

**KALAMAZOO PUBLIC SCHOOLS
NORTHGLADE MONTESSORI MAGNET SCHOOL**

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Every child. Every opportunity. Every time.

PARENT HANDBOOK



**ENCOURAGING LITERACY LIFE-LONG LEARNING
And
PARENT INVOLVEMENT**

**ReQwal Duckworth
Principal
www.Kalamazoopublicschools.com/Northglade**

Updated 08/2025

Northglade Learners' Creed

I believe in myself and my ability to do my best at all times.

Today I will listen, I will think, I will speak, I will be
peaceful, I will be respectful, I will reason,

I will read, I will write.

I will do all these things to make today the best it can be,

to be the best person that I can be,

to prepare myself for college,

and to make a positive impact on history.

Northglade Rocks!!!

WELCOME TO NORTHGLADE MONTESSORI MAGNET SCHOOL

MISSION STATEMENT

The mission of Northglade Montessori Magnet School is to provide a montessori environment that establishes within each child a love of learning, respect and understanding of the world, the community and themselves.

GUIDING PRINCIPLES

- *In a safe and nurturing environment, all students can learn at their own pace and in their areas of interest and ability.*
- *To assist students in reaching their full potential, the school (Central Office Administrators, staff, and students), parents and the greater community must unite as a team of collaborators in sharing the responsibility of planning, implementing, and evaluating social/emotional, educational, and physical activities using all resources available for the development of the whole child.*
- *In a prepared environment, we will offer every child quality educational opportunities that honor and promote choice, freedom, and independence, and will address various learning styles.*
- *We provide a nurturing environment where all students feel safe and respected through teaching and modeling the three rules/expectations: respect for self, others, and the environment.*
- *We celebrate diversity by encouraging research and presenting global lessons that promote cosmic awareness and lead the child to acquire a sense of thankfulness to those who have come before us.*
- *We will teach all students to become positive and productive contributors to society.*
- *We commit to continuous school improvement in order to respond to the needs of the school-community,*

STUDENT LEARNER OUTCOMES & TOOLS FOR ASSESSMENT

Compassionate, Competent Life-Long Learners

- | | |
|--|---|
| ❖ Students will become strategic readers.
Teacher Observation
Student Surveys on Interest in Reading
Quantitative Data
Completed Work Records | ❖ Students will use writing as a tool to communicate.
Observation Logs
Writing Conferences
Self Assessments
Writing Samples/Portfolios with Rubrics
Quantitative Data |
| ❖ Students will solve mathematical problems using a variety of strategies.
Completed Work Record
Teacher Observation
Quantitative Data | ❖ Students will demonstrate age-appropriate self-discipline skills.
Teacher Observations
Referral and Suspension Logs
Grace and courtesy lessons |

Dear Northglade Families,

We are honored to serve your child(ren) in our beautiful and exceptional learning environment. Northglade is an AMS Accredited Public School, which began in 2004. AMS states "Accreditation by the American Montessori Society provides guidance, empowerment, and high ideals to help your school community implement and sustain the rigorous standards of quality Montessori education.

Accreditation by the American Montessori Society is the **gold standard** of Montessori school excellence—the highest level of recognition your Montessori school can achieve, and a highly visible indicator of your school's quality."

Our Montessori certified teaching staff has received specialized training to effectively plan and present quality lessons and offer opportunities designed to assist all students in reaching their full potential. In our family-friendly environment, we conscientiously work to meet the needs of every child at the point of their individual learning level.

Montessori education is very different from conventional programs. You become aware of this as you visit our school and observe in classrooms. The visit will help you better understand the Montessori Method, the topics studied by our students, and the student's way of accomplishing their work. We strive to address the "*whole child*" in our global society. Students explore their own academic and social skills and talents by engaging in a host of developmentally appropriate and challenging activities as they develop a life-long love of learning. Students are expected to fully cooperate and collaborate with their peers and other members of the school-community. With the focus on developing independent and self-directed learners, prepared students will accomplish goals and amaze you with their abundance of knowledge.

Please plan on working with us this year to *follow your students* on an interesting educational journey. Please feel free to visit or call the office at (269)337-0700 for additional informational packets or to provide comments or suggestions in responding to your family's needs.

We love Northglade!

Educationally Yours,

Mrs. ReQwal Duckworth



MONTESSORI EDUCATION "Encouraging Life-Long Learning"

Questions & Answers About Montessori!

We are excited to offer your child(ren) a quality education at Northglade using the Montessori approach. Children learn to explore, expand, and excel! You are invited to visit classrooms during the school year to gain a deep understanding of *how* and *what* students learn. Below are some commonly asked questions about Montessori:

Where did Montessori come from?

Montessori (pronounced MON-tuh-SORE-ee) education was founded in 1907 by Dr. Maria Montessori, the first woman in Italy to become a physician. She based her educational methods on scientific observation of children's learning processes.

Philosophy

The Montessori program inspires children to develop at their own pace using activities designed to address the *whole child*." Children will discover "freedom within limits" as they engage in activities that promote active, hands-on and self-directed learning while striking the balance of individual mastery with small group collaboration within the whole group community.

All children at Northglade Montessori Magnet School will take advantage of:

- Montessori Trained/Certified Teachers
- Individualized Learning Programs/Plans
- Self-Directed Learning Activities
- Partnerships Involving the School-Family Community
- Pure Montessori Method

How is Montessori Different from Traditional Education?

Montessori emphasizes learning through all five senses. Developmentally appropriate materials of interest are presented in small groups and one-on-one interactions. Children work at their own pace and explore activities from hundreds of possibilities. Traditionalists set goals for the majority, not individual students.

