

2021-2022
**Intensive Learning Center
Student Handbook**



Intensive Learning Center
1424 Gull Road
Kalamazoo, MI 49048

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Dear Parents/Guardians*:

Welcome to the 2021-2022 school year at the Intensive Learning Center (ILC). Our curriculum and Social Emotional Learning systems 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. Additionally, it is essential that students arrive on time, attend school daily, and adhere to 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 social norms, 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, Kickboard platform, stages, and 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, and we also want to be partners in your students' education. We welcome feedback, as we are always learning and growing.

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

KRESA Juvenile Home School

2021-2022 Program Calendar

August

- 23-27 Staff Reports – No Students
- 30 First day of school!

September

- 3 No School – Labor Day Break
- 6 No School – Labor Day Break
- 24 Delayed Start – Students half day PM (11:45am – 2:22pm)

October

- 6 Student Count Day
- 8 Trimester 1 Mid-Point
Progress Reports Due
- 13 Parent Teacher Conferences
- 15 Delayed Start – Students half day PM (11:45am – 2:22pm)

November

- 13 Delayed Start – Students half day PM (11:45am – 2:22pm)
- 23 Students AM Only/Staff PM
End of 1st Trimester
- 24 No School – Comp Day
- 25 No School – Thanksgiving Break
- 26 No School – Thanksgiving Break
- 29 2nd Trimester Begins

December

- 17 Students AM Only/Staff PM
- 20-31 No School – Winter Break

Trimesters:

- 1st Trimester: 8/30/21 – 11/23/21 – 60 days
- 2nd Trimester: 11/29/21 – 3/11/22 – 63 days
- 3rd Trimester: 3/14/22 – 6/10/22 – 57 days

Progress Reports:

- 1st Trimester Mid-Point: 10/8/21
- 2nd Trimester Mid-Point: 1/21/22
- 3rd Trimester Mid-Point: 4/29/22

January

- 3 School Resumes
- 21 Trimester 2 Mid-Point
Progress Reports Due
Staff Reports – No Students

February

- 9 Student Count Day
- 11 Delayed Start – Students half day PM (11:45am – 2:22pm)
- 25 No School – Mid-Winter Break

March

- 11 End of 2nd Trimester
Students AM Only/ Staff PM
- 14 3rd Trimester Begins
- 24 Staff Reports – No Students
- 25-31 No School – Spring Break

April

- 1 No School – Spring Break
- 22 Delayed Start – Students half day PM (11:45am – 2:22pm)
- 29 Trimester 3 Mid-Point
Progress Reports Due

May

- 4 Parent-Teacher Conferences
- 20 Delayed Start – Students half day PM (11:45am – 2:22pm)
- 30 No School – Memorial Day

June

- 10 Last Day of School
Students AM Only/Staff PM

ILC COVID-19 Addendum

As we begin the 2021-22 school year during the global COVID-19 pandemic, we have to temporarily adjust some of the ILC policies and procedures. This is necessary to comply with the changes that have to occur with the Juvenile Home and Court. As we move through the phases of recovery, these policies and procedures will change with the phases. These changes primarily involve the use of the detention unit and their facilities. We must also prepare for potential student illnesses at ILC, which will require a prompt parent response and medical follow-up with your family physician. We will continue to work closely with our families, the Juvenile Home, Probation Officers and the court, but things will look a little different for the foreseeable future. Please contact us with any questions or concerns.

Welcome to the Intensive Learning Center (ILC)

The staff is dedicated to providing you with a positive learning experience. Three key ingredients to your success in school are **attendance, behavior, and course performance (grades)**. Students must attend school every day. In addition, it is essential that staff and students demonstrate respect for each other. Achieving these three 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 Rights & Responsibilities*

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 (e.g. maintaining their uniform in a clean and odor free condition. We can assist students in getting uniforms laundered. Please reach out to staff or your probation officer* if you need assistance!)
- Reporting any infringement of their rights to staff members of the school facility.

Additional Rights & Responsibilities for Students, Teachers, Staff, Parents, and Guardians.

