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Homecoming 2025



Taylor Doerr and Sawyer Anderson were crowned Queen and King.

SENIOR COURT

- Sawyer Anderson
- Brianna DeLano
- Taylor Doerr
- Riley Graf
- Preston Maxey
- Alan Rotarius
- Hope Service
- Aubrieanna Skanes

JUNIOR COURT

- Emileigh Crockett
- Christopher Matyas

SOPHOMORE COURT

- Bridget VanPatten
- Tucker Jolin

FRESHMEN COURT

- Maleena Burgess
- Carter Castilla-Mathews





As the autumn leaves begin to change, so too does the landscape of learning and growth within our schools. It's a season that always feels full of energy and potential, and I wanted to take a moment to share some of the incredible work our students and staff are doing and look ahead at the bright future we are building together.

At the heart of everything we do is a simple goal: helping every student achieve their very best. It's not just a mission statement on a wall; it's the focus of countless hours of hard work, dedication, and strategic planning. This year, we're seeing that effort pay off in truly inspiring ways. When we received our spring state assessment scores, we had reason to be incredibly proud.

A Huge Celebration in Literacy!

One of our brightest spots was in literacy. Across Michigan, many districts saw a troubling decline in 3rd and 4th-grade reading scores. I am thrilled to report that here in Dansville, we didn't see that trend. **Our students held strong, a true testament to their resilience and the phenomenal work of our teachers in building foundational reading skills.** This isn't an accident; it's the result of a focused, district-wide commitment to literacy. To build on this success and ensure every child becomes a confident reader, we have invested in powerful, evidence-based tools. We're excited to implement Core 95, a research-based phonics program that strengthens the building blocks of reading, and Lexia, a personalized literacy program that meets students exactly where they are and helps them grow.



Our progress in mathematics has also been encouraging. To accelerate that growth, we have fully adopted a new K-12 curriculum, *enVision Mathematics*, which provides a consistent and rigorous approach for all students. For those who need extra support to build their foundational skills, we've also invested in *Bridge Mathematics* to help close learning gaps. If you're interested in taking a closer look at our district's performance on the state assessments, **scan this QR code to see a full breakdown.**

Clear Goals, Clear Progress

Behind these successes are two major school improvement goals we have set for ourselves. First, to **continue improving our students' performance on state assessments**, and second, for our staff to have greater alignment and understanding of the best instructional and assessment practices.

For years, we've noticed something that I know many parents have seen, too: a disconnect between the grades on a student's report card and their proficiency on standardized assessments. A student might have a '4' in math but struggle on the state test. To get a clearer, more accurate picture of where our students are truly performing, **we have introduced a new tool this year: the NWEA MAP assessment.**

MAP stands for Measures of Academic Progress, and it's not just another test. It's a check-in. This assessment, given three times a year, provides teachers with immediate, valuable feedback on each student's specific strengths and areas for growth. It helps us answer the question, "What does this student need next?" The results will **help guide instruction in the classroom** and provide another way for us to partner with you, the parents, **to support your child's learning journey.**



Superintendent Wonnell participates in Homecoming Spirit Week—dressing like a biker. She is joined by Autumn Sessions.

Our Buildings: A Foundation of Gratitude and a Vision for the Future

Of course, great learning needs great spaces, and **we remain incredibly grateful to this community for providing us with the funds for our beautiful high school.** We frequently hear from visitors from all over mid-Michigan how impressed they are with our facilities, particularly the stunning offices, commons area, and gymnasium. It’s a source of pride for all of us and a daily reminder of what we can accomplish together.

As we enjoy this incredible space, **we also have a responsibility to be thoughtful stewards of our older buildings.** This past summer, the district commissioned a facilities study to take a deep look at our elementary and middle school buildings. It’s hard to believe, but our elementary school is now 65 years old, and the middle school is approaching 50 years old.