Comparison of Montessori Philosophy and Traditional Education

<u>Characteristics of Montessori Education</u>	<u>Characteristics of Traditional Education</u>
<i>Active Individual Learning</i> through stimulating, multi-sensory teaching materials.	<i>Passive Class Learning</i> through teacher-centered class lessons, paperwork.
<i>Ungraded Class</i> is a natural social environment that includes a wide range of ages and fosters self-motivation. Students enjoy working for their own sense of accomplishment.	<i>Chronological Grouping</i> necessitates external rewards such as grades, competition and social conformity.
<i>Freedom of Choice</i> involves decision-making. Student selects work according to individual interest.	<i>Class Curriculum</i> demands that students cover the same work at the same time with no regard to individual interests.
<i>Working at One's Own Pace</i> enables students to work for long periods without interruption. Each individual works at his potential independent of the class.	<i>Group Learning</i> involves each academic subject being scheduled for a limited period. Each student is directly affected by the progress of the whole class.
<i>Integral Education</i> balances academic work with freedom of movement and harmony is created between physical, social and mental activities. There is an interrelationship between subjects.	<i>Fragmented Education</i> provides academic subjects that are not interrelated. Periods of intense mental effort are alternated with periods of vigorous physical activity to release tension.
<i>Independence</i> is fostered by a classroom that is specifically designed to encourage maximum learning.	<i>Dependence</i> is promoted since the teacher initiates the activities.
<i>Self-Evaluation</i> occurs as students learn to evaluate their work objectively through the use of self-correcting teaching materials and individual work with the teacher.	<i>Class Comparison</i> occurs as work is evaluated and graded by the teacher. Students evaluate themselves against the group as best and worst in the class.
<i>Reality Oriented Education</i> maintains concrete, first-hand experience is the basis for abstraction.	<i>Abstract Education</i> has students learning through mechanical memorization.
<i>Close Student-Teacher Interaction</i> enables complete and precise evaluation of the student's progress, both academically and psychologically.	<i>Class Oriented Teaching</i> prevents close interaction between individual students and teachers. Standardized tests are necessary to determine students' progress.

WHAT IS THE MONTESSORI METHOD?

This system of education is both a philosophy of child development and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits, as well as a carefully prepared environment which guarantees exposure to materials and experiences. Through this, the child develops intelligence as well as physical and psychological abilities. It is designed to take full advantage of the child's desire to learn and his unique ability to develop his own capabilities. The child needs adults to expose him to the possibilities of his life, but the child must determine his response to those possibilities.

The main premises of Montessori education are:

Children are to be respected as different from adults and as individuals who differ from each other. The child possesses an unusual sensitivity and intellectual ability to absorb and learn from his environment that are unlike those of the adult both in quality and capacity.

The most important years of a child's growth are the first six years of life when unconscious learning is gradually brought to the conscious level.

The child has a deep love and need for purposeful work. He works, however, not as an adult for completion of a job, but for the sake of an activity itself. It is this activity which enables him to accomplish his most important goal: the development of himself – his mental, physical, and psychological powers.

WHAT MAKES MONTESSORI EDUCATION UNIQUE

The whole child approach – The primary goal of a Montessori program is to help each child reach his full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation for future intellectual academic endeavors. The holistic curriculum, under the direction of a specifically prepared teacher, allows the child to experience the joy of learning, time to enjoy the process, and ensures the development of self esteem. It provides the experiences from which children create their knowledge.

The Prepared environment – In order for self-directed learning to take place, the whole learning environment – classroom, materials, and social setting / atmosphere – must be supportive of the child. The teacher provides the necessary resources, including opportunities for children to function in a safe and positive environment. Together, the teacher and child form a relationship based on trust and respect that fosters self-confidence and a willingness to try new things.

The Montessori materials – Dr. Montessori's observations of the kinds of things which children enjoy, and go back to repeatedly led her to design a number of multi-sensory, sequential, and self correcting materials to facilitate learning.

The teacher – Originally called a “directress,” the Montessori teacher functions as a designer of the environment, resource person, role model, demonstrator, record-keeper and meticulous observer of each child’s behavior and growth. The teacher facilitates learning. Extensive training is required for a full Montessori credential, including a minimum of a college degree and a year’s student teaching under supervision which is specialized for the age group with which a teacher will work, i.e., infant and toddler, pre-primary, or elementary level.

GOALS OF A MONTESSORI SCHOOL

The main purpose of a Montessori school is to provide a carefully planned, stimulating environment which will help the child develop an excellent foundation for creative learning. The specific goals for the children who attend a Montessori school are:

Developing a positive attitude toward school – Most of the learning activities are individualized: i.e., each child engages in a learning task that particularly appeals to him...because he finds the activities geared to his needs and level of readiness. Consequently, he works at his own rate, repeating the task as often as he likes, thus experiencing a series of successful achievements. In this manner, he builds a positive attitude toward learning itself.

Helping each child develop self confidence – In the Montessori school, tasks are designed so that each new step is built upon what the child has already mastered, thus removing the negative experience of frequent failure. A carefully planned series of successes builds upon inner confidence in the child assuring him that he can learn by himself. These confidence building activities likewise contribute to the child’s healthy emotional development.

Assisting each child in building a habit of concentration – Effective learning presupposes the ability to listen carefully and to attend to what is said or demonstrated. Through a series of absorbing experiences, the child forms habits of extended attention, thus increasing his ability to concentrate.

Fostering an abiding curiosity – In a rapidly changing society, we will all be students at some time in our lives. A deep, persistent and abiding curiosity is a prerequisite for creative learning. By providing the child with opportunities to discover qualities, dimensions, and relationships amidst a rich variety of stimulating learning situations, curiosity is developed and an essential element in creative learning has been established.

Developing habits of initiative and persistence – By surrounding the child with appealing materials and learning activities geared to his inner needs, he becomes accustomed to engaging in activities on his own. Gradually, this results in a habit of initiative – an essential quality in leadership. “Ground rules” call for completing a task once begun and gradually results in a habit of persistence and perseverance for replacing materials after the task is accomplished. This “completion expectation” gradually results in a habit of persistence and perseverance.

Fostering inner security and a sense of order in the child – Through a well-ordered, enriched but simplified environment, the child’s need for order and security is intensely satisfied. This is noticed in the calming effect the environment has on the child. Since every item in the Montessori classroom has a place and the ground rules call for everything in its place, the child’s inner need for order is directly satisfied.

DR. MARIA MONTESSORI, MD

Scientific observation has established that education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual, and is acquired not by listening to words but by experiences upon the environment. The task of the teacher becomes that of preparing a series of motives of cultural activity, spread over a specially prepared environment, and then refraining from obtrusive interference.

Human teachers can only help the great work that is being done, as servants help the master. Doing so, they will be witnesses to the unfolding of the human soul and to the rising of a New Man who will not be a victim of events, but will have the clarity of vision to direct and shape the future of human society.

- Maria Montessori, *Education for a New World*

Just who was this woman who began an educational revolution that changed the way we think about children more than anyone before or since?

Maria Montessori, born in 1870, was the first woman in Italy to receive a medical degree. She worked in the fields of psychiatry, education and anthropology. She believed that each child is born with a unique potential to be revealed, rather than as a “blank slate” waiting to be written upon. Her main contributions to the work of those of us raising and educating children are in these areas:

Preparing the most natural and life supporting environment for the child

Observing the child living freely in this environment

Continually adapting the environment in order that the child may fulfill his greatest potential – physically, mentally, emotionally, and spiritually.