Rights

Students have a right to:

- Learn and study in a positive atmosphere for learning – one that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.
- Expect that school rules will be enforced in a consistent, fair and reasonable manner.
- Discuss and receive assistance with educational concerns from the school staff.
- Receive a copy of the Rights and Responsibilities booklet.
- Receive fair discipline without discrimination.
- Have access to their own student records.
- Use computers and other equipment for learning.

Parents and guardians have a right to:

- Receive official reports of the student's academic progress and attendance.
- Request and be granted conferences with teachers, counselors and/or the principal.
- Receive explanations from teachers about the student's grades and disciplinary procedures.
- Read all school records pertaining to their student.

School Personnel have a right to:

- Work in a positive atmosphere for learning and teaching.
- Receive support when enforcing student discipline as outlined by School Board policies and agreements between the bargaining units and Ann Arbor Public Schools.
- Teach and work in an atmosphere free from verbal or physical threats and abuse.
- Expect compliance with rules by staff and students.
- Be present, when appropriate, at conferences and hearings concerning classroom and school disruption.
- Receive additional rights as identified and described in the Ann Arbor Public School district's policies, bargaining unit agreements and Michigan state statutes.

Responsibilities

Students have a responsibility to:

- Attend school regularly, arrive on time, bring appropriate materials and be prepared to participate in class and complete assignments.
- Strive for academic growth.
- Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.
- Conduct themselves properly on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn.
- Make up work resulting from an excused absence or suspension.
- Follow discipline guidelines adopted by the school and district.
- Read and ask questions to understand the information in this booklet.
- Use computers in an appropriate manner as defined in the district's Computing Environment User Agreement that is signed by each student.

Parents/Guardians have a responsibility to:

- Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- Provide supervision for the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.
- Promptly provide the school with explanations for student absences or tardiness.
- Review and discuss with the student the statewide Safe Schools Legislation.
- Encourage student compliance with school and district rules.
- Monitor student's out of school Internet and social networking use.

School personnel have a responsibility to:

- Develop, communicate and implement written classroom expectations for students' behavior and grades.
 - Work with parents to prevent discipline problems.
 - Inform parents/guardians of student progress, behavior and attendance.
 - Refer students to other staff or programs as appropriate.
 - Maintain accurate student records.
 - Supervise students in the school building and grounds in accordance with rules of the master agreement, district policies and regulations, and school procedures.
 - Protect and respect confidentiality of students, parents, and school staff.
 - Protect students' health, safety, and welfare.
 - Record disciplinary actions in accordance with state laws.
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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' transitions 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 visitors' 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. Students should listen carefully 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 – 8:23am
1st Block	8:23- 9:24 am
2nd Block	9:24 – 10:25 am
3rd Block	10:25am – 11:55 pm
	*This includes a 30 minute lunch period)
Lunches	10:45 – 11:15 am 1st Lunch
	11:25 – 11:55 pm 2nd lunch
4th Block	11:55 – 12:55pm
5th Block	12:55 – 1:55 pm
Homeroom PM	1:55 - 2:22 pm

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

Late Arrival Days

Homeroom AM-	11:45 – 12:00 pm
1 st Block	12:00 – 12:25pm
2nd Block	12:25 – 12:50 pm
3rd Block	12:50 – 1:15 pm
4th Block	1:15 – 1:40 pm
5th Block	1:40 – 2:05pm
Homeroom PM	2:05- 2:22 pm

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 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 situation.

Each student has a scheduled lunch period. Lunch is 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/ Homeroom 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 schedules 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
5. Possible Expulsion Proceedings/ Requirements

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

Moving Though the Stages in ILC

What is a “Stage”?

ILC uses Stages to help track students’ progress towards the goal of earning their transition back to their local school district/ alternative school placement. Most students will enter our program at Stage 1, and will need to “earn their Stage” by demonstrating our core values/ safe behaviors of CARES (Cooperation, Assertive Communication, Respect & Responsibility, Empathy, and Self-Management) in order to “move up” to the next stage. Each stage carries additional privileges, and students at Stage 3 or 4 may be considered for transition back to their local school district. Throughout this document, you will see the word “points” and “Bulldog Bucks” used interchangeably.

