

# School Improvement Plan

School Year: 2011 - 2012

School District: Spring Lake Public Schools

ISD/RESA: Ottawa Area ISD

School Name: Holmes Elementary School

Grades Served: PK,K,1,2,3,4

Building Code: 01704

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Holmes Elementary School</b>
District:	<b>Spring Lake Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2,3,4</b>
School Code Number:	<b>01704</b>
City:	<b>SPRING LAKE</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

Holmes Elementary, as partners with family and community, will ensure that all students value learning throughout their lives.

## **Mission Statement**

Holmes Elementary School, in partnership with the community, will provide a challenging curriculum in a nurturing environment which enables all students to reach their potential.

## **Beliefs Statement**

We at Spring Lake believe that;

Every student can learn.

Teaching makes a difference in learning.

Planning for instruction improves student opportunities to learn.

Frequent monitoring of student progress contributes to effective teaching and learning.

# Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

## Goal 1: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in math

**Gap Statement:** Holmes Elementary wants all students to reach 80% of achievement in math numbers and operations. Currently, we have 42% achieving 80% on the math portion of the MEAP. In addition, we have an at risk group of 7%, scoring less than 60% on the math portion of the MEAP. We need to intervene with these kids, so we don't have any in that group.

**Cause for Gap:** The staff needs to spend some time in the data, looking at areas of focus and assessment. Focus has not been on RTI in this subject area. We plan to focus on this area.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Math Expressions unit tests  
 Delta Math Screener (OAISD)  
 Classroom assessments  
 OAISD common assessments  
 MEAP

**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?** Significant increase in the number of students achieving a 1 on the MEAP math test.

Increased number of students proficient on the Delta screener and unit tests.

**Contact Name:** Mary Keeton

**List of Objectives:**

Name	Objective
Math	All students will increase skills in the area of numbers and operations. * The percentage of all students reading 80% accuracy on math will increase from 42%(2010-2011) to 80%, as measured by the 2012-2013 Fall MEAP test. * The percentage of students in the at-risk range will decrease from 7% (2010-2011) to 3% as measured by the 2012-2013 Fall MEAP test. * The number of students identified as "at-risk" on the fall Delta Math Screener will reduce from 62% (2010-2011) to 30% by the spring of 2012.

## 1.1. Objective: Math

**Measurable Objective Statement to Support Goal:** All students will increase skills in the area of numbers and operations.

\* The percentage of all students reading 80% accuracy on math will increase from 42% (2010-2011) to 80%, as measured by the 2012-2013 Fall MEAP test.

\* The percentage of students in the at-risk range will decrease from 7% (2010-2011) to 3% as measured by the 2012-2013 Fall MEAP test.

\* The number of students identified as "at-risk" on the fall Delta Math Screener will reduce from 62% (2010-2011) to 30% by the spring of 2012.

### List of Strategies:

Name	Strategy
Math Expressions	Staff will implement Math Expressions in their classroom. Delta screener will be administered 3 times per year. Staff will administer district common assessments

### 1.1.1. Strategy: Math Expressions

**Strategy Statement:** Staff will implement Math Expressions in their classroom.

Delta screener will be administered 3 times per year.

Staff will administer district common assessments

#### 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 reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

#### Other Required Information for Strategy

Math Expressions, OAISD consultant, MEAP

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Grade Level Meetings	2011-09-01	2012-06-11	Sandra Smits All grade level teachers

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**1.1.1.1. Activity: Grade Level Meetings**

**Activity Description:** Teachers will administer and discuss results of the Unit Tests at grade level meetings with an administrator.

Teachers will administer common assessments and discuss at grade level meetings with an administrator.

**Planned staff responsible for implementing activity:** Sandra Smits  
All grade level teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-11

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers, consumable workbooks, OAISD assessments	General Funds	2,000.00	0.00

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**Goal 2: Reading**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Reading.

**Gap Statement:** Holmes Elementary wants all students to reach 80% of achievement. Currently, we have approximately 81% at or above 80%.

In addition, we have an at risk 5% scoring below 60% on the reading portion of the MEAP. We need to intervene with these kids, so we don't have any in that group;.