With age comes character, but it also brings significant challenges. The costs to maintain aging buildings are considerable. Over the decades, building codes for electrical systems, plumbing, and accessibility have changed dramatically. Retrofitting older structures with modern necessities like updated technology or air conditioning isn’t always straightforward and can often lead to other issues that need to be addressed.

Please know that our board and leadership team are looking deeply at how to best serve our students and community with the facilities we have. Our non-negotiable commitment is to **provide warm, safe, and dry learning environments where every student can thrive.** As we continue to study our options and plan for the future, your voice is important. If you have any thoughts on this topic, I’m always open to hearing them.

Thank you for your continued trust and partnership. It is a privilege to serve this community.

Sincerely,



Jennifer Wonnell, Superintendent
wonnellj@dansville.org

OCTOBER CELEBRATIONS

October	National Principal Appreciation Month
October 2:	School Custodian Appreciation Day
Oct. 13-17:	National School Lunch Week
Oct. 20-24:	National School Bus Safety Week

Staff Milestones

Dansville Schools recently honored employees with significant experience delivering on our mission to inspire creativity, confidence, compassion, and hope in all students.



25 Years:
Loretta Rockwell
and Jason Gubeno

continued on next page...

Welcome new Aggies!



ALICYN MCNALLY

Alicyn is sharing her love for art with both middle school and high school students. She's thrilled to start her new adventure in Dansville.



CHRISTINE REINKE

Christine is our Student Support Specialist. Christine is excited to join the Aggie community and looks forward to connecting with students and their families.



TAYLOR MORGAN

Taylor is sharing her passion for English Language Arts with middle school students! She hopes to instill her appreciation of reading and writing with the students of Dansville.



SAM SHELLNBARGER

Sam is teaching Technology. As a Dansville graduate, this community has always been home for Sam and returning to teach in the same district where he grew up is truly a dream come true.



WILLIAM POSPY

Will is teaching 2nd grade. He is a first-year teacher who recently graduated from MSU. He is excited for his journey at Dansville and is proud to be part of the Aggie family!



Food Service Staff:

Back Row: Carol Whipple, Stacy Beard, Callie Siwarga, Richelle Rutledge, Missy Kadluboski and Tina Tomlin

Front Row: Cathy Desgrange and Lisa Towler

Not Pictured: Nicki Cassaday

Staff milestones continued...



20 Years: Kristen Ream, Karen Henderson and Matt Hubinger



15 Years: Lynn Main, Andrea Hartman, Leanne Barnett and Kate Tringal
Karen Henderson and Matt Hubinger



10 Years: Emily Dowd, Kim McNabb, Shannon Davies, Jerrod Braman and Heather Lloyd



5 Years: Michelle Redman, Jessica Rautenberg, Hannah Jankowski, Sarah Hasselbach and Andrew Hodgson

High School Celebrations



The Class of 2026 started the year off with a Senior Sunrise. It was a great way to start their senior year, even if it was a little cold outside.

We've hosted a few lunch visits from colleges and recruiters so far, and look forward to having more throughout the year. We recently attended the Grand Ledge College & Career Fair.

We've started working through our new program (during advisory) **Wayfinder**. A durable skills curriculum focused on six core skills: Agency, Purpose, Self-Awareness, Adaptability, Empathy and Collaboration.



Middle School Celebrations

Lianna Greiter and Evelyn Frost earned a scholarship to attend Blue Lake Fine Arts Camp during the summer. These 8th grade students were part of a two-week session that focused on improving their band skills.

The middle school students participated in the **Rock, Paper, Scissors Challenge**, where they earned a bead necklace for each game they won throughout the day. Students had fun at the **first dance** of the school year, which was sponsored by the Student Council.



Fifth Graders Shine at Camp!



