

Linden Community Schools



**District
2010-2011
Annual
Report**

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Board of Education

2010 - 2011

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Purpose of the Report

The purpose of this report is to provide parents and community members with a review of the district's performance and improvement efforts, as well as the status of teacher qualifications and core curriculum alignment during the 2010-2011 school year. The contents of this report have been established by the standards of Public Act 25, the federal *No Child Left Behind* Act (NCLB) and the state's new accreditation system-*Education YES!* Should you have any questions regarding the contents of this report, please feel free to contact the Superintendent of the Linden Community School District.

Mission Statement

Our mission is to **EDUCATE**, nurture and develop **ALL LEARNERS** to be self-directed and to strive for **EXCELLENCE** with **CONFIDENCE** and **INTEGRITY** by working cooperatively with students, parent/guardians and community.

Belief Statements

- We believe all people have the right to be treated with dignity and respect.
- We believe all people have the right to learn and work in a safe and orderly environment.
- We believe all students can learn.
- We believe high expectations promote high achievement.
- We believe the learning process is a responsibility shared by parents, community, students and the school.
- We believe self-worth and achievement are directly related.
- We believe the ability to communicate is vital to success.
- We believe learning is a lifelong process.
- We believe every person is unique and has the right to have their individual needs addressed.
- We believe motivation and achievement are directly related.

Graduation Rate

Each year the district conducts a study in the fall of the school year. The goal of the study is to determine the number of students who graduate within four years and to identify the percentage of students who left school.

Linden High School results based on the State of Michigan 2008-2010 4-year Cohort Graduation/Dropout Rate Report.

In addition, alternative programs are in place for at-risk students.

Graduation Rate			
	2008	2009	2010
State	75%	82%	76%
District	92%	89%	91.3%
LHS	92%	89%	92.1%

Drop Out Rate			
	2008	2009	2010
State	14%	11.3%	11%
District	3%	5%	3.3%
LHS	3%	5%	2.9%

Student Achievement

Michigan Merit Exam 2009-2011 Percent of Students Proficient at Levels 1 & 2

Linden High School: Michigan Merit Examination Proficiency Results			
Content Area	2009	2010	2011
Reading	72%	75%	78%
Writing	60%	60%	55%
Math	67%	67%	66%
Science	73%	73%	78%
Social Studies	90%	90%	90%

Student Achievement

District Fall 2010 MEAP Assessment Data Percent Proficient at Levels 1 & 2 for All Students

Grade	Reading	Math	Science	Social Studies
Third	94%	94%		
Fourth	92%	93%		
Fifth	91%	80%	90%	
Sixth	95%	90%		82%
Seventh	88%	90%		
Eighth	87%	81%	87%	
Ninth				79%

Shaded areas indicate that there is not a core assessment for that grade level.

Student Achievement

Subgroups

Subgroups consist of 30 or more students who make up one of the following categories: race/ethnicity, disability, economically disadvantaged, limited English proficiency. The MEAP and MME scores shown below represent the percentage of students performing at level “1” (Exceeded) or level “2” (Met Standards) on the state assessment in each of the subgroups.

MEAP Proficiency All Students Grade 3 Reading			
Demographics	2008	2009	2010
Boys	86%	91%	93%
Girls	91%	98%	94%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	89%	95%	94%
Economically Disadvantaged	82%	94%	92%
Non-Economically Disadvantaged	91%	95%	94%
Students with Disabilities	68%	80%	75%
MEAP Proficiency All Students Grade 3 Math			
Demographics	2008	2009	2010
Boys	95%	96%	94%
Girls	88%	96%	94%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	92%	96%	94%
Economically Disadvantaged	85%	92%	95%
Non-Economically Disadvantaged	94%	97%	94%
Students with Disabilities	81%	89%	86%

