



POTTERVILLE ELEMENTARY FAMILY HANDBOOK

2026-27

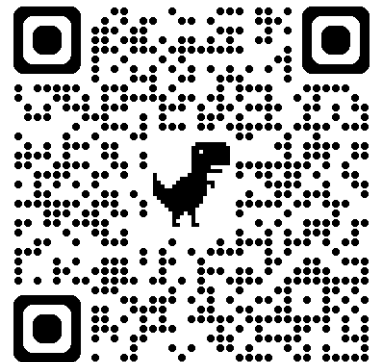
Website and App

Our website and app provide quick and easy access to important information, including sports, lunch menus, clubs, transparency information, school calendar, and student & family forms including supply list. Stay up to date with district announcements, upcoming events, and school closing notifications. Together, the website and app provide all the information and resources you may need. Scan the QR code below the download the app or visit our website at ppsvikings.org

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SECTION 1: WELCOME TO POTTERVILLE ELEMENTARY

WHAT MAKES POTTERVILLE ELEMENTARY UNIQUE

At Potterville Public Schools, we believe elementary school is about far more than academics alone. What makes Potterville Elementary special is our belief that students learn best when they feel connected, supported, and surrounded by adults who genuinely care about their success. We know that children thrive when they feel safe, valued, and part of a school community where relationships come first.

Relationships are at the center of everything we do.

At Potterville Elementary, we intentionally work to create an environment where every student feels:

- Safe
- Supported
- Seen
- Heard
- Valued

We believe positive relationships create the foundation for both academic success and personal growth. When students trust the adults around them and feel connected to their school community, they are more willing to take risks, persevere through challenges, and fully engage in learning.

Our commitment to students includes:

- Building strong relationships that help every child feel known and connected
- Creating a safe and welcoming environment where students know they belong
- Challenging students academically while providing the support needed for growth and success
- Teaching responsibility, independence, and the skills necessary for lifelong success
- Supporting the academic, social, emotional, and behavioral development of the whole child
- Building strong partnerships between families and school staff rooted in trust, communication, and shared purpose

At Potterville Elementary, we believe education works best when students know they are cared for, families feel welcomed as partners, and every child is given the opportunity to grow into the best version of themselves.



SECTION 2: QUICK REFERENCE GUIDE

QUICK REFERENCE

Topic	Information
School Hours	Full Day: 8:00 AM – 2:45 PM Half Day: 8:00 AM – 11:00 AM
Breakfast Begins	7:40 AM
Main Office	(517) 645-2525
Attendance Reporting	(517) 645-4748 Families should notify the school office as early as possible when a student will be absent. When reporting an absence, please provide the student's name, reason for absence, and anticipated return date so we can maintain accurate attendance records.
Early Pickup	If a student needs to leave school prior to dismissal, families must check the student out through the main office. To ensure student safety, only authorized individuals may pick up students, and identification may be requested when necessary.
Principal Contact	Dr. Mark McGarry Email: mcgarrym@ppsvikings.org Phone: (517) 645-4707
Transportation Contact	(517) 541-2772
School Website	https://www.ppsvikings.org
Nurse/Medication	If a student requires medication during the school day, families must provide all required medical documentation in accordance with district procedures. For student safety, medications must be delivered by an adult and may not be transported by students unless specifically authorized by a medical plan on file.



ELEMENTARY EVENT CALENDAR

EVENT	DATE(S)
Open House	September 2, 2026 3:30- 5:30 TK/Kindergarten 4:00- 6:00 1-4 Grade 3:30- 6:00 Pictures
First Day of School	September 8, 2026
Half Day	September 11, 2026
Fall Conferences (Evening)	October 14, 2026 (4:00- 7:00 pm) October 15, 2026 (4:00- 7:00 pm)
Half Day	October 16, 2026
Picture Retakes	October 22, 2026
No School	November 2, 2026
Half Day	November 25, 2026
Thanksgiving Break	November 26- 27, 2026
Winter Break	December 22, 2026- January 4, 2027
No School	January 18, 2027
Half Day	January 21, 2027
Half Day (End of Semester 1)	January 22, 2027
Mid-Winter Break	February 12- 16, 2027
Spring Conferences (Evening)	March 3, 2027 (4:00- 7:00 pm) March 4, 2027 (4:00- 7:00 pm)
Half Day	March 5, 2027
Spring Break	March 29- April 2, 2027
No School	April 26, 2027
Memorial Day Weekend	May 28- 31, 2027
Half Day	June 10, 2027
Half Day (Last Day)	June 11, 2027

SECTION 3: DAILY SCHOOL EXPERIENCE

At Pottersville Public Schools, we believe consistent routines help students feel safe, build independence, and maximize learning throughout the school day.

The following routines and expectations help ensure that each day at Pottersville Elementary runs smoothly while creating a safe, positive, and productive learning environment for all students.

TRANSPORTATION EXPECTATIONS

Whether students ride the bus, are dropped off by family, or walk to school, safety is our highest priority.

Students riding district transportation are expected to follow all school and bus expectations while traveling to and from school. Bus behavior expectations mirror our schoolwide VIKINGS PRIDE expectations and help ensure a safe ride for all students.

Families should communicate any transportation changes directly with the school office prior to dismissal whenever possible.

ARRIVAL PROCEDURES

School begins promptly each morning at 8:00 am, and arriving on time helps students begin the day successfully.

Staff supervise the bus lane and drop-off area and assist students as they enter the building safely. Upon arrival, students are expected to either eat breakfast or report to the playground.

BREAKFAST

Breakfast is available each morning for students who choose to participate. Beginning the day with proper nutrition helps students focus and prepare for learning.

Students are expected to follow cafeteria expectations while eating breakfast and transition calmly to their classrooms once breakfast has concluded.

STUDENT STORAGE AREAS AND PERSONAL BELONGINGS

Students are expected to keep personal belongings organized and stored appropriately throughout the school day. Backpacks, coats, lunchboxes, and other personal items should be stored in designated student areas.

Families are encouraged to clearly label student belongings whenever possible. While staff work hard to help students manage personal items, the school cannot guarantee recovery of misplaced belongings. Lost items are placed in designated lost and found areas.

PLAYGROUND EXPECTATIONS

Recess provides students important opportunities for movement, social development, and play.

Students are expected to demonstrate safe behavior while using playground equipment, interacting with peers respectfully, and following adult directions. School staff supervise recess and help students solve conflicts appropriately while maintaining a safe environment for all children.

Unsafe play, intentional exclusion of others, or repeated inappropriate behavior may result in temporary restrictions or additional support.

CLASSROOM EXPECTATIONS

Each classroom is designed to be a safe and productive learning environment where all students can succeed.

Students are expected to:

- Follow classroom routines and teacher directions
- Participate actively in learning
- Treat classmates and staff respectfully
- Take responsibility for their behavior and choices
- Care for classroom materials and shared spaces

Teachers will clearly communicate classroom expectations and provide support to help students develop both academic and behavioral success.

LUNCH EXPECTATIONS

Lunch is an important part of the school day and allows students time to eat, socialize, and recharge.

Students are expected to:

- Follow cafeteria expectations
- Use respectful voice levels
- Clean up after themselves
- Demonstrate kindness toward peers and staff
- Follow adult directions during lunch supervision

Families sending lunch from home are encouraged to help students bring items they can independently manage.

DISMISSAL PROCEDURES

End-of-day dismissal is a highly structured process designed to ensure student safety.

Students are dismissed according to their established transportation plan, including bus transportation, parent pick-up, or walking arrangements. To avoid confusion and ensure student safety, families should communicate dismissal changes with the office as early as possible.

Last-minute transportation changes may not always be possible.

HALF DAY SCHEDULES

On scheduled half days, dismissal occurs at 11:00 am.

Instruction continues during half days, and students are expected to follow normal school expectations throughout the shortened day. Families are encouraged to plan transportation accordingly and monitor district communication regarding half day schedules.