Fifth Graders Shine at Camp! This fall, our fifth graders once again shared the unforgettable experience of attending Fifth Grade Camp at Mystic Lake YMCA Camp. This annual tradition provided our students with a unique opportunity to learn, grow, and bond in a beautiful outdoor environment. Over the course of the week, students were immersed in a variety of hands-on activities. **They engaged in challenging team-building exercises** that promoted communication and cooperation, went on nature hikes to

study the local ecosystem, and even practiced essential survival skills. The adventure-packed week culminated with a special campfire, creating memories they'll cherish forever. These activities were about more than just fun; they helped our students develop life skills, strengthened their friendships, and fostered a deep sense of community before they head off to middle school.



This year, **we are especially grateful to the Dansville Elementary PTO for sponsoring over \$1,000 in scholarships to help students attend camp!** The PTO's incredible generosity helped remove financial barriers, ensuring that every interested fifth grader had the chance to participate in this valuable educational and recreational experience.

We also owe a huge thank you to the dedicated staff, parent and community volunteers who made camp possible. Their time, energy, and enthusiasm ensured that every child had a fun and enriching experience.



New Educational Tools at Dansville Elementary

Dansville Elementary is thrilled to announce the adoption of **two powerful new educational programs for all K-5 students this year: EnVision Math and Lexia Core5 Reading.** These programs are designed to enhance learning and provide targeted instruction, helping every student achieve their full potential.

Our new mathematics curriculum, **EnVision Math**, focuses on a deep, conceptual understanding of math concepts. It moves beyond memorization of math facts to encourage students to think critically and solve problems in real-world contexts.

To strengthen our students' reading and literacy skills, we are implementing Lexia Core5 Reading. This program uses technology to help students learn important reading skills like sounding out words, understanding what they read, and learning new vocabulary. The lessons are clear and easy to follow, and the program changes based on how each student is doing. While students work on their own, teachers can see their progress in real time and find out who needs extra help in small groups or one-on-one. With Core5, we're equipping our teachers with a powerful tool to provide truly individualized reading instruction, ensuring all students build strong literacy skills essential for future success.

If you are interested in joining Dansville's Reproductive Health Committee, contact Amy Popek at popeka@dansville.org

Aggie Athletics—Spring 2025 Stats

BASEBALL

- 14 players (Varsity only)
- 15-18 overall record; 9-9 CMAC record (5th place)
- CMAC All-Conference 1st Team—Wyatt Mosley
- CMAC All-Conference 2nd Team—Nathan Sherwood
- CMAC All-Conference Honorable Mention—Mayson Burgett & Quentin Mayes
- MHSBCA All-District—Wyatt Mosley
- MHSBCA Academic All-District—Austin Hovey, Joseph McMillan & Wyatt Mosley
- MHSBCA All-Region—Wyatt Mosley
- MHSBCA All-State—Wyatt Mosley
- LSJ Dream Team/Pitcher of the Year—Wyatt Mosley

GIRLS SOCCER

- 20 players
- 8-11-2 overall record
- 3-6-1 CMAC record (5th place)
- CMAC All-Conference—Isabelle Baker
- CMAC All-Conference 2nd Team—Faith Caroen & Taylor Doerr
- CMAC All-Conference Honorable Mention—Hannah Burnham, Isabella Joseph, Cadence Seibert, Brenna St. Amant and Margaret vanHartesvelt
- MiHSSCA All-District—Isabelle Baker
- MiHSSCA All-District 2nd Team—Faith Caroen and Taylor Doerr
- MiHSSCA All-District Honorable Mention—Isabella Joseph
- MiHSSCA All-Region—Isabelle Baker
- MiHSSCA All-State Honorable Mention—Isabelle Baker
- LSJ D4 All-Area—Isabelle Baker

GOLF

- 9 players
- 0-8 overall record; 0-8 CMAC record (9th place)
- Finished 12th out of 18 at Regionals

SOFTBALL

- 13 players
- 25-11 overall record
- 8-6 CMAC record (4th place)
- District CHAMPS!
- Regional Finalists
- CMAC All-Conference 1st Team—Ryker Graf & Laci Neal
- CMAC All-Conference 2nd Team—Madelyn Carter
- CMAC All-Conference Honorable Mention—Brianna DeLano
- MHSSCA All-District—Ryker Graf & Laci Neal
- MHSSCA All-Region—Ryker Graf & Laci Neal

