



EAGLE LAKE ELEMENTARY SCHOOL

2006-2007 ANNUAL REPORT

MISSION STATEMENT EAGLE LAKE ELEMENTARY

“To Maximize All Students’ Potential to be Successful in Life”

PHILOSOPHY/BELIEF STATEMENTS

We believe:

1. All children enter school with different backgrounds, learning styles, experiences and abilities.
2. All children rely on teachers to fill many roles.
3. All children need love, support, and helping hands to develop.
4. All children need to be encouraged to develop independent learning skills.
5. All children deserve to be valued and respected.
6. All children have individual strengths and weaknesses.
7. All children deserve every opportunity to develop to their fullest potential.
8. All children need to learn how to set both short and long term goals.
9. All children need to learn how to work towards achieving their goals.

GOALS 2006-2007

2006 - 2007 EDUCATIONAL GOALS

1. To have our curriculum become more data driven with analysis of MEAP and NWEA.
2. Develop ways of providing students additional time to master core curriculum.
3. Provide information and training for staff in the areas of differentiated instruction, brain compatible classrooms, building students' informational reading skills, problem solving / critical thinking skills and writing.
4. Continuation and implementation of strategies and activities that will help us achieve our NCA Goals listed below.
5. Develop and implement a systematic teaching of writing for our students.
6. Continue parent and community involvement to support and enrich the students of Eagle Lake Elementary.
7. Study information that will assist our staff in meeting the needs of all of our students.

NCA GOALS FOR 2006 - 2007

1. All students will improve their writing skills across the curriculum.
2. All students will improve their informational reading skills across the curriculum.
3. All students will improve their critical thinking skills across the curriculum.

ACCREDITATION STATUS

Since Eagle Lake Elementary School has joined the North Central Association, we have met or exceeded their standards and are accredited by the organization. Eagle Lake Elementary continues the status of “Accredited without Warning” for the 2006-2007 school year. We have received approval of our goals for the next cycle of school improvement.

Eagle Lake Elementary is one of three grade specific elementary schools in the Edwardsburg Public Schools. Third grade state test results are a measure of the second grade core curriculum and the fourth grade test results are a measure of the third grade core curriculum. Therefore, third grade and fourth grade scores are used to determine our grade for Education Yes. During the 2006-2007 school year, Eagle Lake Elementary received an Education YES! School Report Card composite letter grade of A and met Adequate Yearly Progress (AYP).

CURRICULUM

Through completion of their education the Edwardsburg Public Schools students will demonstrate that they are:

- **complex thinkers**, who identify, assess, analyze and use available information and resources to reason, make decisions and solve problems in a variety of ways.
- **self directed lifetime learners**, who value knowledge, are motivated to learn, set priorities and achieve goals, create options for themselves, and assume responsibility for their actions.
- **respectful of self and others**, as they exhibit self confidence, have the courage to take risks and contribute their time, energies and talents to improving the welfare of self and others.
- **collaborative workers**, who use effective communication, leadership and group skills to develop and manage positive interpersonal relationships within culturally and organizationally diverse settings or communities.
- **quality producers**, who create and share intellectual, artistic, practical and physical products that reflect originality and high standards.

Core Curriculum Implementation

All curriculum and instruction at Eagle Lake Elementary School has been aligned with the State Core Curriculum (Frameworks) and NCA Standards. The core curriculum includes the areas of Language Arts, Mathematics, Science and Social Studies.

Language Arts: McGraw Hill was fully implemented to ensure continuity across grades k-5. Language skills and writing are integrated based on overlying unit themes. Spelling and vocabulary are derived from literature units. We are utilizing a computer program where students can access individual skills needed for remediation and enrichment. Reading Renaissance continues to be used to help students practice reading under the guidance of teachers and parents. It is a program that uses daily, sustained silent reading; reading logs, record keeping and individual computerized testing to practice reading skills. We have added a large number of Guided Reading materials for the teacher to have a variety of materials to use to differentiate instruction for our students.

A Literacy Specialist was added and shared by the three elementary schools. Her background and training enables her to focus on those students who are experiencing difficulty learning to read. She tested these students and provided remediation for them to become better readers.