Students need to earn the number of days necessary to move to the next stage:

Stage 1 to Stage 2 - 10 days of 43 points or more - Low day = 42 or lower

Stage 2 to Stage 3 - 15 days of 45 points or more - Low day = 44 or lower

Stage 3 to Stage 4 - 20 days of 47 points or more - Low day = 46 or lower

Students can **maintain** their stage by earning:

Stage 2 – 43 or 44 (neutral day)-86% minimum

Stage 3 – 45 or 46(neutral day)-90% minimum

Stage 4 – 47-94% minimum

Behavior and Low Day consequences:

- A low day or time in holding for behavior issues will result in student losing one (1) day toward their stage
- Unexcused absences or not attending assigned afterschool will result in student losing two (2) days toward their stage
- Leaving the Building Without Permission(LBWOP) will result in student losing five(5) days toward their stage

Destaging offenses:

The following acts will result in the student being moved back one complete stage:

- Behavior-related twenty-four (24 “two-four”) hour detentions
- School suspensions
- Criminal offenses or Probation Violations @ ILC

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 the Principal or Dean of Students.

SEARCHES

Searches are conducted in order to maintain a safe and orderly environment. Every time a student enters ILC, they will pass through a metal detector and will receive a pat down from a staff member of the same gender. (As necessary and available, students may request a trusted staff member to perform this search.) Students may be asked to remove socks and shoes. ILC staff will check all bags, coats and other items.

If a student is suspected of having a weapon or contraband in their possession, they will be brought to Detention to be stripsearched by a Detention staff. An Individual Plan may be developed for students to enter through Detention for a specified period of time if they violate rules regarding contraband or weapons.

SMOKING/TOBACCO/ E-CIGS/VAPES

Tobacco, cigarettes, matches, lighters, E-Cigs, vapes, 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 any of these products during the school day. This includes vaping or “e-cigs.”

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, smart watches, 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 or other Central Office Staff. The student and/or parent/guardian may retrieve these items from Central Office Staff. **If a student brings these excluded items a 2nd time, they may be confiscated and returned at the end of the school year.** Some 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

Each student will be provided with a set of earbuds at the beginning of their enrollment. Additional earbuds can be purchased from the school store with Bulldog Bucks.

TELEPHONES

Students may not use the telephones in classrooms, unless it is part of a classroom job responsibility and is supervised by a teacher or school staff. 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 is 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. The student, ILC office staff, and a caseworker will

sign an envelope stating the 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, or request to demonstrate mastery on a teacher-designed assessment (possibly through a Final Exam or project.)
 - 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 student's progress. Parents are also encouraged to check grades by logging into PowerSchool.

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. Any student in any school who misses 10% or more of the school year is less likely to graduate on time.

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, Central Office Team, or Principal.
- Religious holidays as allowed by law.
- School or Field Services sponsored activities.
- Office conferences at court, approved by Central Office Staff
- 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 three (3) days regarding outstanding absences or tardies to determine whether they will be considered excused

or unexcused. If contact is not made within three days, the outstanding absences and or tardies will be considered unexcused.

Consequences for Unexcused Absences/Tardies

Each unexcused absence will result in a destage and PO contact. After the fifth unexcused absence, the student may be placed in secure 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 Attendance Improvement Plan developed and may be required to participate in the Juvenile Home after school program, and /or be referred to the KRESA Attendance Office.

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

TEXTBOOKS AND MATERIALS

The classroom teachers supply necessary books and materials for each class. Damage or wear beyond normal use is the financial 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.

CHROMEBOOK AGREEMENT

Each student in ILC will be issued a Chromebook that can be used at the teacher/staff's discretion for assignments in ILC and/or when a student must be at home due to absence or in the event that remote learning must be temporarily used. These Chrome Books are the property of ILC and must be used appropriately. Each student and family will sign a separate lending agreement with more detailed information. Lost, damaged, broken chrome books will result in a \$25 fine for students/families/guardians, which must be paid before students will be issued another chrome book. Lost, damaged, broken power cords will result in a \$15 replacement fee. If students cannot use technology appropriately, they will not be issued chrome books.

