

Cadillac Elementary Schools

Student / Parent Handbook

2025-2026



Welcome to the Cadillac Area Public Schools

This handbook was prepared for the parents of our elementary students by the administration. It was initiated by the Cadillac Area Public Schools Board of Education's commitment to improving the communications between our schools and students' families.

We hope that you will keep this handbook nearby and refer to it throughout your child's years in the Cadillac Area Public School's elementary programs.

Children Learn What They Live

If a Child lives with Criticism, He learns to Condemn.

If a Child lives with Hostility, He learns to Fight.

If a Child lives with Ridicule, He learns to be Shy.

If a Child lives with Shame, He learns to feel Guilty.

If a Child lives with Tolerance, He learns to be Patient.

If a Child lives with Encouragement, He learns Confidence.

If a Child lives with Praise, He learns to Appreciate.

If a Child lives with Fairness, He learns Justice.

If a Child lives with Security, He learns to Have Faith.

If a Child lives with Approval, He learns to Like Himself.

If a Child lives with Acceptance and Friendship, He learns to Find Love in the World.

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Forest View Elementary School

Jacob Wing, Principal

7840 S. 25 Road

Boon, MI 49618

876-5100

Franklin Elementary

Eric Diener, Principal

Jim Walter, Assistant Principal

505 Lester Street

Cadillac, MI 49601

876-5200

Lincoln Elementary School

Kerri Roby, Principal

Samantha Garner, Assistant Principal

125 Ayer Street

Cadillac, MI 49601

876-5400

Central Office Administration

Jennifer Brown, Superintendent

421 S. Mitchell Street

Cadillac, MI 49601

876-5000

Transportation 876-5050

Food Service 876-5014

Cadillac Area Public Schools

Mission Statement

Education is a continuous process by which all students can learn through a shared responsibility of students, staff and community. It is essential that the school provide a diversified curriculum that challenges each student to achieve his/her potential academically, emotionally, physically and socially. Each student will be a productive, self-reliant and responsible member of our changing global society.

Elementary Schools

Mission Statements

Elementary schools mission statements are available at your local school offices and in each building's annual report.

How Our Schools Operate

The Cadillac Area Public Schools is overseen by a policy-making body consisting of seven members called the Board of Education. These members are elected from the community-at-large. The Board works through the superintendent of schools who, in turn, oversees the operation of kindergarten through twelfth grades. The elementary principal carries the bulk of the responsibility for the day-to-day operation of your child's school. The principal reports directly to the superintendent of schools. The building principal is the person you will be turning to most often with your questions about school policies and procedures. The principal counts on the teacher to keep him/her informed on your child's progress in his/ her classroom activities.

Curriculum

The Cadillac Schools offer instruction in the core subject areas of math, language arts (reading and writing), science and social studies. Instruction is also provided in physical education, art, general music, technology and health education. A complete list is available at your school's office. A [Course Catalog](#) is linked here.

Student Responsibility

In Cadillac Schools, students are expected to work up to the best of their abilities and behave in a manner that promotes a positive learning environment for all students.

Parent's Right To Know

Our school receives federal funds for Title I programs that are a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the federal No Child Left Behind Act (NCLB) of 2011. Under these laws, you have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If your child also receives Title I services from a teacher or paraprofessional, you have the right to request information regarding his or her professional qualifications as well. If you request this information, our district office will provide you with the following information as soon as possible:

- a. Whether or not the teacher has met Michigan's licensing requirements for the grade level(s) and core academic subject(s) taught by the teacher;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The education level and subject area of the teacher's college degree major and for any graduate degree or certificate; and
- d. If your child is receiving Title I services from paraprofessionals, his or her qualifications.
- e. If your child is taught for four continuous weeks by a teacher who is not highly qualified, parents will be notified in a timely manner.

If you would like to request this information, please contact your school building Principal or the Superintendent's office at (231) 876-5000.

Building Level Parent Involvement Policy

Involvement of Parents in the Title I Program

To involve parents in the Title I program at each Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting is convened during the first quarter at the same time as a regularly scheduled Parent Organization monthly meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parent input is solicited at the PTL meetings, through building-level parent satisfaction surveys, and through the district-level Parent Advisory Council.
- The school provides parents of Title I students with timely information about Title I programs. Each October and February, parents of students receiving Title I services receive a letter from the school's Title I staff informing them of the need for and type of service their child will receive. Opportunities for parent questions and consultation are provided via phone, email, personal meetings, and parent-teacher conferences.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during the Annual Report Meeting held each September, parent teacher conferences in October and February, quarterly report cards, regular classroom level report cards, and through the internet via the district's website links.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

****The policy is updated periodically to meet changing needs of parents and the school. The school includes parents of Title I students opportunity for involvement in planning and designing the school's programs.[20 USC 6318 Section 1118(c)(3)]**

School-Parent Compact

Each Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The district provides the school with a template which includes the required components of School-Parent Compact. Each school is then given the freedom to solicit parent input for the adaptation of the School- Parent Compact to meet the needs of the buildings. Each Elementary School solicits this input at the Annual Title I Parent Meeting held during the first quarter of each school year.

Accessibility

Each Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Interpreters are obtained for parent meetings when necessary. Written communications in the native language of parents are provided to the extent possible

Parents' Responsibility

In Cadillac Schools, parents are expected to assist the school staff in resolving any problems concerning their child. It is expected that parents will respond in a manner that will promote a positive atmosphere for learning. We believe education is a joint effort with the family and school working together to meet your child's educational goals.

Parental Involvement Plan

In accordance with PA 107, Cadillac Area Public Schools has a Parental Involvement Plan that includes the following: Title I, District Child Study, home visits, Parent-Teacher Organizations, student activity nights, counseling programs, progress reports, parent organizations, Parent-Teacher Conferences, PA 25 and PA226, booster organizations, websites, newsletters, information gathering and communications.

How To Get Involved

Parents and the public must get involved if our schools are to be successful. Your opinion is important especially when it concerns your child's education. Please contact your building's office if you would like to be active in your child/children's school.

The following areas are always in need of volunteers:

PTO • Library/Media Centers • Classrooms (prior arrangements must be made)

If You Have A Concern

If you have a suggestion or school-related concern, the board suggests the following procedure whenever possible:

1. Contact the teacher to discuss your concern.
2. If necessary, get in touch with the building principal.
3. If you still have a concern, you may contact the superintendent at 876-5000.

