies. Students and parents/guardians are responsible for becoming familiar with the information contained in this handbook.

Our goal is to provide students with a safe, supportive, and challenging learning environment where every student can grow academically, socially, and personally.

Questions about information contained in this handbook should be directed to the Middle/High School Office at 989-843-6115.

2. MISSION, VISION, AND SCHOOLWIDE EXPECTATIONS

Mission

Mayville Community Schools is committed to empowering every student to achieve academic excellence, think critically, solve problems creatively, and become responsible citizens. Through meaningful learning experiences, strong relationships, collaboration, communication, extracurricular opportunities, and college and career readiness programs, we prepare students to thrive in an ever-changing world and make positive contributions to their communities.

Vision

Mayville Community Schools will cultivate graduates who embody the qualities of the **Portrait of a Wildcat**: academically prepared, college and career ready, effective communicators, collaborative team members, critical thinkers, problem solvers, active participants in extracurricular opportunities, and civic-minded leaders. We envision a school community where every student is empowered to reach their full potential and make a meaningful impact locally and globally.

Our Wildcats

Mayville students are expected to demonstrate the characteristics of a successful Wildcat through their daily actions, choices, relationships, and work.

CATS Expectations

Our schoolwide expectations are represented by **CATS**:

C — Character

Students make responsible decisions and consider the impact of their choices.

A — Accountability

Students take responsibility for actions, learn from mistakes, and follow through on commitments.

T — Time-Management

Students come prepared, meet deadlines, use class time wisely, and balance responsibilities.

S — Safety

Students make safe choices, follow procedures, look out for others, and help create a secure learning environment.

CATS expectations apply throughout the school day, on school transportation, on school property, and at school-sponsored activities.

3. STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to attend school in an environment that is safe, orderly, respectful, and conducive to learning.

Students may expect to be treated fairly and with dignity while respecting the rights of others.

Students are responsible for:

- Attending school regularly and arriving on time.
- Coming to class prepared to learn.
- Following reasonable directions from school employees.
- Following school rules and Board policies.
- Treating students, staff, visitors, and community members respectfully.
- Protecting school and personal property.
- Completing assigned work.

- Using school technology and equipment appropriately.
 - Maintaining a safe learning environment.
 - Accepting responsibility for their choices and actions.
 - Cooperating with staff when concerns or incidents are investigated.
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4. PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Mayville Community Schools values families as partners in student success.

Parents/guardians have the right to receive information about their student's academic progress, attendance, behavior, and school participation consistent with applicable privacy laws.

Parents/guardians are encouraged to maintain regular communication with teachers, counselors, administrators, and other school staff.

Parents/guardians are responsible for:

- Supporting regular school attendance.
- Encouraging appropriate behavior.
- Supporting school expectations and procedures.
- Reading school communications.
- Attending conferences when requested.
- Providing current contact and emergency information.
- Working cooperatively with school staff to address academic, attendance, or behavioral concerns.

When a student is experiencing behavioral concerns, the District believes early communication between school and home is one of the most effective ways to support the student.

COMMUNICATION PROCESS FLOW CHART FOR FAMILIES

Open communication between home and school is essential to student success. To ensure questions and concerns are addressed as quickly and effectively as possible, we ask families to begin by contacting the person closest to the situation as outlined in Step One below. Please allow that individual a reasonable opportunity to respond and work toward a resolution before moving to the next step in the communication process. Most concerns can be resolved quickly through direct communication at the first step.

	STEP ONE	STEP TWO	STEP THREE	STEP FOUR
Athletics	Coach(s)	Athletic Director	Principal	Superintendent
Career/College Planning	Xello/Capstone Class	Student Services Coordinator	Principal	
Facilities & Maintenance	Office	Maintenance Director	Superintendent	
Food Services	Food Services Director	Superintendent		
Grades	Skyward	Classroom Teacher	Student Services Coordinator	Principal
Special Education / 504	Classroom Teacher	Caseload Teacher/ 504 Coordinator	Special Education Director/Principal	Superintendent
Student Absences	Office	Principal	Truancy Officer	
Student Behavior	Classroom Teacher	Behavioral Interventionist	Principal	Superintendent
Student Concerns (academic)	Classroom Teacher	Student Services Coordinator	Principal	Superintendent
Student Concerns (social, emotional, wellness)	Behavioral Interventionist/Nurse	Principal	Superintendent	
Teaching/ Curriculum	Classroom Teacher	Student Services Coordinator	Principal	Superintendent
Technology	Office	Technology Director	Superintendent	
Transportation	Transportation Director	Principal	Superintendent	

5. EQUAL EDUCATIONAL OPPORTUNITY

Mayville Community Schools provides equal educational opportunities to all students.

