

School Improvement Plan

School Year: 2011 - 2012

School District: Kalkaska Public Schools

ISD/RESA: Traverse Bay Area ISD

School Name: Northside Educational Center

Grades Served: 9,10,11,12

Mr. Brian Harbour

Building Code: 08597

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Northside Educational Center
District:	Kalkaska Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	08597
City:	Kalkaska
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our vision is to provide a safe, caring, supportive and stimulating environment where children will recognize and achieve to their fullest potential, so they can make their best contribution to society. Our vision is that children will leave Northside Educational Center with: 1. Respect for themselves and others. 2. A set of positive character traits including honesty, integrity and good judgement. 3. Strong self-esteem and high personal expectation. 4. Saleable skills needed to hold down a job or advance to a college of their choice. We value the partnership which exists between school, students, parents, and community and recognize the vital role it plays in realizing this vision.

Mission Statement

The mission of Northside Educational Center is to intervene when students are at-risk of not fulfilling their graduation requirements by offering a unique atmosphere to nurture credit recovery and empower them to move into the mainstream of society. Northside Educational Center follows the core curriculum of Kalkaska High School with a condensed offering of electives while utilizing relevant instruction and relationship building. Students will gain the necessary skills to increase their employability and receive post-secondary counseling and planning.

Beliefs Statement

We believe that at Northside Educational Center that all students will be treated with respect and given equal opportunity to complete their high school education. Students need to be in attendance every day to boost student achievement and become mature, responsible members of our society.

Goals

Name	Development Status	Progress Status
Improve Student Achievement~English Language Arts	Complete	In Progress
Math: Students will compute simple linear algebraic equations.	Complete	In Progress
Writing: Students will write with the audience and purpose in mind.	Complete	In Progress

Goal 1: Improve Student Achievement~English Language Arts

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Learners will demonstrate the ability to analyze the structures, elements, styles of reading and writing.

Gap Statement: Many of our students come from Kalkaska and neighboring schools districts with very poor skills. Low MEAP, NWEA and Read 180 assessments.

Cause for Gap: Coming from all school districts

Out of school for months and years at time

Transient students (moving students)

Low socio-economic environment

Broken homes~parents are no longer together

Homeless

Teen-Aged Pregnancy

Multiple measures/sources of data you used to identify this gap in student achievement: Diagnostic tests, Pre tests

MEAP and NEA Testing

MME and ACT Testing

Absentee Rate

Transient students

Read 180

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Maps aligned to our individual district

TBA is constantly aligning district map plans with other map plans

Homework Labs

Summer School

Odysseyware used in credit recovery

Explore future career goal and interests

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

Contact Name: Brian Harbour

List of Objectives:

Name	Objective
The Learners will test, put forth effort, complete all assessments.	Learners from all grade levels (9-12) need to be in attendance daily, motivated, be enrolled in Read 180 and put forth effort and complete all assessments.

1.1. Objective: The Learners will test, put forth effort, complete all assessments.

Measurable Objective Statement to Support Goal: Learners from all grade levels (9-12) need to be in attendance daily, motivated, be enrolled in Read 180 and put forth effort and complete all assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	In reviewing the Growth Report in Lexiles for students at Northside. The largest increase in lexiles were students who attended regularly. The students who did not attend regularly showed lower and even negative lexiles scores. Attendance is vital to student achievement.

List of Strategies:

Name	Strategy
Student will complete all assessments.	All students will be enrolled in Read 180, Resource Room, Homework Labs and complete all assessments so we can monitor their progress.

1.1.1. Strategy: Student will complete all assessments.

Strategy Statement: All students will be enrolled in Read 180, Resource Room, Homework Labs and complete all assessments so we can monitor their progress.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

What research did you review to support the use of this strategy and action plan?

Common Assessments: MEAP, MME, Read 180

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Read 180	2011-09-08	2012-01-15	Maureen Pobalis and Helen Crawford

1.1.1.1. Activity: Read 180

Activity Description: Students work on fluency, spelling, vocabulary, grammatical skills, reading, writing using technology.

Planned staff responsible for implementing activity: Maureen Pobalis and Helen Crawford

Actual staff responsible for implementing activity: Helen Crawford

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-01-15

Actual Timeline: Begin Date - 09/07/2012, End Date - 01/12/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Allowance	Section 31 a	50,000.00	50,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

Goal 2: Math: Students will compute simple linear algebraic equations.

Content Area: Math

Development Status: Complete

Student Goal Statement: Compute simple linear algebraic expressions.

Multiply, divide numbers on both sides of the equations.

Gap Statement: All students are behind in their assessments in Algebra.

Cause for Gap: Transient Students

Lack of adult supervision

Poor Attendance

Lack of Motivation

Broken Home (parents are separated)

Homeless

Teen-age pregnancy

Multiple measures/sources of data you used to identify this gap in student achievement: Diagnostic tests and pre tests

MEAP and MME Testing

ACT Testing

Individual transcripts and report cards

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Homework Labs

Maps to individual students

Odysseyware for credit recovery

Required Attendance

Hourly Phone Calls to Parents

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

Contact Name: Brian Harbour

List of Objectives:

Name	Objective
All students show understanding in content area.	All students complete all assessments to determine progress.

2.1. Objective: All students show understanding in content area.

Measurable Objective Statement to Support Goal: All students complete all assessments to determine progress.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Math progress.	All students will be enrolled Algebra 1, Resource Room, Homework Labs and complete all assessments so we can monitor their progress. Daily attendance and motivation are required.

2.1.1. Strategy: Math progress.

Strategy Statement: All students will be enrolled Algebra 1, Resource Room, Homework Labs and complete all assessments so we can monitor their progress. Daily attendance and motivation are required.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

What research did you review to support the use of this strategy and action plan?