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 Social-Emotional skills, and the use of data-based problem solving for addressing existing behavior concerns. PBIS increases the capacity of schools to educate all students utilizing research-based strategies, a schoolwide 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 on repairing the relationship between the victim(s), the offender, and the community. This is a voluntary process that allows students to 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. Students who refuse to participate in Restorative Practices may be subject to other consequences.

KICKBOARD

ILC uses Kickboard, which is a behavior tracking and data collection tool. It is integrated with our PBIS program to better identify student strengths and areas for growth. This allows ILC staff to better serve our students' needs. Kickboard can be accessed online by parents in real-time via the ILC Kickboard Parent 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 login information.

CARES

The ILC PBIS Framework consists of five Positive Behavior Expectations, or Core Values. We call this CARES. It stands for:

Cooperation
Assertiveness
Responsibility/ Respect
Empathy
Self-Management

In order to earn Bulldog Bucks throughout the school day, and thereby make their way through "Stages," and earn their transition to the next stage, students are expected to

demonstrate through their actions and words, that they are behaving according to our CARES core values. The rubric below gives some ideas about how points can be earned in each class. This rubric is not exhaustive and can be used at the discretion of the teacher/staff. Many areas of this rubric may overlap with the other. Students can earn up to two bonus points per class period. In rare cases, points can be deducted, but the goal of PBIS is that points are earned (or not earned) through a student's choice of actions.

	Cooperation	Assertiveness	Respect/ Responsibility	Empathy	Self- Management
Stage 4	<p>I seek opportunities to work with others.</p> <p>I honor and work with others' different from myself.</p>	<p>I challenge myself to reach the goals I set for myself.</p> <p>I stand up for others if they are being mistreated.</p>	<p>I make positive choices even when no one is watching.</p> <p>I understand that success looks different for everyone, and I don't compare my progress to others'.</p>	<p>I identify & support others' strengths and differences.</p> <p>I listen to understand, not to respond/judge.</p>	<p>I accept responsibility for my actions.</p> <p>I leave a place better than I found it without being asked.</p>
Stage 3	<p>I follow directions the first time given, and stay on task.</p> <p>I understand/respect other people's identities and ways of being different.</p>	<p>I will try a variety of strategies I've learned before I ask for help.</p> <p>I will let my teacher/staff know if something is too easy or too challenging for me.</p>	<p>I listen to, and honor, others' opinions/beliefs, even if I don't agree with them.</p> <p>I treat school property carefully, like I had to spend my own money on it.</p>	<p>I demonstrate genuine concern for the needs of others in the community.</p> <p>I try to put myself in someone else's shoes in order to understand them.</p>	<p>I think critically before I act/speak.</p> <p>I leave a place better than I found it.</p>
Stage 2	<p>I complete my class work with very few prompts or reminders.</p> <p>I actively include others in positive ways</p>	<p>I ask for help/ things when I need it, in an appropriate manner.</p> <p>I ask and answer questions in class.</p>	<p>I treat people the way <i>they</i> want to be treated, not the way <i>I</i> want to be treated.</p> <p>I use nice or neutral language.</p>	<p>I allow others the opportunity to learn, even if I am having a hard time.</p> <p>I use uplifting words and actions.</p>	<p>I keep my hands, feet, germs, and objects/property to myself.</p> <p>I stay in the area I am assigned.</p> <p>I pick up after myself.</p>
Stage 1	Demonstrates inconsistencies with safe CARES expectations	Demonstrates inconsistencies with safe CARES expectations	Demonstrates inconsistencies with safe CARES expectations	Demonstrates inconsistencies with safe CARES expectations	Demonstrates inconsistencies with safe CARES expectations

ILC RULES

In addition to following the expected behaviors to demonstrate CARES and each teacher's classroom rules, the following are ILC rules and expectations that help encourage a safe campus:

Drugs, weapons, or sexual conduct - References to drugs, weapons or inappropriate sexual conduct are prohibited. Inappropriate items will be taken from the student and given to the caseworker. Additional consequences may occur if necessary, including Public Safety and court involvement.