If you call the school and cannot talk directly with the teacher or principal, leave a message on the teacher's voice mail or leave a message with the office administrative assistant and the teacher or principal will contact you during their time away from the children.

For more information regarding equal employment opportunity, discrimination, and/or harassment, please review CAPS Board of Education Policies [3122](#), [4122](#), [3362](#), 2266 and [4362](#) or contact Jaime Heuker, Title IX Compliance Officers.

Attendance

Cadillac Area Public Schools believes strongly that important events take place in class every day and the interactions and instruction between teachers and students can never be fully replaced when a student is absent. Research shows that frequent absences seriously impact a student's ability to be successful in school.

ENFORCEMENT OF SCHOOL ATTENDANCE

The State of Michigan has a compulsory school attendance law that requires a parent, legal guardian or other person having control or charge of a child to send that child to public school for education purposes from the age of six to the child's eighteenth birthday. The exceptions include, but are not limited to, sending the child to a state-approved, nonpublic school or educating the child at home in an organized educational program. Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by December 1 of the school year and is a resident of a school district which provides kindergarten work is entitled to enroll in the kindergarten MCL 380.1147.

MCL 380.1561(1) provides the ONLY exceptions from attending public school for the entire school year.

Attendance/truancy officers are employed by the local school district such as CAPS and or by the intermediate school district such as the WMISD. The attendance/truancy officer is a court liaison that has the powers of a deputy sheriff within the school district while performing official duties and pursues cases of nonattendance which are reported to them by the proper authority. Local school districts such as CAPS with more than 1,000 students may employ their own attendance officers and the intermediate school board must select one or more persons to serve as attendance/truancy officers for the intermediate school district who then assume office.

An attendance/truancy officer is required to investigate cases of nonattendance at school when notified by the superintendent, administration or other school staff. If a child is repeatedly absent from school without valid excuse, or is failing in schoolwork or gives evidence of behavior problems, and attempts to confer with the parent or other person in parental relationship to the child fail, a request is made that the

attendance officer attempts to notify the parent or other person in parental relationship by registered mail to come to the school or to a place designated at a time specified to discuss the child's irregularity in attendance, failing work, or behavior problems with the proper school authorities. MCL 380.1586(2).

If a parent or person in relation fails to send a child under their control to the public school or other school listed under [MCL 380.1561], the attendance/truancy officer, upon receiving notice from proper authority of that fact, shall give written notice in person or by registered mail to the parent or other person in parental relation requiring the child to appear at the public school or other school on the next regular school day following the receipt of notice, and to continue in regular and consecutive attendance in school. MCL 380.1587. At this parent meeting, school officials will attempt to work together with parent(s), guardians and or students to figure out the reasons for the non-attendance and offer interventions to deal with the situation.

If the parent fails to comply with this notice or the truancy continues after attempts to resolve the problem, the attendance officer shall make a complaint against the parent or other person in relation having the legal charge and control of the child who fails to comply to the court having jurisdiction for truancy, refusal or neglect to send the child to school. MCL 380.1588.

Likewise, the family division of the circuit court in the county where the minor under 18 years old resides has exclusive jurisdiction over truants. The attendance/truancy officer can make a referral to the prosecuting attorney to petition the absentee child to appear before the judge or referee to face justice for truancy charges.

Parents/guardian(s) are required to send their children to school unless they fit into one of the exceptions under MCL 380.1561(3). The attendance officer and or school district makes every attempt required by statute before filing for civil or criminal charges and follows guidelines to try to resolve the problem before pursuing court action. There are serious consequences to

truancy and anyone who may be found in violation of truancy may be found guilty of a civil fine between \$5.00 and \$50.00 or criminally up to 90 days in jail, or both. MCL 380.1599. These matters are taken very seriously in the court system and every attempt is made to try and avoid this unwanted outcome.

Michigan Legislature defines truancy as a child who has 10 or more unexcused absences per school year. Chronically absent would be defined as a child who is absent for 10 percent or more of the scheduled school days in a school year and can include days missed due to excused absences, unexcused absences, suspension or expulsion.

Absence and Tardy Definitions

Cadillac Area Public Schools recognizes that there are situations out of your control when attendance in school may be impacted. CAPS is working collaboratively to create clear definitions, policies, and steps to improve student attendance.

Chronically absent means absent for 10% or more of the enrolled school days in a school year, whether absenteeism is due to unexcused, excused, or disciplinary absences. (For instance, missing 3 days of school the first month of the year; 8 days in the first half of the year; or 18 days in the entire school year.) Note: All absences for the school year should be counted, even if they have carried over from a different school.

Truant/Truancy means a child who has ten (10) or more unexcused absences per school year. A child should be counted as truant only once in a given school year. Once deemed truant, a student shall be monitored throughout the school year until improved attendance is consistent.

Tardy/Late Absences A student who enters a classroom after the bell is considered tardy, unless excused. Tardy students not only miss learning time, but also interrupt the learning of other students in class. Students who are tardy or arrive more than ten minutes late to class would be marked absent for that period of the day if deemed unexcused/undocumented and these tardy absences shall also count for truancy purposes and counted as instructional hours missed for that period.

The following are **excusable** causes for your student to be absent from school under truancy laws:

- Funeral
- Legal/court proceedings
- Religious holidays
- Professional appointments with appropriate documentation
- School/educational activities
- Hospitalization or chronic illness with doctor's note

Absences not excused within the three (3) school days will be recorded as unexcused.

Unexcused absence: is any absence not accounted for above, examples of unexcused absences regarding truancy include, but not limited to:

- *Staying home*
- *Overslept*
- *Travel*
- *Weather*
- *Missed bus*
- *Sickness (not documented)*
- *Willful truancy (skipping)*

Chronic Absence and Tardy Procedures

Students arriving after 10:00 AM will be marked absent for the morning. Those arriving after the start of school but before 10:00 AM will be marked tardy. Students leaving before 2:00 PM will be marked absent for the afternoon.

Per state law, chronic absence or tardiness is defined as missing 10% or more of enrolled school days—this includes *all* absences, excused or unexcused. While a parent calling in or providing a doctor's note/documentation will

mark the absence as *excused*, it will still count toward chronic absence totals at the state level.

To avoid being marked truant, documentation for an excused absence must be submitted within 3 school days. A student is considered truant if they have:

- 10 or more undocumented/unexcused absences, or
- 4 or more undocumented/unexcused absences or tardies in a single month.

