

2023-2024

# **Intensive Learning Center Student Handbook**



Intensive Learning Center

1424 Gull Road

Kalamazoo, MI 49048

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Dear Parents/Guardians/ Families:

Welcome to the 2023-2024 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 support. 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, community agreements, 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, grading policies, enrollment procedures, and consequences. We expect all ILC students to learn 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](http://www.kresa.org) under the Special Education tab.

Sincerely,

*Laura Draper*

Laura Draper, Principal  
KRESA Juvenile Home School

# KRESA Juvenile Home School

## 2023-2024 Program Calendar

### July

3-31 Summer Break

### August

1-18 Summer Break  
21-25 Staff Reports – No Students  
28 First day of school!  
1<sup>st</sup> Trimester Begins

### September

1-4 No School – Labor Day Break  
22 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45 am

### October

4 Student Count Day  
17 Family Teacher Conferences  
1<sup>st</sup> Trimester Midpoint  
Progress Reports due  
13 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45

### November

10 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45  
21 Students AM Only/Staff PM  
End of 1<sup>st</sup> Trimester  
22 No School – Comp Day  
23-24 No School – Thanksgiving Break  
27 2<sup>nd</sup> Trimester Begins

### December

22 Students AM Only/Staff PM  
22-29 No School – Winter Break

### Trimesters:

1<sup>st</sup> Trimester: 8/28/21 – 11/21/21  
2<sup>nd</sup> Trimester: 11/27/21 – 3/18/22  
3<sup>rd</sup> Trimester: 3/11/22 – 6/17/22

### Progress Reports:

1<sup>st</sup> Trimester Mid-Point: 10/11/21  
2<sup>nd</sup> Trimester Mid-Point: 1/17/22  
3<sup>rd</sup> Trimester Mid-Point: 4/24/22

### January

1-5 Winter Break  
8 School Resumes  
17 2<sup>nd</sup> Trimester Midpoint  
Progress Reports Due  
19 Staff Reports – No Students

### February

14 Student Count Day  
16 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45 am  
23 No School – Mid-Winter Break

### March

8 Students AM Only/ Staff PM  
End of 2<sup>nd</sup> Trimester  
11 3<sup>rd</sup> Trimester Begins  
21 Staff Reports – No Students  
22-29 No School – Spring Break

### April

19 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45 am  
24 3<sup>rd</sup> Trimester Midpoint  
Progress Reports due

### May

15 Family Teacher Conferences  
17 Late Arrival: YAP 10:45 am /  
JHS & VC 11:45 am  
27 No School – Memorial Day

### June

7 Students AM Only/Staff PM  
Last Day of School  
10-28 Summer Break

180 Total Instructional Days  
188 Staff Reported Days

## **ILC COVID-19 Addendum**

As we begin the 2023-24 school year during the global COVID-19 pandemic, we may 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, gender presentation, 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 dress in a clean and odor free condition.)
- Reporting any infringement of their rights to staff members of the school facility.

### **Additional Rights & Responsibilities for Students, Staff, Parents, and Guardians**

<b><u>Rights</u></b>	<b><u>Responsibilities</u></b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Expect school rules will be enforced in a consistent, fair and reasonable manner;</li> <li>• Discuss and receive assistance with educational concerns from the school staff;</li> <li>• Receive fair discipline, for acts of misconduct, without discrimination;</li> <li>• Have access to their own student records, in accordance with law;</li> <li>• Use computers and other equipment for learning.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Attend school regularly, arrive on time, bring appropriate materials and be prepared to participate in class and complete assignments;</li> <li>• Strive for academic growth;</li> <li>• Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors;</li> <li>• Comply with school district standards of grooming and dress;</li> <li>• Conduct themselves properly in school, on school premises and on school buses, at bus stops and at any school-related activity.</li> <li>• Make up work resulting from an excused absence or suspension;</li> <li>• Follow rules of conduct adopted by the school district, as well as the individual school; Read and ask questions to understand the information in this booklet;</li> <li>• Use computers in an appropriate manner as defined in the school district's AUP.</li> </ul>
<p>Parents/Guardians have a right to:</p> <ul style="list-style-type: none"> <li>• Receive official reports of their student's academic progress and attendance;</li> <li>• Request and be granted conferences with teachers, counselors and/or the school principal;</li> <li>• Receive explanations from teachers about their student's grades and disciplinary actions;</li> <li>• Have access to all school records pertaining to their student, until the student reaches the age of majority or is no longer a dependent, whichever is later.</li> </ul>	<p>Parents/Guardians have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems;</li> <li>• Provide supervision for the student's health, physical and emotional well-being, and assume responsibility for the student's timely regular attendance;</li> <li>• Promptly provide the school with explanations for student absences or tardiness;</li> <li>• Review and discuss with the student the statewide Safe Schools Legislation;</li> <li>• Encourage student compliance with school and school district rules;</li> <li>• Monitor student's out-of-school internet and social networking use.</li> </ul>
<p>School Personnel have a right to:</p>	<p>School Staff have a responsibility to:</p>