- MHSSCA Academic All-State Team
- MHSSCA Academic All-State Alaina Broyles and Chloe Moore
- MHSSCA All-State—Ryker Graf
- MHSSCA All-State Honorable Mention—Laci Neal
- LSJ Dream Team—Ryker Graf
- LSJ D4 All-Area—Madelyn Carter & Laci Neal

TRACK AND FIELD

- 53 participants (24 boys, 19 girls)
- Boys finished 7th out of 16 teams at Regionals
- Theodore Davis was the Region Champion in the 800M
- Girls finished 12th out of 16 teams at Regionals
- Boys finished 8th out of 10 teams in the CMAC League Championship
- Girls finished 10th out of 10 teams in the CMAC League Championship
- State Finals: Theodore Davis—1600M Run (7th place = ALL-STATE), 3200M Run (7th place = ALL-STATE) 4x800M Relay Team finished 24th
- LSJ D4 All-Area—Theodore Davis

MIDDLE SCHOOL TRACK AND FIELD

- Boys finished 11th out of 15 teams at Regionals
- Girls finished 6th out of 13 team at Regionals
- Keira Tietzort—REGIONAL CHAMP in the 55M Hurdles & 5th in the 200M Hurdles
- Grace Jolin—2nd in 3200M & 3rd in the 1600M
- Addison Kuch—4th in the Shot Put



SPECIAL EDUCATION DEPARTMENT OVERVIEW

Dansville Schools, in partnership with Ingham Intermediate School District (Ingham ISD), is committed to high expectations for all students and ensuring access to and progress in the general education curriculum for all students.

Improving educational results for students with disabilities is an essential element of promoting equality of opportunity, full participation, independent living, economic self-sufficiency and further education or training.

We are able to provide school-wide supports, teacher consultant support services, resource services, behavior intervention support and a secondary basic classroom for the students of Dansville Schools. Our classroom teachers, professional staff and paraprofessionals provide appropriate educational programs and services for our students. In recognition of the diverse needs of students, Dansville Schools' partnership with Ingham ISD provides the opportunity to operate special education programming and services according to the Individuals With Disabilities Education and Improvement Act (IDEA), inclusive of those identified under the Michigan Administrative Rules for Special Education. Eligibility for Special Education services is determined through a referral and evaluation process.

The School District is required, by law, to locate, identify and evaluate all children with disabilities, including children with disabilities attending private schools located within the School District, as well as homeless children. The process of locating, identifying, and evaluating children with disabilities is known as Child Find. Child Find extends both to children who may be eligible for special education under the federal Individuals with Disabilities Education Act (IDEA) and those who may be eligible under Section 504 of the Rehabilitation Act of 1973 (Section 504). If you believe your child may qualify under either the IDEA or Section 504, please contact the District's Special Education Coordinator, Tania Dupuis, at dupuist@dansville.org or 517-623-6120 x1114.

WHAT TO DO IF I SUSPECT MY CHILD HAS A DISABILITY?

If your child is suspected of having a disability, anyone can refer him or her to the school for an evaluation.

A Multidisciplinary Evaluation Team (MET) will meet to review information needed about your child and determine what evaluations are needed. The team includes specialists from different educational areas. Parents are important members of this team and provide valuable information.

Once written consent is received, the MET team will conduct testing within 30 school days.

The MET team will make a recommendation for eligibility to the Individual Education Program (IEP) team. The district will schedule a meeting to develop an IEP.

The IEP team participants must include:

- The parents;
- A general education teacher;
- A special education teacher/provider;
- A representative of the local school district who has the authority to commit resources and is knowledgeable about the general education curriculum;
- A person who can interpret evaluation results; and
- Any other person who the parent or school district wishes to include who has knowledge or expertise regarding your child.