The District prohibits discrimination and harassment on the basis of characteristics protected by applicable law.

A student or parent/guardian who believes discrimination or harassment has occurred should report the concern to the appropriate school administrator or District compliance officer, Superintendent Michael Seaman.

Complaints will be handled according to applicable Board policies and law.

6. SCHOOL INFORMATION AND COMMUNICATION

School Day

The regular school day is established by the District and published annually.

Students are expected to arrive in sufficient time to be prepared for the beginning of the school day and to leave school promptly at dismissal unless participating in an approved activity.

Parent/Guardian Communication

Teachers and school staff may communicate with families through phone calls, email, school information systems, conferences, written communication, or other District-approved methods.

Parents/guardians are encouraged to contact the school whenever questions or concerns arise.

Office Telephone

The school office is available for important school-related or emergency communication.

Students should plan ahead and should not use the office telephone for routine personal arrangements.

In an urgent situation, parents/guardians should contact the school office rather than attempting to communicate with students during instructional time.

7. ATTENDANCE

Pursuant to the Michigan Compulsory School Attendance Law, MCL 380.1561, the child's parent, guardian, or other person in this state having control and charge of the child shall send the child to a public school during the entire school year from the age of 6 to the child's eighteenth birthday.

Our goal is for all students to miss 5 or fewer days, whether excused or unexcused.

- Excused Absences are absences in which a parent or guardian makes contact with the school office.
- Unexcused Absences are absences in which no contact with the school office is made.

For truancy purposes, it doesn't matter if an absence is excused or unexcused; both count. What matters is if it is documented or undocumented.

- Undocumented Absences are absences that have not been documented with any form of professional note (doctor, dentist, therapist, etc). These count towards truancy.

In-Person Learners

- At three full-day undocumented absences, the office will schedule a conference with the student, a parent/guardian, and a building administrator. An Attendance Intervention Tracking Sheet and an Attendance contract will be filled out at this meeting.
- At five full-day undocumented absences, a referral will be made to the Tuscola ISD Truancy Services Program.
- If attendance is not improved after TISD Truancy Officer interventions, a referral may be sent to the Tuscola County Pre-Court Diversion Program.
- If attendance is not improved after the Tuscola County Pre-Court Diversion Program, a petition may be filed with the Tuscola County Prosecutor's Office.

Virtual Learners

- A truancy referral may be made only if virtual learners fail to log on, are not completing any coursework, and are not completing the weekly required two-way communication.
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8. TARDINESS

Students are expected to be in their assigned classroom and ready to learn when the class begins.

A student is considered tardy when the student arrives after the scheduled beginning of class, and within 10 minutes of the start of class, without an excused reason.

Repeated tardiness may result in additional intervention.

Responses may include:

- Reteaching expectations.
- Student conference.
- Support plan.
- Parent/guardian communication.
- Detention.
- Loss of privileges.

A student who arrives late because of a late school bus will not be treated as having committed a disciplinary tardy.

Students who are dropped off late by a parent/guardian are expected to communicate with the school and follow the school's sign-in procedures.

9. ACADEMICS AND GRADING

Academic Achievement

Students are expected to participate actively in learning, complete assigned work, and make reasonable efforts to meet course expectations.

Students should:

- Bring necessary materials to class.
- Participate appropriately.
- Ask questions when assistance is needed.
- Complete assignments on time.
- Maintain an organized system for tracking assignments.
- Seek help when they are struggling.

Progress Reports

Progress reports may be provided during the marking period to help students and families monitor academic progress; however, Skyward provides access at any time. Please contact the school office for login information.

Parents/guardians are encouraged to contact teachers when concerns arise.

Report Cards

Report cards are issued according to the District's grading calendar- at the end of marking periods/semesters.

Parent-Teacher Conferences

Parent-teacher conferences are held in the fall with dates found on the district calendar.

Academic Misconduct

Academic misconduct includes plagiarism, cheating, unauthorized assistance, unauthorized access to educational materials, or tampering with academic records or materials.