<ul style="list-style-type: none"> <li>● Work in a positive atmosphere for learning and teaching;</li> <li>● Receive support when enforcing student discipline as outlined by Board of Education policies</li> <li>● Teach and work in an atmosphere free from verbal or physical threats and abuse;</li> <li>● Expect compliance with rules by staff and students;</li> <li>● Be present, when appropriate, at conferences and hearings concerning classroom and school disruption;</li> </ul>	<ul style="list-style-type: none"> <li>● Develop, communicate and implement written classroom expectations for students' behavior and grades;</li> <li>● Work with parents/guardians to prevent discipline problems;</li> <li>● Inform parents/guardians of student progress, behavior and attendance;</li> <li>● Refer students to other staff or programs as appropriate;</li> <li>● Maintain accurate student records;</li> <li>● Supervise students in the school building and on school premises in accordance with rules of the master agreement, school district policies and regulations, and school procedures;</li> <li>● Protect and respect confidentiality of students, parents/guardians, and school staff;</li> <li>● Protect students' health, safety, and welfare;</li> <li>● Record disciplinary actions in accordance with state laws</li> </ul>
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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.

Leaving the Building Without Permission (LBWOP) may result in students not earning their class points and other natural consequences of missing instructional time. If a student LBWOP, they may be subject to another pat-down search (or a strip-search in the Juvenile Home by a County Youth Specialist) upon their re-entry. If their behavior is deemed unsafe, they may not be allowed to reenter the school and their families/ PO will be notified.

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.

## Homeroom

Our Homeroom classes in ILC serve the important purpose of giving each student a team to start each day and set goals with. Our Homeroom classes also count as credits towards High School graduation when they are completed successfully.

## DAILY SCHEDULE

<b>Homeroom</b>	7:47 – 8:23am
<b>1st Block</b>	8:23- 9:24 am
<b>2nd Block</b>	9:24 – 10:25 am
<b>3rd Block</b>	10:25am – 11:55 pm (This includes a 30 minute lunch period)
<b>Lunches</b>	10:45 – 11:15 am 1st Lunch 11:25 – 11:55 pm 2nd lunch
<b>4th Block</b>	11:55 – 12:55pm
<b>5th Block</b>	12:55 – 1:55 pm
<b>Homeroom PM</b>	1:55 - 2:22 pm

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

## Late Arrival Days

<b>Homeroom AM-</b>	11:45 – 12:00 pm
<b>1 st Block</b>	12:00 – 12:25pm
<b>2nd Block</b>	12:25 – 12:50 pm
<b>3rd Block</b>	12:50 – 1:15 pm
<b>4th Block</b>	1:15 – 1:40 pm
<b>5th Block</b>	1:40 – 2:05pm
<b>Homeroom PM</b>	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 the scheduled lunch period. For safety reasons, students may not bring food or beverages to school. Any food or beverage brought to school will be disposed of. 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, content, word choice)
- Demonstrating respect to all staff, visitors and students
- Staying in assigned area
- Cleaning up around your area before you leave
- Eating only in assigned dining area

Students failing to meet these expectations may be asked to eat in a different location until they can demonstrate safe dining with their peers.