Student Achievement

MEAP Proficiency All Students Grade 4 Reading			
Demographics	2008	2009	2010
Boys	90%	90%	90%
Girls	85%	94%	94%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	88%	92%	91%
Economically Disadvantaged	80%	90%	89%
Non-Economically Disadvantaged	90%	93%	92%
Students with Disabilities	60%	67%	71%
MEAP Proficiency All Students Grade 4 Math			
Demographics	2008	2009	2010
Boys	90%	93%	91%
Girls	91%	95%	96%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	90%	94%	94%
Economically Disadvantaged	80%	90%	92%
Non-Economically Disadvantaged	94%	96%	94%
Students with Disabilities	67%	81%	81%
MEAP Proficiency All Students Grade 4 Writing			
Demographics	2008	2009	2010
Boys			45%
Girls			65%
Ethnicity-Black, not of Hispanic Origin			—
Ethnicity-White, not of Hispanic Origin			55%
Economically Disadvantaged			43%
Non-Economically Disadvantaged			58%
Students with Disabilities			31%

Student Achievement

MEAP Proficiency All Students Grade 5 Reading

Demographics	2008	2009	2010
Boys	94%	93%	87%
Girls	86%	98%	95%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	90%	96%	91%
Economically Disadvantaged	84%	91%	85%
Non-Economically Disadvantaged	93%	98%	93%
Students with Disabilities	75%	77%	60%

MEAP Proficiency All Students Grade 5 Math

Demographics	2008	2009	2010
Boys	85%	87%	87%
Girls	80%	85%	88%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	83%	86%	87%
Economically Disadvantaged	71%	83%	79%
Non-Economically Disadvantaged	86%	87%	91%
Students with Disabilities	56%	63%	59%

MEAP Proficiency All Students Grade 5 Science

Demographics	2008	2009	2010
Boys	93%	93%	86%
Girls	93%	87%	93%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	93%	90%	90%
Economically Disadvantaged	89%	83%	80%
Non-Economically Disadvantaged	94%	93%	93%
Students with Disabilities	78%	69%	67%

Student Achievement

MEAP Proficiency All Students Grade 6 Reading			
Demographics	2008	2009	2010
Boys	85%	95%	93%
Girls	88%	95%	96%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	86%	95%	95%
Economically Disadvantaged	69%	94%	93%
Non-Economically Disadvantaged	93%	95%	95%
Students with Disabilities	63%	82%	77%
MEAP Proficiency All Students Grade 6 Math			
Demographics	2008	2009	2010
Boys	86%	90%	86%
Girls	87%	81%	94%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	86%	85%	90%
Economically Disadvantaged	73%	84%	89%
Non-Economically Disadvantaged	91%	87%	90%
Students with Disabilities	58%	65%	58%
MEAP Proficiency All Students Grade 6 Social Studies			
Demographics	2008	2009	2010
Boys	80%	85%	82%
Girls	86%	86%	83%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	84%	85%	83%
Economically Disadvantaged	68%	78%	77%
Non-Economically Disadvantaged	89%	89%	84%
Students with Disabilities	58%	56%	45%

Student Achievement

MEAP Proficiency All Students Grade 7 Reading

Demographics	2008	2009	2010
Boys	75%	86%	85%
Girls	84%	91%	91%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	80%	89%	87%
Economically Disadvantaged	66%	79%	78%
Non-Economically Disadvantaged	83%	93%	90%
Students with Disabilities	39%	69%	54%

MEAP Proficiency All Students Grade 7 Math

Demographics	2008	2009	2010
Boys	83%	85%	91%
Girls	88%	84%	89%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	86%	84%	90%
Economically Disadvantaged	71%	73%	84%
Non-Economically Disadvantaged	90%	91%	92%
Students with Disabilities	55%	47%	71%

MEAP Proficiency All Students Grade 7 Writing

Demographics	2008	2009	2010
Boys			46%
Girls			65%
Ethnicity-Black, not of Hispanic Origin			—
Ethnicity-White, not of Hispanic Origin			55%
Economically Disadvantaged			40%
Non-Economically Disadvantaged			58%
Students with Disabilities			18%