Attendance concerns can follow a student from previous years or districts and will continue to be monitored until improvement is shown.

In order to provide intervention and support of students who are truant, chronically absent and/or tardy, the following attendance action steps will be taken:

1. At 5 or more absences. A warning letter and or a form of contact may be made informing of the student's amount of absences/tardies.
2. After 10 absences, the school will contact the parent/guardian. This contact may include but is not limited to, letter to the home, phone call or email communication. A home visit can be conducted at any time to check the well being of the student, have a meeting and or locate the student if needed.
3. Upon contact, the school administrator, counselor, or district truancy officer will arrange a conference to be attended by the parents/guardians and child if necessary. The focus of this meeting will include:
 - a. Discussion of the problem in an attempt to find causal factors
 - b. Development of an Attendance Intervention Plan to reduce barriers to attending

- c. Eliciting cooperation of the family and student to initiate action
- d. Referral to partner agencies/resources if warranted.

CAPS will make multiple attempts to work with parent(s), guardian(s) and students to help and or suggest ways to resolve attendance issues. CAPS administration will make every attempt possible to help in any way that we can by meetings, providing resources and or having some sort of contact-but missed meetings and or non compliance can and will result in the next step in the truancy process as the law, strict policy and procedures must be followed. Ultimately cooperation is needed to meet a common goal of the best interest of the student and resolving attendance issues.

- 4. After the school has attempted or complied in holding the above meeting, and the student has accumulated additional absences or tardies, a second communication will be made via certified mail or in person to the parent(s)/guardian(s) and a second meeting will be attempted.
- 5. At the second attendance meeting, the meeting will be held by the district truancy officer and/or ISD truancy officer. The focus of this meeting will include:
 - a. Review, revision and recommitment to the Attendance Intervention Plan with referral to partner agencies/resources
 - b. Explanation and documentation that further absences can and will result in automatic referral to the prosecutor.
- 6. Once a student has acquired 15 or more absences, the parent(s)/guardian(s) and or student can be turned over to the ISD Truancy Officer, Law Enforcement, Prosecutor and or residing Courts at any time. Additional absences shall result in automatic referral to the ISD truancy officer then prosecutor.

Disclaimer: CAPS administration/truancy officer reserves the right to jump right to the necessary step and or the certified stage in the truancy process at any time accordingly depending upon the amount of absences and situational circumstances.

End of Day Dismissal/Early Pickup

It is expected that students not riding Cadillac Area Public Schools buses will be picked up by parents within 15 minutes of dismissal, unless other arrangements have been made and cleared through the school office. Otherwise, students should be instructed by their parents to walk directly home. If needed, CAPS Clubhouse is available to parents for before school or after school childcare.

Any changes in your child's dismissal must be made by 2:45.

If your child does not arrive at his/her destination after school and you become concerned, we suggest these steps: 1) don't panic; 2) check with friends and neighbors; 3) call the school building; and 4) if no one answers at the school, call the superintendent's office at 876-5000.

New Student Procedure

When new families move to the area, parents should call Central Office at 231-876-5000. Upon reporting to the office of your local elementary school, parents will be asked to complete a registration form or will be assisted in locating your child's appropriate school. Immunization records (see page 11), birth certificate and or other reliable forms are required at the time of registration. During the school year, students will be given a tour of the building, meet their teacher and be able to start 24 hours after registration is complete unless there are extenuating circumstances that require additional prep for your child(ren). During the summer, you may call the Superintendent's office at 876-5000 for arrangements.

Moving

If you and your family plan to move, do not forget it is best to let your child's school know so that the necessary transfer of records can take place. If you are moving into another Cadillac elementary school, please consult with your present elementary principal in order to explore available options. To make the transition easiest for your child, it is highly recommended that the family arranges the move at one of the quarterly breaks.

Non-Resident Students

The Cadillac Area Public Schools Board of Education believes that students should attend school in their district of residence. However, parents may request approval for their children to attend a district other than their district of residence. The Cadillac Area Public Schools Board of Education will admit non-resident students, only after due consideration of any special circumstances. For additional information, contact the superintendent's office at 876-5000.

Safety Procedures

The procedures of Cadillac Area Public Schools are based on concern for the safety and well-being of our students and staff.

Visitors: All visitors must register at the school office upon arrival and obtain a pass. It is expected that each student will go directly home or to their authorized designation at the end of the school day.

Late Arrival: If your child is arriving to school late he/she should always report to the office in order to follow proper safety procedures. Excessive tardiness will be referred for truancy.

Early Pickup: Early pick-up is discouraged; however, if it is necessary to remove your child from school during school hours, it is required that you sign your child out in the office

Emergencies

Emergencies can happen quickly, and when they do, the school will make every effort to locate you as soon as possible. It is expected that your emergency telephone numbers are updated frequently on your child's records.

Student Appearance Policy

As part of our commitment to educating the whole child, we feel this

should include an understanding of proper grooming. Neatness of appearance and cleanliness of a person reflects an expression of pride in one's self, in one's school and in one's community. When the dress or grooming of a student disrupts or distracts the learning process, the school will request that parents require an appropriate change or modification of their son/daughter's appearance.

The following clothing is NOT ALLOWED:

- *Clothing that advertises, advocates or displays drugs, cigarettes or alcohol is not permitted.*
- *Clothing that advertises, advocates or displays violence, gang activities, racism or is sexually explicit is also not permitted.*
- *Hats may not be worn in the building.*
- *No bare midriff shirts, even when arms are extended overhead and no shirts with spaghetti straps.*
- *No "baggy" pants that allow undergarments to show. Pants are to be worn at the normal waist and belted if needed.*
- *Shorts should be mid-thigh length (no short-shorts/hot pants).*
- *Outdoor garments are not to be taken to class unless individual teacher permission is given to do so.*
- *The principal will determine what qualifies as appropriate dress.*
- *Footwear/Shoes are required at all times and should be appropriate for school.*
 - *Due to safety reasons, we ask that students do not wear flip flops as students will be playing outside.*

The Cadillac Area Public Schools Board of Education gives its representatives the right and responsibility to maintain disciplinary measures and to protect the rights of the individual to learn, as well as to ensure proper operation of the school. School Board Policy, in keeping with the Michigan School Code, establishes district rules for student conduct and discipline. Individual schools are encouraged to establish building rules.