Academic misconduct may result in both an academic response (0 on assignment) and a behavioral response when appropriate.

Teachers will address academic misconduct consistent with course expectations and District procedures.

10. PROMOTION AND RETENTION

Mayville Community Schools recognizes that students develop academically, socially, emotionally, and physically at different rates.

Promotion and retention decisions will be based on student achievement, course requirements, instructional objectives, and the student's overall educational needs.

When a student is at risk of not meeting promotion or graduation requirements, the District will communicate with the family and identify appropriate interventions when possible.

11. GRADUATION REQUIREMENTS

Students must meet the graduation requirements established by Mayville Community Schools and the State of Michigan.

Students and families should work with the counseling office to monitor credits and graduation progress.

Students who have questions about graduation requirements should contact the student services coordinator.

12. STUDENT SERVICES

Counseling

Students may access counseling and student support services through the school office.

Counselors may assist students with:

- Academic planning.
- Graduation planning.
- Postsecondary planning.
- Career exploration.
- Scheduling.
- Personal or school-related concerns.
- Referrals to appropriate school or community resources.

Alternative Education

Alternative educational placement may be considered based on individual student needs and circumstances.

Placement decisions will be made in accordance with District procedures.

Career and Technical Education

Mayville students may have opportunities to participate in career and technical education programs through the Tuscola Technology Center and other approved programs.

Students participating in programs outside Mayville Schools remain subject to Mayville expectations as well as the rules of the host program.

13. SPECIAL EDUCATION, 504, AND ACCESSIBILITY

Mayville Community Schools provides services and supports for students who qualify under applicable special education and disability laws.

Students with disabilities are entitled to the protections and services provided by their Individualized Education Program (IEP), Section 504 plan, and applicable state and federal law.

Parents/guardians who have questions about special education or disability services should contact the school.

14. STUDENT HEALTH AND MEDICATION

Illness

Students who become ill during the school day should notify their teacher and obtain permission to report to the office.

The school will determine whether the student should remain at school or whether a parent/guardian should be contacted.

Accidents and Injuries

Students should immediately report accidents or injuries to the supervising adult.

The school will follow appropriate emergency procedures and notify parents/guardians when necessary.

Medication

Medication must be handled according to District medication procedures.

Prescription and non-prescription medication requires appropriate parent/guardian and medical authorization before being brought to school. Please see the school office for more information.

Students may not share medication with other students.

Emergency medications such as inhalers and epinephrine may be carried and administered according to an approved medical plan.

Immunizations

Students must meet Michigan immunization requirements or have an authorized exemption on file.

15. STUDENT SAFETY AND EMERGENCY PROCEDURES

Student safety is a primary responsibility of the District.

Students are expected to follow staff directions during emergencies and drills.

Fire Drills

Students must follow teacher directions and evacuate the building promptly and orderly.

Tornado/Severe Weather Drills

Students must follow the designated shelter procedures and remain with their assigned group.

Lockdowns and Other Emergencies

During a lockdown or other emergency, students must follow staff directions immediately.

For safety reasons, students are expected to remain **electronic-free during emergency procedures**. Students should not use cell phones or other devices during a lockdown, evacuation, or other emergency unless directed by school personnel.

Students who become aware of a safety concern should immediately notify a staff member.

16. STUDENT BEHAVIOR AND DISCIPLINE

Our Approach

Discipline at Mayville Community Schools is intended to be corrective, educational, restorative, and consistent with our CATS expectations.

The purpose of discipline is to teach appropriate behavior, reinforce expectations, repair harm, restore relationships when appropriate, and maintain a safe and productive learning environment.

Teachers and staff will prioritize early intervention and communication with families when behavioral concerns arise.

Discipline will not necessarily look identical for every student or every incident. The District may consider the nature and severity of the behavior, the circumstances, the student's age and developmental level, intent, prior behavior, impact on others, safety concerns, and other relevant factors.

Students with disabilities will receive all protections required by applicable law.

17. CODE OF CONDUCT

The following categories are used to document student misconduct in the District's student information system.

