

2019-2020
**Intensive Learning Center
Student Handbook**



Intensive Learning Center
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Dear Parents/Guardians:

Welcome to the 2019-2020 school year at the Intensive Learning Center (ILC). Our curriculum and behavioral management system are designed to maximize the potential of all students. As a staff, we are committed to providing learning opportunities that promote our students' academic, social and emotional growth with the use of multi-tiered systems of supports. However, it is essential that students arrive on time, attend school daily, and comply with our rules and expectations.

At the beginning of the school year, or when your student starts, a staff member will go over the information in this handbook. We are asking for your support in stressing to your student the importance of complying with our attendance and behavioral management rules and expectations.

Please read the information together as a family so that you are familiar with the program guidelines, information, rules, expectations, attendance policies, daily point sheets, stages, privileges earned by stage 2, 3, and 4 students, grading policies, enrollment procedures, and consequences. We expect all ILC students to know and follow the policies and guidelines included in this handbook.

Once again, welcome to the Intensive Learning Center. If you have any questions or concerns, please feel free to call the school. We would be happy to assist you in any way that we can. Parents and guardians are welcome at our school. If you would like to visit, meet with someone, or volunteer at the school, please arrange a time through the school office at (269)385-8523. In an effort to become more *eco-friendly*, we have added our handbook to our website at www.kresa.org under the Special Education tab.

Sincerely,

Laura Draper

Laura Draper, Principal
KRESA Juvenile Home School

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KRESA Juvenile Home School

2019-2020 Program Calendar

August

26 Staff Reports – No Students
 27 Staff Reports – No Students
 28 Staff Reports – No Students
 29 Staff Reports – No Students
 30 No School – Labor Day

January

1-3 No School- Winter Break
 24 **Trimester 2 Mid-Point**
 Progress Reports Due
 Staff Reports- No students

September

2 No School – Labor Day
 3 Students 1st Day – Full Day

February

12 Student Count Day
 28 No School – Mid-Winter Break

October

2 Student Count Day
 11 **Trimester 1 Mid-Point**
 Progress Reports Due
 16 Parent Teacher Conferences

March

13 **End of 2nd Trimester**
 Students AM Only/ Staff PM
 16 **3rd Trimester Begins**

November

1 Staff Reports – No Students
 26 **End of 1st Trimester**
 Students AM Only/Staff PM
 27 No School – Comp Day
 28 No School – Thanksgiving Break
 29 No School – Thanksgiving Break

April

2 Staff Reports – No Students
 3 No School – Spring Break
 6 No School – Spring Break
 7 No School – Spring Break
 8 No School – Spring Break
 9 No School – Spring Break
 10 No School – Spring Break

December

2 **2nd Trimester Begins**
 20 Students AM Only/Staff PM
 23-31 No School – Winter Break

May

1 **Trimester 3 Mid-Point**
 Progress Reports Due
 6 Parent-Teacher Conferences
 25 No School – Memorial Day

Trimesters:

1st Trimester: 9/3/19 – 11/26/19 – 60 days
 2nd Trimester: 12/2/19 – 3/1/20 – 63 days
 3rd Trimester: 3/16/20 – 6/12/20 – 57 days

June

12 Last Day of School
 Students AM Only/Staff PM

Progress reports:

1st Trimester Mid-Point: 10/11/19
 2nd Trimester Mid-Point: 1/24/20
 3rd Trimester Mid-Point: 5/1/20

180 Total Instructional Days
 188 Total Staff Reported Days

180 Instructional Days
 188 Total Staff Days

Welcome to the Intensive Learning Center (ILC)

The staff is dedicated to providing you with a positive learning experience. Two key ingredients to your success in school are **attendance and demonstrating appropriate school behaviors**. Students must attend school every day. In addition, it is essential that staff and students demonstrate respect for each other. Achieving these two goals will allow all students and staff to participate in a successful learning experience.

COURT ORDER

Each student attending ILC is ordered to do so by the Ninth Circuit Court Family Division. The order reads as follows:

“The juvenile is ordered into the Intensive Learning Center of the Ninth Circuit Court Family Division **as a temporary court ward under the supervision of the probation officer and the juvenile home administrator**. The juvenile shall be returned to the daily custody and supervision of the parent/custodian so long as the juvenile obeys the rules and regulations of the Intensive Learning Center.”

Student’s Responsibility

The Court Order clearly establishes expectations and requires the acceptance of certain basic responsibilities, including but not limited to:

- Attending school regularly, arriving on time and demonstrating a willingness to learn.
- Following the rules, procedures, schedules, and directions of staff while in the Juvenile Home/ILC.
- Not discriminating* against other juveniles or staff, or not using language or behavior in a manner which would imply prejudice or discrimination.
*Discrimination: An abridgment of rights based upon a person’s race, religion, color, sex, disability, sexual orientation, age or national origin.
- Helping to clean and maintain the school area.
- Asking for medical and dental care when needed.
- Conducting themselves properly during visits, and not accepting or passing contraband, and not violating the law through the mail.
- Dressing for success (i.e. maintaining their clothing in a clean and odor free condition, keeping their hair clean etc.)
- Reporting any infringement of their rights to staff members of the school facility.