Further information:

<http://www.montessoriconnections.com>

<http://www.montessori.edu>

<http://www.montessori.org>

<http://www.amshq.org> (American Montessori Society)

GENERAL INFORMATION

Daily Schedule & Safety Information

8:44 A.M. - 3:56 P.M.	School Hours
8:30 A.M. - 8:50 A.M.	*Breakfast - Students may enter the building at 8:30
8:50 A.M.	Instructional day begins/tardy bell rings
11:40 A.M. - 12:30 P.M.	Enrichment Sessions/Lunch for Grades 4 th -5 th
12:00 P.M. - 12:50 P.M.	Enrichment/Lunch for the Children's House (except Pre-K)
12:40 P.M. - 1:30 P.M.	Lunch/Enrichment Sessions for Grade 1st -3rd
3:56 P.M.	School Day Ends

Children's House Pre-K Program

8:50 A.M. - 11:50 A.M. A.M. Program Hours

12:50 P.M. - 3:45 P.M. P.M. Program Hours

*There are days when the classrooms are closed, a calendar of "no school days" will be provided to you.

***Pre-K children do not attend on half days and do not attend field trips.**

***Students do not attend on days.**

TYPICAL DAILY ROUTINE Pre-K: Children participate in small and large group activities daily with a math or literacy focus. Collective lessons on Language, Science/Social Studies, Practical Life, Grace and Courtesy Focus are completed throughout the week. Time is given for independent work daily. AM Preschool students go to recess from 11:15 AM -11:45 AM. PM Preschool students go to recess from 3:00-3:30 PM.

*Students who plan on participating in the breakfast program, please bring reading materials to enjoy before or after meals.

A Special Notice to Parents and Students...

For safety purposes, please stand or walk in the areas designated for pedestrians when traveling to or from school. Dress appropriately for all weather and learning conditions. Clothes must fit properly (no pants sagging below waist—belts are required!).

Please observe this schedule to avoid late arrival and early dismissal times. Students must be signed out in the office. If students must leave early, **please do not** visit classrooms. Help promote a safe and orderly environment by signing out students in the office. The secretary will instruct teachers to send students to the office for pick-up. Also, students waiting for parents during dismissal time must remain with the classroom teacher until directed otherwise. Avoid removing students standing in line with their classmates in the hall or bus area. All school

visitors must report directly to the main office upon arrival. Please refrain from walking directly to your child's classroom. These procedures are important for the safety of all Northglade students.

Throughout the school year, maintain updated records on persons authorized to pick up students from school. Students will not be released to adults not listed on the registration form.

Note: Drop off - Please remember to only use the areas designated for parking. If you plan to escort your child into the building please park in a parking space in the lot or on the street. The drop off circle can only be used if you are "dropping off" your child. Please remember to only use the areas designated for parking. The front entrance (circle drive) is reserved for our reliable school buses.

Thank you for your cooperation.

School Expectations

Montessori schools are known for their peaceful and calm learning environments. Our school is certainly no exception. We plan on maintaining an environment that enables students to concentrate and work harmoniously with others. We will continue to promote a healthy school climate by adhering to the following expectations for students and other family members:

STUDENT EXPECTATIONS FOR LEARNING (POSTED IN THE SCHOOL):

I WILL RESPECT MYSELF.

I WILL RESPECT OTHERS.

I WILL RESPECT THE ENVIRONMENT.

Our caring staff will routinely present Grace and Courtesy Lessons to assist students with internalizing and following the clearly articulated expectations. In accordance with the Kalamazoo Public Schools Student Code of Conduct, students who fail to comply with the posted expectations will receive the appropriate consequences.

Students who choose to disrespect themselves and others by fighting, destroying property, using inappropriate language, attempting to prevent others from learning, and committing other flagrant violations may be suspended from school. The suspension decision may require the removal of students from one to ten days. Depending on the nature of the suspension, meetings for re-entry may be conducted with involvement from the KPS Students Services Department, members from Community Mental Health, and the district's School Psychologist, Director of Elementary Education, and Social Worker. Gross misconduct will not be tolerated in our fine school.

We urge parents to cooperate with the school by attending behavioral assessment meetings designed to proactively respond to the needs of students prior to the occurrence of gross misconduct.

Discipline: Children's House Pre-K Program

We believe an important part of the prekindergarten experience is learning school rules and behavior. We use positive methods of discipline at all times. We encourage children to make good choices. Teachers support children's use of problem-solving skills when resolving conflicts. **Staff are prohibited from hitting, spanking, shaking, biting, or pinching children.**

Teachers invite families to develop a cooperative plan of assistance if a child has difficulty with school behavior.

The school expectations also extend to the playground, bus, field trips, etc.

Bus Rules

- ❖ When waiting for the bus, stand on the curb until the bus stops and opens the door.
- ❖ Sit properly on the bus with all body parts inside the vehicle at all times, back to the back and bottom to the bottom.
- ❖ Remain seated throughout the duration of the trip.
- ❖ Use a quiet voice when speaking.
- ❖ When departing from the bus, calmly walk and carefully step onto the sidewalk.

Playground Rules

- ❖ Properly use the equipment and other resources.
- ❖ When moving as a group, walk on the paved sidewalks leading to the play area.
- ❖ Ask permission from an adult before leaving the playground.
- ❖ Remain within visual range of the school.
- ❖ Refrain from throwing objects.

Field Trip Rules

- ❖ Remain with your assigned chaperone or partner at all times.
- ❖ Ask permission before exploring areas independent of the group.
- ❖ When visiting the restroom, you must be accompanied by an adult.
- ❖ Respectfully ask or answer questions.
- ❖ Keep track of your personal items.
- ❖ Follow all bus rules.
- ❖ Make sure that your name tag is visible at all times.

Attendance Policy

Please see KPS's Attendance Policy:

<https://www.kalamazoopublicschools.com/departments/student-services/attendance>

To register:

- The parent must fill out a registration online at www.kalamazoopublicschools.com.
- Parents shall upload or present to the school staff an official certificate of birth verifying the student's age or provide the school office with information and obtain a copy of the birth certificate to show the school within 30 days.
- Immunization records must be uploaded or given to the office at the time of registration. Without immunization records or an immunization waiver, the student may not start school.
- The state requires that immunization status for preschoolers, kindergarten, sixth graders and new students be reported by November 1 and February 1.
- Kindergartners must also have a health statement form filled out, and have a hearing and vision screening to enter school.
- Kindergartners may use the schools outdoor play area and equipment that has not been approved by a certified playground safety inspector.