**Cause for Gap:** Staff needs to continue focus on both fiction and non-fiction comprehension strategies. The more intentional we are, the more our students will benefit.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Fountas & Pinnell, DIBELS, MEAP

**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?** MEAP ( annually), DIBELS Next (three times per year), Fountas & Pinnell assessments( three times annually).

**Contact Name:** Mary Keeton

**List of Objectives:**

Name	Objective
Reading	All students will increase skills in the area of comprehension on MEAP and local assessments. * The percentage of all students reading 80% accuracy on the reading portion of the MEAP will increase from 81% (2010-2011) to 90%, as measured by the 2012-2013 Fall MEAP test. * The percentage of students in the at-risk range will decrease from 5% (2010-2011) to 2% as measured by the 2012-2013 Fall MEAP test. * The number of students identified as below benchmark on the fall Fountas and Pinnell Reading Assessment will reduce from ----% (2010-2011) to ---% by the spring of 2012.

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## 2.1. Objective: Reading

**Measurable Objective Statement to Support Goal:** All students will increase skills in the area of comprehension on MEAP and local assessments.

- \* The percentage of all students reading 80% accuracy on the reading portion of the MEAP will increase from 81% (2010-2011) to 90%, as measured by the 2012-2013 Fall MEAP test.
- \* The percentage of students in the at-risk range will decrease from 5% (2010-2011) to 2% as measured by the 2012-2013 Fall MEAP test.
- \* The number of students identified as below benchmark on the fall Fountas and Pinnell Reading Assessment will reduce from ----% (2010-2011) to ---% by the spring of 2012.

**List of Strategies:**

Name	Strategy
Comprehension Strategies	Staff will teach strategies of comprehension. Teachers will teach elements of comprehensive retell in both fiction and nonfiction. Teachers will use individual conferring as an integral part of reading.

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### 2.1.1. Strategy: Comprehension Strategies

**Strategy Statement:** Staff will teach strategies of comprehension.  
 Teachers will teach elements of comprehensive retell in both fiction and nonfiction.  
 Teachers will use individual conferring as an integral part of reading.

**Selected Target Areas**

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.  
 I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

**Other Required Information for Strategy**

Reading Essentials by Reggie Routman, Fountas & Pinnell, DIBELS

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teacher Resources	2011-09-01	2012-06-11	Sandra Smits School improvement team members monthly building staff meetings in addition to curriculum meetings

**2.1.1.1. Activity: Teacher Resources**

**Activity Description:** Shape-Go-Map and nonfiction umbrella map will be taught and posted in each classroom.

Teachers will use reading prompts during individual conferences ( Reading Essentials pg103,109)

Reader's workshop professional development-all staff

Staff meetings and grade level meetings will focus on student achievement

**Planned staff responsible for implementing activity:** Sandra Smits  
 School improvement team members  
 monthly building staff meetings in addition to curriculum meetings

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-11

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Rubrics, Reading Prompts, Workshops	General Funds	1,000.00	0.00

## Goal 3: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in writing.

**Gap Statement:** Students at Holmes Elementary have been taught writing using a combination of writing curriculum resources in the past. The Lucy Caulkins Units of Writing will be adopted to standardize the teaching and learning process. We have noticed a need to increase writing skills on the MEAP writing portion from level 3 to 1.

**Cause for Gap:** Lack of sufficient training and consistency in the teaching of writing. We also need to focus on formative assessment of writing.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Writing MEAP, classroom observations of teacher practice, student writing samples to prompts

**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?** Student performance on the common writing rubric for each unit. Student journals, teacher observations, grade level meetings to assess writing.

**Contact Name:** Mary Keeton

### List of Objectives:

Name	Objective
Writing	By June 2011, students will score at or above grade level on the common writing rubric for each unit

### 3.1. Objective: Writing

**Measurable Objective Statement to Support Goal:** By June 2011, students will score at or above grade level on the common writing rubric for each unit

#### List of Strategies:

Name	Strategy
Writing	Staff will implement the Units of Writing. Staff will use and discuss common writing rubrics by grade level.

#### 3.1.1. Strategy: Writing

**Strategy Statement:** Staff will implement the Units of Writing.  
Staff will use and discuss common writing rubrics by grade level.