Misconduct Category	Examples	Typical Level	Management
Disrespect/Disruption	Disrupting instruction, distracting others, inappropriate gestures, disrespectful conduct, disrupting a substitute	Level 1–2	Teacher Managed
Profanity	Profanity, vulgar language, obscene gestures or drawings	Level 1–2	Teacher Managed
Insubordination	Refusing reasonable directions, repeated refusal to follow expectations	Level 1–3	Teacher → Office
Tardiness	Repeated lateness to school or class	Level 1–3	Teacher → Office
Skippping/Unauthorized Leaving	Missing class, leaving class without permission, leaving school without authorization	Level 2–3	Teacher → Office

Electronics Violation	Unauthorized use, recording, cheating, harassment, inappropriate content	Level 1–3	Teacher → Office
Dress Code	Violation of District dress expectations	Level 1–2	Teacher Managed
Harassment/Bullying	Bullying, intimidation, hazing, targeted harassment, electronic harassment	Level 3	Office Managed
Aggressive Behavior	Threats, intimidation, menacing, coercion, serious aggressive conduct	Level 2-3	Teacher → Office
Physical Violence Without Injury	Fighting or physical aggression without documented injury	Level 3	Office Managed
Physical Violence With Injury	Physical violence resulting in injury	Level 3	Office Managed
Theft	Taking property or school food without permission	Level 3	Office Managed
Alcohol	Possession, use, distribution, sale, or being under the influence	Level 3	Office Managed
Controlled Substance	Possession, use, distribution, sale, or being under the influence	Level 3	Office Managed
Illicit Drug	Possession, use, distribution, sale, or being under the influence	Level 3	Office Managed
Tobacco/Vaping	Possession or use of tobacco, nicotine, vaping products, or related devices	Level 3	Office Managed
Other Weapon/Dangerous Item	Possession or use of a weapon or dangerous item	Level 3	Office Managed

Handgun	Possession, use, transmission, or threat involving a handgun	Level 3	Office Managed
Rifle	Possession, use, transmission, or threat involving a rifle	Level 3	Office Managed
Other Firearm	Possession, use, transmission, or threat involving another firearm	Level 3	Office Managed
Arson	Intentionally starting a fire or creating a significant fire hazard	Level 3	Office Managed
Bomb Threat	Bomb or explosive threat	Level 3	Office Managed
Property Damage/Vandalism	Intentional or reckless damage or misuse of property	Level 1–3	Teacher → Office
Other Misconduct	Conduct that violates school expectations, Board policy, or law and does not fit another category	Level 1–3	Determined by circumstances

Level 1 — Teacher Managed

Minor behaviors are addressed by the teacher or supervising staff member through reteaching, redirection, restorative conversation, classroom-based consequences, or other appropriate interventions.

A formal discipline referral is generally not required.

Level 2 — Minor / Teacher Managed

Repeated, persistent, or significant behavior generally requires documentation and a discipline referral.

Responses may include parent/guardian communication, detention, restorative practices, loss of privileges, behavioral interventions, or other appropriate responses.

Level 3 — Major / Office Managed

Serious, unsafe, or significantly disruptive behavior is referred to administration.

Administration will investigate and determine an appropriate response consistent with Board policy and applicable law.

Serious misconduct may be referred directly to Level 3 without progressing through Levels 1 and 2.

DISCIPLINARY RESPONSES

Discipline is individualized to the circumstances of the incident.

Possible responses include:

- Reteaching expectations.
- Redirection.
- Restorative conversations.
- Restorative actions.
- Parent/guardian communication.
- Student conferences.
- Detention.
- Loss of privileges.
- Behavioral interventions.
- Behavior plans or contracts when appropriate.
- Restitution.
- Removal from an activity.
- In-school suspension.
- Out-of-school suspension.
- Referral to an outside agency.
- Referral to law enforcement when required or appropriate.
- Expulsion when permitted or required by law.

A particular consequence is not guaranteed for a particular offense.

USE OF PRIVILEGES AS A BEHAVIORAL INTERVENTION

Mayville Community Schools recognizes that privileges can be an effective tool for teaching responsibility and reinforcing positive behavior. School privileges are opportunities provided to students who demonstrate that they can meet established expectations.

When appropriate, the District may use the temporary or permanent loss of a school privilege as part of a behavioral intervention. Examples may include, but are not limited to: classroom incentives or preferred activities; school events, assemblies, dances, or field trips; extracurricular activities or spectator privileges; driving pass eligibility; other privileges deemed appropriate by school staff or administration.

The purpose of restricting a privilege is not simply to punish a student. Rather, it is intended to help students understand that privileges are connected to responsibility and that their choices have consequences.

When appropriate, students may regain a privilege by demonstrating improved behavior, meeting established expectations, completing a restorative action, or satisfying other reasonable conditions established by school staff.