Immunizations Required:

- 5 doses of Diphtheria/pertussis/tetanus vaccine
- 3 doses of polio vaccine
- 3 doses of hepatitis B vaccine
- 2 doses of measles/mumps/rubella vaccine
- 2 doses of chickenpox (varicella) vaccine or approximate date of chickenpox disease
- 1 dose of PCVT, Prevnar (pneumococcal conjugate vaccination) is also required if your child is not yet five years old at the time of enrollment.

Protocol for enrolling 3 & 4 year olds:

This is a tuition based program. Families are charged a flat rate of \$200 per month which is due at the beginning of the month. Payments received after the 7th of each month will be charged a \$10 late fee. Missing two consecutive payments may result in being released from the program. We have a sliding scale for those in need of financial support. The program runs Monday - Friday. Payment can be made online or in the office. To enroll, the child must be three and bathroom independent. Bathroom independence includes being able to complete all stages of

the restroom independently. The parent must fill out a registration packet which includes a registration form, receipt of handbook, and child information record. Parents shall present to the school office an official certificate of birth, immunization records, and a current health appraisal form. Transportation is not provided. Families must sign children in and out daily.

Protocol for withdrawal of a 3 & 4 year old:

Please call Northglade Montessori at 269-337-0700 if you would like to withdraw your student.

Children's House Exclusion policy:

Enrolled children are excluded from the program if they are not toilet trained. Accidents happen, however, a student will be excluded if accidents are one or more per week for three weeks. At times children may be excluded when a short term injury or contagious illness endangers the health and/or safety of the affected child or other children. Children are not excluded for needing additional medical support. Parents may be notified in the event of their child requiring additional time to become ready to tolerate the demands and requirements of the program. It will be at the discretion of the principal's office to discontinue the child's participation, due to disruption of the learning environment.

Student Records

It is imperative that student records are updated routinely. Contact the office with any changes in emergency contact information, new phone numbers (including cell phone numbers), person(s) authorized to pick up students from school, etc. The school also needs to be informed of medical problems and medication requirements. To avoid excluding students from the learning environment, make sure that all filed immunizations remain up to date.

EXCLUSION POLICY FOR CHILD, STAFF or VOLUNTEER ILLNESS

No child, staff or volunteer will be allowed to attend school with any of the following symptoms:

1. Fever (100.5 degrees F or above) In order to return to school, the child needs to be fever free for 24 hours without the use of fever reducing medication; i.e., Tylenol, Acetaminophen, Ibuprofen.
2. Persistent cough
4. Undiagnosed Rash
5. Vomiting
6. Diarrhea
*Diarrhea being described as 3 or 4 loose stools in 6-8 hours, not just one watery loose stool.
7. Eye discharge

Should your child develop any of the above symptoms while at school, you will be contacted immediately. Arrangements will need to be made for you to pick-up your child promptly. Children must be symptom free for 24 hours in order to return to school for all of the above.

Exposure to communicable disease (Lice, strep infection, etc.) should be reported to your child's Teacher. You will be informed if your child has been exposed to a communicable disease while in the classroom.

Should staff/volunteers become ill while at school they must go home. A sub will be put in place for a staff person.

If your child is unable to attend the center due to sickness, please remember to contact us via phone or email.

Medications

Medication Administration Procedures

Purpose:

1. For the health and safety of students who take medication during school hours.
2. To minimize interruptions in the educational process of students who must take medication during school hours.
3. To ensure proper communication between families, school staff, and health care providers to enhance continuity of care for the student.
4. To guide those who assist students with medications during school hours.
5. To comply with state and federal laws regarding the administration of medication during school and on school campuses.

General:

- When possible, medications should be scheduled outside of the school day. Only those medications which must be given during the school day in order for the student to attend school are to be given in school.
- All medication, whether administered by school personnel or self-administered by the student, is to be stored in a container properly labeled by a pharmacist or other licensed dispenser of medicine. All prescribed medications are stored in a secured area in the main office.
- All students who require medication during the school day must have a current physician/parent signed release form on file in the front office.
- No medications shall remain in the building over the summer. The parent shall pick up unused medication. Contaminated medication or unused medication not picked up by the parent/guardian shall be disposed of properly. This shall be witnessed and documented on the Student Medication Record.

Protocol for the Administration of Medications by School Personnel

- Designated staff shall be trained according to the current procedures before administering medications to students.
- The building administrator will designate who will administer medication to students.
- All medication will be stored in a locked drawer or cabinet with limited access.
- All prescription and non-prescription medications shall be given only with a written order from the physician which shall include:
 1. Name of student
 2. Name of medication
 3. Specific dosage
 4. Route of administration
 5. Time(s) medication is to be given
 6. Date of authorization and termination of administration
 7. Possible side effects of the medication
 8. Special instructions pertinent to the child or medication
- Written permission of the parent or guardian must accompany the physician's order. Use the "Medication Prescriber and Parent/Guardian Authorization Form".
- Any change in medication, dosage, or time(s) will require a new authorization from the parent/guardian and new instructions from the physician/licensed prescriber.
- New authorization is required at the beginning of each school year or annually with the IEP or 504 if appropriate.
- All prescribed medications shall be administered only from containers properly labeled by a pharmacist or other licensed dispenser of medicine.
- A standard method of documentation, using only approved forms, shall be used for all medication given in school. Documentation shall be in ink.
- Completed forms shall be stored according to state confidentiality laws.
- For each student receiving medication, one member of the school staff shall be designated to administer medication, with a second person selected to act as a witness. The second adult must be present to act as a witness, except in the case of a life threatening emergency. Licensed professional nurses are exempt from requiring the presence of a second adult. Both the staff person who administers the medication and the second adult witness shall initial the Student Medication Record. State law requires a second adult witness for personnel other than the professional nurses.
- Empty containers will be promptly returned to the parent/guardian.
- The parent/guardian is responsible for refilling medications.
- Medication shall be brought to school by the parent/guardian unless other safe arrangements are made and approved.