School Staff’s Responsibility

ILC staff is responsible for helping the students develop and maintain appropriate school behavior. Rules of conduct must be enforced consistently and fairly with behavior expectations and possible consequences made known in advance.

CLOSED PROGRAM

The ILC is a closed program. This means students must stay in their assigned school areas at all times during the school day. Students may not leave the building or classroom without permission. For safety and security of our school program, ILC staff will escort and/or monitor students' transition throughout the school day.

In compliance with our School Safety Policy, all visitors must report to the school office, show appropriate identification and sign our visitor's log. To ensure the safety of our students please arrange all student contact during the school day through the office. Students may leave during the school day with an approved adult. The adult must show identification to ILC staff and sign the release log notebook in the office.

DAILY ANNOUNCEMENTS

ILC staff read announcements each day during Homeroom. Please attend to the reading of these announcements as they contain important information pertaining to the day-to-day operation of ILC as well as any policy changes or additions.

DAILY SCHEDULE

Homeroom 7:47 – 8:25am

1st Block 8:25 – 9:29am

2nd Block 9:29 – 10:34am

3rd Block 10:34am – 12:10pm

*This includes a 30 minute lunch period)

Lunches 11:00 – 11:30am 1st Lunch

11:40 – 12:10pm 2nd lunch

4th Block 12:10 – 1:14pm

5th Block 1:14 – 2:22pm

*****Student dismissal time on half days is 11:26*****

FOOD SERVICE

Meals are available to students at ILC free of charge. Breakfast is provided from 7:30-7:47 a.m. Lunch is provided during lunch hour. Students are not allowed to eat food during other times of the day. Students may not bring food or beverages to school. Any food or beverage brought to school will be thrown away. An exception may be made by the Principal due to circumstance and the situation.

Each student has a scheduled lunch period. Lunches are to be eaten only in the assigned area. It is the responsibility of each student to clean up his/her area and place waste in receptacles provided.

Lunch and Breakfast Expectations

Students are expected to demonstrate appropriate behaviors during meal times. These behaviors include, but are not limited to:

- Using appropriate conversation (volume and content)
- Demonstrating respect to all staff, visitors and students
- Staying in assigned area
- Cleaning up around your tray before you leave
- Eating only in assigned dining area
- Eat only the food on one's own tray. Sharing and trading food is not allowed.

Students failing to meet these expectations receive a sack lunch and must eat in the Lunch Detention area until they can earn their dining room privileges back.

RESTROOMS

Students, with staff permission, should use the restroom during breakfast and lunch. There is a 5 minute warning at the end of the lunch break to remind students to get a drink and use the restroom. Students will not be released from the first half of 1st and 4th block to use the restroom. Students needing to use the restroom during a class period must have a staff escort.

SCHEDULING OF CLASSES

Student schedules are created in advance for each trimester. The goal of ILC is to enroll students in core subject courses they need. The Principal and Transition Interventionist develop the school schedule and individual student schedule to meet the needs of the students. Each student's class schedule depends on several factors including:

- Grade level
- Credits/Courses needed for graduation
- Age
- Student interest
- Availability of classes when enrolled
- Individual /Academic needs

Transition Information

An “Exit upon Entry” meeting will be completed upon the student’s enrollment at ILC with the student, their Probation Officer and ILC staff. This meeting will clearly define the goals, expectations and potential transition date while attending ILC.

Transition eligibility will be determined in a cooperative meeting between ILC staff and the student’s Probation Officer. Factors that may influence eligibility may include, but are not limited to:

1. Academic Progress
2. Earning Stages
3. Status of Probation
4. Meeting of goals and expectations as described in the “Exit upon Entry” meeting

A student’s transition back to the local school will occur during marking period breaks when possible.

The IEP (Individualized Education Program)

The individualized education program (IEP) was intended to be centered on the student who has been identified as having a disability or disabilities that hinders the student from a Free Appropriate Public Education (FAPE) as guaranteed under the Individuals with Disabilities Education Act (IDEA).

Whatever the IEP includes, its purpose is always the same: to tailor an educational plan for the child so that he or she can reach his or her full potential.

The federal regulations for IDEA 2004 include a section (Subpart E) called Procedural Safeguards. These safeguards are designed to protect the rights of parents and their child with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes.

ILC will work with the local school districts to provide students with additional supports that they may require (for example: 504 plan, goals and objectives, success plans).

TRANSPORTATION/BUS/BIKE POLICY

A student’s local district provides transportation to and from ILC. ILC works cooperatively with these districts to make sure that the rules to maintain safety on the busses are followed. Suspension, due to misbehavior from the bus, does not exclude the student from meeting the attendance requirements of this program.

Students who choose not to ride the bus or miss the bus are responsible for their own transportation to school. **If you do not ride your bus three days in a row, the bus will not return to your stop unless you notify transportation.** This is your responsibility.

Students may not choose to ride another bus or walk from the ILC after school without prior written permission from their parents/guardians at least one day in advance. If permission has been pre-arranged, ILC will notify district transportation/bus. Due to liability, buses will not transport students who are not on their list.