Mathematics: The goal of our math program is to create students with a strong foundation of basic skills, and to have the ability to be critical thinkers. This year we implemented Everyday Mathematics. This program aligns with the Michigan Benchmarks and the Grade Level Content Expectations. Teachers were given in-service training in the implementation of this program and ongoing support regarding its full implementation.

Science: The school district committee researched the teaching of science before updating our science curriculum. Their findings suggested a move towards an inquiry-based approach to science instruction as the most favored method of teaching science to students. This encompasses the use of instructional resources, which include everything a classroom teacher would need to provide hands-on or inquiry-based instruction. Students are actively involved in constructing their own understanding through the research of their questions, rather than simply having information presented to them through textbooks and/or lecture. This program has been successfully implemented for the last two years. Teachers have met during our between building meetings to review and make adjustments that are necessitated by a change in the State of Michigan Testing Program (MEAP).

Social Studies: The Social Studies program used at Eagle Lake explores the concepts of: Our world, our country, communities then and now, economics, map skills and understanding the regions of the United States. These concepts are developed through the use of hands-on, experienced-based, and research activities. The economics and community concepts are addressed through the use of the Junior Achievement program with community volunteers. This program is under review and awaits the state's approval of the Grade Level Content Expectations for Social Studies.

To insure that the core curriculum is under continual review and revision the Eagle Lake staff includes time for review as a part of regular staff meetings. To address issues of district wide articulation and review, regular meetings are held between building and grade levels.

Support Curriculum: Certified specialists are employed to work in the areas of Library Science, Music and Physical Education. Computers are available in both the classroom and a lab setting. Library classes meet weekly, Music and Physical Education meet twice weekly.

Library classes are where students are exposed to a variety of literature. The focus was on creating lifelong readers by stimulating the children's interest in books, and covering a wide variety of topics. Students also use the Internet to do group research on topics, and to gain an appreciation for the wealth of information available covering a vast array of topics. Classroom teachers guide students through obtaining information on various topics. This is culminated with each student reporting their information to the class.

Music classes for students were offered as a general program that included theory, skills and appreciation. Students are given the opportunity to use a computer program, Music Ace. The use of this interactive software enables students to learn music composition. The students are also exposed to the great composers and artists with a series of month long studies of a music great and his or her work. Each group of students participated in an evening musical performance, which was presented to the parents via an evening performance.

Physical Education was based on a life-long fitness philosophy. The students learned skills and activities that promote a healthy lifestyle. This program received level-one recognition from the Governor's Council on Physical Fitness, Health and Sports as an Exemplary Physical Fitness Program.

Computers are provided both in the classroom and a lab setting. The classroom computers support the reading program and are networked to provide access to the library collection. We have added a "mobile lab", Lap Top computers on a cart that

are connected to the LAN via wireless terminals located throughout the building. The teachers can use these computers in their classrooms as part of their Literacy Stations for differentiated instruction in all areas.

Curriculum Updates

The State of Michigan has issued Curriculum updates in the areas of Math and Language Arts. These updates are referred to as Grade Level Content Expectations, (GLCE's) and break the Michigan Frameworks into grade level curriculum. It also identifies the core curriculum that will be tested on the MEAP for grades 2 through 7. The Eagle Lake staff has incorporated these changes into the curriculum and has updated our parent reporting system to include these curriculum changes. The state is in the process of identifying the same changes into the Social Studies curriculum and will address the area of science in the near future. The Eagle Lake Staff will make the necessary adjustment to the curriculum areas when the State of Michigan releases the final update.

STAFF DEVELOPMENT

The staff at Eagle Lake are all **(100%)**, **“Highly Qualified”** as defined in the Federal NCLB Law (No Child Left Behind). It is our goal to maintain this status and demonstrate our commitment to offering our students the best education possible by continuing our professional growth.

The Eagle Lake Elementary staff attended a broad spectrum of professional development activities. These included training for implementation of Everyday Mathematics, writing, reading for information and problem solving. We also received training in the use of new technologies and software that is used to enhance student learning. There is on-going support for our teachers with review of curriculum and lesson plan development so we can provide the best opportunities for our students.