The Cadillac elementary schools operate on a no-violence policy and support and implement the Respect and Protect Program. Violence is defined as a mean word, look, sign or act that hurts a person's body, feelings or things.

In keeping with the above statements, the following rules have been developed for students:

Buses: All children and parents of bus riders receive a list of bus rules and regulations. Drivers have procedures for dealing with violations. Students waiting for buses after school are expected to follow all rules and any additional directions given by the adult supervisor.

Dangerous Items: The following items are not permitted on school premises because of potential danger: sleds, fireworks or other explosives, laser pointers, matches, guns, golf balls, knives, sharp instruments of any kind or other potentially dangerous items.

Boundaries: Children are to remain within the boundaries of the school property at all times.

Language: Obscene or abusive language along with racial slurs or

verbal intimidation, are not permitted.

Noise: Being reasonably quiet is expected while in the building. Yelling, bouncing balls and other distracting noises are prohibited.

Electronic Devices: Electronic devices are not permitted at school without special permission. The school is not responsible for lost, stolen or damage to these items.

Personal Items: Personal items, such as toys, trading cards, and other valuables from home are discouraged. Items found to be a distraction to the learning environment may be confiscated for the parents to pick up.

Fighting: Hitting, pinching, bullying, biting and other forms of aggressive behavior or fighting are not permitted.

Cheating: Students are expected to do their own work.

Noon Hour: The following rules are in effect during noon hour:

- All children eating lunch at school must remain on the grounds unless special permission is granted.
- Students are to go outside for lunch recess unless special permission to stay inside is granted.
- Children who usually eat at school must have a parent note to eat at other places.
- All food is to be eaten in the lunchroom unless special permission is granted.
- Throwing food, yelling and disturbing others is not permitted.
- Students are to clean up their own eating area.

Playground: Children are not permitted to climb on the: backstops, goal posts, swing sets, stand on top of the horizontal ladder or slides, or swing empty swings. Items on the playground such as rocks and sticks are to stay on the playground and not brought inside the building. The playground supervisors are the adults in charge and may establish other rules and consequences for the safety of all.

Property Destruction: Deliberate, careless damage, or defacing or stealing of school and/or personal property is prohibited.

Respect: Respect for other children and adults is expected at all times.

Running: Only walking is permitted inside the building, unless an adult is directing a game or gym activity, which requires running or other modes of movement.

Throwing: Sticks, stones, snowballs or other dangerous objects are not allowed.

To and From School: Responsibility to and from school is the cooperative effort of the child, parent and school. All students are to go directly home after school unless a call or note from parents indicates other arrangements. If a child is kept more than ten minutes after school, the home shall be called unless other arrangements have been made.

Other Rules: The school reserves their right to establish other rules not listed here as the need arises. For example, teachers may establish room rules.

Violation of these rules may result in appropriate reprimands which may include the following:

- Verbal reprimand
- Parent notification
- Conference with principal and/or teacher
- Sustained Silent Lunch (SSL)
- Denial of privileges
- In-school suspension
- Home suspension as outlined by Board of Education Policy

Drugs and Tobacco/Nicotine Products

The use, possession, and distribution of illicit drugs, alcohol and/or tobacco/nicotine is unlawful. Students who violate federal, state and local laws along with the Board of Education policy will be dealt with under existing policies and procedures as outlined in this document. The Cadillac School District recognizes that chemical dependency is a treatable health problem, which does not respect any group or age. Health problems of youth are primarily the responsibility of the home and community, but schools share in that responsibility.

The consequences for a violation of the drug/alcohol policy may occur at four different levels:

LEVEL I

VIOLATION: Possession of drugs/alcohol paraphernalia, zig-zag (papers) i.e. pipes, vapes, e-cigarettes, vape juice, clips, empty containers used for alcohol, drug or nicotine substances, during school or at a school activity, or

if found guilty in the courts.

CONSEQUENCES: 1) Confiscation of said materials; 2) Parent notification; 3) Three days out-of-school suspension, plus referral to counseling if considered appropriate by the administration.

LEVEL II

VIOLATION: Possession of alcohol or illegal drugs:

CONSEQUENCES: 1) Five (5) day suspension out of school or a three (3) day suspension out of school with a referral to counseling and the following of recommended guidelines from the counseling referral. 2) Immediate removal from school property by a parent, legal guardian, or police if the parent is not available in a reasonable amount of time. 3) Notification of law enforcement and charges pressed. If a second infraction occurs within a given school year, the violator will receive a more stringent penalty that may include expulsion.

LEVEL III

VIOLATION: Reasonable suspicion or witnessed the use of drugs or alcohol.

CONSEQUENCES: 1) Seven (7) days suspension out of school or a five (5) day suspension out of school with a referral to counseling and the following of recommended guidelines from the counseling referral. 2) Immediate removal from school property by a parent, legal guardian, or police if the parent is not available in a reasonable amount of time. 3) Notification of law enforcement and charges pressed. If a second infraction occurs within a given school year, the violation will receive a more stringent penalty that may include expulsion.

LEVEL IV

VIOLATION: Distribution, sale or attempted sale of alcohol/drugs during school or at school activities.

CONSEQUENCES: 1) Ten (10) day suspension, 2) Move for expulsion, 3) Notification of law enforcement agency, 4) Charges pressed.

Destruction of Property

Students and parents of students attending Cadillac Area Public Schools will be held responsible for financial reimbursement to the District for property deliberately or carelessly damaged or destroyed.

Detention of Students

A building principal or a teacher may detain a student after school for disciplinary reasons provided the parent/guardian has been NOTIFIED. The person detaining the student is responsible for making contact with the parent. If the student to be detained is a bus student, arrangements for the student's transportation home must be made in advance, and is the responsibility of the parent(s). At least 24 hours notice will be given to the parent so that transportation may be arranged.

Weapons Policy

In accordance with State of Michigan law, the CAPS Board of Education, or its designee, may expel a student for one-half year for possessing, using or threatening to use, any weapon or instrument capable of inflicting bodily injury. The law also requires that school officials refer all expelled students to the local Family Independence Agency or Community Mental Health.

Bullying

Cadillac Area Public Schools prohibit acts of harassment or bullying. These include but are not limited to actions such as verbal, written, graphic or electronically transmitted taunts, name-calling and put-downs, ethnic or gender based put-downs, or any such conduct that is disruptive of the educational process. These acts are subject to discipline when engaged at any school. See policy 5517.01.