The following policies pertain to bikes at ILC:

- * Only Stage 2, 3 or 4 students may ride bikes to school.
 - * Parents must sign a Consent Form before a student may ride a bike to school.
 - * The ILC staff, Kalamazoo Regional Education Service Agency, or Juvenile Home is not responsible for damage or theft of bikes.
 - * Must be approved by Principal or Dean of Students.

SEARCHES

In order to maintain a safe and orderly environment searches are conducted. Every time a student enters ILC, he/she will pass through a metal detector and will receive a pat down from a staff member of the same gender. Students may be asked to remove socks and shoes. ILC staff will check all bags, coats and other items. Students must check-in all picks, combs, brushes, non-prescription sunglasses, backpacks, etc. to ILC staff upon their arrival. Students can retrieve these items at the end of their school day.

If a student is suspected of having a weapon or contraband in his/her possession, he/she will be brought to Detention to be strip searched by a Detention staff. An Individual Plan may be developed for students to enter through Detention for a specified period of time if he/she violates rules regarding contraband or weapons.

SMOKING/TOBACCO

Tobacco, cigarettes, matches, lighters, or any tobacco products are not allowed on the grounds of the Juvenile Home, the school area, or court property. These items are destroyed if brought on school grounds.

Once students have boarded the school bus and/or arrived on school grounds their school day has started. Smoking by students during this time is prohibited. Students may not use tobacco products during the school day. This includes vaping or “ecigs.”

Electronic Devices

ILC does not allow students to bring any electronic devices that include but not limited to cell phones, MP3 players, iPods, video games, and/or any electronic devices and

components that go with those devices to school. Any exception to this rule will be made by the Principal or Dean of Students.

Upon collection, electronic devices are handed over to the Dean of Students. The student and/or parent/guardian may retrieve these items from the Student Interventionist. **If a student brings these excluded items a 2nd time, they may be confiscated and returned at the end of the school year.** Confiscated items can be earned back through the following cost:

Stage 1's – 2500 Bulldog Bucks

Stage 2's - 2000 Bulldog Bucks

Stage 3's - 1500 Bulldog Bucks

Stage 4's - 1000 Bulldog Bucks

TELEPHONES

Students may not use the telephones in classrooms. If a student needs to use the telephone, they should get permission from the Principal or designee to use the office phone during non-instructional time.

The office phone is to be used for school related or emergency situations only. Calling for rides home from school are not considered an appropriate reason for using the office phone. This should be taken care of before coming to school. Personal phone calls by students are not permitted.

MONEY

Students are allowed to keep **\$5.00** or less on themselves at ILC. If the student brings more than **\$5.00**, a reason must be given and the money must be checked into the office. ILC will investigate large amounts of money through contact with parents/guardians and caseworkers. Student, ILC office staff and caseworker will sign envelope of amount checked in and the money will be turned over to the caseworker.

CREDIT POLICY/GRADING AT ILC

The reward for successful attendance and work completion at ILC is the opportunity to earn grades and credit for classes taken. Grades and credit earned at ILC are transferred to the student's local district and added to their official school transcript..

Non-attendance directly affects grades and credit. To emphasize the importance of attendance ILC established the following procedures:

- * Ninth Circuit Court Family Division and Juvenile Home personnel receive a weekly summary of all students' attendance patterns.
 - * Caseworkers are notified daily if a student is absent.
 - * Within the first two weeks of each new trimester or when a student starts class, a staff member reviews the class syllabus with the student regarding credit/grades.
 - * A student who receives an Incomplete is responsible for obtaining, completing and returning the missing assignments in order to earn credit. Students have 5 days to make up an incomplete grade.
 - * To receive credit for a class the student must attend the class for 80% of the marking period/trimester.
 - * Absences medically excused are not counted against attendance. A doctor's excuse is required.
 - * Days that students spend in Detention will not count as absences. In the event of an extended stay in Detention, students will be enrolled in the Youth Center School and their ILC work will be given to them.

MARKING SYSTEM

The ILC marking system consists of the following:

- A - Excellent
- B - Good
- C - Average
- D - Poor
- E – Failure
- I - Incomplete

Marking periods are twelve weeks long. ILC mails report cards to parents at the end of each marking period/trimester. ILC also provides parents with Progress Reports at the mid- point through the marking period. ILC encourages parents to call the school at any time they are concerned with their son/daughter's progress.

ATTENDANCE POLICY

ILC has high expectations regarding student attendance. The ILC and court staff closely monitor student attendance. The ILC reports excessive absences to the parents and caseworkers for resolution. Attendance patterns affect success in the program and credit received in classes.

Excused Absences & Tardies

Examples of excused absences/tardies include, but are not limited to:

- * School bus related absences or tardies confirmed by local transportation department.

- * Death or extreme hardship in family reported to caseworker, Student Assistant Interventionist, or Principal.
- * Religious holidays as allowed by law.
- * School or Field Services sponsored activities.
- * Office conferences at court, approved by Student Assistant Interventionist.
- * Court hearings, court approved appointments.
- * Illness verified by a phone call from parent or guardian to school on the day(s) of absence and written excuse upon return.
- * Professional appointments such as doctor, dentist - verified by written professional excuse that includes date and time of appointment.