Teacher representatives attended workshops and conferences to gain knowledge of new techniques and methods to teach Reading, Writing and Mathematics. These representatives returned and were given time during staff meetings to share the information they received. As a part of our NCA School Improvement Plan, we have identified members of the staff to get extensive training. The staff members will serve as coaches for the Eagle Lake teachers in the areas of writing, problem solving and teaching informational reading.

The Eagle Lake staff received additional training in using computer curriculum software to enhance the ability, to provide both whole class and individual curriculum skill instruction, in the areas of Math, Language Arts and Science. We also were trained to use “Study Island”, a review and assessment program based on the Michigan GLCE's. We are piloting this software in order to assess, then re-teach, reinforce, and enrich students in the Grade Level Content Expectations outlined by the state of Michigan.

The Eagle Lake staff met 3 times per month to discuss building related issues. The format of these meetings was changed to include staff development training.

Eagle Lake Elementary School is working towards becoming a professional learning community. Staff members are encouraged to share information that would be helpful for all of us to better meet the needs of our students. This is an ongoing process that builds a common understanding of problems and possible solutions.

BUILDING LEVEL DECISION MAKING

The Eagle Lake staff was directly involved in the development of our goals, building schedules, establishing equipment acquisition priorities and the budget process. The staff was involved in many aspects of the planning for the 2006-2007 school year, including student class assignments and scheduling of some special classes. Our building school improvement team continues to be involved in the planning for next year.

The entire building staff was invited to take part in the school improvement process. A building school improvement team, met bi-monthly to coordinate and lead the team's activities. Parents were selected to represent each grade level and program to provide the school with parent and community input to the improvement process. This is a part of our drive to take a good idea and make it better.

The NCA/SIT, (North Central Accreditation/School Improvement Team) is made up of staff, parents and administrators. This group helps to oversee the progress towards the NCA Goals and school improvement at Eagle Lake. They also facilitate two-way communications between staff and administration within the school. Feedback was sought from the staff regarding the movement towards accomplishing the goals in our NCA/SIT improvement plan.

Each teacher participates on a building level committee in one of the four core curricular areas. This is generally an area of strength and interest to that particular teacher. Representatives of these curriculum committees represent Eagle Lake on a district level committee in their respective curriculum area. The building level groups become guides and resources to their colleagues in their curriculum area.

PARENT AND COMMUNITY INVOLVEMENT

P.T.O.

The Parent Teacher Organization (P.T.O.) has made significant contributions to our school. The group continued to be an integral part of the Reading Renaissance Program by funding the R.R. related activities and rewards. Additionally, the P.T.O. sponsored family activities this year that included family skating, the annual Harvest Party, and the Bingo Bash. The group organized spirit-wear sales to promote school pride. The group provided volunteer assistance for school-wide and grade level events and programs, such as the book fair, field trips, class cookouts and field day activities. They were also a most valuable resource for classroom teachers.

The P.T.O. continued to support our school through fund-raising efforts including: the collection of Martin's receipts, and

General Mill's box tops.

The P.T.O. sponsored a picnic that was a huge success during the Open House at the schools. Parents participated in Open House Activities with a high percentage of Eagle Lake students represented at this event. (See table below) Participation at parent teacher conferences continues to be high for Eagle Lake Elementary School. This is due to teachers making every effort to have parents participate in their child's education.

Percent of Students Represented at Open House Activities				
'02	'03	'04	'05	'06
77%	76%	80%	77%	84%
Parent/Teacher Conference Attendance				
'02	'03	'04	'05	'06
98%	98%	97%	97%	98%

STUDENT ACHIEVEMENT/EVALUATION

Our focus was to continue to build on the reputation that Eagle Lake has earned as a child-centered school. We will maintain this focus on children while working towards the goals and mandates of No Child Left Behind. We are committed to maintaining the standard of excellence that is the expectation at Edwardsburg Public Schools.

Often students are featured at School Board Meetings in order to highlight exceptional student work or programs in the classrooms. The Eagle Lake newsletter "Eagle Call", the district newsletter "Eddie-Torial" and classroom updates from teachers communicated students' successes. Both local print and electronic media are used to spread the word about school achievement.