SUSPENSION

Under certain conditions as outlined in our handbook, students may be denied the privilege of attending school. The rules and regulations listed below shall also apply at any event or function and location at which elementary students are participants, or at any time, in or out of school, when the conduct has a direct and immediate effect on the discipline and welfare of the school and its personnel. The discipline may be progressive for each infraction or combination of infractions up to fewer than 60 school days (MCL 380.1310d(5)). A student may be suspended immediately when the health and welfare or safety of a student or school employee is in question.

Prior to any suspension the student has the right to 1) be told the nature of the charge, 2) be given an opportunity to respond and 3) if he/she denies the charges, be given a statement of the evidence supporting them.

Students who have been suspended from school shall not be on school property or shall not attend extracurricular activities for the duration of their suspension.

EXPULSION

Under certain conditions as outlined in the Code of Conduct and/or as outlined in Section 1311 of the School Code, students may be recommended for exclusion from Cadillac Area Public Schools. Expulsion is defined as exclusion of a student from school for disciplinary reasons for a period of 60 or more school days.

Mandatory permanent expulsion (for violations of Section 1311 of School Code and/or Level 4 violations) as defined by MCL 380.1311 (4) excludes students from all public schools in the state of Michigan and shall not be allowed to enroll in a school district unless the student has been reinstated under subsection (6). Mandatory permanent expulsion may result in reinstatement but is not required.

Students who have been excluded shall not be on any school or CAPS property and shall not attend extracurricular activities for the duration of their expulsion.

SECLUSION AND RESTRAINT

Seclusion and Restraint shall only be used in last resort emergency intervention. Emergency seclusion and emergency physical restraint may be used only under emergency situations in which a student's behavior poses imminent risk to the student's safety and/or safety of others and requires immediate intervention. Students requiring emergency seclusion and/or restraint will only be administered by trained and certified members of the building Crisis Prevention and Intervention (CPI) team.

Bicycles/In-line Skates/Skateboards

Students may ride their bikes to and from school in grades first through fourth. Bikes are not to be ridden during the school day and bikes must be parked in the bike rack when students arrive at school. Locks for bicycles are highly recommended. In grades first through fourth, students may bring in-line skates, scooters, skateboards, etc. to and from school. These items are not to be used during the school day and are to be secured while at school. Helmets and other protective gear are strongly recommended. The school is not responsible for stolen or damaged property.

Riding the Bus

Over 50% of our students ride the bus to school. The trip to and from school can be an enjoyable experience for a child if everyone respects certain rules of conduct. At the Cadillac Area Public Schools we ask that:

- Students observe the same courteous conduct on the bus as they would in class
- Students talk in normal tones
- Students do not eat or drink on the bus
- Students stay in their seats
- Students cooperate with the bus driver
- Students help to keep the bus clean and free from vandalism
- Students follow all current rules to ensure the safety of all students.

GENERAL RULES

- For students in GSRP, KDG and 1st grade, an approved adult or older sibling 6th grade or higher must be at the bus stop to receive the student.
- If an approved person is not at the bus stop, the student will

be taken to CAPS Clubhouse and the parent will need to pick them up there and pay the fees.

- After 3 incidents of no approved person at the stop, a letter will be sent home notifying the parent that any further events will result in notification of authorities.

Parents are to notify the office in writing or phone call to the office if your child's way home deviates from the regular routine. The use of busing is a privilege, not a right. Violations of bus rules can result in the loss of the privilege to ride the bus. If you have a question about busing, you may call the district transportation office at 876-5050.

Technology

Access to district technology is a privilege, not a right. Students who lose this privilege or students/parents who choose not to sign the Acceptable Use Policy Request Form, will be assigned alternatives by their teacher.

Rights to Access and Privacy of Records

All parents and guardians of students under 18 years of age, and all students 18 years of age and older, have the right pursuant to the Family Educational Rights and Privacy Act of 1974 to examine the official records, files and data of the school district directly relating to that student. They also have the right to challenge any of the contents of said records to insure their accuracy and fairness. Procedures for such examination and challenge, including hearing on a challenge, shall be established by the Board of Education and be made available upon request.

No records, files or data directly relating to an individual student,

shall be made available to anyone without the consent and notification of the student or the parents or guardian of a student under 18.

Except:

1) The teachers and officials of this school district who have a legitimate educational interest in such information or unless; 2)

There has been a federal request for submission of students records in connection with a student's application for financial aid.

The student or parent will be notified if officials of a school to which a student intends to enroll desire access to student records, or if a court has ordered access to such records. For other

investigation of student records, parental or student consent is

needed, except when requested by a cooperative agency such as Child Protective Services or law enforcement.

Directory information can be distributed to other parties unless the parent requests in writing to not have this information shared.

Search and Seizure

Process and Procedure

1. The principal, assistant principal, or the principal's designee has the right to search a locker, personal property and/or individual to maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search.
2. Law enforcement officers have the right to be in the building if they have a warrant or are invited by the school authorities. When the officer has reasonable cause to believe that the person has committed a felony or misdemeanor, law enforcement officers are empowered to arrest or search a person without a warrant, including children.
3. School lockers are the property of the district. At no time does the district relinquish its exclusive control of lockers provided for the convenience of students. Periodic general and random inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.
4. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Field Trips

At the beginning of each school year, student information sheets will need to be filled out and/or updated. On this sheet, you will mark whether or not your child will be allowed to attend field trips. If you do not desire to have your child attend a field trip, please inform the school office and classroom teacher in writing along with marking that on the students information sheet. Children will not be allowed to leave the building without a signed parent permission form or student information sheet on hand prior to the trip. Nature walks may be taken without parental permission. Field trips/school activities are a privilege to all students and will be contingent on behavior and academics. Students will be expected to have good behavior and complete all expected assignments throughout the year in order to attend field trips.

Physical Education

The Cadillac Area Public Schools Board of Education recognizes the importance of physical education for all of our students, particularly in the early growing years. Your child is expected to participate in gym activities unless you have notified the school with a reason why he/she should not. If the student cannot participate in Physical Education for more than one day, a note from a physician should support this.

Exclusion from physical education class beyond two days may require a note from a doctor. For safety, non-scuff gym shoes or rubber-sole shoes and appropriate attire are needed on gym days.

Conferences

Parent-Teacher Conferences are held at Cadillac Area Public Schools along with ongoing communication between home and school. Our teachers look forward to the opportunity to meet or talk with you and discuss your child's progress and accomplishments.