ASSEMBLIES AND SCHOOL EVENTS

Throughout the year, students participate in assemblies, school celebrations, performances, and special learning opportunities. These events help build school community and provide valuable learning experiences beyond the classroom.

Students are expected to demonstrate respectful behavior during assemblies by:

- Listening attentively
- Following adult directions
- Showing respect toward presenters and performers
- Representing Pottersville Elementary positively

Assemblies are considered part of the school day and school expectations remain in effect.

WEATHER PROCEDURES

At Pottersville Public Schools, we believe outdoor play and fresh air are important parts of a healthy school day, and we will prioritize outdoor recess whenever conditions allow. Families should ensure students come to school dressed appropriately for anticipated weather conditions, including cold temperatures, snow, rain, and changing seasonal conditions.

During periods of heavy rain, students will remain indoors for recess. During colder winter weather, students may still go outside even when temperatures fall below freezing. School staff will consider multiple factors when making weather-related decisions, including temperature, wind chill, precipitation, and overall student safety.

Student safety remains our highest priority during severe weather conditions. In the event of weather-related emergencies, including tornado warnings, severe storms, or other hazardous conditions, staff will follow established district safety procedures designed to protect all students. Families will receive communication from the district whenever weather conditions impact the school day, transportation schedules, or normal school operations.

We encourage families to help students come prepared each day so they can safely participate in both indoor and outdoor learning experiences.

STUDENT RELEASE AND PICK-UP SAFETY

Student safety is our highest priority when releasing students from school. Students will only be released to parents, guardians, or individuals listed as authorized emergency



contacts unless otherwise required by legal documentation or court orders on file with the district. In the pick-up lane, students will only be released to adults who have the accurate student number.

To help ensure student safety:

- Individuals picking up students may be asked to provide identification
- The school must follow all custody agreements or court orders that have been formally provided to the district
- Students will not be released to unauthorized individuals
- Changes to authorized pick-up arrangements should be communicated directly with the school office

These procedures are in place to ensure the safety and protection of every child. We appreciate family cooperation as we work to maintain a secure school environment.

SECTION 4: **OUR SCHOOL CULTURE AND EXPECTATIONS**

At Pottersville Public Schools, we believe students learn best when they feel safe, connected, supported, and valued.

Creating a positive school culture does not happen by accident. At Pottersville Elementary, we intentionally build an environment where students understand expectations, develop strong relationships with others, and feel confident taking the academic and social risks necessary for growth.

Our school culture is built around two important frameworks: Positive Behavioral Interventions and Supports (PBIS) and Capturing Kids' Hearts (CKH). Together, these approaches help us create a school environment where students can thrive academically, socially, and emotionally.

VIKINGS PRIDE: OUR SCHOOL EXPECTATIONS

At Pottersville Elementary, all students are expected to demonstrate our schoolwide VIKINGS PRIDE expectations each day.

We ask students to be:

PREPARED	Coming to school ready to learn and participate.
RESPECTFUL	Treating classmates, staff, and school property with kindness and care.
IN CONTROL	Managing emotions, making safe choices, and responding appropriately during difficult situations.
DETERMINED	Showing perseverance when learning becomes challenging and continuing to work through mistakes.

ENGAGED Actively participating in learning, contributing positively to the classroom, and taking ownership of personal growth.

These expectations apply throughout the entire school day including classrooms, hallways, recess, lunch, assemblies, arrival, dismissal, and school events.

WE TEACH BEHAVIOR JUST LIKE WE TEACH ACADEMICS

At Pottersville Elementary, we believe behavior is learned.

Just as students need direct instruction in reading, writing, and mathematics, students also need explicit instruction in how to:

- Solve problems respectfully
- Work collaboratively with others
- Manage frustration and emotions
- Follow routines and expectations
- Show responsibility and self-control
- Repair mistakes when problems occur

Throughout the school year, staff intentionally teach, model, practice, and revisit behavioral expectations so students clearly understand what success looks like in every school environment.

RELATIONSHIPS MATTER

We believe strong relationships are one of the most important parts of student success. Through our Capturing Kids' Hearts framework, staff intentionally work to create classrooms where students feel:

- Safe
- Seen
- Connected
- Respected
- Supported

Students learn best when they trust the adults around them.

Because of this, our staff intentionally focuses on relationship building by:

- Greeting students positively each day
- Creating welcoming classroom communities
- Teaching students how to resolve conflict respectfully
- Encouraging student voice and responsibility
- Helping students learn from mistakes while preserving dignity

Our goal is for every child to know they belong here.

FAMILIES ARE IMPORTANT PARTNERS

Strong schools require strong partnerships between home and school. At Pottersville Elementary, we believe families play a critical role in student success. We are committed to

building positive relationships with families through open communication, collaboration, and mutual respect.

Families can expect staff to:

- Communicate clearly and professionally
- Approach concerns with respect and problem solving
- Focus on partnership when challenges arise
- Maintain a welcoming and supportive environment
- Work collaboratively in support of student success

We ask families to partner with us by reinforcing school expectations at home and communicating openly when concerns arise.

SECTION 5: WHEN BEHAVIOR CONCERNS HAPPEN

At Pottersville Public Schools, we believe that behavior is part of the learning process. Our goal is to teach students the skills needed to be successful members of our school community while maintaining a safe, predictable, and supportive environment for all learners.

We recognize that children make mistakes as they learn and grow. Whenever possible, our approach emphasizes relationship building, reflection, accountability, and restoration rather than punishment alone.

At the same time, maintaining a safe learning environment for all students and staff remains our highest priority.

OUR APPROACH TO BEHAVIOR SUPPORT

When behavior concerns arise, school staff work to understand both the behavior and the circumstances surrounding it. Depending on the situation, interventions may include:

- Teacher redirection and reteaching of expectations
- Student reflection and problem solving
- Restorative conversations
- Parent or guardian communication
- Loss of privileges
- Classroom-based interventions and support plans
- Behavior intervention planning
- Administrative involvement
- Structured behavioral support during the school day
- Suspension when necessary to maintain safety or address serious misconduct

Behavior support is always considered within the context of student age, developmental level, severity of the behavior, previous interventions, and overall impact on the school environment.

RESTORATIVE PRACTICES

Consistent with Michigan law, Pottersville Elementary prioritizes restorative practices whenever appropriate when addressing student behavior concerns.

Restorative practices focus on helping students:

- Understand the impact of their behavior
- Repair harm caused to others
- Rebuild trust within the school community
- Learn strategies for making better future decisions
- Strengthen personal responsibility and self-regulation

Restorative practices may include:

- Guided reflection conversations
- Problem-solving conferences
- Behavior contracts
- Peer or adult mediation
- Restitution or repairing harm caused to property or others
- Temporary limitations of privileges while skills are rebuilt
- Structured opportunities to restore damaged relationships

While restorative practices are an important part of our school culture, certain situations may require immediate disciplinary action when student safety is at risk.

SERIOUS BEHAVIOR CONCERNS

Some behaviors require immediate administrative intervention due to concerns regarding safety, legality, or substantial disruption to the educational environment.

Examples may include, but are not limited to:

- Physical aggression causing injury or threatening injury
- Possession of dangerous objects or prohibited items
- Serious threats toward students or staff
- Bullying, harassment, or intimidation
- Repeated severe disruption of the learning environment
- Destruction of school property
- Theft
- Behavior involving drugs, alcohol, or prohibited substances
- Conduct that may violate criminal law

Certain behaviors may require the school to involve law enforcement or follow mandatory disciplinary procedures required under Michigan law.

Under Michigan law, serious incidents involving weapons, arson, criminal sexual conduct, or other legally defined dangerous conduct may require suspension, expulsion review, or mandatory reporting procedures.

DUE PROCESS AND STUDENT RIGHTS

Students subject to disciplinary action will be provided an age-appropriate opportunity to explain their actions before disciplinary decisions are finalized, consistent with district policy and applicable law.