Student Achievement

MEAP Proficiency All Students Grade 8 Reading

Demographics	2008	2009	2010
Boys	84%	87%	82%
Girls	83%	89%	92%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	84%	88%	87%
Economically Disadvantaged	70%	78%	77%
Non-Economically Disadvantaged	89%	91%	91%
Students with Disabilities	47%	61%	56%

MEAP Proficiency All Students Grade 8 Math

Demographics	2008	2009	2010
Boys	83%	69%	81%
Girls	79%	70%	81%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	82%	70%	82%
Economically Disadvantaged	73%	46%	69%
Non-Economically Disadvantaged	84%	80%	86%
Students with Disabilities	37%	24%	54%

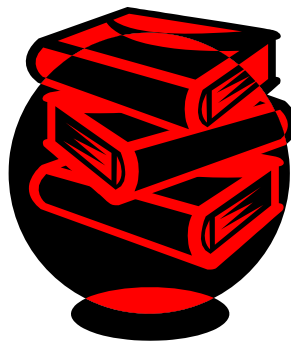
MEAP Proficiency All Students Grade 8 Science

Demographics	2008	2009	2010
Boys	81%	77%	85%
Girls	91%	81%	89%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	86%	70%	87%
Economically Disadvantaged	84%	58%	76%
Non-Economically Disadvantaged	87%	88%	92%
Students with Disabilities	63%	46%	61%

Student Achievement

MEAP Proficiency All Students Grade 9 Social Studies

Demographics	2008	2009	2010
Boys	80%	83%	80%
Girls	72%	84%	78%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	76%	83%	80%
Economically Disadvantaged	70%	80%	60%
Non-Economically Disadvantaged	78%	85%	85%
Students with Disabilities	49%	53%	56%



Student Achievement

MME Proficiency All Students Grade 11 ELA			
Demographics	2009	2010	2010
Boys	62%		
Girls	74%		
Ethnicity-Black, not of Hispanic Origin	—		
Ethnicity-White, not of Hispanic Origin	67%		
Economically Disadvantaged	61%		
Non-Economically Disadvantaged	69%		
Students with Disabilities	33%		
MME Proficiency All Students Grade 11 Math			
Demographics	2009	2010	2011
Boys	67%	66%	68%
Girls	68%	57%	65%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	67%	61%	67%
Economically Disadvantaged	53%	36%	55%
Non-Economically Disadvantaged	70%	66%	70%
Students with Disabilities	10%	16%	21%

Student Achievement

MME Proficiency All Students Grade 11 Reading

Demographics	2009	2010	2011
Boys	76%	54%	74%
Girls	74%	66%	84%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	75%	75%	78%
Economically Disadvantaged	52%	52%	73%
Non-Economically Disadvantaged	80%	80%	80%
Students with Disabilities	36%	36%	38%

MME Proficiency All Students Grade 11 Writing

Demographics	2009	2010	2011
Boys	54%	54%	44%
Girls	66%	66%	70%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	60%	60%	57%
Economically Disadvantaged	33%	33%	43%
Non-Economically Disadvantaged	66%	66%	59%
Students with Disabilities	23%	23%	11%

Student Achievement

MME Proficiency All Students Grade 11 Science

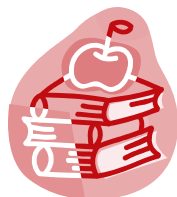
Demographics	2009	2010	2011
Boys	75%	75%	83%
Girls	70%	75%	71%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	72%	75%	79%
Economically Disadvantaged	56%	52%	66%
Non-Economically Disadvantaged	76%	80%	81%
Students with Disabilities	27%	32%	38%

MME Proficiency All Students Grade 11 Social Studies

Demographics	2009	2010	2011
Boys	90%	89%	91%
Girls	90%	92%	89%
Ethnicity-Black, not of Hispanic Origin	—	—	—
Ethnicity-White, not of Hispanic Origin	90%	90%	90%
Economically Disadvantaged	81%	76%	80%
Non-Economically Disadvantaged	92%	94%	93%
Students with Disabilities	76%	80%	75%