Here are a few ideas for questions you might like to ask at your child's conference:

- What performance level does my child's textbook represent?
- How well does my child get along with other children his/ her age?
- How can I help improve my child's total academic performance in school?
- Does my child complete his/her assignments on time?
- Does my child obey school and safety rules?
- Should my child be doing more (or less) homework?

Kindergarten

Cadillac Area Public Schools offers excellent programs for children of kindergarten age. If you have a child of kindergarten age contact the school office in the spring to register for the next school year.

Developmentally Appropriate Practice

Our elementary school education program emphasizes creative and developmentally appropriate education for the whole child. This is promoted through learning experiences and activities that include purposeful play, child initiated activities, social interaction, active participation, manipulation of objects, free exploration and skill building as facilitated by the teacher.

Homework

Homework is essential to learning. Even at the elementary level you must help your child by reminding and expecting him/her to complete the assignments and turn the assignments in on time. Also, if your child is out of school for an extended period of time, please be sure to request homework from the teacher. Reading with your child daily can improve student performance and is strongly encouraged.

Testing

Students are tested to gain information about the skills they have learned or need to learn. Cadillac Area Public Schools elementary students are given the M-Step (and/or other state mandated test). In addition, they take periodic and mastery tests in other areas.

Report Cards

Elementary report cards are designed to better reflect the information that you, as a parent, want to know about your child's progress in school. Report cards are sent out four times a year; twice a year in kindergarten. Progress reports and behavior reports may be sent home at other times.

Telephones

School telephones are an important means of communication. That is why we limit student use of school telephones to emergencies and school business only.

To increase home and school communication, teacher's voice mail is available during school hours.

Cell Phones/Personal Electronic Devices

The possession of a cellular telephone, camera, or other ECD by a student is a privilege. Cell phones and electronic communication devices of any kind will not be seen/used in classrooms and offices without permission. The misuse of cell phones and electronic communication devices in a classroom setting interrupts the educational climate.

Cell phones and personal electronic devices are not permitted in the classroom, bathrooms, locker rooms or hallways during instructional time.

It is the expectation of administration and staff that cell phones and personal electronic devices remain in a student's locker. Should a student bring their cell phone or personal electronic device into the classroom, he/she will be expected to either immediately return it to their locker or be referred to the office and turned over the device to administration.

Food Services

Breakfast and lunch is offered each regular school day. Milk or juice may be purchased by those who bring their lunch to school. Our current lunch system offers free breakfast and lunch to all students. We do ask all families to fill out a family survey. Questions regarding the food service program should be directed to 876-5014.

Please note that your child must remain on the school premises during the noon recess, unless the school has received notification from you that he/she may go home for lunch.

Class Parties

Call your school office for building practices or contact your child's classroom teacher for more detailed information regarding class parties.

Recess

Unless the weather prohibits outside activity, the Board of Education expects all elementary children to participate in daily recess. During the winter months, students will report outside for recess unless the wind chill is 0 degrees or below. Unusual health conditions that will keep a child in from recess require a note from home. Conditions requiring a child to stay in for periods of two days or more, should be accompanied by a physician's note.

Weather

It is important for both parents and students to be aware of severe weather policies.

As soon as the weather begins to get bad, road conditions are assessed by the county road supervisor, the police agencies and our transportation director. When evaluating road conditions, our chief concern is for the safety of the children.

The recommendation to delay or close schools is directed to the central office of the district where a decision is made whether or not to close or delay school for the day. Radio and television stations are notified immediately so that you may be aware of the situation as soon as possible. The district will also utilize an automatic phone notification system to communicate this information. **PLEASE DO NOT CALL THE SCHOOL, as it ties up the telephones that are needed for emergencies.**

Tornado Watch - School will be conducted as usual; however, we will constantly keep abreast of the weather.

Tornado Warning - Students, under the guidance of their teacher, will take proper cover. School will remain in session unless the superintendent decides otherwise, in which case the media will be notified immediately.

Drills

The schools will conduct regular fire drills, tornado and Homeland Security drills to acquaint the children with the procedure for such emergencies.

Use of School Buildings after School Hours

Our schools are available for use by groups of people after the normal school day. In order to schedule a group, you are required to call the Community School Office at 876-5000.

Educational Services

The Cadillac Area Public Schools, the Wexford-Missaukee Intermediate School District and the Wexford County Health Department join together to provide student services such as:

Vision Screening	Gifted & Talented
Speech Therapy	Counselors
School Psychologist	Hearing Screening
Occupational Therapist	Social Work
Teacher Consultant	Homebound Services
Student Assistance Program	Consultant Nursing Service
Physical Therapy	Vision & Hearing Support
Title Assistance	

Special Education classes serve the following:

Learning Disabled	Severely Mentally Impaired
Emotionally Impaired	Educable Mentally Impaired
Visually Impaired	Hearing Impaired
Autistic	Physically Handicapped

If you have concerns about your child's ability to do his/her school work, and suspect that he/she may need special education assistance or testing, please contact your child's classroom teacher, your building principal or the school counselor for more information. Also, if you desire suggestions or support concerning your child, each school utilizes either student assistance teams, child study teams or teacher assistant teams in order to meet the individual needs of the child. More information regarding these programs and services may be obtained by calling your school office or the special education director.

ADD/ADHD Referrals

If you suspect that your child may have Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), each building has a process for assisting physicians in helping to gather information. Contact your elementary principal or school counselor for information concerning this process.

Volunteers

Volunteers are very special people in our schools and we greatly appreciate parental help in our activities. We believe that it takes a team effort to work together for the benefit of your child. All volunteers will need to go through background check procedures.

Lost and Found

Each of our elementary schools maintain a “Lost and Found” for those mittens, hats, boots, etc. that seem to disappear so easily. All items left at winter break and the end of the school year will be donated to a non- profit organization or added to our school closet.

Medications

It shall be the policy of Cadillac Area Public Schools to require signed permission forms for the dispensing of any prescription or non- prescription medicines to the students. Permission forms must be signed by the physician and/or by the parent. Forms are available in each building office. All medications will be stored in and dispensed through the elementary school office. All medications must be transported to and from school by the parent in the original prescription container. School personnel will not hold, store, dispense, or assist in dispensing any substance which violates any state or federal law. 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.

Sickness/Fevers

Students will be sent home with a temperature of 100 degrees or above. Students need to be fever free, without medication, for 24 hours before returning. The 24 hour free rule also applies to diarrhea and vomit.