### **RESTROOMS**

Students, with staff permission, should use the restroom during breakfast and lunch. There is a 5 minute reminder 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 1<sup>st</sup> 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 for graduation. 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 parent/guardian, 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. Demonstrating Safe Behaviors
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 whenever possible.

**New: Some KPS students may choose to continue at ILC until they've completed the graduation requirements laid out by Phoenix High School or KILP (Kalamazoo Innovative Learning Program). Those students will work closely with ILC staff and KPS guidance counselors to ensure their good standing, and as long as they meet the KPS requirements, will be able to graduate from ILC with a KPS diploma.**

## Successfully Completing the ILC Program

As each student has unique needs, they will also have a personalized plan to successfully complete the program at ILC. There are several ways that students can demonstrate success, but we primarily focus on the ABCs at ILC- Attendance, Behavior, and Course Performance.

- **Attendance-**
  - Students attend school at least 90% of the time (with excused absences when absolutely necessary.)
  - Students set personalized attendance goals when necessary.
- **Behavior-**
  - Students consistently earn 85%-100% of their daily Kickboard Points (more about Kickboard later), which is between 43-50 daily points.
  - Students set personalized goals around skills and strategies they want to improve and track their progress over time.
- **Course Performance-**
  - Students are earning at least a 70% (C-) in all of their classes, and/or demonstrate mastery of the content through exams, portfolios, or other approved methods.
- **Transition Back to Locals/ Alternatives**
  - When a student is meeting the criteria above, they will work with their Homeroom teacher to schedule an interview with some school staff, and

possibly families and POs, to determine their readiness to return to their local school or alternative school. These interviews will be conducted near the end of each trimester.

- **Graduation-** Some KPS students will have the option to complete all of their graduation requirements at ILC that they need. These students will need to meet the above criteria, and then also work with our transition specialist to ensure they meet all of the graduation course requirements set forth by the State of Michigan and Phoenix or KILP High School.

*\* Each student has a unique set of circumstances that may require a plan that differs from that above. These are treated on a case-by-case basis.*

### 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).

### The EDP (Educational Development Plan)

Educational Development Plans are living documents developed by all students in Michigan to identify career goals and related action plans in alignment with their changing interests and abilities. EDPs help students think about long-term education and career plans even before they enter high school, and throughout their high school years. Each student will work on, or begin, an EDP while attending ILC, and it is an important component to their Homeroom classes.

### 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:

- \* 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.

## 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. Coats, outerwear, or other double-lined items may be worn into the building, but must be put in lockers after the searches. Coats may be worn if students are doing an activity outdoors when approved by staff.

If a student is suspected of having a weapon or contraband in their possession, they 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 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 are 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 designee.

Upon collection, electronic devices are handed over to the Principal or other Front Office Staff. The student and/or parent/guardian may retrieve these items from Central Office Staff. **If a student brings these prohibited items a 2<sup>nd</sup> 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:

Demonstrating 90% above or higher on Kickboard Points for 2 weeks  
Demonstrating 90% attendance or higher for 2 weeks  
Demonstrating all As, Bs, or Cs at the time of the request  
1000 Bulldog Bucks to be deducted from your Kickboard Bank Balance

## 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. The school/staff are not responsible for lost/stolen items or money.

## CREDIT POLICY/GRADING AT ILC

The reward for successful attendance and work completion at ILC is the opportunity to earn grades and high school 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, or if a student chooses to complete their graduation requirements at ILC, they are approved by KPSI for graduation.

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.
  - Each class determines essential standards and assignments that students must complete in order to earn that credit.
  - To receive credit for a class the student must attend the class for 80% of the marking period/trimester with a passing grade, OR pass the Final Exam with at least a 70% to earn Merit Credit. In some instances students may be able to "test out" of some assignments/courses based on NWEA math and reading scores.
  - Absences medically excused are not counted against attendance.
  - 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.

## Personalized Curriculum

Every student that is part of ILC is eligible to receive a personalized curriculum based on their unique skills, needs, and career goals. As part of our initial "exit-upon-entry" meeting, we will determine a course schedule that meets the needs of the student, and when KPS students choose to stay with us through completion (typically 19 credits), they will earn a high school diploma issued by KPS.