The IEP team will determine if a child has a disability and whether he or she is eligible to receive special education services. The IEP team determines the programs and services provided to a student, supporting the practice that programs and services are determined based on student needs/strengths and are not predetermined based on disability.

The district ensures that the child's IEP is being carried out as it was written. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications and supports that must be provided to the child, in keeping with the IEP.

Progress is measured and reported to parents. The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.

The child's IEP is reviewed by the IEP team at least once a year. If necessary, the IEP is revised. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement.

At least every three years the child must be reevaluated. Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA and what the child's educational needs are. However, the child may be reevaluated prior to that time if conditions warrant or if the child's parent or teacher asks for a reevaluation.

ARMED FORCES RECRUITING

The District shall provide United States Armed Forces recruiters with at least the same access to the high school campus and to student directory information 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. For more information, please see Board Policy 8330.

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 student's name;
- address;
- date and place of birth;
- participation in officially recognized activities and sports;
- height if member of an athletic team;
- weight, if member of an athletic team which requires disclosure to participate;
- dates of attendance;
- date of graduation;
- awards received;
- honor rolls;
- scholarships;
- telephone numbers for inclusion in school or PTO directories;
- school photographs or videos of students participating in school activities, events or programs;
- previous school enrollment;
- gender.

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 10 days after receipt of the District's public notice.

Parents and guardians have the right to review their student's records, as do students 18 years old or older. To do this, contact your building principal. If information in the school record is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, parents may request a hearing to have the information deleted from the record. For more information, please see Board Policy 8330.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Rights Under FERPA The federal law known as the Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 30 days after the day the School District receives a request for access. Parents or eligible students who wish to inspect their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School District to amend their child's or their education record should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why they believe it should be changed. If the School District decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student at the time they are notified of the right to a hearing.
3. The right to provide written consent before the School District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A designated school official with a legitimate educational interest includes a person employed by the School District as an administrator, teacher, or other person designated by the Board of Education. A school official also includes a liaison officer who, while not employed by the School District, may be granted access to student educational records (including video footage) at the direction and supervision of a school administrator. A school official also may include a contractor or consultant who, while not employed by the School District, performs an institutional service or function (such

as design and maintenance of the School District's security camera system) for which the school would otherwise use its own employees and who is under the direct control of the School District with respect to the use and maintenance of personally identifiable information from student education records.

4. The right to refuse to allow the disclosure of "directory information."
5. The right to file a complaint with the United States Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5280

DANSVILLE ELEMENTARY SCHOOL TITLE 1, PART A

Dansville Elementary School is a Title 1, Part A, Targeted Assisted School. Title 1 is a federally funded program through the No Child Left Behind Act of 2001. The purpose of the federal program is to provide support to children who are not meeting the grade level standards in reading or math in Kindergarten-Grade Five.

At Dansville Elementary School, support is provided in reading in the Literacy Center. Eligibility for services is determined by assessment criteria. Title 1 literacy instruction includes research-based learning strategies, and the Title 1 literacy coordinator is highly qualified. Budget allocations will also be set aside to assist students that qualify with the McKinney-Vento Act. *For more information, please call the elementary school office.*

INTEGRATED PEST MANAGEMENT PROGRAM

Integrated Pest Management (IPM) is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. An emphasis is placed on manipulation of the pest environment to the point that it will not support a pest population.

Michigan law requires that certain conditions must be met prior to making a pesticide application (other than sanitizers, germicides, disinfectants, or antimicrobial agents) in schools, public buildings, or health care facilities. Pesticide applications for non-emergency situations shall be conducted by an appropriately licensed applicator who has attended an approved IPM training program and shall be made in accordance with this IPM plan.