Head Lice

Even children and adults from the cleanest homes may accidentally get head lice by close contact with someone who has lice or through contact with infested hats, clothes, brushes, etc. Head lice is easily “cured” when treated properly. If you suspect that your child may have head lice, please inform the school immediately.

Schools send home information on how to properly treat and destroy the infestation. If the school discovers head lice on a youngster, the parents are notified at once, and the student is sent home. Student can return to school after he/she has been treated and cleared by the school office personnel. Parents must inspect the child very thoroughly before sending them back to school. There should be **no live infestations.**

Immunizations

State law and the local health department require the following minimal immunizations be given to every child before entering a Michigan school for the first time. Students not meeting these requirements will face exclusion from school.

To Enter School: State law prohibits a principal or teacher from admitting new entrants to school without a record of having received at least one dose of each: Measles, mumps, rubella, polio, diphtheria, tetanus, and pertussis.

****Children ages 4-6 must have received four doses of pertussis. DT is only accepted if a signed waiver is on file for that particular dose of pertussis vaccine.**

If immunization is against your religious beliefs, you must sign the exemption that is available at the school office.

Chicken Pox 6 days from onset of rash

German Measles 7 days from onset of rash

3-Day Measles 4 days from onset of rash

Impetigo or ScabiesWhen clear or under a physician's care,
a note is received

Mumps Upon recovery

RingwormWhen cleared or under a physician's care,
a note must be received

Scarlet Fever 7 days from onset,
or upon recovery, plus a note from physician

Strep Throat after seen by a physician
and under antibiotic treatment for 24 hours

Whooping Cough 4 weeks from onset of characteristic cough

Pink Eye Upon recovery

**Information obtained from the Michigan Department of
Social Services and Michigan Department of Public Health*

To Stay in School: You must provide the school with a record showing that your child has received all of the following immunizations:

Proof of immunity is a parent's statement that the child has had chickenpox is sufficient documentation.

Immunizations	Ages 4 - 6	Ages 7 - 18
Diphtheria, Tetanus & Pertussis**	4 doses are required. If a dose was not given on or after the 4th birthday, a booster dose of DTP is required. Most children will have 5 doses.	4 doses are required. If a dose was not given in the last 10 years, a booster dose of Td is required.

Polio	3 doses are required. If the last dose was not given on or after the 4th birthday, a booster dose is required. Most children will have 4 doses.	3 doses are required.
Measles, Mumps & Rubella	2 doses are required. The 1st dose must be given on or after the 1st birthday. The 2nd dose must be given at least 28 days from the 1st dose and at/ or after 15 months of age.	2 doses are required. The 1st dose must be given on or after the 1st birthday. The 2nd dose must be given at least 28 days from the 1st dose and at/ or after 15 months of age.
Hepatitis B	3 doses are required	3 doses are required
Chickenpox (Varicella)	Proof of immunity is required for children who are entering school	

Children who have not received the required immunizations WILL BE EXCLUDED from school UNTIL parents provide proof that ALL REQUIRED IMMUNIZATIONS have been given.

Required Annual Notices:

Civil Rights Compliance Officer

In accordance with Federal Law Policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, please contact the Cadillac Area Public Schools Civil Rights Compliance Officer, Mrs. Jaime Heuker, (231) 876-5000.

Drug Free School Zone

All Cadillac Area Public Schools are drug free zones. We encourage drug prevention programs and healthy practices.

Blood-borne Pathogens

The Board of Education seeks to protect staff members and students who may be exposed to blood pathogens and other potentially infectious materials in their performance of assigned duties. Staff have been trained to use appropriate protocol regarding blood- borne pathogen exposure.

Video Surveillance

Schools within the district may be monitored by video surveillance technology.

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 to just 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 Mike Outman (CAPS Special Education Director) at 231.876.5600 to inquire about evaluation procedures and programs.

What is Restorative Justice?

Restorative Justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they have harmed and with their community (Zehr, 2002; Umbreit, 2011). Its foundational principles of respect, accountability, healing, and empathy speak to fundamental human values, ethics, and practices common in ancient cultures from First Nations (Canada) to Maori (New Zealand) (Pranis, 2005; Umbreit, 2011).

In Western societies, RJ emerged in the 1970s in criminal justice settings and was quickly adapted to educational settings. Its emphasis on respect and accountability to others help educators address misconduct productively while building empathy and life skills in their students and improving school climate (Stutzman Amstutz, 2005). Over the last decade, RJ use has spread dramatically world-wide and is validated by numerous studies (NAN, CITE: IRRP, USDOE OFFICE OF CIVIL RIGHTS, ETC.).

What are the goals and primary student outcomes of Restorative Justice?

Restorative Justice can turn the discipline process into a learning opportunity and help build strong, lasting relationships between students, school staff, families, and members of the community.

Rather than suspension or expulsion, which can negatively affect students' learning, RJ keeps students in the educational setting, holding them responsible as members of their school community. Engaging in respectful discussion designed to explore what happened to create the harm, who has been affected and how and what is needed to heal the harm, students learn the impact of their actions and help decide how to make things right with the victim and any others affected. Students who participate in this process are more likely to gain positive attitudes toward authority and to the concepts of fairness and justice (National Center Brief, 2009, p. 5-6).

RESTORATIVE JUSTICE HANDBOOK AND GUIDELINES

Curriculum Expectations

Cadillac Area Public Schools utilizes the state of Michigan Academic Standards to outline the learning expectations for our students. For more information on the Michigan Academic Standards, visit [SOM - Curriculum Standards](#).

For a comprehensive list of Online Course Options visit: <https://www.gennet.us/> for Aventa and Michigan Virtual classes.

Or

<https://www.edgenuity.com/course-lists/Edgenuity-Michigan-Course-List.pdf> for Edgenuity classes.

Or

[Michigan's Online Course Guide](#)

Students in Grades K-5 Grade will use Schoology

Schoology is a communication platform to share assignments, projects, and assessments combined with joining the assigned teacher at specific times for direct instruction/support using an online meeting format.

School and Classroom Library

Library Mission:

School libraries and classroom libraries play a critical role in preparing learners for life in an information-rich society. As defined by AASL, school and classroom libraries are “dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners” (AASL 2016b, 1). The school library provides access to a wide array of resources and an environment in which teaching and learning are the primary emphases. School and classroom libraries provide spaces and places for personalized learner success; learners are encouraged to explore questions of personal and academic relevance. School and classroom libraries are instrumental in fostering literacy and teaching inquiry skills to support lifelong learning.