## 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/guardians 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

Good attendance is one of the top predictors of high school graduation. Therefore, 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 with their same-aged peers, and less likely to be able to return to their local district.

### 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 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.

## **Community Service, Attendance, and Grade Incentives**

### **Attendance**

For every 5 days of attendance, students will receive one(1) hour Community Service credit

### **Behavior**

For each month that students earn an average of 80-84% of their Kickboard points, they will earn 5 community service hours.

For each month that students earn an average of 85-89% of their Kickboard points, they will earn 7 community service hours.

For each month that students earn an average of 90% and more Kickboard points, they will earn 10 community service hours.

### **Course Performance**

Students who have 90% (or higher) attendance and at least an A, B, or C in all of their classes, will be exempt from taking final exams.

## **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 may 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 Chromebooks 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 Chromebooks will result in a \$25 fine for students/families/guardians, which must be paid before students will be issued another Chromebook. Lost, damaged, broken power cords will result in a \$15 replacement fee. If students cannot use technology appropriately, they will not be issued Chromebooks.

## **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 Practices**

ILC uses Restorative Practices 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 skill and goal tracking platform to help communicate student strengths and areas for growth. It is an important data tool we use with our PBIS program. This allows ILC staff to better serve our students' needs, and Kickboard can be accessed online by families 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. Login information will be sent home within the first two weeks of school, and families can also contact the ILC Front Office Staff if they are struggling to log in.

Student skills and goals are tracked by assigning Bulldog Bucks (aka points) that students earn during each class period by demonstrating CARES.

## 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  
Safety

In order to earn Bulldog Bucks/ Points throughout the school day, and successfully complete the ILC requirements, students are expected to demonstrate through their actions and words that they are demonstrating 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. The goal of PBIS is that points are earned (or not earned) through a student's choice of actions

	<b>Cooperation</b>	<b>Assertiveness</b>	<b>Respect/ Responsibility</b>	<b>Empathy</b>	<b>Safety</b>
<b>Expert/ Guru 49-50+ daily points</b>	<p>I seek opportunities to work with others.</p> <p>I honor and work with others different from myself.</p> <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 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 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 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 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 identify &amp; support others' strengths and differences.</p> <p>I listen to understand, not to respond/judge.</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 accept responsibility for my actions.</p> <p>I leave a place better than I found it without being asked.</p> <p>I think critically before I act/speak.</p> <p>I use language and actions that help me and others feel safe and valued.</p>
<b>Apprentice 46-48 daily points</b>	<p>I complete my class work with very few prompts or reminders.</p> <p>I actively include others in positive ways with some prompts or reminders.</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 kind 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 or neutral 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, with few reminders.</p> <p>I pick up after myself with few reminders</p>

<b>Beginner</b> <b>&lt; 43 daily points</b>	I am a bit inconsistent with meeting the CARES expectations, but I am trying my best and practicing every day!
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## 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 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. Items may be taken from the student and turned over to their caseworker as needed.

**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.

**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 Responses to Behavior

**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 or unsafe action. Reflection gives students and staff time to stop, take a breath, and think. Instead of viewing it as punishment, it should be viewed as a way of getting oneself back on track. This is an opportunity to practice safety and to use a strategy or skill.

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
- Use a safe or quiet space within the classroom
- 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.

- Meet with a different school staff member (if available) to talk.

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 catching up with any work that may be 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 is sleeping or refusing to do any work/ refusing to follow directions even after many redirections and attempts at using other strategies
2. a student receives **2 or more office referrals** in a single day
3. a student is referred by Front 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 or unsafe behaviors or words, they will remain in the R&R until further notice, or until another course of action is determined.

When a student is in R & R their Kickboard points may be paused. However, if students are able to get back on track they can still earn the remainder of their points for any given class period or day.

### **Expectations in R&R:**

1. Follow the directions of the attending staff.
2. Complete classwork or specific skill building lesson
3. When possible, engage in restorative conversation with staff (this may not happen the same day.)
4. 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.**

## **ILC REWARDS AND ACKNOWLEDGMENTS**

It is the goal of the ILC to educate all students. We can accomplish this only by providing an atmosphere where all students and staff feel a sense of safety and belonging. 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 school family works together, can we reach this goal.