Students have the right to:

- Be informed of behavioral concerns being addressed
- Understand what school expectation or rule has been violated
- Have an opportunity to explain their actions before consequences are assigned

School administrators and staff will make every reasonable effort to resolve behavioral concerns collaboratively with students and families whenever appropriate.

If a student commits behavior that may violate criminal law while at school or during a school-sponsored event, the school may involve law enforcement. School disciplinary action and legal consequences operate as separate processes.

STUDENT QUESTIONING AND SCHOOL INVESTIGATIONS

In order to maintain a safe and orderly learning environment, school officials may need to speak with students regarding behavioral concerns, safety concerns, or incidents involving other students.

To ensure school safety and preserve the integrity of investigations:

- Students may be questioned by school administrators or staff without prior parent notification
- Parents may not always be present during initial discussions regarding behavioral or safety concerns
- The school reserves the right to gather information and investigate situations independently when necessary to protect students, staff, or the broader school community

Families will be contacted as soon as reasonably appropriate based on the nature of the situation.

POTENTIAL DISCIPLINARY RESPONSES

Because every behavioral situation is unique, disciplinary responses are determined based on severity, frequency, student age, prior interventions, and overall impact on school safety.

Potential disciplinary actions may include:

Disciplinary Action	Description
Loss of Privileges	Temporary restriction from preferred activities, special events, or non-essential privileges.
Structured Day	Students complete work in an alternative supervised setting with increased structure and reduced access to unstructured activities.
In-School Suspension	Students remain at school but complete assignments in a supervised alternative setting separate from their regular classroom.*
Out-of-School Suspension	Students may be temporarily removed from school when behavior presents a serious safety concern, significantly disrupts learning, or when other interventions have not been successful.*
Reverse Suspension	A parent, guardian, or designated adult may be asked to attend school with a student throughout the school day to provide additional support and accountability.
Additional interventions may be used as appropriate based on individual circumstances.	

*Under Michigan law, suspensions may extend up to ten school days depending on the severity of the situation.

ANTI-RETALIATION

Retaliation against any student, staff member, or family member who reports bullying, harassment, discrimination, safety concerns, or misconduct is prohibited.

Acts of retaliation may result in disciplinary action.

SECTION 6: ACADEMICS AND LEARNING

At Pottersville Elementary, we believe every child can learn and grow when strong instruction, early support, and consistent communication work together. Our goal is to provide every student with engaging learning experiences while ensuring students receive additional support when challenges arise.

Learning is a partnership between students, families, and school staff, and we are committed to helping every child make meaningful academic progress.

CURRICULUM

Pottersville Elementary uses district approved curriculum and instructional materials designed to help students develop strong academic foundations in reading, writing, mathematics, science, and social studies.

Parents have the right to review instructional materials being used in the school. Parents may also observe classroom instruction, including instruction related to health education

or other specific instructional areas upon request and approval from the building administrator. Parent access to instructional materials and classroom observation opportunities are subject to reasonable scheduling procedures and school expectations.

OUR APPROACH TO LEARNING

At Pottersville Elementary, we believe students learn best when instruction is:

- Engaging and appropriately challenging
- Built around clear learning goals
- Responsive to student needs
- Focused on both academic growth and student confidence
- Supported by strong relationships between students and staff

Teachers regularly monitor student understanding and adjust instruction to ensure students receive the support they need to succeed.

Our goal is not simply to assign grades, but to help every child grow as a learner.

GRADING SYSTEM

The purpose of grades is to communicate student learning and academic progress.

Student grades may be based on a variety of factors, including:

- Classroom assignments
- Assessments and quizzes
- Projects and independent work
- Class participation and engagement
- Demonstration of grade level learning standards

Teachers may place different emphasis on specific assignments depending on the grade level or subject being taught.

Families are encouraged to communicate with teachers whenever questions arise regarding student progress or grading practices.

Our goal is for grading to provide families with meaningful information about student learning rather than simply assigning points.

INTERVENTION SUPPORTS

At Pottersville Elementary, we believe it is important to identify student needs early and provide additional support before students fall significantly behind. Students learn at different rates, and some students may need extra help at different points during the school year.

When students need additional academic support, the school may provide:

- Small group instruction focused on specific learning needs
- Additional practice opportunities during the school day
- Individualized intervention support in reading or mathematics
- Targeted progress monitoring to track student growth over time

- Additional instructional support from intervention staff or specialists

Teachers regularly review student progress using classroom performance, district assessments, and other academic data to determine whether additional support is needed. Families will be informed when significant intervention support is being provided so that school and home can work together to support student success.

The purpose of intervention is to provide students with timely support so small academic challenges do not become larger long term barriers to learning.

PARENT TEACHER CONFERENCES

Parent Teacher Conferences are held twice each school year.

The purpose of conferences is to strengthen communication between school and home while providing families with a clear understanding of student progress.

During conferences, families and teachers discuss:

- Student strengths
- Academic progress
- Areas needing improvement
- Social and emotional development
- Ways families can support learning at home

Families are encouraged to maintain ongoing communication with teachers throughout the year and not wait for formal conference dates when concerns arise.

REPORT CARDS

Students receive report cards at the conclusion of each semester.

Report cards communicate student progress in academic learning and provide families with information about how students are performing relative to grade level expectations.

If a student begins demonstrating academic difficulty that places them at risk of failing or falling significantly behind, families will be notified so that appropriate support strategies can be discussed.

We believe early communication helps create stronger partnerships and improves student success.

PROMOTION EXPECTATIONS

Promotion to the next grade level is based on multiple factors related to student readiness and long term success.

These factors may include:

- Current academic performance
- Progress toward grade level expectations
- Demonstrated readiness for the next grade level
- Social and emotional development

- Individual student needs and circumstances

Promotion decisions are made carefully with the goal of ensuring students are appropriately prepared for future academic success.

SUPPORT SERVICES

Pottersville Elementary provides a variety of support services designed to ensure all students have access to meaningful learning opportunities.

Support services may include:

- Academic intervention services
- Reading support services
- Social emotional support services
- Special education services
- English language support services
- Occupational therapy, physical therapy, and speech services when appropriate

Our goal is to provide students with the resources and support necessary to help every child succeed.

SPECIAL SERVICES

Pottersville Public Schools provides services to students who qualify for special education programs under both federal and state law.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination based on disability and ensure equal access to educational programs and school services. Students may access special education services through formal evaluation procedures established under the Individuals with Disabilities Education Act (IDEA).

Parent participation throughout this process is both important and legally protected.

Programs and services may include:

- Teacher consultant services
- Resource room support
- Speech and language services
- Occupational therapy
- Physical therapy
- Social work services
- Individualized educational programming through an IEP

Families with questions regarding special education services should contact:

Amber Baker
Director of Special Education
(517) 645-2662 ext. 105

Parents who suspect their child may have a disability are encouraged to contact the district for further consultation.



ENGLISH LANGUAGE SUPPORT SERVICES

Pottersville Public Schools believes language differences should never prevent students from accessing educational opportunities. Students identified as English Learners may receive additional instructional support designed to help them develop English language proficiency while fully participating in academic programs.

Support services may include:

- English language development instruction
- Language accommodations during instruction
- Academic support services
- Additional assessment support

Families with questions regarding language support services should contact the building principal for additional information regarding available programs and evaluation procedures.

HOMEBOUND INSTRUCTION

The district may provide homebound instruction for students who are unable to attend school due to a documented physical or emotional medical condition. Homebound instruction may be considered when a student is expected to be absent for five or more consecutive school days.

Applications for homebound instruction require medical documentation from a licensed physician verifying:

- Nature of the medical condition
- Expected duration of absence
- Student ability to participate in educational instruction
- Recommendation for homebound services

Families seeking homebound instruction should contact the building principal for assistance with this process.