Gangs – 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 consequences. 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. 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.

ILC CONSEQUENCES

CARES Points – Students who fail to demonstrate elements of CARES, will not earn the corresponding daily points in their classrooms.

Reflection – “Reflection” is an activity that occurs when a student needs to be directed to take a break to stop an 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 an opportunity to practice self-management and use a strategy.

Students have choices about when/how to use their reflection, as long as it is approved by the classroom teacher/ staff. Students/staff may agree together to either:

- Have a short private conference in the hallway
- Take a supervised walk around the building or outside (weather permitting)

- Take a sensory break in one of the sensory areas.
- Go to one of the designated Reflection Rooms for privacy, quiet, or mindfulness.
- Do an online mindfulness activity using MyLife For Schools or similar.

Reflections are:

- Short: they should only take 5-10 minutes before students can return to class.
- Goal-Directed: Once a student is calm, cool, and collected, they are ready to return to class.
- Non-Punitive: These breaks are to help students “shift gears” in their mind, and get back on track.

Self-Reflections (aka a “Self”)

- Students also have the option of requesting a “**Self-Reflection**” which is a proactive way for students to use a strategy above when they wish to take time to cool off, talk to a staff, or plan a strategy to make “cool moves.” When students choose this option, they must request permission from their assigned teacher/staff. Sometimes students may need to wait to take a “self” if there is no staff available to supervise them, or if teachers are in the middle of a lesson.

Students are responsible for completing any work that is missed during a self-reflection or staff-imposed reflection.

Regroup & Rethink 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 receives **three** reflections in one day
3. a student is referred by Central Office Staff

A student will only be directed to R&R for one class period; however, if the student is deemed “not ready yet” by the R&R facilitator, or continues to exhibit extremely disrespectful, defiant, or dangerous behavior, they will remain in the R&R until further notice, or until another course of action is determined.

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

Expectations in R&R:

1. Sit down quietly and follow directions
2. Complete Skill Building lesson.
3. Accurately complete assignments
4. As appropriate, engage in restorative conversation with staff (this may not happen the same day.)
5. Make a behavioral plan/agreement with staff as needed.

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

Behavior and Low Day Consequences

- A low day or time in holding for behavior issues will result in students having to make up 1 day toward their Stage.
- Unexcused absences will result in students having to make up 1 day toward their Stage.
- Leaving the Building Without Permission (LBWOP) will result in students having to make up 5 days toward their Stage.
- If a student successfully engages in a Restorative Practice, staff *may* consider the reinstatement of “lost” days.

Destaging Offenses:

The following acts may result in a student being “moved back” to Day 1 of their previous Stage. Ultimately, staff may use their discretion to determine what is appropriate.

- Behavior-related twenty-four hour (two-four) detentions.
- School Suspension
- Criminal Offenses or Probation Violations @ ILC.

ILC REWARDS

It is the goal of the ILC to educate all students. We can accomplish this only by providing an atmosphere with minimal disruption. We believe that students are responsible to themselves, their peers, our staff, and to their families and communities so that they create opportunities to obtain an excellent education. Only when the entire team works together, can we reach this goal.

ILC designed its policies and procedures to encourage and strengthen appropriate behavior, find a replacement to inappropriate behavior, generate self-control and to develop other Social-Emotional skills always through a lens of culturally responsive teaching and learning.

Stage 1 students - Students earn points for appropriate behavior and participation in the ILC program, and by demonstrating CARES with greater proficiency. As students move through the stages and move closer to transitioning from the ILC program, behavior expectations increase. In addition, the method of recording points/ Bulldog Bucks changes to approximate their public school experience.

Students can spend the accumulated Bulldog Bucks at the school store.

Moving Through the Stages

Moving from Stage 1 to Stage 2

- Each day must be 43 points earned in Kickboard or above for 10 consecutive days.