Eagle Lake has committed to developing a school improvement plan that emphasizes (enhanced) student learning and achievement. We achieved our Outcomes Endorsement Status during the 2003-2004 school year. We are currently into the next cycle of the NCA process and have established our NCA goals that are listed on the first page of this document. Action plans have been developed for each goal area. These contain, strategies, staff development needs and assessments for each goal.

Our school embraces the principles of developmentally appropriate teaching and learning. Eagle Lake Elementary staff utilizes student assessment tools that reflect age appropriate measures to meet the needs of the children. Common informal assessments are conducted throughout the year for all students to measure growth in accordance with our NCA plan. These teacher assessments include progress reports, report cards, checklists, rubrics, narratives, portfolios, teacher made tests, informal reading inventories, and daily logs for the reading program. This information is shared with parents during conferences, in written correspondence, parent advisory meetings and in large group meetings such as open house and PTO. Daily communication is enhanced through the use of student planners. Teacher and parents use this tool to write notes to each other and planners are checked daily both at school and home.

During the 2006 - 2007 school year, Eagle Lake Elementary administered the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) Test. This instrument is uniquely designed to provide accurate measurement of student achievement and student growth across time. This was given to all students in second and third grades in the areas of Mathematics, Reading and Language Usage.

NWEA Results (Northwest Evaluation Association)

The scores in the table below indicate the NWEA Mean RIT score for the students at Eagle Lake Elementary School/ NWEA Standard Mean RIT score for students to be on grade level for each respective grade.

Spring 2005 Results

Grade	Mathematics	Reading	Language Usage
Second	193/*188	191/*187	192/*190
Third	202/*201	202/*198	204/*201

Spring 2006 Results

Grade	Mathematics	Reading	Language Usage
Second	194/**191	192/**188	194/**191
Third	204/**202	201/**198	204/**201

Spring 2007 Results

Grade	Mathematics	Reading	Language Usage
Second	196/**188	193/**187	195/**190
Third	206/**201	204/**198	204/**201

*Denotes the NWEA Mean RIT score for students taking the MAP for each respective grade and subject based on 2002 norming data.

** Denotes the NWEA Mean RIT score for students taking the MAP for each respective grade and subject based on 2005 norming data.

Report of NWEA Mean RIT scores for the students in each sub category as defined by NCLB (No Child Left Behind)

Second Grade Disaggregated Data	Mathematics		Reading		Language Usage	
	Sp 2006	Sp 2007	Sp 2006	Sp 2007	Sp 2006	Sp 2007
Free and Reduced Lunch	191	194	188	191	191	193
Mobility	192	194	188	194	192	197
Male	195	196	191	190	193	192
Female	193	196	193	196	195	197

Third Grade Disaggregated Data	Mathematics		Reading		Language Usage	
	Sp 2006	Sp 2007	Sp 2006	Sp 2007	Sp 2006	Sp 2007
Free and Reduced Lunch	201	202	195	201	199	201
Mobility	208	202	207	201	211	202
Male	205	208	199	204	202	203
Female	204	204	202	204	205	205

2005-2006 MEAP Results

The MEAP testing is conducted in the fall and tests the core curriculum for the students in the grade the previous year. Thus, third grade results are a measure of the second grade core curriculum and the fourth grade results are a measure of the third grade core curriculum. Below is listed the percent of students considered proficient by the State of Michigan. Eagle Lake School met state objectives with 100% of the students tested in Mathematics and English Language Arts, and by having a student attendance rate of 94.9%. The disaggregated data is reported by sub-group as defined by the NCLB Law. (No Child Left Behind)

2005 Results:

	Reading		Writing		ELA		State	Math		State
	Eagle Lake	State Avg.	Eagle Lake	State Avg.	Eagle Lake	State Avg.	Target	Eagle Lake	State Avg.	Target
Fall 2005							Goal			Goal
Third Grade	88%	87%	60%	51%	83%	78%	48%	95%	87%	56%
Fourth Grade	87%	83%	65%	55%	83%	76%	48%	87%	82%	56%