The District will consider the circumstances of each situation when determining whether a privilege should be restricted and for how long.

SUSPENSION, REMOVAL, AND DUE PROCESS

Students considered for suspension or other significant disciplinary action will receive the procedural protections required by Board policy and applicable law.

For short-term suspensions, students will be informed of the allegations and provided an opportunity to respond consistent with applicable procedures.

Long-term suspension and expulsion proceedings are subject to additional procedural requirements.

Students and families should contact the building administrator with questions regarding disciplinary decisions or appeal procedures.

SNAP SUSPENSION FROM CLASS

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

- a. intentionally disrupted the class, subject, or activity

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

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. The teacher must also, as soon as possible following the suspension, request that the student's parent attend a parent-teacher conference to discuss the suspension.

HARASSMENT, BULLYING, AND HAZING

Mayville Community Schools prohibits bullying, harassment, hazing, intimidation, and retaliation.

Bullying or harassment may occur through:

- Physical conduct.
- Verbal conduct.
- Written communication.
- Electronic communication.
- Social media.
- Gestures.
- Social exclusion.
- Threats.
- Intimidation.
- Coercion.
- Other conduct that substantially interferes with a student's ability to participate in school.

The policy applies to conduct occurring at school, on school transportation, at school-sponsored activities, and in other circumstances where off-campus conduct substantially interferes with the school environment.

Reporting

Students who experience or witness bullying or harassment should report it to a trusted adult, teacher, counselor, or administrator.

Staff members who become aware of potential bullying or aggressive behavior are required to report it according to District procedures.

Reports may be made anonymously; however, formal disciplinary action cannot necessarily be taken solely on an anonymous report.

Investigation

The District will promptly investigate reports of bullying, harassment, and other prohibited behavior.

Parents/guardians will be notified consistent with student confidentiality requirements.

Retaliation

Retaliation against a person who reports a concern, participates in an investigation, or serves as a witness is prohibited.

Knowingly making a false report for the purpose of causing disciplinary action against another person is also prohibited.

Stop–Walk–Talk

Students are encouraged to use the Stop–Walk–Talk strategy for appropriate peer conflicts and harassment:

STOP — Clearly tell the person to stop.

WALK — If the behavior continues, walk away.

TALK — If the behavior continues or the situation is serious, tell a trusted adult.

Students should always report serious threats, violence, bullying, harassment, or safety concerns immediately rather than attempting to handle the situation themselves.

18. ELECTRONIC DEVICES

In accordance with Michigan law, public school districts are required to adopt and implement a policy governing student use of electronic devices during the school day. Mayville Community Schools recognizes that personal electronic devices can support communication and learning when used appropriately; however, they can also create distractions, interfere with instruction, and negatively impact student engagement, safety, and the overall school environment. The

following expectations are intended to promote a focused learning environment while ensuring compliance with state law and supporting student success.

For Mayville Community Schools, this means:

- Grades K-9 are electronic-free from first bell to last bell.
- Grades 10-12 are electronic-free from first bell to last bell, with the exception of their lunch period.

Electronics brought to school must be powered down and placed in lockers during the school day.

Electronics include non school-issued cell phones, smart watches, wireless earbuds/headphones, tablets, laptops, portable gaming devices, digital cameras, and any other electronic device with internet capability.

In the event of an emergency or school safety situation, students will still remain electronic-free. This will keep students focused on following directions of staff and emergency responders, avoid unnecessary confusion, and maintain confidentiality. Families will receive official updates through the district's established communication systems.

The only exception to this policy is for those who have a documented medical need.

Enforcement

Violations will be addressed through the District's behavior-management process and will include confiscation of the device, and may include detention, parent/guardian involvement, loss of privileges, or other appropriate disciplinary action.

19. TECHNOLOGY AND INTERNET USE

District technology and internet access are provided primarily for educational purposes.

Students are expected to:

- Use technology appropriately.
- Protect passwords and account information.
- Respect the privacy of others.
- Follow copyright and intellectual property requirements.
- Access only appropriate material.

- Use technology for authorized purposes.
- Follow teacher directions regarding technology use.

Students may be disciplined for inappropriate technology use occurring at school, on District devices or networks, or when off-campus conduct substantially interferes with the school environment.