Moving from Stage 2 to Stage 3

- Each day must be 45 points earned in Kickboard or above for 15 consecutive days.

Moving from Stage 3 to Stage 4

- Each day must be 47 points earned in Kickboard or above for 20 consecutive days with no low point days.

Privilege Menu

Stage 1

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

Stage 2

- Participation in extracurricular 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 extracurricular activities
- Monthly rec/gym time (if space is available for 1 class period)
- Purchase pizza on Tuesdays
- Dress down privileges- can wear pants of choice (See Dress Code policies)
- 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)
- Dress down privileges- Does not need to wear uniform (See Dress Code Policies)
- Additional time to complete community service requirements

- Once a month get lunch of choice from list

Rewards for All Students at any Stage

- Weekly Attendance Winner
- Weekly Leaderboard Winner
- Daily Kickboard Winner
- Weekly Awesome! Drawing
- Monthly Attendance Winner
- Monthly Leaderboard Winner
- Monthly Scholar Award
- Trimester Awards for Attendance, Behavior, Academic Performance, Growth
- Annual NWEA Academic Growth Awards

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 or criminal sexual conduct

DRESS POLICY

While fashion changes, the reasons for being in school do not. Students are in school to learn. Any fashion 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 distraction, competition, and comparison. 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 who violates our dress policy will be issued clean Juvenile Home clothing to borrow for the day.

Stages 1-2

- Two (2) uniform shirts will be provided at no cost and must be worn daily.
Additional shirts may be purchased from the school for \$8.

- **Students are expected to be in uniform when they arrive at school, not changing into uniform after they enter the building. Other arrangements must be approved by Central Office Staff.**
- Sweaters or sweatshirts may only be worn over a uniform shirt; they may not replace the uniform shirt. Sweaters and sweatshirts may not have hoods.
- Students/ families will purchase pants from stores of their choice, but they must be a solid-colored khaki/ tan. **Pants may also 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, and pajama bottoms. Pants should be free of holes and large logos. Pants are to be worn at the waist to avoid revealing undergarments. **Students may not wear another pair of pants/shorts under their school pants, as this interferes with our daily safety searches.**
- 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.)
- If worn under appropriate skirts/skorts,jumpers, or shorts, tights, leggings, or nylons must be solid colored white, black, or skin-colored.

Stages 3-4

Stage 3's will be required to wear uniform shirts, but have earned the privilege to wear pants/skirts/shorts of choice, as long as they meet Dress Code Guidelines below.

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

- Hats, hoods, and headgear may be worn as outdoor attire only. Sunglasses, goggles, headsets, picks, combs, curlers, and rakes are not permitted to be worn in the hair at any time. These items can be placed in their lockers when students arrive at school. Brushes, picks, combs can be placed in school-issued backpacks as long as they do not become a distraction.
- Chains that are attached to clothing or wallets are not permitted.
- Clips/ headbands/ barrettes/ wave caps/ durags/ etc. that are designed to be worn in one's hair must stay in the students' hair throughout the school day. (Can't be traded, put in pockets, put on and off, wrapped around wrists, etc.) If these items become a distraction or problematic, staff may require students to place these items in their lockers/backpacks until the end of the school day.

- Ultimately staff have discretion to determine if an article of clothing or accessory poses a safety or security concern, and to require that students place those items in their lockers.

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

- any article or apparel which displays obscene words, pictures, or violent images/words/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 the school's Administrative Assistant. 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.*

Bullying/Harassment

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/Harassment -

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, restorative practices as appropriate, behavior contracts, removal from a classroom or activity, and/or 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, a 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 the 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!

Finally, in all issues of serious discipline, families and probation officers will be notified and formal charges may be filed.

Procedure:

Any student who believes they have been, or are 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 areas 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. The school Administrative Assistant maintains records of medication dispersal in the office. Please notify the ILC Administrative Assistant 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

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

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

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

Comstock Public Schools

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

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

Gull Lake Public Schools

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

Kalamazoo Public Schools

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

Youth Advancement Academy	353-4214
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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