SECTION 7: ACADEMICS AND LEARNING

At Pottersville Elementary, regular attendance is one of the strongest predictors of student success. Daily attendance helps students build consistent routines, develop strong academic habits, maintain relationships with peers and staff, and fully participate in classroom learning experiences.

We understand that illness, emergencies, and family circumstances may occasionally impact attendance. Our goal is always to work collaboratively with families to support consistent attendance while ensuring absences are appropriately documented according to district policy and Michigan law.



Strong communication between school and home helps us best support students and protect families by ensuring attendance records remain accurate and concerns are addressed early.

REPORTING ABSENCES

Parents or guardians should report all student absences by calling the Pottersville

Elementary Attendance Report Line at: **517-645-4778**

Please report absences no later than 8:45 AM whenever possible.

When reporting an absence, please provide:

- Name of the person calling and relationship to the student
- Student's full name
- Reason for the absence
- Expected return date, if known

Students arriving after 11:45 AM may be considered absent for the morning portion of the school day.

Students leaving prior to 2:00 PM may be considered absent for the afternoon portion of the school day.

Timely communication helps the school maintain accurate attendance records and ensures student absences are documented appropriately.

WHY ATTENDANCE MATTERS

Consistent attendance is critical to student learning and long-term success.

Even occasional absences can make it more difficult for students to:

- Build strong academic skills
- Maintain classroom routines
- Participate in daily instruction and discussion
- Develop confidence as learners
- Build positive peer and teacher relationships

Our goal is to partner with families early whenever attendance concerns begin to emerge so small attendance concerns do not become larger academic challenges.

EXCUSED ABSENCES

Please note that reporting an absence does not automatically excuse the absence.

Excused absences require documentation consistent with:

- Pottersville Public Schools Board Policy 5200
- Michigan State Attendance Law (MCL 380.1561)

Examples of documentation may include:

- Medical documentation
- Court appointments

- Funeral attendance
- Religious observances
- Other district approved circumstances

Accurate documentation protects both the school and families by ensuring attendance records remain legally compliant and properly recorded. Families may be contacted when additional documentation is needed.

ABSENCES DUE TO SUSPENSION

Students who are suspended remain responsible for completing missed academic work.

During suspension, students may:

- Obtain assignments from teachers
- Complete missed classwork
- Schedule makeup assessments when appropriate

Suspension days are counted as absences when monitoring attendance patterns and truancy concerns. Our goal is to ensure disciplinary action does not unnecessarily interrupt student learning.

ABSENCES DUE TO FAMILY VACATIONS

We strongly encourage families to schedule vacations during school breaks whenever possible. If a family vacation must occur during the school year, parents are encouraged to communicate with the school principal and classroom teacher in advance.

Please understand:

- Classroom instruction cannot always be replicated outside of school
- Teachers may not be able to prepare assignments in advance
- Extended absences may impact student progress

We appreciate advance communication so staff can best support student success.

ATTENDANCE MONITORING AND SCHOOL COMMUNICATION

Pottersville Elementary actively monitors student attendance throughout the school year to help identify concerns early and provide support before attendance issues significantly impact student learning.

When attendance concerns begin to emerge, the school may communicate with families through:

- Phone calls
- Email communication
- Written letters sent home or mailed
- In person or virtual meetings with school staff

The purpose of these communications is to:

- Better understand attendance concerns
- Ensure absences are properly documented
- Provide support when barriers to attendance exist

- Partner with families to improve attendance consistency

Our goal is to work collaboratively with families while addressing concerns as early as possible.

ATTENDANCE INVESTIGATION

The district reserves the right to review and investigate attendance concerns when patterns of absenteeism, excessive tardiness, or irregular attendance begin interfering with student learning.

Attendance review may occur when:

- Documentation is incomplete or missing
- Attendance patterns become inconsistent
- Frequent tardiness impacts learning
- Excessive absences create academic concerns
- School staff have concerns regarding possible educational neglect

These reviews are intended to support families while ensuring students receive consistent access to education as required by state law.

ATTENDANCE SUPPORT PROCESS

Students who experience ongoing attendance concerns may enter a formal attendance support process designed to help families address barriers and improve attendance consistency. Communication may occur through:

Early Concern Stage

- Phone communication
- Teacher outreach
- Attendance reminders

Formal Concern Stage

- Written letters mailed home
- Administrative communication
- Attendance review meeting with family

Chronic Attendance Concern Stage

- Formal intervention meeting
- Attendance improvement planning
- Ongoing attendance monitoring

The purpose of this process is always early intervention and family support.

CHRONIC ABSENTEEISM

A student is considered chronically absent when they miss approximately 10% or more of the school year, whether absences are excused or unexcused.

Chronic absenteeism may significantly impact:

- Academic progress

- Reading and math development
- Classroom participation
- Social development
- Long-term school success

The school will work proactively with families when attendance patterns begin approaching chronic absenteeism thresholds.

TRUANCY AND COUNTY REFERRAL

Under Michigan law, school districts are required to monitor student attendance and address ongoing truancy concerns. When significant attendance concerns continue despite repeated school communication and intervention efforts, the district may be required to refer attendance concerns to county agencies or other appropriate authorities for additional review.

This process may occur when:

- Unexcused absences continue without improvement
- Families do not respond to repeated school communication
- Attendance concerns continue despite intervention efforts
- Educational neglect concerns arise under state attendance law

The school will make every reasonable effort to work collaboratively with families before referral becomes necessary.

STATE ATTENDANCE EXPECTATIONS

Michigan law requires school age students to attend school regularly. Unexcused absences and ongoing truancy concerns may carry legal consequences under state law for both minors and adults responsible for ensuring student attendance. Pottersville Elementary believes regular attendance is a shared responsibility between school and family. If attendance concerns arise, we encourage families to communicate with the school early so we can work together to support student success. Our goal is always partnership, support, and ensuring every child receives the education they deserve.

SECTION 8: TECHNOLOGY EXPECTATIONS

Technology is an important part of the learning experience at Pottersville Public Schools. At Pottersville Elementary, students use technology to support learning, build digital literacy skills, access instructional resources, and prepare for a world where technology is increasingly part of everyday life.

With access to technology comes responsibility. Students are expected to use school technology in safe, respectful, and responsible ways at all times.

Our goal is not simply teaching students how to use technology. Our goal is helping students become thoughtful, responsible, and ethical digital citizens.

CHROMEBOOK CARE

Students may be assigned district technology devices to support classroom learning and educational activities.

Students are expected to:

- Handle Chromebooks and school technology carefully
- Keep devices clean and free from damage
- Use only district-approved educational applications and websites when directed
- Report damaged devices to school staff immediately

Families may be financially responsible for lost, stolen, or intentionally damaged district devices in accordance with district technology agreements. Technology is a learning tool, and students are expected to care for school-issued devices responsibly.

INTERNET EXPECTATIONS

Students have access to internet resources that support instruction, research, creativity, and communication. While the district utilizes internet filtering and monitoring systems designed to create a safer online experience, families should understand that no internet system can guarantee complete protection from all inappropriate content.

Students are expected to:

- Access only educationally appropriate websites and digital resources
- Follow teacher directions when using technology
- Use respectful and appropriate language online
- Protect personal information and passwords
- Immediately report inappropriate online content or unsafe digital interactions to an adult

Safe technology use is an important part of helping students learn responsible digital habits.

ACCEPTABLE USE

Before students may access district technology systems, families are required to complete district technology agreements outlining expectations for responsible technology use.

Students who misuse school technology may lose technology privileges and may face disciplinary consequences consistent with school expectations and district policy.

Misuse of school technology may include:

- Accessing inappropriate content
- Attempting to bypass internet filters or security systems
- Using another student's account or login credentials
- Damaging school technology intentionally
- Using district technology in ways that disrupt learning or violate school expectations

Serious misuse of school technology may result in disciplinary action and, when appropriate, referral to law enforcement. District technology policies are available through the district website and family registration materials.