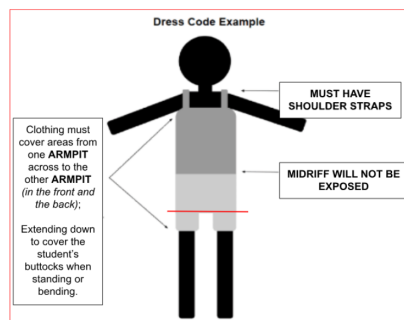
Students will be required to sign a 1:1 Device and Acceptable Use Policy during the first week of school.

20. DRESS CODE

Mayville Community Schools maintains dress expectations intended to promote safety, respect, student dignity, and a learning environment appropriate for school.

Not allowed:

- Clothing with profanity, drugs, alcohol, tobacco, or weapons
- Anything sexually suggestive, violent in nature, or deemed by staff to be in poor taste for a K-12 public school setting
- Any top exposing midriff, cleavage, excessive back, undergarments, or that has straps less than 1" wide
- Shorts, skirts, or dresses that expose a student's buttocks when sitting, standing, or bending
- Jeans and shorts with holes above mid-thigh
- Hats, hoods, bandanas, or sunglasses (except for religious or medical reasons)
- See-through mesh or fishnet without an underlayer garment
- Outerwear, blankets, and backpacks anywhere other than lockers
- Slippers intended for household wear



Spirit days may have modified expectations approved by administration.

When a dress code concern occurs, the student will be asked to correct the concern. The school may provide an alternative clothing option when available.

Repeated or intentional violations may result in additional intervention.

21. TRANSPORTATION

Transportation by Mayville Community Schools is a privilege provided to eligible students. NO BUS PASSES ARE ALLOWED.

Students must follow school expectations and transportation rules while riding the bus.

Bus Expectations

Students must:

- Follow the driver's directions.
- Remain seated while the bus is moving.
- Keep hands, feet, and objects inside the bus.
- Use appropriate language and volume.
- Keep the bus clean.
- Avoid fighting, pushing, or horseplay.
- Keep aisles clear.
- Respect other passengers.
- Follow assigned seating.
- Follow all loading and unloading procedures.

Bus Discipline

Bus conduct concerns will be communicated to the building administrator.

Responses may include:

- Warning and reteaching.
- Parent/guardian communication.
- Short-term bus suspension.
- Long-term bus suspension.
- Immediate removal from transportation for serious safety concerns.

Bus Stops

Students should arrive at their assigned bus stop approximately five minutes before the scheduled pickup.

Parents/guardians are responsible for appropriate supervision at the bus stop.

Changes to regular pickup or drop-off locations must be approved by the Transportation Department.

22. ATHLETICS

Athletic participation is a privilege, and students participating in athletics are representatives of Mayville Community Schools.

Participants must comply with:

- District policies.
- The Student Handbook.
- The Athletic Handbook.
- Team/activity rules.
- MHSAA requirements when applicable.

Students who are suspended or otherwise prohibited from participation for disciplinary reasons may not participate in school activities during the period of the restriction.

Academic eligibility requirements apply according to District and MHSAA rules.

Specific athletic eligibility requirements are published through the Athletic Department.

23. ACTIVITIES, DANCES, AND FIELD TRIPS

Students participating in school-sponsored activities are expected to follow school expectations.

Participation in extracurricular activities, dances, trips, and other activities is a privilege.

Students may be restricted from participation when they have significant attendance, behavioral, or disciplinary concerns consistent with District policy and the rules established for the activity.

Students attending field trips must follow the directions of supervising staff and the rules of the destination.

Additional rules may be established for individual activities.

24. DRIVING AND PARKING

Driving and parking on school property are privileges.

Students who drive to school must:

- Park only in designated student parking areas.
- Follow posted traffic rules.
- Drive safely and responsibly.
- Obey school personnel.
- Remain out of vehicles during the school day unless authorized.
- Obtain permission before leaving school grounds.
- Keep vehicles appropriately secured.

Speeding, reckless driving, unauthorized passengers, leaving campus without permission, or other unsafe behavior may result in loss of driving privileges and other disciplinary action.

The District may inspect or search vehicles parked on school property consistent with applicable law and District policy.

Students will be required to sign a Student Driving Agreement the first week of school.

25. CAFETERIA AND FOOD SERVICE

The cafeteria is an important part of the school day and students are expected to maintain a safe and respectful environment.