District Local STAR Reading Assessments Winter 2010-2011 Percent of Students Proficient		
Grade Level	STAR Reading 2010	STAR Reading 2011
First Grade	59%	71%
Second Grade	75%	76%
Third Grade	81%	78%
Fourth Grade	84%	85%
Fifth Grade	85%	86%
Sixth Grade	83%	%
Seventh Grade	75%	%
Eighth Grade	77%	%

District Local STAR Math Assessments Winter 2010-2011 Percent of Students Proficient		
Grade Level	STAR Math 2010	STAR Math 2011
First Grade	67%	80%
Second Grade	76%	82%
Third Grade	80%	81%
Fourth Grade	78%	74%
Fifth Grade	83%	80%
Sixth Grade	77%	%
Seventh Grade	69%	%
Eighth Grade	64%	%



Adequate Yearly Progress

The EducationYES! school report cards are a compilation of student scores on the **MEAP tests**, the **MI-Access** alternate assessments for students with disabilities, AYP designation, and various school **performance indicators** – such as family involvement in the schools, curriculum, school improvement plans, and professional development for its teachers.

Performance Indicators

Criteria for the performance indicators shall be specific to measure improvement of elementary schools, middle schools and high schools. The performance indicators include:

Indicators of Engagement -

Focus on engaging students in the learning process.

Indicators of Instructional Quality -

Focus on the processes the school uses to improve the quality of instruction provided to students.

Indicators of Learning Opportunities -

Include direction, focus and opportunity for learning.

School	Grades Tested	EDYES! Grade 2009-2010	AYP Status 2009-2010	EDYES! Grade 2010-2011	AYP Status 2010-2011
Central Elementary	3-5	A	Met AYP	A	Met AYP
Hyatt Elementary	3-5	A	Met AYP	A	Met AYP
Linden Elementary	3-5	A	Met AYP	A	Met AYP
Linden Middle School	6-8	A	Met AYP	A	Met AYP
Linden High School	9-12	A	Met AYP	B	Did Not Make AYP

This list reflects the Composite Grade under Education YES! and the AYP Status and Improvement Phase under the No Child Left Behind Act. LHS did not make AYP due to technical issues and will meet AYP requirements for the 2011-12 school year.

Adult Roles

PA 339 requires the district to identify roles which Linden graduates will be effectively prepared to participate in as adults in our democratic society.

A Linden Community Schools graduate must be:

- A knowledgeable person who demonstrates academic proficiency and applies learned skills and concepts to school, work, and life.
- An effective communicator who expresses ideas clearly to diverse audiences in a variety of ways.
- A self-directed problem solver who continues to learn, adapts to change, takes responsibility for individual actions, sets achievable goals, makes competent decisions and generates alternative solutions.
- A collaborative worker who functions effectively as part of a team.
- An informed citizen who understands the need for community involvement and recognizes the rights and responsibilities of American citizenship and global relationships.

These roles are identified and developed through our K-12 curriculum efforts and our Educational Development Program.



EVIDENCE OF SUCCESS

The 2009-2010 District Strategic School Improvement Process was initiated in accordance with PA335. During the 2009-2010 school year, the strategic school improvement process identified seven functional areas that will have strategies and activities developed over the next school year:

- 1. Academic Programs/Student Performance**
- 2. Communication/Community & Customer Relations**
- 3. Administration/Management**
- 4. Budget/Cost Effectiveness**
- 5. Technology**
- 6. Facilities/Operations**
- 7. Leadership/Governance**

The measurement of these goals will be whether they have been achieved based on the board approved indicators of success for each action step. Academic achievement will be determined by continuing to meet Adequate Yearly Progress, continuously improving the number/percentage of students proficient on the MEAP tests, and continuing to narrow the gap between our lowest and highest achieving students. In addition, building school improvement goals are evaluated to monitor continuous academic achievement for all students.

Another method used to evaluate district programs use of “best practice” research in developing and supporting programs. Curriculum development projects and professional development workshops are areas where this methodology is observed.