CYBERBULLYING

The expectation to be respectful toward others applies both in person and online. Cyberbullying includes using technology, social media, messaging platforms, online games, or digital communication to harass, threaten, embarrass, intimidate, or intentionally harm another person.

Cyberbullying may include:

- Sending hurtful or threatening messages
- Sharing private information or images without permission
- Excluding others intentionally in harmful ways online
- Impersonating another individual online
- Using digital communication to spread rumors or embarrass others

Cyberbullying that impacts the school environment may result in school disciplinary action even when conduct occurs outside of school. We ask families to partner with us in teaching students how to interact respectfully in digital spaces.

CELL PHONES AND SMART TECHNOLOGY USE

Students may bring cell phones, smartwatches, earbuds, and other personal electronic communication devices to school; however, they may not use them during the instructional day except as authorized by school staff or as required by a documented educational or medical need.

Personal electronic devices must be powered off or placed in a mode that disables communication, photography, audio recording, video recording, internet access, notifications, and similar functions. Unless specifically authorized by school staff, devices must remain out of sight and secured in the student's locker or backpack throughout the instructional day. Smartwatches and similar wearable technology may be worn only if all communication, photography, audio recording, video recording, internet, notification, and related functions are disabled.

The unauthorized use of any personal electronic device to photograph, video record, audio record, transmit, or share images or information involving students, staff, or school activities is prohibited and may result in disciplinary action consistent with Board policy and applicable law.

School administrators may establish limited exceptions for instructional purposes, emergencies, or other school-approved activities.

RESPONSIBLE AI USE

Artificial intelligence (AI) tools are becoming an increasingly common part of education and will likely play an important role in the world today's students will grow up in. Pottersville Elementary is committed to helping students develop the knowledge, judgment, and responsibility needed to use emerging technologies ethically and effectively.

Student use of artificial intelligence is governed by **Board Policy 7450.03 – Artificial Intelligence**. Consistent with Board policy, students are expected to complete school work using their own knowledge, skills, and resources unless a teacher has specifically

authorized the use of AI for a particular learning activity or assignment. Unauthorized use of AI may be considered academic dishonesty and may result in consequences consistent with Board policy and the Student Code of Conduct.

At the elementary level, independent use of AI tools such as ChatGPT or other large language models is generally **not encouraged**. When teachers choose to incorporate AI into instruction, its use is intended to supplement learning—not replace student thinking, creativity, or problem-solving. Teachers may authorize AI for appropriate educational purposes such as research support, data analysis, language translation, writing feedback, or accessibility accommodations, as permitted by Board Policy 7450.03.

As technology continues to evolve, families may choose to introduce AI tools at home. If families choose to do so, we encourage responsible use under active adult supervision.

Families can support responsible AI use by:

- Supervising student use at all times.
- Helping students create clear and thoughtful prompts using the GUIDE framework (Goal, Understand, Instruct, Details, Evaluate).
- Encouraging students to ask questions and think critically rather than simply accepting AI-generated responses.
- Verifying information by checking reliable sources, as AI tools can make mistakes or provide inaccurate information.
- Reinforcing that AI is a learning support—not a substitute for personal effort, original thinking, or academic integrity.

Artificial intelligence is a powerful tool, but like all technology, it should be used thoughtfully and responsibly. Our goal is to help students become ethical, critical, and informed users of technology while continuing to develop the independent thinking and problem-solving skills that are essential for lifelong learning.

ACADEMIC HONESTY

Students are expected to complete their own work and demonstrate their own learning. Submitting work completed by another person, copying another student's work, using information dishonestly, or presenting internet or technology-generated work as one's own without permission is considered academic dishonesty.

Examples may include:

- Copying another student's assignment
- Using online materials without teacher permission
- Submitting work created entirely by another person
- Using artificial intelligence or online tools to complete assignments dishonestly
- Sharing answers with others during assignments or assessments

Consequences for academic dishonesty may include:

- Repeating an assignment
- Loss of credit for the assignment
- Parent communication

- Administrative intervention
- Additional disciplinary consequences for repeated violations

Learning requires effort, practice, and honest participation. We expect students to take pride in doing their own work.

SECTION 9: STUDENT HEALTH AND SAFETY

At Pottersville Elementary, student safety and well-being are among our highest priorities. We are committed to maintaining a safe, supportive, and caring environment where students can learn, grow, and feel secure throughout the school day.

School staff work proactively to support student physical health, emotional well-being, and overall safety. While school staff regularly monitor student wellness and respond to concerns, families should understand that school personnel are not licensed medical professionals and cannot provide medical diagnoses.

When health or safety concerns arise, our commitment is to communicate promptly, act responsibly, and partner with families to ensure students receive appropriate care and support.

MEDICAL EMERGENCIES AND IMMEDIATE RESPONSE

In the event of a medical emergency, school personnel will take immediate action necessary to protect student health and safety.

This may include:

- Providing immediate first aid or basic care measures
- Contacting parents or guardians
- Contacting emergency medical services (911) when necessary
- Taking immediate action prior to parent contact when student safety requires urgent intervention

The school will always make reasonable efforts to contact families as quickly as possible when medical emergencies occur. Student safety will always remain our first priority.

INJURY REPORTING AND FAMILY COMMUNICATION

Pottersville Elementary is committed to informing families whenever a student experiences a known injury during the school day or during school sponsored activities.

Examples may include:

- Playground injuries
- Falls or accidents in the classroom
- Athletic or recess related injuries
- Head injuries or possible concussions
- Physical altercations resulting in injury
- Any injury requiring staff intervention or ongoing monitoring

When an injury occurs, school staff may:

- Provide basic first aid when appropriate
- Observe visible symptoms or changes in student behavior
- Monitor the student during the school day
- Contact families by phone or written communication regarding the incident

It is important for families to understand that school staff are not medical professionals and cannot diagnose injuries, illnesses, concussions, or other medical conditions.

While staff may observe symptoms and share concerns, all medical diagnosis and treatment decisions remain the responsibility of families and licensed healthcare professionals.

In situations where school staff observe symptoms that may indicate a potentially serious medical concern, the school may strongly suggest that families seek medical evaluation to ensure student safety.

The purpose of this communication is to ensure families have accurate information needed to make informed medical decisions regarding their child.

STUDENT MENTAL HEALTH AND SAFETY CONCERNS

Pottersville Elementary is committed to supporting the emotional well-being of every student. If a student demonstrates behavior suggesting they may be experiencing significant emotional distress, thoughts of self-harm, or behaviors suggesting possible risk to themselves or others, the school will take immediate action to ensure student safety.

When concerns arise, school staff may:

- Meet directly with the student
- Gather information from staff or students familiar with the situation
- Conduct a Suicide Risk Screener or Threat Assessment
- Contact parents or guardians immediately
- Refer families to outside mental health resources when appropriate

Student safety concerns involving self-harm, suicidal ideation, or serious emotional distress are treated with urgency.

SUICIDE RISK SCREENING PROCEDURES

When school staff believe a student may be at risk of self-harm or suicide, trained staff may conduct a formal suicide risk screener to better assess immediate safety concerns.

If a student is identified as demonstrating elevated risk:

- Parents or guardians will be contacted immediately
- Students may not be permitted to ride the school bus home independently
- Families may be required to pick the student up directly from school
- The school may require confirmation that a responsible adult will be supervising the student after dismissal
- Families may be strongly encouraged to seek immediate mental health support through a healthcare provider, community mental health agency, or emergency crisis service

The school may request follow-up communication before a student returns to school to ensure appropriate support systems are in place.

If school staff believe a student remains at significant risk and no appropriate action has been taken to address immediate safety concerns, staff may be legally required, as mandated reporters, to contact appropriate outside agencies. Student safety will always remain our highest priority.

ONGOING STUDENT SAFETY SUPPORT

When students experience significant emotional distress, mental health concerns, or safety related concerns, school staff may continue providing additional support after the immediate crisis has passed.