Unexcused Absences & Tardies

Examples of unexcused absences/tardies include, but are not limited to:

- * Personal matters such as baby-sitting, shopping, entertainment, vacations, private transportation matters, or staying out too late.
- * Illness not verified by a parent/guardian and/or caseworker and not followed by a written excuse.
- * Missing scheduled school bus pickup.
- * Late to school because expelled from bus.
- * Not waking up because the alarm did not go off.
- * Not having clothes to wear.

Failure to Notify

Parent/Guardian must make contact with ILC within one calendar week regarding outstanding absences or tardies to determine whether they will be considered excused or unexcused. If contact is not made within that calendar week, the outstanding absences and or tardies will be considered unexcused.

Consequences for Unexcused Absences/Tardies

Each unexcused absence will result in a detente and PO contact. After the fifth unexcused absence, the student may be placed in secured detention for up to 24 hours based on behavior.

** Further unexcused absences may result in further sanctions at the discretion of P.O.

Unexcused absence = 5 missed classes

Missed class = absent 35 minutes or more in a specific class

Unexcused tardy = arriving to school within first 35 minutes of first block

Note: Habitual offenders will have an individual plan developed and may be required to participate in the Juvenile Home after school program.

Makeup work

Students must make up the work missed for excused and unexcused absences. Students are responsible to make contact with their teachers for missed assignments. The student's work will be penalized 10% per day that it is late.

Students transitioning part-time are responsible for notifying both schools in the event of an absence. Please familiarize yourselves with both school calendars.

HOMEWORK

Independent study is an important part of learning and taking personal responsibility. The assignment of homework is consistent with local district policy.

Some suggestions for completing work:

- * Establish a homework time after school.
 - * Have books, materials, and information necessary to complete assignments.
 - * Get assignments in writing before leaving class.
 - * Make certain that you understand the assignment before you leave class.
 - * Help is available during the school day at arranged times. (i.e. , breakfast, lunch)
 - * Place your completed work in a spot that will help you remember it when you leave for school in the morning.

TEXTBOOKS AND MATERIALS

The classroom teachers supply necessary books and materials for each class. Students sign a release form for book assignments that must be completed at home. Students signing the release agree to handle books and materials with care. Damage or wear beyond normal use is the responsibility of the student.

SCHOOL PROPERTY

Students must treat all buildings and property on court grounds with the highest respect. Destruction or defacing of property, buildings, or materials is not tolerated. Appropriate interventions will be made to ensure that our school and materials stay in the best possible condition.

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

ILC has developed a framework for Positive Behavior Intervention Supports (PBIS) in our program, which is a proactive, team-based approach for creating and sustaining a safe and effective school environment. The emphasis is placed on prevention of problem behaviors, development of pro-social skills, and the use of data-based problem solving

for addressing existing behavior concerns. PBS increases the capacity of schools to educate all students utilizing research based strategies, a school wide system approach, effective classroom management, and individualized interventions.

RESTORATIVE JUSTICE

ILC uses the practice of Restorative Justice which gives students the opportunity to participate in a process that repairs the harm that may result from wrongdoings. Restorative Justice focuses repairing the relationship between a victim, the offender and the community. This is a voluntary process that allows students problem solve in a safe and neutral environment. This process may result in a mutual agreement between the involved parties that satisfies the needs of everyone.

KICKBOARD

ILC uses Kickboard, which is a behavior management and data collection tool. It is integrated with our PBIS program to better identify student strengths and weaknesses. This allows ILC staff to better serve our student's needs. Kickboard can be accessed online by parents in realtime via the ILC Kickboard portal. They can view how their student's day is going at any time during the school day. Parents can contact the ILC Central Office Staff to obtain log in information.

ILC RULES

In addition to following the expected behaviors on the point sheet and each teacher's classroom rules, the following are ILC rules and consequences:

Drugs, weapons, or inappropriate sexual conduct - References to drugs, weapons or inappropriate sexual conduct will result in a reflection marked as "A5". Items will be taken from the student and given to the caseworker. Additional consequences may occur if necessary, including Public Safety and court involvement.

Gang – The Kalamazoo County Juvenile Home policy states that any symbols, items, clothing, handshakes, comments, etc. that represent gang involvement may not be displayed. ILC supports and will enforce this policy accordingly. Any gang related involvement will result in a reflection marked as "physical actions". Items will be taken from the student and turned over to their caseworker.

Gambling - Students may not participate in any form of gambling or betting at the Juvenile Home, the school area, or on court property. Students may not bring dice on school grounds.

Gum/Candy – ILC policy states that no gum or candy is to be brought into the school. Any students possessing gum or candy after the morning check-in will be placed in a

reflection. For students who establish a pattern of violating this policy, will be removed to holding and subject to a search by a detention staff.

Physical Contact – There is no physical contact between students or between students and staff. Physical contact includes, but is not limited to, hugging, shadow boxing, touching, tripping, pushing, horse play, ear flicking, etc.