ILC designed its policies and procedures to encourage and strengthen positive behaviors, find a replacement for unsafe behavior, and to develop other Social-Emotional skills using a lens of culturally responsive teaching and learning.

**School Store-** Students can spend their accumulated Bulldog Bucks at the school store each week.

### **Possible Acknowledgements for All Students**

- 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

### **PBIS Attendance Incentive**

Students will earn a monetary incentive of \$5/day for attendance. To earn this incentive each day, students must:

- Attend all classes. (Excused tardies/excused early dismissals will not count against students)
- Stay in their assigned classrooms (unless permission is given to go elsewhere)
- Attempt all work.
- Stay awake in class.
- Be referral-free.

Students will check their Kickboard points daily in their PM homeroom, so they will be aware of whether or not they earned the Incentive each day/week.

On Fridays, the Program Coordinator, Principal, or Administrative Assistant will give students their weekly monetary incentive based on the number of days they met the above criteria. Students will also

receive a receipt, and a copy of the receipt will be kept for school records. Students can earn up to \$600 per calendar year.

## **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/ controlled 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
- Any other illegal/ criminal activity on school property

## **DRESS POLICY**

To enable students to reach high academic standards, we have put in place a simple dress code designed to keep students safe and comfortable. Implementing a somewhat flexible dress code promotes student learning and increased academic instructional time, and allows personal expression within these general guidelines. Any student who violates our dress policy will be issued clean Juvenile Home clothing to borrow for the day.

### **Dress Code Guidelines**

- Hats 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 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.
- 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.
- Coats, outerwear, or other double-lined items may be worn into the building, but must be put in lockers after the searches. Coats may be worn if students are doing an activity outdoors when approved by staff.
- Belts are allowed, but must stay on a student's body.



***The following clothing/accessories may not be permitted at any time:***

- **Inappropriate dress**
- Students may not dress in a manner that is dangerous to health or safety, interfering with learning, or showing a lack of respect for others. The school district is responsible for seeing that student attire does not contribute to any student's hostile or intimidating atmosphere. That dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet), or PE (athletic attire/shoes).
  - Allow students to wear religious attire without fear of discipline or discrimination.
  - Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
  - Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
  - Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, nicotine or related paraphernalia or other illegal conduct or activities.
  - Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
  - Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body.
- Chains that are attached to clothing or wallets

*Ultimately, it is left to the discretion of our staff to determine if a student's clothing and accessories meet the above criteria.*

## **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 Front Office Staff, 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, Front Office Staff, and/or Juvenile Home staff.\*

## **Bullying/Harassment**

The Intensive Learning Center of the Juvenile Home School is committed to maintaining a learning and working environment that is free from harassment and bullying. Each student who attends ILC 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 person or their 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 Front Office Staff. 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.

### **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](http://www.kalamazoopublicschools.com) and [www.wwmt.com](http://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, Front Office Staff and/or Principal to determine appropriate intervention
- Request an examination by building nurse
- Implement recommended intervention
- Possible removal from program by parent or Principal/Front Office Staff
- 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 8<sup>th</sup> 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](http://www.fcsource.org)

### **Red Cross Volunteer**

5640 Venture Court  
Kalamazoo, MI 49009  
(269) 353-6180  
[www.redcross.org](http://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](http://www.womenshelters.org)

### **YWCA of Kalamazoo**

353 E. Michigan Avenue  
Kalamazoo, MI 49007  
(269) 345-5595  
[www.womenshelters.org](http://www.womenshelters.org)

### **Kalamazoo Deacon Conference**

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

## Community Resources

Child Protective Services	1-855-444-3911
Gryphon Place	381-4357 or 211
Dept. of Health & Human Services	337-4900
Kalamazoo Comm. Mental Health	373-6000
The ARK	1-800-873-8336 or 381-9800
Family & Children Services Mobile Crisis	1-800-373-6200 or 373-6000
Kalamazoo Deacons Conference	344-7333
Salvation Army	344-6119
Kalamazoo Gospel Mission	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
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