This support may include:

- Follow-up student check-ins
- Family communication
- School based safety planning
- Coordination with counselors, social workers, or mental health providers when appropriate
- Ongoing monitoring during the school day

In certain situations, the school may work collaboratively with families to create an individualized safety plan designed to support the student's physical or emotional well-being while at school.

All information related to student mental health and safety concerns will be handled with appropriate confidentiality and shared only with staff directly responsible for supporting student safety.

THREAT ASSESSMENTS

To maintain a safe school environment, Pottersville Elementary may conduct a formal threat assessment whenever a student makes statements, engages in behavior, or demonstrates actions suggesting potential harm toward:

- Themselves
- Other students
- Staff members
- School property
- The broader school community

When a threat assessment occurs:

- Families will be contacted promptly
- Administration will gather information regarding the incident
- Administration will determine whether law enforcement or mental health professionals should be involved
- Students may be temporarily restricted from transportation or school activities pending review
- Families of directly threatened individuals may also be contacted when appropriate

Administrative decisions following threat assessments may include disciplinary action, mental health referrals, or additional safety planning.

MEDICATION PROCEDURES

Prescription medication may only be administered during school hours when proper documentation has been submitted.

Before medication can be administered, the school requires:

- Written physician instructions or prescription label
- Completed parent Medication Request and Authorization Form
- Medication registered with the school office

For over-the-counter medication, families must complete the required authorization form prior to administration.

Additional expectations include:

- Medication must be delivered directly to the school office by an adult whenever possible
- Medication may not be carried by students except approved emergency medications
- Medication will be stored securely by school personnel
- A medication administration log will be maintained documenting each administration

Families are encouraged to work with physicians to determine whether medication schedules can be adjusted to avoid administration during school hours whenever possible. Unused medication not claimed by families may be disposed of by school personnel at the conclusion of the school year or when no longer needed.

ILLNESS AND COMMUNICABLE DISEASES

Students who are ill should remain home to protect both their own health and the health of others. Families should keep students home when students demonstrate symptoms including:

- Fever of 100 degrees or higher
- Persistent cough
- Vomiting or diarrhea
- Unusual rashes or skin eruptions
- Eye discharge or suspected pink eye
- Symptoms of contagious illness

The school may contact families to request student pickup when illness symptoms develop during the school day.

The district follows all guidance provided by:

- Michigan Department of Health and Human Services
- Local Health Department guidance
- State communicable disease regulations

Students may be required to remain home until symptoms improve or medical clearance is provided when necessary.

VISITORS AND VOLUNTEERS

All visitors entering Pottersville Elementary must report directly to the main office and receive a visitor pass. This procedure helps ensure student and staff safety. Visitors found in the building without authorization may be directed to leave immediately. All volunteers must complete district background check procedures prior to volunteering. Volunteer background checks must be completed annually.

Parents wishing to meet with staff members are encouraged to schedule appointments in advance.

The district reserves the right to deny building access when necessary to maintain school safety and normal school operations.

EMERGENCY DRILLS

Pottersville Elementary regularly conducts required emergency drills to prepare students and staff for emergency situations.

Drills may include:

- Fire drills
- Tornado drills
- Lockdown drills
- Other emergency response procedures required by law

Staff review procedures with students so all students understand how to respond safely during emergencies.

WEATHER RELATED SCHOOL CLOSURES

In the event of severe weather or emergency situations, Pottersville Public Schools may:

- Close school
- Delay school start times
- Limit transportation routes when necessary

Families will be notified through:

- School Messenger communication system
- District website updates
- Local television announcements

CELL PHONES AND PERSONAL DEVICES DURING AN EMERGENCY

During an emergency, students must follow all directions provided by school staff and emergency responders regarding cell phones, smartwatches, and other personal communication devices.

During a Lockdown, devices must be silenced completely, including vibration settings, and students may not make phone or video calls. Ringing, vibration, conversation, screen light, or other device activity could reveal the location of students and staff or interfere with their ability to hear emergency instructions.

Text messaging may be permitted only when:

- School staff or emergency responders determine that communication can occur safely;
- The immediate threat has passed or has been contained; and
- The message does not disclose sensitive information, student locations, emergency-response activities, photographs, video, or unverified details.

When appropriate, staff may provide students with a brief, consistent message to send to families, such as confirmation that the student is safe or instructions regarding reunification. Students should not post information, photographs, video, or rumors on social media during an emergency.

Families can support emergency response by:

- Avoiding calls to student cell phones during a Lockdown or other immediate threat;
- Waiting for verified communication from the district;
- Not coming to the school unless specifically directed;
- Following district instructions regarding dismissal or reunification; and
- Bringing identification to any designated reunification location.

In some circumstances, students may be instructed to turn off Wi-Fi and cellular data while leaving standard SMS text messaging available. This may help preserve network capacity for emergency responders and official communication.

The school recognizes that communication between students and families can reduce anxiety after an immediate threat has been contained. However, student and staff safety, operational security, and the directions of emergency responders will always take priority.

TRANSPORTATION SAFETY

Pottersville Public Schools partners with Dean Transportation to provide student transportation services. Student behavior expectations apply while students are traveling on school transportation. Unsafe behavior may result in disciplinary action or temporary loss of transportation privileges. Transportation expectations align with district transportation guidelines and Dean Transportation procedures.

SECTION 10: FAMILY PARTNERSHIP

At Pottersville Public Schools, we believe student success is strongest when schools and families work together as partners. Positive relationships between families and school staff help create the supportive environment students need to learn, grow, and thrive. We are committed to maintaining open communication, respectful collaboration, and a shared focus on what is best for students.

PARENT AND FAMILY CONDUCT EXPECTATIONS

At Pottersville Elementary, we value strong partnerships with families and believe respectful communication is essential to maintaining a positive school community. Families are expected to communicate with school staff, volunteers, students, and other families in ways that reflect mutual respect and professionalism.

The following behaviors are not acceptable on school property, at school-sponsored events, or during communication with school personnel:

- Harassing or abusive language directed toward staff, students, or families
- Threatening behavior, intimidation, or aggressive confrontation
- Disruptive behavior that interferes with school operations
- Repeated hostile communication toward school personnel
- Conduct that creates an unsafe environment for students, staff, or visitors

The district reserves the right to limit school access, restrict participation in school activities, or pursue additional district action when behavior interferes with school operations or student safety. Our goal is always partnership, problem solving, and respectful collaboration.

SOCIAL MEDIA AND PUBLIC COMMUNICATION

We recognize that social media and online communication have become common ways for families to share information and concerns. At Pottersville Elementary, we strongly encourage families to communicate concerns directly with teachers, school administrators, or district staff so that concerns can be understood fully and addressed appropriately.

Public communication that spreads misinformation, targets individual students or staff members, or disrupts the safe and orderly operation of the school may require district response.

Examples may include:

- Online harassment directed toward staff or students
- Posting false or misleading information regarding school operations
- Sharing confidential student or staff information
- Using social media platforms to intimidate or organize harassment toward school personnel
- Public accusations made without first attempting direct communication with school staff

We believe problems are best solved through honest conversation, respectful dialogue, and working together toward solutions.

HOW FAMILIES SUPPORT STUDENT SUCCESS

Families play an essential role in helping students succeed both academically and socially. Students experience the greatest success when families and schools work together consistently in support of learning, behavior, and school expectations.

Families support student success by:

- Ensuring students attend school regularly and arrive on time
- Reading school communication regularly and staying informed
- Keeping emergency contact information updated throughout the school year
- Communicating questions or concerns respectfully and directly with school staff
- Attending parent-teacher conferences and family events whenever possible
- Supporting school expectations and behavior expectations at home
- Encouraging positive attitudes toward learning and school attendance
- Helping students come prepared each day ready to learn

When school and home work together, students benefit.