Rapping - Rapping is not allowed during the school day unless it is in the classroom, included in the lesson plans.

ILC CONSEQUENCES

Point Loss – Students fail to earn individual points for infractions related to the expected behaviors listed on the point sheet.

Reflection – “Reflection” calls for a break in the undesirable action. Reflection gives students and staff time to reflect. Instead of viewing it as punishment, it should be viewed as a way of getting oneself under control: a few minutes to reflect on what went wrong and how to make it right. This is self-discipline.

Students can be assigned to “**Reflection**” for continued violation of the expected behaviors. When given “Reflection” time, students should:

- Move directly to the assigned area.
- No items are to be taken to the reflection area.
- Remain quietly in the room or designated area.
- “**Reflection**” is assigned for approximately five minutes and can be adjusted with discretion to meet the needs of the student. The time begins only if the student is quietly in the designated area.
- When assigned to “**Reflection**”, students must process the precipitating behavior(s) with the staff involved.
- When the problem has been resolved, the student may return to class and begin working.
- Additionally, students have the option of requesting “**Self-Reflection**” or use the Sensory Room when they wish to take time to cool off and plan a strategy to correct their behavior. When students choose this option, they must request permission from their assigned teacher/staff. Students are responsible for completing any work that is missed during a self-reflection or staff imposed reflection. (*Approval for self-reflection outside of classroom may not always occur, due to various reasons. Example: staff support, unavailable space and etc.*).

Re-Integration Room (R&R)

Students may be sent to the R&R when:

1. a student receives **two** reflections in one class period and will NOT process in the reflection room;
2. a student received **three** reflections in one day
3. a student is referred by Mr. Martin, Mr. Crawford, Ms. Poke, or Mrs. Draper.

A student will only serve time in the R&R for one class period; however, if the student does not process out with the referring staff and R&R facilitator, or continues to exhibit defiant behavior, they will remain in the R&R until further notice.

Upon the 1st visit to the R&R, the student will go back five days on their point sheet. Upon the 2nd visit in a single day, the student will go back 10 days on their point sheet.

Expectations in R&R:

1. Sit down quietly and follow directions
2. Begin processing the what and whys of the poor behavior
3. Complete Thinking Report & Student Success Plan sections of exit form
4. Accurately complete assignments
5. Appropriately process incident with referring staff
6. Complete Joint Success section of exit form

**If a student is referred to the R&R room twice in one day, the student may be placed in holding and his/her probation officer will be contacted.

ILC REWARDS

It is the goal of the ILC to educate all students. We can accomplish this only by providing an atmosphere free from disruption. Learning to follow rules and respecting the rights of others is an important part of education and social development.

ILC designed its policies and procedures to encourage and strengthen appropriate behavior, find a replacement to inappropriate behavior, generate self-control and to develop pro-social attitudes and values.

Stage 0 students They were referred to the R&R Room and had earned less than 5 positive days toward Stage 2

Stage 1 students Students earn points for appropriate behavior and participation in the ILC program. Students should review the list of expected behaviors on Kickboard. As students move through the stages and move closer to transitioning from the ILC program, behavior expectations increase while the dependency on immediate and concrete reinforcement decreases. In addition, the method of recording points changes to approximate their public school experience.

All students can earn up to fifty points each day. Students can spend the accumulated points daily at the school store.

Moving Through the Stages

Moving from Stage 0 to Stage 1

- Stage 0's must earn their way back to Stage 1 by earning 40 points or higher for 1-5 days, depending on how many positive days they had earned and how many days they went back.
- Stage 0's must spend their lunch periods in alternate location (R&R Room or table by KEYS entrance).
- Stage 0's have no privileges (Rec Room, Store or Drawings).

Moving from Stage 1 to Stage 2

- Each day must be 43 or above for 10 consecutive days.
- May not exceed one low day within these 10 days (2nd low day results in the student starting over).
- Unexcused absences result in being destaged

Moving from Stage 2 to Stage 3

- Each day must be 45 or above for 15 consecutive days.
- May not exceed two low days during this period and may not be in same week.
- 3rd low day in 15 day period, student goes back 10 days.
- 2nd low day in one week, student goes back 10 days.
- Unexcused absence results in being destaged.

Moving from Stage 3 to Stage 4

- Each day must be 47 or above for 20 consecutive days with no low days.
- Student will go back 10 days for each low day.
- Unexcused absence results in being destaged.