Protocol for Self-Administration/Self-Possession of Medication by the Student

- Students may be authorized to carry their medication with them and self-administer it if the following conditions are met:

1. Both the parent/guardian and the physician/licensed prescriber have determined that the student is capable and responsible to self-administer his/her medication and have provided instructions for this.
 2. Both the parent/guardian and the physician/licensed prescriber have completed the "Medication Prescriber/Parent Authorization Form" for Self-Administration/Self-Possession for each medication that the student will be taking during school hours.
 3. It is understood that the school staff will not supervise, monitor, or maintain records of self-administered medication. The "Medication Prescriber/Parent Authorization Form" will be kept for reference.
 4. Any misuse of a medication that violates district policies, such as the selling or giving away of medication, will result in the revocation of self-administration privileges and may result in disciplinary action for the students, including possible referral to law enforcement officials.
 5. Building administration may disallow self-administration if there are circumstances, which make it necessary for the safety of the student population.
- It is recommended that the student carry only a single day's dosage of medication at a time as a safety precaution.
 - Medications should be carried in a container properly labeled by a pharmacist or other licensed dispenser of medicine.

NOTIFICATION PLAN FOR ACCIDENTS/INJURIES/INCIDENTS/ILLNESSES

In the event that your child is injured, has an accident, or is involved in an incident at school your child's teacher will call or talk with you in person and discuss the situation. Staff complete an Incident Report. This report will include the name of the child, date of incident, type of injury, location of incident, treatment required, description of incident, witnesses, and medical professionals consulted when applicable. If other children are involved in the incident, they shall not be identified by name in the report.

AT PICK UP: minor injuries, accidents

IMMEDIATE (phone call): serious injury/illness, any head injury, asthma attack, allergic reaction, unconscious, vomiting, lost child, inappropriate contact child/child or adult/child, physical discipline by staff member or volunteer.

If your child becomes ill at school, the school will contact you and you are expected to come and pick up your child. Your understanding of the health and well-being of all children in the program is appreciated.

Pest Management

Kalamazoo Public Schools has adopted an Integrated Pest Management program. Inherent with this are the District's efforts to reduce the use of chemical pesticide(s) as much as possible. While it may occasionally be necessary to apply a pesticide, they will only be used as a last resort. Your school gives you written advance notice, at least 48 hours, if it becomes necessary to spray during the week. This notice will include which pesticide, the target pest or reason for spraying, the

approximate location to be sprayed, and the date of application. A note will be sent in your teacher's weekly newsletter and notice will be posted outside your child's classroom.

Should you have any questions or concerns about pest management, please contact the office or Mrs. Duckworth at 269-337-0700. (September, 2019 Excelsior) 1.800.858.7378 is the toll free number for a national pesticide information center.

Kalamazoo Public Schools Homework Expectations

MISSION STATEMENT: We believe that all students can learn and be successful. Every student, without exception, should be provided with the opportunity and necessary support to be successful and benefit from a high quality educational experience.

PURPOSE: The purpose of the homework standards is to ensure a consistent, district-wide approach in the assignment of homework that is developmentally appropriate, research-based and reflective of state standards, and helps prepare students for the academic rigor of a college-going culture.

Research recognizes the importance of homework as a part of learning the essential skills and content taught in the classroom. (Vatterott, 2009)

HOMEWORK DEFINED: Homework is defined as a relevant "task/activity" assigned to students as an extension of the learning process and supports the practice of skills.

HOMEWORK SHOULD BE:

- *completed independently during non-school hours
- *assigned in addition to class work
- *purposeful, meaningful and relevant to the curriculum
- *reviewed/assessed with feedback and support

GUIDELINES FOR TIME FRAME OF HOMEWORK ASSIGNMENTS:

 Homework Guidelines Updated 2022

Expectations for Observation

Information packets with guidelines and expectations are housed in the school office. Family members and other guests are always welcome to observe.

New Student Orientation

Newly enrolled students will receive a classroom orientation by the teacher and a student helper. Students will be assigned a student mentor to effectively manage their time and select appropriate activities. Parents may join our PTO to learn about the organized activities and avenues of involvement.

Concerns, Comments, Questions...

Please feel free to contact the office between 8:00 a.m. and 4:00 p.m. to discuss concerns pertaining to school happenings. All suggestions for improving the learning environment are certainly welcomed since we strive to offer the best learning experiences for all stakeholders. You may attend the PTO meetings to participate in group discussions on providing social and educational programs.

Concerns directly related to classroom activities should first be directed to the classroom teacher. Problem solving meetings may be scheduled to further explore options to create successful outcomes for all involved parties.

Evaluation Of School

During the course of the school year, you will have an opportunity to attend School Improvement/PTO meetings to evaluate the attainment of the published learner outcomes and the overall effectiveness of the school. Please respond to any surveys or requests soliciting feedback on the various aspects of the learning environment. Your input is always appreciated.

Healthy & Nutritional Food Snacks

Classroom teachers encourage parents to participate in supporting snack calendars throughout the school year. Please consider supplying snacks low in sugar and preservatives. We strongly emphasize healthy snack choices to assist students with establishing healthy eating habits. Recommended snacks are listed on the www.tn.fcs.msue.msu.edu/toolkit.pdf web page (see pages 10 and 11 of report). We appreciate your efforts to furnish snacks that promote strong and healthy bodies. Pre-K students only have a snack provided by families, no meals are provided. Snack schedules are posted by classroom doors.

Communicating with Parents

Based on the goals outlined in our School Improvement Plan, as a staff we are committed to provide ongoing communication between school and home. The various vehicles will be used to keep you informed of classroom and school events.

- ❖ ***Classroom News*** - Classroom teachers will send important information via newsletters, notices, progress reports, calendars, invitations, and the school website. This year teachers will use Blackboard Reach to communicate with parents. Please download the KPS app to log on to the Reach app.
- ❖ ***School News*** - School calendars are sent home with students monthly; as well as weekly newsletters through email via S'mores. This parent-friendly calendar newsletter will provide information about the Northglade educational program, Montessori Parent Education information, and important dates.
- ❖ ***Friendly Emails*** - Our dedicated PTO members will send emails to invite your participation in scheduled school events. Parents enjoy helping out on field trips, in classrooms with celebrations, and with preparing materials.
- ❖ ***Monthly School Improvement/PTO Meetings*** - Plan on attending the fun and informative meetings to share ideas, support teaching and learning, assist with steering the direction of our school (based on the needs of students), and participate on subcommittees to implement activities.

**WE ARE GRATEFUL FOR THE MANY WONDERFUL GIFTS OF
SUPPORT AND OPPORTUNITIES AVAILABLE TO
ACCELERATE STUDENT LEARNING!**

In our caring and nurturing environment, we offer...