OUR FAMILY PARTNERSHIP COMPACT

At Pottersville Public Schools, we believe students experience the greatest success when schools, families, and students work together as partners in the learning process. Student growth happens best when everyone shares responsibility and works toward common goals.

This compact reflects our shared commitment to creating a school community where every child is supported academically, socially, and emotionally.

At Pottersville Elementary, we are committed to ensuring all students:

- Develop strong foundational skills in reading, writing, and mathematics aligned with state standards
- Learn in a safe, supportive, and inclusive school environment
- Receive high-quality instruction designed to help every student grow and succeed
- Benefit from strong partnerships between school and families that promote student achievement and long-term success

As a school community, we commit to supporting students by:

- Providing a safe, welcoming, and positive learning environment
- Creating classrooms where every child feels included, supported, and valued
- Delivering high-quality instruction aligned to state standards and student needs
- Maintaining open, consistent, and respectful communication with families
- Providing timely feedback regarding student progress and academic growth
- Encouraging family involvement through conferences, school events, volunteer opportunities, and ongoing collaboration
- Supporting the academic, social, emotional, and behavioral development of every child

As families, we support student success by:

- Ensuring students attend school regularly and arrive on time each day
- Encouraging safe, respectful, and responsible behavior both at school and at home
- Reading school communication regularly and staying informed about important updates
- Communicating openly with teachers regarding student progress, questions, or concerns
- Attending parent-teacher conferences and school events whenever possible
- Supporting school expectations and reinforcing positive habits at home

- Reviewing schoolwork and helping students develop responsibility for learning
- Participating in school activities, volunteering, or engaging in school opportunities when possible

As students, we commit to doing our best each day by:

- Coming to school ready to learn and prepared for success
- Demonstrating respect toward classmates, staff, and our school community
- Following school expectations and demonstrating VIKINGS PRIDE
- Working hard and taking responsibility for our learning
- Asking for help when needed and continuing to grow through challenges
- Taking pride in our school by helping keep it safe, welcoming, and positive for others

SECTION 11: STUDENT RIGHTS AND RESPONSIBILITIES

At Pottersville Public Schools, we believe every student deserves to learn in an environment where they feel safe, respected, and supported. Along with these rights come responsibilities that help maintain a positive school community where all students can learn and grow successfully.

Learning works best when students understand both the freedoms they are entitled to and the expectations that help protect the rights of others.

STUDENT RIGHTS

Every student at Pottersville Elementary has the right to:

- Learn in a safe and secure school environment
- Be treated with dignity, fairness, and respect
- Access high-quality learning opportunities and academic support
- Express thoughts and ideas in appropriate and respectful ways
- Feel emotionally safe and free from bullying, harassment, or intimidation
- Learn in an environment where adults help protect both physical and emotional well-being
- Receive fair and consistent treatment when concerns or conflicts arise

We believe every child deserves to feel valued and supported throughout their school experience.

STUDENT RESPONSIBILITIES

Along with these rights, students are expected to contribute positively to our school community.

Students are responsible for:

- Treating classmates, staff, and visitors with respect
- Following school rules and classroom expectations
- Demonstrating VIKINGS PRIDE throughout the school day
- Participating appropriately in learning activities

- Taking responsibility for their words, actions, and choices
- Helping maintain a safe school environment for others
- Respecting school property, classroom materials, and shared spaces
- Asking for help when they need support

Being part of a school community means understanding that our actions affect others.

RESPECT FOR SELF AND OTHERS

Respect is one of the most important expectations we teach at Pottersville Elementary. Students are expected to treat others with kindness, use appropriate language, and interact with peers and adults in ways that contribute to a positive learning environment.

The following behaviors are not acceptable:

- Name calling or put-downs directed toward others
- Intimidation, bullying, or harassment
- Use of inappropriate or profane language
- Threatening behavior toward others
- Physical aggression, fighting, or unsafe physical contact

Behavior that threatens the safety or emotional well-being of others may result in administrative intervention and disciplinary consequences consistent with district expectations.

LIBRARY BOOKS: LOST, LATE, OR DAMAGED

Students are encouraged to regularly borrow books from the school library and develop a lifelong love of reading. To help maintain our library collection for all students, the following procedures apply:

OVERDUE BOOKS	There is no fee for overdue books. If a book remains overdue for more than four weeks, it may be considered lost and students may temporarily lose checkout privileges until the issue is resolved.
LOST BOOKS	If a library book is lost, families may either pay the replacement cost or provide a replacement copy. Replacement costs will be determined using the most affordable option available.
DAMAGED BOOKS	Normal wear from regular use is expected. If a book is damaged beyond normal use and can no longer remain in circulation, families may be responsible for replacement.

We appreciate families helping students care for library materials so they remain available for the entire school community.

STUDENT EXPRESSION

At Pottersville Elementary, we value student voice and believe students should have opportunities to express themselves creatively and respectfully. Students may share ideas, opinions, and creative expression in ways that are appropriate for the school setting and respectful of others.

Student expression may not:

- Disrupt the learning environment
- Interfere with the rights or safety of others
- Include threatening, harmful, or inappropriate language
- Target others through harassment or intimidation
- Violate school rules or district policies

When students wish to share materials, organize activities, or distribute items within the school setting, approval from school administration may be required to ensure activities remain safe and appropriate for the school environment.

RESOLVING CONCERNS AND DISAGREEMENTS

Learning how to respectfully solve problems and navigate disagreements is an important part of growing as a student. Students are encouraged to communicate concerns, ask questions, and seek adult support when problems arise.

Students may express disagreement, frustration, or concerns respectfully, but actions that intentionally disrupt the learning environment or interfere with the educational experience of others are not permitted. School staff will work with students to resolve conflicts through communication, problem solving, and restorative practices whenever appropriate.

SECTION 12: FORMAL POLICIES AND LEGAL NOTICES

This handbook is intended to provide families and students with general information regarding school procedures, expectations, student rights, and district operations at Pottersville Public Schools.

Nothing within this handbook shall be interpreted to limit the authority of the district, Board of Education, or school administration to take action necessary to maintain a safe, orderly, and legally compliant educational environment consistent with district policy, state law, and federal law.

Families are encouraged to review district policies available through the district website and contact school administration with any questions regarding district procedures.

ADMINISTRATIVE DISCRETION

School administration reserves the authority to determine appropriate behavioral, disciplinary, safety, and operational responses based on the unique circumstances of each situation.

Consequences and procedures outlined within this handbook serve as general guidelines and are not intended to create an exhaustive list of responses or limit administrative authority.

In determining appropriate action, administration may consider:

- Severity of student behavior

- Frequency or repeated patterns of conduct
- Student age and developmental considerations
- Safety concerns involving students or staff
- Prior interventions or disciplinary history
- Legal obligations under state or federal law
- Any additional circumstances relevant to maintaining school safety and effective school operations

The district reserves the right to take action deemed necessary to protect students, staff, and the educational environment.

INSTRUCTIONAL MATERIALS AND CURRICULUM REVIEW

Pottersville Public Schools believes that the education of children is a shared responsibility between families and the school. The District is committed to maintaining open communication and fostering strong partnerships with parents and guardians.

In accordance with Board Policy 9250 and applicable State and Federal law, parents and guardians are provided the opportunity to review curriculum and instructional materials used as part of their child's educational program. Parents and guardians who wish to review curriculum or instructional materials should contact their child's teacher or the building principal to arrange a mutually convenient time for review.

The District is committed to transparency regarding curriculum and instructional resources. As resources become available, curriculum information and instructional materials may also be accessible through the District website or other District communication platforms.

Questions regarding curriculum, instructional materials, or classroom instruction are encouraged and will be addressed through open communication between families and school staff.

ANTI-BULLYING, HARASSMENT, AND HAZING POLICY

Pottersville Public Schools prohibits bullying, harassment, intimidation, hazing, and any conduct that interferes with a student's physical safety, emotional well-being, or ability to access education.