Privilege Menu

Stage 1

- Eligible for daily PBS drawing
- May participate in all store activities

Stage 2

- Participation in extra-curricular activities
- May participate in all store activities
- Purchase pizza on Tuesdays
- Attend monthly Stage 2, 3, and 4 movie
- May ride bike to school with parent/guardian permission

Stage 3

- Participation in extra-curricular activities
- Monthly rec/gym time (if space is available for 1 class period)
- Purchase pizza on Tuesdays
- Attend monthly stage 2, 3 and 4 movie
- You may also pick one of the following each week:
 - Purchase McDonalds for yourself on Thursdays
 - One extra hour of rec/PE once a month (teacher approved)
 - Community service
 - One extra hour of class of your choice once a month

Stage 4

- All of the privileges of Stage III students
- One period a week of class exchange with teacher permission
- Extra lunch time for rec room bi-weekly (25 minutes)
- Additional time to complete community service requirements
- Once a month get lunch of choice from list

PROBATION VIOLATIONS AT ILC

Students must follow all the conditions of probation while in attendance at ILC. Violation of Probationary Rules is very serious and may result in court action. This includes, but is not limited to, the following:

- No use of or passing of illegal substances
- No carrying or concealment of anything that could be used as a weapon. This includes knives, spiked belts, wristbands, and chains, etc.
- Any acts of gang activity
- Any threats/acts of sexual harassment

DRESS POLICY

While fashion changes, the reasons for being in school do not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

To enable students to reach high academic standards, we have put in place a dress code designed to reduce distractions and competitions. Implementing a simple, flexible, cost-effective dress code promotes student learning and increased academic instructional time. Earning a more flexible dress code is part of our Positive Behavior Intervention and Supports (PBIS) program, and students will earn more dress privileges as they move

through their Stages. Any student that violates our dress policy will be issued Juvenile Home clothing.

Stages 0-2

- Two (2) uniform shirts will be provided and must be worn daily. **Additional shirts may be purchased from the school.**
- **Students are expected to be in uniform when they arrive at school, not changing into uniform after they enter the building.**
- Shirts must be tucked into bottoms at all times and must be long enough to stay tucked in while the student is sitting or raising his/her hand.
- Sweaters or sweatshirts may only be worn over a uniform shirt; they may not replace the uniform shirt. Sweaters and sweatshirts must be solid-colored black, gray or white and may not contain any logos larger than a business card. Sweaters and sweatshirts may not have hoods.
- Pants must be a solid-colored khaki/ tan, and **may be purchased from the school at-cost for \$8. Jeans/Leggings/Jeggings are not permitted.** Khaki, moderate flare pants and Capri pants are acceptable. Examples of unacceptable pants are the following: nylon (wind suit) pants, zip off pants, sweat pants, pajama bottoms, and baggy pants. Pants should be free of holes and logos. Pants are to be worn at the waist and **fastened with a belt at all times. THERE IS ABSOLUTELY NO SAGGING!**
- Shorts, skirts, skorts, and jumpers must be solid-colored khaki/ tan. These items may be no shorter than three inches above the knees (approximately finger-tip length- ultimately at the discretion of staff.)
- Socks must be worn when appropriate and must be solid-colored black, white or brown. Tights must be solid colored white or black.

Stages 3-4

Stage 3's will be required to wear uniform shirts, but have earned the privilege to wear jeans.

Stage 4's have earned several "dress down" privileges, and are no longer required to wear the uniform. While Stage 3 and 4's have more dress code privileges, their dress code is not considered "free dress." If a student loses their Stage(s), then they will also lose any dress code privileges until it is re-earned by regaining their Stage.

Dress Code Guidelines that Apply to All Students

- Sandals must have ankle straps. Heels over one inch are not permitted.
- Boots may be worn as outdoor footwear only.
- Fashion boots or other boots designed for indoor wear are NOT to have heels over one inch.

- Hats, hoods, and headgear may be worn as outdoor attire only. Bandanas, wave caps, sweatbands, sunglasses, goggles, headsets, picks, combs, curlers, and rakes are not permitted at any time. If a student wears any type of headgear to school it will be placed in the office upon arrival and returned at dismissal.
- Chains that are attached to clothing or wallets are not permitted.
- Clips/ headbands that are designed to be worn in one's hair must stay in his/her hair at all times.
- Students may not bring makeup to school.
- Students may not bring spray perfume, spray cologne or spray deodorant to school.

The following items will not be worn in school by any students:

- any article or apparel which displays obscene words, pictures, or designs; any article that conveys a sexually suggestive remark, a pro-alcohol message, any gang related material or affiliation, a tobacco and/or drug related message;
- skirts, dresses, or shorts that do not extend beyond the fingertips fully extended and/or reach mid-thigh;
- tank, tube, or halter tops and strapless dress and backless dresses **(this includes PE class)**;
- stretch lycra, spandex or nylon tights, or underwear worn as outer garments;
- stretch pants, leggings or hose covered by jackets, shirts or tops that do not extend beyond the fingertips fully extended and/or reach mid-thigh;

LOCKERS

The administrative assistant assigns a locker to each student upon enrollment. Lockers are school property. Students should report any damaged or defective lockers to their homeroom teacher or to Mrs. Diebold. In order to protect personal property, students should not share their combinations with others. Students may not make any changes in locker assignments without the permission of their homeroom teacher and office personnel.

ILC staff, upon request from the Principal or the Dean of Students, conducts periodic locker searches. In situations where there may be reason to believe that any illegal substance, weapon, etc. are being kept in lockers, these lockers will be searched under the direction of the Principal, Dean of Students and/or Juvenile Home staff.

ZERO TOLERANCE POLICIES

The Juvenile Home School is committed to maintaining a learning and working environment that is free from harassment and bullying. Each student who attends the Juvenile Home School will review the KRESA policy with a staff member. This will be done during the first week of school or upon entrance to the program.