Students must:

- Follow cafeteria directions.
- Remain in designated areas.
- Clean up after themselves.
- Dispose of trash appropriately.

- Treat cafeteria staff and other students respectfully.
- Avoid throwing food or other objects.
- Remain out of parking areas during lunch.

Only water may be brought into classrooms, unless approval is granted by the building principal for special occasions.

Food sales at school must comply with District and applicable Smart Snacks requirements.

26. LOCKERS AND PERSONAL PROPERTY

School lockers are District property.

Students are responsible for the contents of their assigned locker and should not share lockers or combinations.

Students should not bring valuables or unnecessary personal property to school.

The District is not responsible for lost, stolen, or damaged personal property.

Lockers may be inspected or searched consistent with Board policy and applicable law.

Students may not store illegal, dangerous, or unauthorized items in lockers.

27. SEARCH AND SEIZURE

To maintain safety and order, school officials may search students, personal belongings, lockers, desks, and vehicles under circumstances permitted by law and Board policy.

Students should not expect the same level of privacy in school-owned property as they would have in personal property outside of school.

Illegal, unauthorized, or contraband materials may be confiscated and may be turned over to law enforcement when appropriate.

28. VISITORS

Parents/guardians are welcome at Mayville Community Schools.

Visitors must report to the main office upon arrival and follow District visitor procedures.

Classroom visits should be arranged in advance with the principal and should not disrupt instruction.

Student visitors are generally not permitted unless the visit is approved school business.

29. STUDENT RECORDS AND FERPA

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records.

Parents/guardians and eligible students have rights regarding the review and amendment of education records as provided by law.

Certain information designated as directory information may be released without prior written consent unless a parent/guardian has submitted an appropriate opt-out.

Confidentiality of Student Discipline

Student disciplinary records are confidential education records.

School employees cannot disclose another student's disciplinary information to a parent or student.

For example, if a parent asks what happened to another student involved in an incident, school staff cannot provide details about that student's discipline.

The school can explain how it handled the concern involving the parent's own child while protecting the privacy rights of other students.

30. FEES, FINES, AND SCHOOL PROPERTY

Students are responsible for the appropriate care and return of District property.

Students may be charged for lost or damaged materials when permitted by District policy.

Students should report damaged materials when they receive them so that pre-existing damage can be documented.

Outstanding obligations should be resolved according to District procedures.

31. WORK PERMITS

Students who are legally required to obtain a work permit must complete the required process through the school office.

Effective Oct. 1, 2026, all youth work permits in Michigan must be obtained exclusively through the State of Michigan's centralized work permit system, overseen by the Wage and Hour Division.

32. WITHDRAWAL OR TRANSFER

Parents/guardians who are withdrawing or transferring a student should notify the school office.

Students must return District property and complete the appropriate checkout process.

33. ANNUAL NOTICES

Mayville Community Schools provides additional notices and policies as required by federal and state law and District policy.

These may include notices regarding:

- Equal educational opportunity.
- Title IX.
- Section 504.
- Special education.
- FERPA.
- Directory information.
- Student privacy.
- Harassment and bullying.
- Drug-free schools.

- Student records.
- Parent/guardian rights.
- Health and safety.
- Required instructional notices.

Parents/guardians should review annual notices distributed by the District and contact the school office with questions.

IMPORTANT NOTICE

This handbook is intended to provide students and families with general information regarding school procedures, expectations, and policies.

Where a conflict exists between this handbook and applicable law, a collective bargaining agreement, or an adopted Board of Education policy, the applicable law, agreement, or Board policy controls.

The District reserves the right to modify procedures when necessary to comply with changes in law, Board policy, or operational requirements.

The District may address behavior that occurs outside of school when the conduct substantially interferes with the school environment, school operations, or the rights or safety of students or staff.

Nothing in this handbook is intended to limit any rights provided to students or families under state or federal law.

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that **Mayville Community Schools**, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, **Mayville Community Schools** may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the **Mayville Community Schools** to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want **Mayville Community Schools** to disclose directory information from your child's education records without your prior written consent, you must complete and return the form below by September 15. **Mayville Community Schools** has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Date and place of birth**
- **Weight and height of members of athletic teams**
- **Electronic mail address**
- **Photograph**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**
- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)**

I do not want Mayville Community Schools to disclose directory information from my child's education records without my prior consent.

STUDENT NAME: _____

PARENT SIGNATURE: _____ DATE: _____