Student achievement is evaluated through the use of attendance, behavior, grades, MEAP other norm and criterion referenced tests, and authentic assessments. Data regarding student achievement is disaggregated across gender, ethnic and other population groups.

In the spring of 2001, the State of Michigan began contracting with Standard & Poors to do a data analysis comparing Michigan schools.

STRATEGIC SCHOOL IMPROVEMENT GOALS

Academics

We will develop and implement quality programs that result in continuous academic improvement for all learners.

During the 2010-2011 school year:

- Implemented AP Psychology and AP Studio Art curriculum courses at our high school .
- Continued grades 6-12 secondary vertical alignment teams across the core content areas.
- Developed and implemented seven days of professional development opportunities aligned to building school improvement goals for the summer of 2011.
- Implemented a series of professional development opportunities throughout the year with topics that related to student learning including implementing Exam View, co-teaching and best practices in math instruction, Common Core State Standards, Standards-Based Grading and Reporting,
- Continued to support our new transition programs: Freshman Orientation, Where Everybody Belongs (WEB), and the 1st –5th Grade Summer Learning Program. We added a freshman transition program: Link Crew. We researched alternative high school programs and implemented the Linden Advancement Academy for ‘at risk’ high school students during the 2010-2011 school year.
- Continued the identification of our advanced 5th grade students in the area of math and revised the 6th grade advanced math curriculum.
- Extended the work of the District School Improvement Committee to a K-12 steering committee (DSIC) to include an additional goal in the area of reading.
- We trained District Curriculum Committee Representatives as trainers in Thinking Maps. Trainers have started training and supporting all staff.

STRATEGIC SCHOOL IMPROVEMENT GOALS

High School Curriculum

- Spanish I Review and Resource Adoption
- High School Health Review and Resource Adoption
- Common Core State Standards Awareness
- Developing Common Assessments

Middle School Curriculum

- Grades 5-8 Science Review and 6th Grade Materials
- Grades 6-8 English Units Review and Materials
- Common Core State Standards Awareness
- Developing Common Assessments

Elementary Curriculum

- Social Studies-Michigan Citizenship Grades: K-5
- K-5 Art Curriculum
- Common Core State Standards Awareness
- Developing Common Assessments
- Refining Progress Monitoring

STRATEGIC SCHOOL IMPROVEMENT GOALS

District School Improvement Committee

Mission

To develop a district school improvement process that provides a cohesive, data based approach, which supports the needs of the students in each building.

Vision

To ensure that all schools in Linden work collaboratively and that their focus is on student achievement and improving our schools in all aspects of the educational system.

Curriculum Goal #1

All students will increase proficiency in writing in grades Kindergarten through twelfth grade.

Curriculum Goal #2

All students will increase proficiency in mathematics in grades Kindergarten through twelfth grade.

Curriculum Goal #3

All students will increase proficiency in reading grades Kindergarten through twelfth grade.

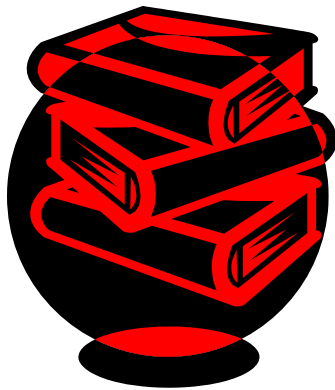
STRATEGIC SCHOOL IMPROVEMENT GOALS

District School Improvement Committee (DSIC)

During the 2010-2011 school year DSIC submitted School Improvement Plans and School Process Rubric Reports on the AdvancED website. The District Improvement Plan and District Process Rubric Reports were submitted by the Director of Curriculum and Instructional Services.

Building Administration

During the 2010-2011 school year district and building administrators utilized MEAP, MME, ACT, PLAN, EXPLORE, Exam View, STAR testing resources to provide data teams with student achievement data. The Annual Education Reports are found on the Linden Community School's website for the district and each building.