Bullying/Harrassment -

ALL students have the right to feel safe and included at school so they can thrive academically and socially regardless of race, gender, religion, ability, national origin, sexual orientation, gender identity, or any other perceived differences. Harassing, bullying, taunting, teasing, or physically harming a student or staff member or a person's property is unacceptable by our community agreements and prohibited.

Any student who is found to bully, harass, or otherwise intentionally harm others will meet with the school Principal and/or Dean of Students. The student's parents and teachers may also be involved in person or by phone. Consequences for bullying, harassing, taunting or teasing others can be varied by incident and may include verbal or written apology, loss of privileges, behavior contracts, removal from a classroom or activity, suspension. Severe bullying or harassment or ongoing bullying or harassment can result in suspension pending expulsion hearing by KRESA.

Defining Bullying:

Bullying is a special form of aggressive behavior. Dan Olweus, an world authority on bullying and bullying behavior defines it this way: "A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons." What differentiates bullying from other aggressive acts is that the student who bullies intends to harm, there is more than one incident, and an imbalance of power makes it hard for the child who's being bullied to defend him/herself. This difference in power can be physical—the child who bullies can be older, bigger, stronger; or several children can gang up on a single child. It can also be psychological, which is harder to see but just as potent—the student who bullies can have more social status or a sharper tongue, for instance. (Rigby, 2001b).

Verbal bullying includes name-calling, insulting, intimidating, mocking, threatening, and making racist, sexist, or sexual comments. Different from taunting, teasing in severity only. When does teasing cross the line and turn into bullying? The answer often lies in perspective of the person being teased or bullied.

Physical bullying includes a variety of behaviors such as hitting, kicking, shoving, and taking or destroying property.

Relational bullying uses relationships to control or harm another person, excluding her from the group or events, talking behind his back, spreading rumors, telling lies about her, giving him the silent treatment, etc.

Cyberbullying utilizes all of the electronic paraphernalia of modern life—cell phones, instant messaging, videos, e-mail, chatrooms, blogging, social networking sites such as Facebook—to threaten, insult, harass, spread rumors, and impersonate others. Because it can continue 24 hours a day, 7 days a week, and because perpetrators remain anonymous, invisible, unpunished, and distant from the impact of their actions, cyberbullying can be even more harmful than ordinary bullying

Harassment covers a wide range of behaviors of an offensive nature. It is commonly understood as behavior which disturbs or upsets, and it is characteristically repetitive and unwanted. In the legal sense, it is behavior which appears to be threatening or disturbing.

Sexual harassment is any unwelcome sexual behavior, including words or actions, unwanted attention, advances, or offers of/for a sexual nature.

It is critically important for our students to communicate with adults in the building when there are issues or concerns. For interactions of concern, please speak with an adult - we are here to support students!

Probation officers will be notified and formal charges may be filed.

Procedure:

Any student who believes he/she has been or is the victim of bullying, hazing or other aggressive behavior should immediately report the situation to the Principal or designee. The student may also report concerns to a teacher who is responsible for notifying the appropriate administrator. Complaints against the building Principal should be filed with the Assistant Superintendent for Special Education. Complaints against the Assistant Superintendent should be filed with the Superintendent.

Every student is encouraged and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal or other administrator, as designated, shall promptly investigate and document all complaints about bullying aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents/guardians, guests volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports:

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated.

Probation officers will be notified and the student will be subject to a 24 hour ILC Violation.

Technology/AUP Policy

All students will complete an Acceptable Use of Technology Resources Agreement before being allowed to use any forms of technology. Upon completion of the AUP form students agree to follow all of the rules governing technology. Any violation of the rules of the AUP form will result in suspension of technology privileges.

*Refer to AUP Agreement

SCHOOL CLOSURE POLICY

In the event of snow days, ILC students will follow Kalamazoo Public Schools snow day cancellation policy. KPS will announce their school closing on WWMT (Channel 3), on the KPS/Channel 3 websites: www.kalamazoopublicschools.com and www.wwmt.com, and on the following radio stations: WKZO (590 AM), WQLR (106.5 FM), WNWN (98.5 FM). On days when KPS is closed due to weather conditions, we will not have students in the program.

If a student attends a district other than KPS that has closed due to weather, that student is not required to attend ILC on that day.

EMERGENCY DRILLS

ILC holds Fire, Disaster/Tornado and School Lockdown drills periodically throughout the year. All students, staff and visitors in the building must participate in these drills. Teachers will explain procedures and exit routes. Please treat these procedures seriously and with respect. All involved should proceed to designated area quietly, safely and quickly.

FIRST AID AND ILLNESS AT SCHOOL

The ILC staff and building nurse handle emergency first aid. Students must check any medication (including non-prescription medicine such as aspirin, cough drops) brought into the building into the office. A parent permission form must accompany a doctor's written prescription. With proper requests and permission notes, assigned school staff administers medication. Mrs. Diebold maintains records of medication dispersal in the office. Please notify the ILC Mrs. Diebold of any food or allergies to medication.