Common Assessment: MEAP, MME, NWEA, High School Transcripts

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Once again, in our assessment of students at Northside, students who attend on a regular basis and complete all homework assignments score much higher on their MME and MEAP Tests. Students who receive guidance at home and come from a higher socio-economic background score higher than those that don't. Attendance is vital to student achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Progress	2011-09-08	2012-01-15	Helen Crawford

2.1.1.1. Activity: Math Progress

Activity Description: Daily attendance, motivation, Algebra 1, resource room, and homework lab are all required daily for student to be successful.

Planned staff responsible for implementing activity: Helen Crawford

Actual staff responsible for implementing activity: Helen Crawford

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-01-15

Actual Timeline: Begin Date - 09/07/2012, End Date - 01/12/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Allowance	Section 31 a		

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

Goal 3: Writing: Students will write with the audience and purpose in mind.

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Revise drafts for clarity, coherence, and consistency in all writing areas.

Gap Statement: Our mission is to identify the weaknesses of all students and focus to improve on those weaknesses.

Cause for Gap: Transient students (constantly moving from district to district)

Poor Attendance

Socio-economic environment

Broken homes(parents separated)

Homeless students

Teen age Pregnancy

Multiple measures/sources of data you used to identify this gap in student achievement: Diagnostic tests, pre tests

MEAP Testing

MME Testing

ACT Testing

Read 180

NWEA Testing

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Homework Labs

Lower student-teacher ratios

Maps aligned to meet individual students needs

Odyssey ware credit recovery lab

Read 180

Daily Attendance

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Students who attend on a regular basis do much better than those that don't. Transportation is an issue, along with lack of parental guidance. The staff at Northside is constantly working with students on attendance and student achievement.

Contact Name: Brian Harbour

List of Objectives:

Name	Objective
Student or Learners will complete all assessments.	Learners from all grade levels (9-12) need to be in attendance daily, motivated, enrolled in Read 180 and put forth effort and complete all assessments.

3.1. Objective: Student or Learners will complete all assessments.

Measurable Objective Statement to Support Goal: Learners from all grade levels (9-12) need to be in attendance daily, motivated, enrolled in Read 180 and put forth effort and complete all assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Student will complete all assessments.	All students will be enrolled in Read 180, Resource Room, Homework Labs and complete all assessments so we can monitor their progress.

3.1.1. Strategy: Student will complete all assessments.

Strategy Statement: All students will be enrolled in Read 180, Resource Room, Homework Labs and

complete all assessments so we can monitor their progress.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

What research did you review to support the use of this strategy and action plan?

Common Assessments for all of our students. MEAP, NWEA, Read 180, MME, High School Transcripts

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Read 180, Resource Room, Homework Labs, Odyssey	2011-09-08	2012-01-15	Helen Crawford, Maureen Pobalis, Melissa Matley

3.1.1.1. Activity: Read 180, Resource Room, Homework Labs, Odyssey

Activity Description: All students must complete Read 180, attend daily homework labs to be successful.

Planned staff responsible for implementing activity: Helen Crawford, Maureen Pobalis, Melissa Matley

Actual staff responsible for implementing activity: Helen Crawford,

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-01-15

Actual Timeline: Begin Date - 09/07/2012, End Date - 01/12/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Allowance	Section 31 a	25,000.00	25,000.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/24/2010	Brian Harbour	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$75,000.00	\$75,000.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

With Administration and teaching staff.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Teachers meet monthly with their departments, map students progress, and revise the curriculum according to student learning ability. MEAP and MME scores are evaluated.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*High School content expectations
Professional Learning Communities
Bi-Weekly Staff Meetings and third Monday departmental meetings.
Luncheons to discuss issues and strategies for achievement.
State Required Act, MEAP, MME*

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The process for developing measures of assessment include identifying goals, identifying objectives, select approaches, select measures that can show evidence of student achievement, and communicate findings.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Odysseyware software being used to evaluate and help students understand the concepts being taught.

Read 180 being used to evaluate students needs in reading and writing and helping students understand and comprehend.

Highly qualified staff working with students to understand their needs.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Administrators evaluate the implementation of suggestions made by the school improvement committee and relay it to their staff in order to help student achievement.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Assessment of each student on the Power School Site. Parents and students can evaluate students progress.

Parent Teacher Meetings

Building Open House

Newsletters

E-mail Updates

Progress reports and report cards.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and

evaluation of the district's school improvement plans.

Bi-weekly meeting with staff, parents and students

Distribute surveys

E-mail update on student progress

Third Monday of each month teacher meet in departments and discuss strategies needed for student achievement.

Provide transportation for students when possible.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *No*

Comments: *Northside is included in Kalkaska High School annual report.*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *We have monthly staff meetings with Kalkaska High School and follow TBAISD recommendations.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments: *We are constantly updating depending on the student population.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *No*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments: *located on power school*

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments: *no gym located in building*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Brian	Harbour	Principal	bharbour@kpschools.com
Mrs.	Helen	Crawford	Teacher	hcrawford@kpschools.com
Mr.	Chuck	Schuba	Teacher	cschuba@kpschools.com
Mrs.	Melissa	Matley	Teacher	mmatley@kpschools.com
Mrs.	Amy	Urquhart	Teacher	aurquhart@kpschools.com
Ms.	Maureen	Pobalis	SPED Teacher	mpobalis@kpschools.com
Mrs.	Jill	Vyverberg	Art teacher	jvyverberg@kpschools.com

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Brian Harbour
Address:	405 East Dresden
Telephone Number:	231-258-5140

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.