- ❖ Tuition-Based Preschool
- ❖ Kalamazoo Communities In Schools
- ❖ Enrichment Opportunities (Computers, Educational Games, Educational Videos, & Special Projects)
- ❖ Specials Classes (Art, Music, Physical Education, and Instrumental)
- ❖ PTO-Sponsored Events
- ❖ Girls on the Run
- ❖ Let Me Run
- ❖ Lincoln Center Institute of Aesthetic Education (Presentations with Guest Artists & Field Trips)
- ❖ Parent Room equipped with computers
- ❖ Robust volunteer community
- ❖ Foster Grandparent Program
- ❖ Tutoring program
- ❖ Sisters In Science

**NORTHGLADE MONTESSORI MAGNET SCHOOL
NORTHGLADE MONTESSORI.ORG**

NORTHGLADE MONTESSORI + PARENTS = SUCCESS FOR STUDENTS

TASKS AND ACTIVITIES FOR PARENT AND COMMUNITY VOLUNTEERS (INDICATE ALL AREAS OF INTEREST)	AVAILABLE DAYS & TIMES TO VOLUNTEER	CONTACT INFO & BEST TIME(S) TO CALL
TUTOR (SPECIFY GRADE LEVEL(S)/ASSIST STUDENTS WITH LEARNING PLANS.		
ROOM HELPER /PLAN AND ATTEND SPECIAL ACTIVITIES IN THE CLASSROOM.		
JOURNALIST /WRITE ARTICLES FOR THE KPS NEWSPAPER AND SCHOOL WEB PAGE.		
MENTOR /SHARE YOUR TIME AND EXPERTISE WITH A STUDENT.		
CELEBRITY READER /READ STORIES TO STUDENTS DURING THE LUNCH/RECESS HOUR OR IN CLASSROOMS.		
BUILDING HELPER -LAMINATE CLASSROOM MATERIALS (TRAINING WILL BE PROVIDED), COPY WORK, PREPARE MATERIALS, ETC.		
RESOURCE BANK COORDINATOR /ORGANIZE DONATED CLOTHING AND OTHER ITEMS.		
PARENT MENTOR /CONTACT PARENTS WITH SCHOOL NEWS AND WAYS TO BECOME INVOLVED.		
SCHOOL LIAISON (TO COLLECT DONATIONS) /CONTACT LOCAL BUSINESSES FOR DONATIONS (MONETARY, GIFT CERTIFICATES, CLOTHING, FOOD BASKETS, ETC.).		
SPECIAL ACTIVITY HELPER /SUPPORT SCHOOL WITH BOOK FAIRS, SPECIAL EVENTS, PTO COMMITTEES, BOOK NOOK, FIELD TRIPS, ETC.		
LIBRARY HELPER /ASSIST LIBRARY CLERK WITH MAINTAINING SHELVES AND ASSISTING STUDENTS IN BOOK SELECTIONS.		
OTHER...		

Name of Parent(s) _____

Student(s) _____

Teacher(s) _____

Do you want a mentor for your child(ren)? _____

List Name(s) _____

Comments/Questions: _____ Date _____

My talents and skills are: _____

Northglade Montessori Magnet School Staff List

Principal - ReQwal Duckworth

Room Number	Teachers	Grade	Special Area Teachers
C6	Michelle Yarworth	3-6 yrs.	Children's House Ondina Cooper Music
C2	Bethany Conley	3-6 yrs.	Children's House Ashley Lepsch Art
C4	Melissa Penzotti	3-6 yrs.	Children's House Joseph Negri P.E.
A1	Raffael McGee	6-9 yrs.	E1 Ahmed Tofiq Instrumental Music
A2	Donna Partin	6-9 yrs.	E1 Speech
A3	Josh Brown	6-9 yrs.	E1 Kathryn Nichols School Psychologist
A4	Sarah Tidd	6-9 yrs.	E1 Kimberly O'Brien Academically Talented Teacher
A5	Melissa Zolp	6-9 yrs.	E1
D1	Amy Callahan	9-12 yrs.	E2
D11	Katie Crigger	9-12 yrs.	E2
D12	Elizabeth Spritzer	9-12 yrs.	E2

Montessori Teaching Assistants/Activity Helpers

Mrs. Olivia Harris-Evans, EC	Mr. Daniel Bair, EC
Mrs. Marnee Michalski, EC	Mrs. Carianne Zomonski, EC
Mrs. Rebecca Tidd, EC	Ms. Jasmine Walker, E1
Mr. Michael Modugno, EC	Ms. Gathright, E1
Ms. Destiny Youngblood, E1	Mr. Travis, E2
Mrs. Kendrah, E1	Ms. Walker, E2
Mr. Jayden, E1	Ms. Lipsey, E2
Mason Guitz, Day Custodian	Chuck St. John, Night Custodian
Cyndi DeYoung, Secretary	Deb McCulloch, Food Service
Christy Roth, Reading Recovery	Emma Braford, CIS
Danielle Howard, Library Assistant	

NORTHGLADE MONTESSORI MAGNET SCHOOL

**Northglade Montessori Magnet School
School Improvement Meeting Schedule
2023/2024**

School Improvement Meeting (1st Wednesday of each month tentatively) 4pm-5pm
September
October
November
December
The rest of the calendar will be released once the rest of the district calendar is released
January
February
March
April
May
June

KPS Components of a College-Going Culture:

- High expectations for students and staff**
- Higher education exposure**
- Meaningful and engaging homework**
- Everyone reading/Literacy: Language development, reading and writing**
- Substantial opportunities for meaningful parental involvement**
- Education that is relevant to, reflective of, and inclusive of students**
- Development of strong problem-solving skills**
- Development of success skills: Metacognitive, note-taking, study, time management, organizational and test-taking skills.**

Northglade Montessori has a College-Going Culture

Montessori Parent Survey

To help us continue to improve our program, we are seeking your opinion about our school and the services we provide. Please complete this form and return it to school.

Circle your answers. Feel free to continue comments on the back of the paper.

1) What was your level of satisfaction with our program this year?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

2) What was your child's level of satisfaction with our school this year?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

3) What was your level of satisfaction with our building and classrooms?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

4) Do you feel that your child was adequately prepared for his/her next level of education?

Yes No Somewhat No Opinion

Comments:

5) Did you attend both parent teacher meetings this year? Yes No

5a) Did you find them informative and useful? Yes No Somewhat No Opinion

Comments:

6) What was your level of satisfaction with the communication between school and home?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

7) As a parent or guardian, did you feel welcome in your child's classroom this year?