Disaggregated Data for Third Grade	Reading		Writing		ELA		Math	
Male	90%		58%		84%		96%	
Female	86%		63%		82%		95%	
Economically Disadvantaged	79%		55%		71%		95%	
Disaggregated Data for Fourth Grade	Reading		Writing		ELA		Math	
Male	83%		64%		79%		90%	
Female	92%		68%		88%		83%	
Economically Disadvantaged	79%		54%		79%		80%	

2006 Results:

	Reading		Writing		ELA		State	Math		State
	Eagle Lake	State Avg.	Eagle Lake	State Avg.	Eagle Lake	State Avg.	Target	Eagle Lake	State Avg.	Target
Fall 2006							Goal			Goal
Third Grade	92%	87%	50%	52%	86%	79%	48%	93%	88%	56%
Fourth Grade	94%	85%	40%	45%	85%	78%	48%	89%	85%	56%

Disaggregated Data for Third Grade	Reading		Writing		ELA		Math	
Male	90%		38%		81%		97%	
Female	93%		62%		91%		90%	
Economically Disadvantaged	84%		42%		82%		86%	
Disaggregated Data for Fourth Grade	Reading		Writing		ELA		Math	
Male	94%		38%		83%		94%	
Female	93%		43%		86%		86%	
Economically Disadvantaged	84%		27%		69%		80%	

*Students with disabilities count is below the threshold as required by NCLB.

Average Daily Attendance

The average daily attendance at Eagle Lake Elementary School was 94.9%.

VOLUNTEERS AND COLLABORATION

Many parents, grandparents, and community members volunteered to help the classroom teachers by assisting with activities, projects, and tutoring of students. More than eighty volunteers were honored at a Volunteer Social Gathering given by the staff in May.

Edwardsburg Middle School, and High School students volunteered to serve as mentors, and classroom helpers. We also hosted a work/study student from Southwestern Michigan College, who assisted our second grade teachers in providing small group and individual assistance for second grade students. The High School, Middle School students and the SMC student gained first hand experience of working in the classroom. Both our students and teachers were rewarded with extra help.

POINTS OF PRIDE

Continuing Education is Important for Teachers

- This year, 2 additional staff members have completed their Masters Programs. Other staff continued their learning by taking classes to update their skills and to keep their certification current.

Staff Development

- The staff at Eagle Lake has participated in book studies on the books: [A Framework for Understanding Poverty](#), by Ruby K. Payne, Ph.D. and [Building Background Knowledge, for Academic Achievement](#), by Dr. Robert J. Marzano. The staff developed strategies based on these books that are a part of our NCA plan.

New Math Program

- Edwardsburg Public Schools adopted a new Math Program that is aligned with the Grade Level Content Expectations from the State of Michigan. Our staff implemented this program and our averages in most categories on the NWEA Math test improved from 2 to 6 RITs.

Young Writers Day

- The staff members at Eagle Lake have taken steps to improve our students writing ability. To bring writing to a higher level of importance for our students, the staff devoted a whole day to a young writer's day.
- An author and a magician participated and explained how they wrote, and illustrated their books. The magician's presentation incorporated magic and totally captured the students' attention.
- Each student was given a blank book. By the end of the year every student had written and illustrated their own book.

MEAP

- Our students continue to improve in most areas of the MEAP test and score above state averages. A comprehensive writing program will be taught to all students at Eagle Lake and students will write an hour per day.

NWEA Sub Group Results

- Our students continue to improve in all areas of Math, Reading and Language Usage. They are above the norming groups in all areas tested. Analysis of the disaggregated data for our NWEA finds little difference in the sub groups to the total group. This meets the definition of an Effective School as defined by the leading school researchers such as Dr. Larry Lezotte, Dr. Ron Edmonds, Dr. Robert Marzano and others.

TAT (Teacher Assistance Team)

- The teachers and staff at Eagle Lake Elementary School met to provide 77 of our students with a problem solving session to support their teachers by brainstorming ways to help these students learn.

Fitness and Health

- Physical Education Instructors, Mr. Steve Crawford and Mrs. Martha Cleveland, served as co-coordinators for "Jump Rope for Heart" which generated a large donation to the American Heart Association.
- Physical Education Instructors, Mr. Steve Crawford and Mrs. Martha Cleveland served as co-coordinators for ACES day, which stands for "All Students Exercise Simultaneously". The event continues to grow and this year reached about 1,500 students.