Parents and guardians have the right to receive advanced notice of the application of a

pesticide, other than bait or gel formulations, at their child's school. This advance notice of the application will be given 48 hours before the application. The law requires us to do this notification by using two methods. The first method required by the law is the posting at entrances to your child's school. The second method we are going to use is the posting in a common area located by the main office of the school. Parents are also entitled to receive this notice by first-class United States mail postmarked at least three days before the application.

If you would like to be notified by mail, please contact the superintendent's office at 623-6120, ext. 3416. In the case of an emergency, pesticides may be applied without prior notice, but those parents who request notification will be notified of the emergency application after it occurs.

For more information, please see Administrative Guideline 8431A.

PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS

Members of the public have the right to inspect instructional materials, including but not limited to, print and non-print materials, teacher's manuals, films, tapes and any other supplementary materials, used as part of the educational curriculum. Form 9130 F3 should be completed and submitted to the Superintendent. Upon receipt of Form 9130 F3, the Superintendent will contact the person making the request within five days to schedule an appointment for the person to come to the District to review and inspect the material indicated on Form 9130 F3. *For more information, please see Board Policy 9130.*

PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD

The Board of Education is concerned for the safety of the students and staff members and will attempt to comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos material used in previous construction.

The Superintendent has developed and implemented the district's Asbestos-Management Program which will ensure proper compliance with Federal and State laws and the appropriate instruction of staff and students. This plan is available for inspection at the superintendent's office without cost or restriction during normal business hours. If you desire to have a personal copy, it will be supplied to you within five working days by contacting the Superintendent's office. *For more information, please see Board Policy 8431.*

TECHNICAL EDUCATION CLASSES

Dansville Schools offers career and technical education classes to all high school students. These classes are designed to prepare students for a range of employment and training services. Students may elect to enroll in classes at the Wilson Talent Center or take one of these classes offered at Dansville High School: Zoology and Botany. Enrollment in these classes is open to all students and follows the district's policies of not discriminating on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, height, weight, marital or family status, religion, military status ancestry, genetic information or any other legally protected category (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to participate in the class. Please contact High School Principal Joshua Andrews for more information.

STATEMENT OF NON-DISCRIMINATION

No person may be denied admission to any school in the School District, be denied the benefits of or be discriminated against in any curricular, extracurricular, or other School District program or activity based on the person's gender, religion, race, color, national origin or ancestry, age, disability, marital status, or any other legally protected characteristic.

The Board of Education has adopted a Discrimination and Harassment Policy which prohibits all forms of illegal harassment and discrimination within the School District. Any person having inquiries concerning the Dansville Schools' compliance with the regulations implementing Title VI, Title IX, the ADA, or Section 504 is directed to contact: Jennifer Wonnell, Superintendent, 1264 Adams St., Dansville, MI 48819; 517-623-6120, ext 3416, wonnellj@dansville.org, who has been designated by the Dansville Schools to coordinate the District's efforts to comply with Title VI, Title IX, the ADA or Section 504. For more information, please see Board Policies 1422, 1622, 2260, 3122, and 4122.

CONCUSSION AWARENESS

A student cannot participate in a school-sponsored or operated athletic activity until the student and his or her parents have each received and read the concussion fact sheet for students and the concussion fact sheet for parents, respectively. Both the student and his or her parent must sign and return a form acknowledging receipt of the fact sheet or other concussion awareness educational material. At a minimum, schools must keep these acknowledgement forms in a permanent

file as long as the student participates in a school-sponsored athletic activity.

DRUG-FREE SCHOOLS

In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State statute or substance that could be considered a "look-alike" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbook, up to and including expulsion from school. When required by State laws, the District will also notify law enforcement officials. The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which she/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed. For more information, please see Board Policy 5530.

STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

Under the federal Protection of Pupil Rights Amendment (PPRA) and School District policy, no student will be required as a part of the school program or the School District's curriculum, without prior parental consent, to submit to or participate in any survey, analysis or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or his/her parents;
- Mental or psychological problems of the student or his/her family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or his/her parents; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical examinations and screenings. 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 be given access to the survey/evaluation within a reasonable period of time after the request is received by the building principal. Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

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.