If a student becomes ill at school, ILC staff will:

- Conference with teacher, Dean of Students and/or Principal to determine appropriate intervention
- Request an examination by building nurse
- Implement recommended intervention
- Possible removal from program by parent or Principal/Dean of Students
- Notify caseworker
- Conference with teacher, Dean of Students and/or Principal to determine appropriate intervention
- Request an examination by building nurse
- Implement recommended intervention
- Possible removal from program by parent or Principal/Dean of Students
- Notify caseworker

Whenever possible ILC students are expected to remain in class and complete assignments.

If a student is to be sent home sick, they must be signed out by their guardian, family member and/or caseworker.

Community Resources/Employment & Volunteer Resources

The Ark

990 West Kilgore Road
Kalamazoo, MI 49008
(269) 343-8765
Kalamazoo on YP.com

Gryphon Place

3245 South 8th Street
Kalamazoo, MI 49009
(269) 381-1510
Kalamazoo on YP.com

Family & Children Services

1608 Lake Street
Kalamazoo, MI 49001
(269) 344-0202
www.fcsource.org

Red Cross Volunteer

5640 Venture Court
Kalamazoo, MI 49009
(269) 353-6180
www.redcross.org

The Salvation Army

1700 S. Burdick Street
Kalamazoo, MI 49001
(269) 344-6119
Tsakalamazoo.org

Kalamazoo Gospel Mission

448 N. Burdick Street
Kalamazoo, MI 49007
www.womenshelters.org

YWCA of Kalamazoo

353 E. Michigan Avenue
Kalamazoo, MI 49007
(269) 345-5595
www.womenshelters.org

Kalamazoo Deacon Conference

1010 N. Westnedge Avenue
Kalamazoo, MI 49007
(269) 344-7333
Kzoodc.org

Community Resources

Child Protective Services
Gryphon Place
Dept. of Health & Human Services
Kalamazoo Comm. Mental Health
The ARK
Family & Children Services Mobile Crisis
Kalamazoo Deacons Conference
Salvation Army
Kalamazoo Gospel Mission

1-855-444-3911
381-4357 or 211
337-4900
373-6000
1-800-873-8336 or 381-9800
1-800-373-6200 or 373-6000
344-7333
344-6119
345-2974

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| Kalamazoo Loaves & Fishes | 343-3663 |
| Ministry with Community | 343-5880 |
| Housing Resources Inc.(HRI) | 382-0287 |
| Advocacy Services for Kids(ASK) | 343-5896 |
| Big Brother & Sisters | 382-6800 |
| Family Health Center | 349-2641 |
| Elizabeth Upjohn Community Healing Center | 382-9820 |
| Boys & Girls Club | 349-4485 |

Educational Resources

Climax Public Schools

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|----------------------------------|----------|
| Climax JR/SR High School | 746-3200 |
| Climax Transportation Department | 746-5130 |

Comstock Public Schools

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|------------------------------------|----------|
| Comstock Northeast Middle School | 250-8600 |
| Comstock High School | 250-8700 |
| Comstock Compass High School | 250-8930 |
| Comstock Transportation Department | 250-8690 |

Galesburg Public Schools

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|-------------------------------------|----------|
| Galesburg Middle School | 484-2020 |
| Galesburg High School | 484-2010 |
| Galesburg Transportation Department | 484-2015 |

Gull Lake Public Schools

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|-------------------------------------|----------|
| Gull Lake Middle School | 548-3600 |
| Gull Lake High School | 548-3500 |
| Gull Lake Transportation Department | 548-3401 |

Kalamazoo Public Schools

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|---------------------------------------|----------|
| Student Services | 337-0161 |
| Alternative Learning Program(ALP) | 337-0540 |
| Hillside Middle School | 337-0570 |
| Linden Grove Middle School | 337-1740 |
| Maple St. Magnet School | 337-0730 |
| Milwood Magnet School | 337-0670 |
| Kalamazoo Central High School | 337-0300 |
| Loy Norrix High School | 337-0200 |
| Phoenix High School | 337-0760 |
| Kalamazoo Innovative Learning Program | 548-0190 |
| KPS Transportation Department | 337-0500 |

Kalamazoo RESA

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|---------------------------|----------|
| Youth Advancement Academy | 353-4214 |
|---------------------------|----------|

Youth Opportunities Unlimited(YOU) 775-1660

Parchment Public Schools

Parchment Middle School 488-1200
Parchment High School 488-1100
Barclay Hills Educational Center 488-1470
Parchment Transportation Department 488-1290

Portage Public Schools

Portage Central Middle School 323-5600
Portage North Middle School 323-5700
Portage West Middle School 323-5800
Portage Central High School 323-5290
Portage Northern High School 323-5490
Portage Community High School 323-6790
Portage Transportation Department 323-5150

Schoolcraft Public Schools

Schoolcraft Middle School 488-7300
Schoolcraft High School 488-7350
Schoolcraft Transportation Department 488-7395

Vicksburg Public Schools

Vicksburg Middle School 321-1300
Vicksburg High School 321-1100
Vicksburg Transportation Department 321-1070