Parent Participation

The Board of Education believes that educating the children and youth of our community is a responsibility shared by the school, parents, and the community. Communication between home and school is ongoing. Open Houses, conferences, building newsletters, district Highlights, our web site, and family activities assist us in strengthening our home/school partnership.

Special Education

During the 2010-2011 school year, Special Education in the Linden Schools analyzed past practices and implemented changes that would provide the appropriate placement for each student with disabilities. Improvements include: K-12 Student Assistance Teams, consistent criteria for special education placement, and curriculum alignment between special educational and general education. In addition, co-teaching classrooms have been added to our secondary provide the least restrictive environment in English, social studies mathematics and science courses. An ‘At Risk’ Secondary Team has been established to support 6-12 grade students.

Special Programs

- Three District Career-Technical Education Consortium
- Mott Middle College (MMC)
- Genesee Area Skill Center-Technology Center
- Genesee Intermediate School District (GISD) & Linden Community Schools Special Education Services

Points of Pride

Student Achievements

- ☺ Varsity and Junior Varsity Metro League Quiz Bowl
- ☺ Art Fairs showcase student work in all buildings
- ☺ Orff Music Concerts
- ☺ Student Council
- ☺ Peer Mediators
- ☺ Michigan MEAP Merit Awards
- ☺ Academic Awards
- ☺ The Linden Marching Band
- ☺ District Attendance Rates
- ☺ National and Junior Honor Society
- ☺ Battle of the Books
- ☺ Linden Athletics Program

Staff Achievements

- ☺ Health Action Team
- ☺ Development and implementation of a new Mentor Induction Program
- ☺ Organized and planned field trips and other travel opportunities for students
- ☺ Piloted technology based resource tools & attended technology luncheons
- ☺ Read and Eat Breakfasts at our elementary buildings
- ☺ Many staff members received advanced degrees
- ☺ SKIP program services pre-school families
- ☺ Special Friends Primary Health Project

Professional Development

Many conferences were attended and trainings were facilitated by staff members. Linden staff continues to strive to acquire knowledge of educational best practices to help drive curriculum instruction and assessment. Our staff of early childhood through adolescent experts have attended numerous conferences and/or classes that link to school improvement goals and ongoing professional improvement. These include:

Academic Workshops

- Comprehension Strategies
- Music Literacy Connection
- Response to Intervention
- Writing – Lucy Calkins
- MME/ACT Writing Workshop
- Department Level Meetings
- Teacher Mentoring Training
- New Teacher Induction Program
- Hands on Math training-geometry
- Qualities of Good Writing
- Common Core Camp
- Brain Gym
- CHAMPS & Smart Kids
- PBS
- Standards-Based Grading & Reporting

Conferences

- Michigan Art Conference
- Crisis Drills
- Early Literacy Conference
- Reading Recovery Conference
- Differentiated Instruction
- Where Everybody Belongs (WEB)
- Link Crew
- Thinking Maps

Technology Workshops

- Curriculum Mapping
- WebGrader
- EPIC Online Courses
- Technology Integration
- Staff – Technology Lunches
- Gen-Net Data Management
- GISD Pioneer Teacher Training
- Virtual Field Trips
- United Streaming
- Reading Plus Program
- GenNet Interactive TV

Fine Arts, Physical & Health

- Bully Prevention
- Michigan EPEC
- Michigan Model Training
- First Aid, CPR and Asthma
- GISD PE Association Meetings
- Health Committee



Notice of Non-Discrimination

It is the policy of Linden Community Schools that no person on the basis of race, color, religion, national origin, age, gender, marital status, disability, veteran status, or height shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity to which it is responsible. This policy will prevail in all matters concerning staff, students, educational programs and services and persons with whom the board does business. The policies and grievance procedures may be found in each building's office. Inquiries concerning the application of or grievance procedures for Titles VI, VII and IX of the Civil Rights Act of 1964 as amended or for Section 504 should be addressed to Mike Engelter, Assistant Superintendent, Linden Community Schools, 7205 Silver Lake Road, Linden, MI 48451 or call (810) 591-0980.