**Selected Target Areas**

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content 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 another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

**Other Required Information for Strategy**

Lucy Caulkins Units of Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Implementation of Writing Rubrics	2011-09-01	2012-06-11	Sandra Smits Literacy Committee all classroom teachers

**3.1.1.1. Activity: Implementation of Writing Rubrics**

**Activity Description:** Teachers of grades 1-4 will direct students to write daily. Kindergarten teachers will direct students to write at least two times a week beginning by January. Staff will develop common assessment rubrics for each unit. Staff will participate in grade level meetings to assess writing and discuss with colleagues.

**Planned staff responsible for implementing activity:** Sandra Smits  
Literacy Committee  
all classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-11

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Units of Writing; Rubrics	General Funds	1,000.00	0.00

## Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$4,000.00	\$0.00

## 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?

*The school improvement team met with the Ottawa Area Intermediate School District school improvement/data support person to evaluate our current plan. Goals, strategies and activities were modified to address the gap statements for each of the goals areas. The new goals are contained in this SIP.*

### 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.

*Spring Lake has adopted the common core state standards. Lesson plans and report cards have been modified to include the new standards. The Curriculum Advisory Council (CAC) and the content area committees have worked to assure that our curriculum is aligned. Curriculum in every area is reviewed annually, regardless of which year of implementation.*

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

*Monthly curriculum meetings occur (led by the district curriculum director, Bev Hundley). There is a content area committee for literacy and writing. The 4 times yearly math academy at the OAISD provides the collaboration needed to guide assessment and instruction.*

### 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.

*Teachers in the elementary school utilize observational notes, running records, conferencing with students, and other formative assessments in addition to the summative assessments which occur at the end of a unit of study.*

### **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.

*Staff will be trained in the use of the IRIS Data Warehouse to understand and interpret the results of the Fountas & Pinnell, DIBELS, Units of Writing Rubrics, and Math Expressions unit assessments. The district has also invested in the DIBELS Next which will provide additional data regarding reading comprehension.*

### **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.

*Assessments are imbedded into the school improvement goals. The state assessment (MEAP) results are examined. Our students have scored very high on these assessments. This year we used projected new cut scores when evaluating how our students performed. We found many students who must raise their scores to be identified as proficient next year. We have also made increasing the number of students scoring a 1 (highest level) a goal for the district.*

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

*Student progress towards goals will be reported to parents via report cards and progress monitoring. Rubrics for writing will contain language which defines each category.*

### **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.

*The members of the School Improvement Team meet regularly to modify and review progress and implementation of the school improvement plan. The Holmes SIT attended a 4 part series at the Intermediate School District to obtain a better understanding of the school improvement process. The teaching staff responsible for implementing the strategies attached to the goals participated in the staff meetings where the strategies and activities were generated. The entire school improvement team has received 2 days of training on IRIS, our data warehouse, so that we are better able to interpret and use data.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *Yes, in grades 1-4. Our school does not have grade 5*

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: *Yes*

Comments: *<http://www.springlakeschools.org/publications/annual-education-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: *No*

Comments: *This is a requirement of our high school.*

### 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:

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

Response: *Yes*

Comments: *In addition, next school year, one of our goals will be to revise our school discipline plan.*

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: *Yes*

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: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

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, 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: *Our physical education teacher follows the adopted district and state curriculum.*

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 minutes 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, 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: *Yes*

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: *No*

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, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

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: *Yes*

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: *Yes*

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: *Yes*

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: *Yes*

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: *Yes*

Comments:

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

Response: *Yes*

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: *Written policy, fully implemented*

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: *Yes*

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 some indoor facilities*

Comments:

## 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.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mrs.	Mary	Goodin	1st grade teacher	mgoodin@spring-lake.k12.mi.us
Mrs.	Mary	Cotterall	Reading Specialist	mcottera@spring-lake.k12.mi.us
Mrs.	Julie	Benedict	Parent	juliesjunkmail@sbcglobal.net
Mrs.	Sandra	Smits	Principal	ssmits@springlake.k12.mi.us
Mrs.	Becky	Clauss	2nd grade teacher	bclauss@springlake.k12.mi.us

# 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:	Beverly Hundley
Address:	345 Hammond, SpringLake MI 49456
Telephone Number:	616-846-5500

## 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.*