Yes No Somewhat No Opinion

Comments:

8) What was your level of satisfaction with our newsletters?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

9) Do you believe Northglade lived up to your expectations?

Yes No Somewhat No Opinion

Comments:

10) How many times did you visit the school this year other than for pick-ups and drop-offs?

0-2 3-5 6-8 9-11 12 or more times

11) What was your level of satisfaction with the classroom/technology tools available to your child (writing tools, computers, paper, craft activities, etc)?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied Comments:

Comments

12) What was your level of satisfaction with our method of discipline?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

13) Are there any specific areas in which you feel we need to improve?

14) What was your level of satisfaction with our parent/teacher conferences?

Very Satisfied Satisfied No Opinion Dissatisfied Very Dissatisfied

Comments:

15) Did you enjoy the parent involvement activities the school hosted this year?

Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Comments:

Northglade Montessori Magnet School
Title 1 Parent Involvement Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community to prepare students for a lifelong love of learning.

Parent involvement activities in the school will include opportunities for:

- Parents needed to volunteer and be involved in school activities.
- Staff development and parent education.
- Parents provide home support for their student's education.
- Parents needed to participate in school decision-making.
- Effective communication between the school and parent.

Responsibilities

The School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment enabling students to meet the state academic standards. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment that facilitates learning.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement on the Title 1 programs, plans and policies by participation on the School Improvement Team. The Parent Compact will be jointly developed by parents and staff.

With regard to School-Level Parent Involvement, the School will:

- Facilitate and implement the parent involvement policy.
- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the School Improvement Plan (SIP).
- Provide the policy in an understandable and uniform format and to the community at the Fall Open House, online through the school/district websites as well as in the school office.
- Provide Title 1 funds to pay reasonable and necessary expenses associated with parent involvement activities which may include transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

With regard to parent meetings, the School will:

- Host an annual meeting at the Open House in September to inform parents of their school's participation in Title 1, the requirement of Title 1, the requirement of Title 1 and the right of parents to be involved.
- Inform parents of the meeting and encourage and invite parents to attend through notices sent home with students, monthly newsletter, and via the district and school web page. Parents unable to attend will be offered an alternative time to meet with the principal and/or teacher.

With regard to professional development, the School will:

- * Provide training to school staff to strengthen parent involvement efforts relating to:
 - * The value and utility of contributions of parents
 - * How to reach out, communicate with, and work with parents as equal partners
 - * Implementing and coordinating parent programs
 - * Building ties between parents and the School
 - * Parental participation in homework and teacher communication

With regard to the coordination with other programs, the School will:

- Collaborate with community agencies and businesses to provide activities that encourage and support parent participation in the education of their child:
- Work with the PTO
- Mentoring programs
- Tutoring or homework programs
- School facility improvements
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
- Family reading/math/writing nights
- Parent/Teacher conferences
- Ensure that all information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language that parents can understand
- Provide monthly newsletters informing parents of activities, workshops, awards and important telephone numbers
- School website
- Assess the needs of parents, teachers and students through surveys
- Provide access to educational resources for parents to use together with their students via links on the school website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parent Involvement policy and parent involvement activities
- Advise parents of their student's progress on a regular basis through:
 - Mid-marking period progress reports
 - Nine week progress reports
- Be accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in decisions relating to their student's education. Hold at least one parent/teacher conference during the year at which the Student/Parent/Teacher Compact will be discussed as it relates to the student's achievement.
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

I have received a copy of Northglade Montessori Magnet School's Parental Involvement Policy and was given an opportunity to offer suggestions for improvement.

Student's Name

Teacher's Name

Parent's Signature

Date

Northglade Montessori Magnet School
STUDENT – PARENT/GUARDIAN – TEACHER – ADMINISTRATION AGREEMENT

TEACHER
I will:

1. Present myself in a professional manner at all times.
2. Show that I care for all students and their differences.
3. Maintain high behavior and academic expectations for all students.
4. Provide necessary help and assistance to parents so that they can support their student's learning.
5. Provide activities and materials in the classroom environment that encourage enjoyable learning experiences.
6. Commit to professional growth, and continue to be a lifelong learner.
7. Prepare and maintain an environment conducive to learning.
8. Make sure parents feel welcome at all times.
9. Provide meaningful homework on a regular basis.

Teacher's Signature

STUDENT
I will:

1. Attend school ready to learn.
2. Complete and return homework assignments on time.
3. Do my best to complete my class work on time and keep up with all assignments.
4. Treat all members of the school community and their property with respect and the way I would like to be treated.
5. Do my best work and keep trying even when the work is hard, knowing that I can seek help from teachers and the adults in my environment.
6. Strive to become a lifelong learner.
7. Remain pleasant and accepting of others, and learn to celebrate differences others bring to the school community.

Student's Signature

PARENT/GUARDIAN
I will:

1. See that my child is punctual and attends school regularly.
2. Support the school in its efforts to maintain proper discipline and respect for each other with my child.
3. Establish a time, and provide support for homework and check it with my child.
4. Support the school community by attending school functions, PTO meetings, Parent-Teacher Conferences and other school related activities.
5. Encourage my child's interest in learning at home and at school by reading to my child and letting my child see me read.
6. Be accessible to staff by providing working phone numbers in order to be a partner in helping my child be the best possible student.
7. Work with the staff to make the best decision concerning my child's welfare.
8. Set a good example of respect and learning.

Parent/Guardian's Signature

BUILDING ADMINISTRATOR
I will:

1. Provide a safe, positive and well managed learning environment where all children are treated fairly and with respect.
2. Provide an environment that allows for positive communication between the teacher, family, and student.
3. Support teachers by validating their decision-making process.
4. Provide opportunities for parents to be involved in the school and their child's education.
5. Provide a positive environment that fosters high morale.
6. Commit to professional growth for myself.
7. Provide opportunities for professional growth for teachers, and adults in our school environment.
8. Make sure that Northglade is kept clean and orderly.
9. Take all necessary precautions to make sure children are safe during the school day.
10. Do what is necessary to maintain Northglade's Accreditation.

Building Administrator's Signature

Please sign and return to your child's teacher!

Kalamazoo Public Schools Annual Notifications

Under the Every Child Succeeds Act, parents have the right to request information on the professional qualifications of their children's classroom teachers and the qualifications of any paraprofessionals who provide services to their children. Parents may request and receive information about: (a) whether the teacher is state-certified, (b) whether the teacher is teaching under emergency or another provisional status, and (c) the baccalaureate major of the teacher and any other graduate degree or certification. Parents may request information on the level of achievement of their child in each of the state academic assessments.