School librarians will collaborate with educators and administration to design school and classroom libraries that are places of information access and knowledge sharing.

School and Classroom Library Selection Policy Objectives

- To provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served
- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view

- To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions
- To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading

School and Classroom Library Responsibility for Selection

The elected Board of Education shall delegate to the superintendent of schools or district administrator the authority and responsibility for the selection of library materials in all formats. Responsibility for actual selection rests with professionally trained library personnel using the board's adopted selection criteria and procedures. Because classroom collections serve as part of the curriculum, they should be part of the instructional materials selection and reconsideration policy.

School and classroom Library Selection Criteria

General Criteria:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel

- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with the need

School and classroom Library Reconsideration Policy

- Despite the careful selection of library and classroom library resources and the qualification of those involved in the selection process, objections to resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a resource.

School Library Procedures for Handling Informal Complaints

Persons with a complaint about library or classroom print or digital resources should state their concerns to the school librarian or principal. The librarian or principal will listen attentively to the concerns and attempt to resolve the issue informally. As part of the discussion, the school employee will explain the selection policy, selection criteria, diversity of the collection with resources from many points of view, and the selection process. Additionally, each parent/guardian has the right to determine the appropriateness of resources for their children and should accord the same right to other families.

If the complaint is not resolved informally, the librarian or principal will explain the formal reconsideration process and provide the individual with a copy of the school district's selection policy with reconsideration procedures and a request for reconsideration of resources form. If there is concern about multiple items, a separate form must be completed for each item. All complaints to staff members shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. No resources should be removed or restricted from use as a result of the informal complaint.

If the completed and signed formal request for reconsideration form has not been received by the principal within two weeks, the matter shall be considered closed.

School and Classroom Library Procedures for Handling Formal Complaints

The following procedures should be followed if, after discussing the questioned resource, no resolution is made.

1. The complainant should be referred to the principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection criteria, request for reconsideration of instructional resources form, and the Library Bill of Rights.
3. The complainant is required to complete and submit the reconsideration form to the principal within ten business days.
4. If a completed reconsideration form is not submitted within ten business days, the matter is considered closed.
5. Upon receipt of the form, the principal should notify and provide a copy of the reconsideration form to the following individuals:

1. Superintendent
 2. School Reconsideration Committee
 3. School librarian
 4. School Department Representative
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
 7. The Reconsideration Committee will be appointed by the principal and consist of a teacher, a building-level administrator, a school librarian, a reading specialist or language arts teacher, and a member of the community.
 8. The school librarian will secure copies of the resource for the committee to review.
 9. The school librarian will provide the reviewing committee with a short formal Intellectual Freedom training that explains a packet of materials, which includes the library's mission statement, selection criteria, the Library Bill of Rights, the completed reconsideration form, reviews of the resource being reconsidered, and a list of awards or honors, if any.
 10. Through interlibrary loan or other means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.
 11. The Reconsideration Committee (which should include the school librarian) should schedule a formal reconsideration meeting within 10 school days after the principal receives the written request for reconsideration. The principal should notify the superintendent and the committee.
 12. The school-level Reconsideration Committee should follow the procedures listed below:
 1. At the initial meeting, the principal and committee will review reconsideration committee guidelines and procedures. A school administrator should fully participate in the reconsideration process.
 2. A member of the committee should keep minutes.
 3. All committee members should fully review the resource (read or view the entire work) before voting.

4. The committee reserves the right to use outside expertise if necessary to help in its decision-making process.
 5. The complainant may make an initial verbal presentation about the resource under reconsideration or may choose to share the written form. The complainant is asked to provide sources for quotes used during this presentation.
 6. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.
 7. During the initial or subsequent meetings, the committee will make its decision determined by the simple majority to retain, move the resources to a different level, or remove the resource. This will be a secret ballot vote.
 8. The committee's written decision (including a minority report if needed) shall be presented to the complainant, the superintendent of schools, and the school librarian within five school days after the decision is made.
 9. If the complainant is not satisfied with the decision at the school level, a written appeal can be made within 10 school days to a system-level Reconsideration Committee. This request should be delivered to the superintendent of schools.
13. The District-Level Reconsideration Committee will consider any appeals from the school level. The committee will be appointed by the Superintendent or his/her designee as follows:
1. District library services staff
 2. School librarians from the appropriate levels
 3. Other district-level instructional staff
 4. A student from the level in which the challenged material resides (middle or high school level only)

14. The organization of the District-Level Reconsideration Committee will be as follows:
 1. Policy, committee guidelines, and procedures should be reviewed at each meeting.
 2. The chairperson will be the school librarian (or other appropriate central office supervisor of school libraries). The secretary of the committee will be elected at each meeting.
 3. The chairperson will be the spokesperson for the committee at all meetings and before the Board of Education when decisions are made.
 4. The secretary will record the minutes and decisions of the meetings.
 5. These should be filed with the chairperson, who will communicate decisions in writing to the superintendent. Meetings will be called at the discretion of the chairperson or when an appeal is requested by a complainant.
15. The procedures for the District-Level Reconsideration Committee will be as follows:
 1. The chairperson will call the meeting within 10 school days after the written appeal is filed with the superintendent.
 2. The committee shall read and/or examine the challenged resource, read the written reconsideration form, and read copies of the professionally prepared reviews and list of awards provided by the school librarian on the committee. The chairperson should forward these materials to the committee members at least three days prior to the meeting. The procedures for these meetings are the same as those for the school-level meeting.
16. The procedures for an appeal to the Board of Education will be as follows:
 1. An appeal of the decision made by the District-Level Reconsideration Committee must be made in writing to the superintendent within 10 days of the system-level committee decision.

2. A decision on the complaint will be made at the next regular meeting or special meeting within 30 days of the written request to the superintendent.
3. The board reserves the right to use outside expertise if necessary to help in its decision-making.
4. The chairperson for the District-Level Reconsideration Committee will present the committee's decision to the board.
5. The complainant or designee will present the petitioner's position.
6. The board's decision will be final, and the superintendent will implement the decision.
7. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

***This student handbook is not all-inclusive. Other rules and consequences may be used at the discretion of the administration in accordance with district policy. The failure to review this handbook does not exempt the student or parent from the responsibilities or policies within the handbook.**