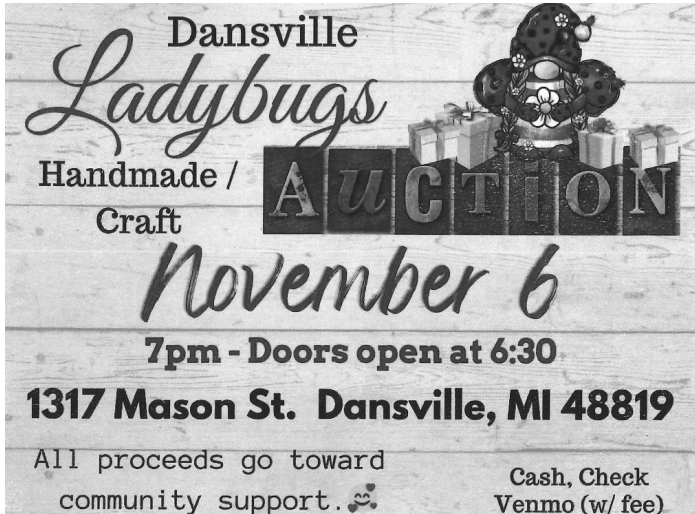
Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will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

Searches of Persons and Belongings: During the school day, personal searches are occasionally performed. Understand that any item brought to school (laptop, phone, etc) is subject to search if the administration has reason to suspect that the contents may include evidence of a rule violation. If the administration has reasonable suspicion that a search is necessary, the following guidelines will be in effect:

1. All searches will be conducted by an administrator who will be accompanied by a witness or with the student as the witness.
2. The search will be done as privately and as reasonably as possible.



Dansville
Ladybugs
Handmade /
Craft **AUCTION**
November 6
7pm - Doors open at 6:30
1317 Mason St. Dansville, MI 48819
All proceeds go toward
community support.  **Cash, Check**
Venmo (w/ fee)

SAFE GUN STORAGE

As required by Michigan law, Dansville Schools is providing you with important information about the state's Secure Firearm Storage Law, also known as the Child Access Prevention (CAP) law (Public Act 17 of 2023). The law imposes requirements and provides guidance for safe storage of firearms in situations where minors are or may be present, with the goal of preventing accidental injury, unauthorized access, and other harm. An Amendment to the state Firearms Act, effective February 2024, makes it a crime to improperly store or leave a firearm unattended in the home when someone knows or reasonably should know a minor is, or is likely to be, on the premises. Any unattended firearms must be unloaded and locked with a locking device or stored in a locked box or container. For more information and specifics on the Safe Storage Law, review the Michigan Department of Health and Human Services' flyer on the topic:

The District has a limited amount of firearm locks available to help our families comply with the law and to keep our students safe. For more information on obtaining a firearm lock, please contact the superintendent's office at 517-623-6120 x3416.



K-9 SEARCHES

In an effort to keep the schools and district premises free of drugs, school authorities may use specially trained dogs to sniff out and alert staff to the presence of illegal substances and contraband at school, including vehicles parked on district premises. The entire campus is subject to search. Such inspection by school authorities and trained dogs may be made at any time. For more information, please see Board Policy 5771.



PTO
Craft **SHOW**
Saturday, November 22
9:00 a.m. - 3:00 p.m.
Dansville Schools

Aggie Family

SMALL BUT MIGHTY

SCHOOLS

1264 Adams Street
P.O. Box 187
Dansville, MI 48819

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The Dansville Schools' Board of Education meets on the fourth Monday of each month at 6:00 p.m. in the Board of Education Room.

WWW.DANSVILLE.ORG

[facebook.com/dansvilleschools](https://www.facebook.com/dansvilleschools)



**Congratulations to ticket-taker
extraordinaire, Eva Brown, for 50 years
of volunteer service with Aggie Athletics!**