United Way of Cass County

- The students at Eagle Lake collected about \$400 to support Cass County United Way. They were able to give back to the community that gives to them on a regular basis.

Third Grade Students Travel to Grand Rapids for the Shrine Circus

- For the third year all of our third grade students attended the Shrine Circus in Grand Rapids. This wonderful opportunity was sponsored by the Cass County Shriners Club.

SPECIALIZED SCHOOLS AND PROGRAM OPTIONS

BROOKSIDE LEARNING CENTER

Lewis Cass Intermediate School District operates a specialized school, Brookside Learning Center. This school provides programs to educate students from birth to 25 years of age, whose handicapping condition is labeled as severely mentally impaired, trainable mentally impaired, or emotionally impaired. There are programs for 6 year olds and other students whose handicapping condition qualifies them for a pre-primary classroom. LCISD also operates several specialized classrooms, for the purpose of educating some students whose disability is labeled as educable, mentally impaired or emotionally impaired.

EAGLE LAKE ELEMENTARY SCHOOL

Programs to address students with special needs in the areas of Speech and Language, Occupational Therapy, Physical Therapy, Educable Mentally Impaired and Learning Disabilities have their services delivered at Eagle Lake Elementary School. Resource teachers are available to deliver the services needed for these students in the least restrictive manner. These resource teachers also work with the classroom teachers to modify and support students in the regular and appropriate curriculum.

PLACEMENT IN SPECIAL NEEDS PROGRAMS

The building level TAT (Teacher Assistance Team) provides teachers with the problem solving assistance, to help students who are having difficulty in the classroom, with academics or behavioral issues. This group collaborates to provide early intervention and support for the student and teacher. Ultimately the students may be referred for testing for participation in a variety of special programs. Special education eligible students are enrolled in the LCISD specialized-school through the Individualized Educational Planning Committee (IEPC) process. Each individual student's needs are discussed and using the 13 step least restrictive environment process as a guide, determination is made that enrollment in the LCISD specialized school is the most appropriate placement to maximize his/her potential.

PROGRAM OPTIONS

Eagle Lake Elementary School offers choices to meet the variety of learners that pass through our doors. All choices teach the same curriculum and are designed to give common experiences to our students. These choices begin with a state-funded program for "at-risk" preschool students and continue through fifth grade at the Intermediate School.

Parents and students in grades two and three are allowed to request from three different options: Single grade, is a traditional one-grade classroom with the same teacher for one year. Looping, allows for the teacher to start with a group of students at the beginning of second grade year and continue through third grade. This provides continuity for both teacher and student in the second year. Multi-age, is an additional option for the parents and students of Edwardsburg. A team of three teachers delivers this program, to students in second and third grades.

Children who need extra help in the area of reading and math may receive services from the Title I program. Aides work in the classroom to support students in core curricular areas.

Edwardsburg Public Schools hired a counselor for the elementary students. The counselor and a Behavior Specialist work together, to provide groups that focus on certain problems, or issues of the Eagle Lake students.

PUBLIC NOTICES

EQUAL OPPORTUNITY EMPLOYER

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, or any other legally protected characteristics, in its programs and activities, including employment opportunities.

If any person believes that the Edwardsburg Public Schools District or any of the district's staff has inadequately applied the principles and/or regulations of Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Act and The Americans with Disabilities Act, s/he may bring forward a complaint to the district's Civil Rights Coordinator, Debra Cripe, Director of Curriculum and Instructional Resources, Edwardsburg Public Schools, 69410 Section Street, Edwardsburg, Michigan 49112 (269-663-1048).

GRIEVANCE PROCEDURES

If any person believes that the Edwardsburg Public Schools or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title II, Title VI of the Civil Rights Act of 1964, and Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act, and (5) The Americans with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the District's Civil Rights

Coordinator, Ms. Debra Cripe. The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five business days.

Step 2

If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, Plaza Nine Building, Room 300, 55 Erieview Plaza, Cleveland, Ohio 44114. Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201. The local Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Civil Rights Coordinator's office.