Consistent with Michigan law, prohibited conduct may include behavior that:

- Threatens physical or emotional harm
- Intimidates, humiliates, or repeatedly targets another individual
- Creates a hostile educational environment
- Interferes substantially with student participation in school activities
- Causes fear, distress, or ongoing emotional harm
- Occurs in person, electronically, or through social media platforms

Students experiencing or witnessing bullying, harassment, or hazing should report concerns immediately to:

- A classroom teacher
- School counselor or support staff
- Building administration

- Any trusted adult employed by the district

All reports will be investigated in accordance with district policy. Retaliation against individuals reporting safety concerns is strictly prohibited and may result in disciplinary consequences.

MEDICAL AUTHORIZATION

Consistent with Michigan law, every student must have a completed Emergency Medical Authorization Form on file with the district.

Emergency medical authorization forms are required for school attendance and participation in school-sponsored activities including:

- Field trips
- Extracurricular activities
- Co-curricular programs
- Transportation-related activities

Students may be excluded from certain activities or school participation until required documentation has been completed. Families are responsible for notifying the school regarding significant medical conditions, allergies, health concerns, or physician-directed accommodations.

IMMUNIZATION REQUIREMENTS

All students must comply with immunization requirements established by the State of Michigan or possess an approved waiver recognized under applicable law. Students who do not meet state immunization requirements may be excluded from school attendance until documentation requirements are satisfied. Questions regarding immunization compliance should be directed to school administration.

TITLE IX NOTICE

Pottersville Public Schools does not discriminate on the basis of sex in educational programs, activities, employment practices, admissions, or access to educational opportunities, consistent with Title IX of the Education Amendments of 1972.

Concerns involving sexual harassment, sex-based discrimination, or violations of Title IX protections should be reported immediately to district administration or the district's designated Title IX Coordinator.

Formal district grievance procedures are available through district policy and administrative procedures.

PHOTOGRAPHY AND MEDIA RELEASE

Student photographs, video recordings, classroom work, and participation in school activities may be used by the district for legitimate educational, recognition, communication, or public relations purposes.

This may include use in:

- District publications
- School newsletters



- Yearbooks
- District websites
- Official district social media accounts
- School recognition materials

Families who wish to restrict release of student photographs or media participation must notify the district in writing according to district procedures.

FERPA NOTICE

The Family Educational Rights and Privacy Act (FERPA) is a federal law protecting the privacy of student educational records.

Parents and eligible students have the right to:

- Review educational records maintained by the school
- Request correction of inaccurate educational records
- Provide consent before certain student information is released, except where disclosure is legally permitted

The district may disclose directory information without prior consent unless families submit written notice opting out through district procedures.

Directory information may include:

- Student name
- Address
- Telephone number
- Date of birth
- Participation in officially recognized school activities
- Awards and recognitions
- Student photographs or videos connected to school activities

Student records may be disclosed without consent where permitted under FERPA, including situations involving legitimate educational interests, student transfers, safety emergencies, or other legally authorized disclosures.

NONDISCRIMINATION STATEMENT

Pottersville Public Schools prohibits discrimination in all educational programs, services, activities, and employment practices on the basis of legally protected status under federal or state law.

Protected categories include, but are not limited to:

- Race
- Color
- National origin
- Sex
- Religion
- Disability
- Age
- Genetic information

- Marital status
- Any other legally protected classification recognized by law

Concerns regarding discrimination may be reported through district administrative procedures.

PERSONAL PROPERTY AND DISTRICT LIABILITY

Students are responsible for the care and security of personal property brought to school. The district assumes no responsibility for loss, theft, or damage involving personal items brought onto school property unless otherwise required by law.

Families are strongly encouraged not to send valuable personal items to school. This includes, but is not limited to:

- Jewelry
- Electronics not required for instruction
- Collectible items
- Toys
- Cash or valuables

The district reserves the right to confiscate items that disrupt learning or create safety concerns. Students and families may be financially responsible for intentional or negligent damage to district property, equipment, or facilities.

SEARCH, SEIZURE, AND TECHNOLOGY PRIVACY

Lockers, desks, storage spaces, district-issued devices, and other school property remain the property of the district and are provided for student use subject to school supervision. Students should have no expectation of privacy regarding district property.

School officials may conduct searches of student property, school property, or personal belongings when reasonable suspicion exists that school rules, district policy, or law may have been violated.

Items discovered during searches may:

- Be confiscated
- Be retained as evidence
- Be reported to law enforcement when appropriate
- Result in disciplinary consequences

District-owned technology systems, internet access, electronic files, email systems, and digital communications remain district property. The district reserves the right to access, monitor, review, and retain information stored or transmitted through district technology systems with or without prior notice.

Students should have no expectation of privacy when using district technology resources.

DISCIPLINE, SUSPENSION, AND EXPULSION AUTHORITY

Student discipline shall be administered consistent with district policy, Michigan law, and the district's obligation to maintain a safe educational environment.

Suspension, removal from school activities, or expulsion proceedings may occur when student behavior:

- Creates safety risks
- Substantially disrupts the learning environment
- Violates district policy or state law
- Involves violence, threats, prohibited items, or repeated serious misconduct

The district reserves authority to impose disciplinary consequences beyond examples contained within this handbook when circumstances warrant administrative intervention. Whenever possible and appropriate, the district will consider restorative practices as required under Michigan law.

MANDATORY REPORTING REQUIREMENTS

District employees are legally required to report suspected child abuse, neglect, threats to student safety, or other legally reportable concerns consistent with state and federal law.

In certain situations, school personnel may be required to contact:

- Michigan Department of Health and Human Services
- Law enforcement agencies
- Emergency medical personnel
- Child protective services agencies

School staff may be legally prohibited from notifying families prior to making certain required reports. These reporting obligations exist to protect student safety and comply with legal requirements.

RIGHT TO AMEND HANDBOOK

The district reserves the right to revise, update, modify, interpret, or amend any information contained within this handbook at any time.

Changes may occur in response to:

- Changes in law or legal requirements
- Revisions to Board of Education policy
- Operational needs of the district
- Safety concerns
- Administrative decisions necessary to support school operations

Nothing contained within this handbook shall create a contractual right or limit the district's authority to act in the best interests of students, staff, or school operations. Families will be notified when significant changes occur.

POTTERVILLE ELEMENTARY FAMILY HANDBOOK ACKNOWLEDGEMENT

2026–2027 School Year

This form should be signed and returned to Potterville Elementary School during the first week of school.

At Potterville Public Schools, we believe student success is strongest when schools and families work together as partners. The Potterville Elementary Family Handbook has been created to help families understand the routines, expectations, procedures, rights, responsibilities, and shared commitments that help us maintain a safe, positive, and successful learning environment for all students.

By signing below, families acknowledge that they have received access to the Potterville Elementary Family Handbook and understand the importance of reviewing its contents together. This handbook contains important information regarding school procedures, student expectations, safety practices, student rights, family partnerships, district policies, and other operational procedures that support the educational experience at Potterville Elementary.

In addition to the information contained in this handbook, families acknowledge that certain annual notices, district policies, legal notices, privacy protections, and federally or state-required notifications are maintained by Potterville Public Schools and may be accessed through the district website.

School procedures, policies, and operational expectations may be revised, updated, or modified by district administration when necessary to comply with changes in federal law, state law, Board of Education policy, safety requirements, or district operational needs.

Families understand that:

- It is their responsibility to review the information contained within this handbook
- Students and families are expected to follow school expectations and district procedures
- The district may communicate policy updates, procedural changes, or important notices throughout the school year through official communication channels
- Significant updates to district procedures or policies may occur during the school year when necessary

By signing below, families acknowledge receipt of this handbook and understand their responsibility to remain informed regarding school expectations, district communication, and future updates that may occur throughout the school year. We appreciate your partnership and look forward to working together to support a successful school year for every student.

Parent/Guardian Name Printed

Parent/Guardian Signature

Student Name Printed

Student Print Signature