If a student attending a school that receives any Title I, Part A funds is assigned to, or taught, for four or more consecutive weeks by a teacher who is not highly qualified, the school must provide timely notice to the student's parents. Any inquiries should be directed to:

Human Resources
1220 Howard Street
Kalamazoo, MI 49008
(269) 337-0182

Title VI protects people from discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. Kalamazoo Public Schools operates in a non-discriminatory manner including, but not limited to, admissions, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, and athletics. Any complaints or concerns regarding Title VI should be reported to:

Shannon Parlato, District Culture/Climate Coach
parlatosc@kalamazoopublicschools.net
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Section 504 is a part of the Rehabilitation Act of 1973. It applies to all persons with disabilities regardless of age. It is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial

assistance from the U.S. Department of Education. Students are not to be excluded solely by reason of their disability or be subject to discrimination. All students with an Individual Educational Plan are protected under Section 504. Section 504's definition of disability is a broad definition that also protects students who have a physical or mental impairment that substantially limits one or more major life activities; or has a record of such impairment or is regarded as having such an impairment. Major life activities include physical, mental, self-care, learning, reading, communicating, and thinking. Any complaints or concerns regarding Section 504 should be reported to:

Barry Smith, Coordinator of Student Services

SmithBJ@kalamazoopublicschools.net

Kalamazoo Public Schools

1220 Howard Street

Kalamazoo, MI 49008

(269) 337-0161

Title II provides grants to school districts to increase student achievement through teacher and administrator training. Kalamazoo Public Schools provides high quality training to assist teachers and administrators in many different areas to improve achievement for all students. Any complaints or concerns regarding Title II should be reported to:

Assistant Superintendent of Teaching & Learning Services

Kalamazoo Public Schools

1220 Howard Street

Kalamazoo, MI 49008

(269) 337-1680

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. The school must honor your request to review your child's education records within forty-five (45) days of

receiving the request. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. They should write to the school principal, clearly identify the part of the record that they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him or her of his or her right to a formal hearing regarding the request for amendment. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest; contractors, consultants, or volunteers to whom the district has outsourced institutional services or functions. For example, the district shares data with educational institutions that have a vested interest in helping district students, such as Communities In Schools;
- The Kalamazoo Promise;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific state law; and
- Information the district has designated as "directory information."

Disclosure of Information

The Family Educational Rights and Privacy Act (FERPA) requires that the Kalamazoo Public Schools (KPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, KPS may disclose appropriate designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow KPS to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to, the following: a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; or sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which includes student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized school activities and sports, weight and height of athletic team members, dates of attendance and previous school(s) attended, is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The district may disclose personally identifiable information from education records of a student without obtaining prior written consent of the parents or the eligible student to other school officials, including teachers, within the educational agency or institution whom the district has determined to have legitimate educational interests, such as Communities In Schools and The Kalamazoo Promise. This includes contractors, consultants, volunteers, or other parties to whom the district has outsourced institutional services or functions. In addition, two federal laws require us to provide military recruiters, upon request, with three directory information categories — names, addresses and telephone listings — unless parents have advised KPS that they do not want their student's information disclosed without their prior written consent.

If you do not want KPS to disclose information from your child's education records without your prior written consent, you must notify the district by writing to:

Administrative Systems and Technology Services

1220 Howard Street

Kalamazoo, MI 49008

(269) 337-0146

or by faxing to (269) 337-0195 on or before Friday, February, 28, 2020

Nondiscrimination, Title IX, Section 504, Title VI, and Title II Contact Information

Kalamazoo Public Schools welcomes all students and staff of any religion, race, color, national origin, age, sex, pregnancy, gender identification, height, weight, familial status, marital status, sexual orientation, and disability. The district will not tolerate or condone any act of bias or discrimination toward any person on the basis of religion, race, color, national origin, age, sex, pregnancy, gender identification, height, weight, familial status, marital status, sexual orientation, or disability in any of its activities, hiring practices, programs, or services. In addition, Kalamazoo Public Schools will not tolerate any retaliation against individuals who submit complaints and/or who participate in investigations relating to such complaints.

Further, in accordance with Title IX of the Education Amendments of 1972 (Title IX), students, employees, and candidates for admission to any educational program and/or employment and all other persons are protected against all forms of sex discrimination and sexual harassment, including based on gender identity or stereotypical notions of gender identity.

The following person is designated as the Title IX coordinator with respect to any Title IX complaint of discrimination, harassment, and/or retaliation involving staff members or third parties:

Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008
(269) 337-0182

The following person is designated as the Title IX coordinator with respect to any complaint from students regarding discrimination, harassment, **retaliation** and/or bullying from another student(s):

Director of Student Services
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008
(269) 337-0161

In addition, building-level administrators are responsible for monitoring adherence to the district's nondiscrimination policy and for incorporating the district's policy statement in all printed promotional materials and newsletters. Students should report concerns or complaints about discrimination, harassment, bullying, or cyberbullying by another student or students first to a teacher, and then if not satisfied, to the principal or assistant principal. Any concerns or complaints of discrimination, harassment, bullying, or cyberbullying not satisfied at the building level may be reported to an administrator in the Student Services Department. Concerns and/or complaints should be in writing, with the date, details of the concerns, and signature of the person making the complaint.

Any complaints and concerns of discrimination, harassment, bullying, or cyberbullying that involve adults and/or staff members should be reported to the building principal. If the inquiry is not satisfied at this level, or if the building principal is the subject of the complaint, then the concern may be directed to the Assistant Superintendent of Human Resources. All concerns should be in writing, with the date, details of the concern, and signature of the person making the complaint.

Complaints of any violation of the district's nondiscrimination policy will be promptly investigated and appropriate actions taken based on the results of the investigation. Individuals who report violations of the district's nondiscrimination policy will be granted confidentiality to the extent reasonably practicable. Any questions or assistance required regarding the district's nondiscrimination policy, bullying policy, or Title IX protections should be addressed to the office of Student Services (269) 337-0161 for students and Human Resources (269) 337-0182 for staff.

The district has modified its guidelines and a grievance procedure for complaints filed under Title IX, which prohibits discrimination based on sex in any district educational program, service, or activity. The district's new Title IX Statement and Grievance Procedures are being updated on the KPS website at: www.kalamazoopublicschools.com/ExploreKPS/AnnualNotifications.aspx and will be included in the district's student code of conduct.