

August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Holland ECC at Maplewood. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, and teacher quality. If you have any questions about the AER, please contact Ellen Westveer for assistance.

The AER is available for you to review electronically by visiting the following web site www.hollandpublicschools.org or you may review a copy from the Principal's office at your child's school.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

A. School Assignment/Transfer

1. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.
2. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.
3. Whenever possible, commitments made, in writing, to parents in earlier years – either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead.

Placement policies and individual placements will be reviewed annually and adjusted when necessary.

4. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.

5. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.

B. Class and Grade Assignment/Transfer

1. Assignments to class and grade shall be made by the principal after consultation with relevant staff.

2. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.

3, Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.

The following procedures shall be followed in a transfer of a student within a school:

a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.

b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

c. If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Holland ECC at Maplewood continues to establish significant learning goals on the 3-5 year school improvement plan. Work on these goals will continue in subsequent years through the efforts of teacher led professional learning communities and a building wide school improvement team.

In English Language Arts our goal is to introduce letters, letter sounds and vocabulary development with our preschool students. Our goal is for all students to be able to identify the letters in their own name, and to write their own name. Young 5's students are expected to recognize all upper and lower case alphabet and the letter sounds.

The Great Start Readiness Program follows the High Scope curriculum, a MDE approved curriculum. Young 5's follows the Harcourt Literacy and Math curriculum for pre-K.

We use the PELI (Preschool Early Literacy Indicators) assessments with our preschool students, and give assistance and extra support to students who are not making progress with the preschool curriculum as indicated on the PELI.

In Mathematics our goal is to introduce the preschool students to numbers, counting, and early Math concepts. The Harcourt Math curriculum and use of many manipulatives is used in Pre-K.

SPECIALIZED SCHOOLS

Programs operated by HPS:

1. Severe Multiple Impairments Classrooms

A Special Education Program designed to serve elementary age students with Severe Multiple Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules (R 340.1748).

2. Early Childhood Special Education Classroom

A Special Education Program designed to serve Preschool age students (3 through 5 years) with Disabilities. This classroom operates according to the regulations defined by the Individuals

with Disabilities Education Act (IDEA) and Michigan Special Rules (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through grade 12 students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules (R 340.1742).

4. Autism Spectrum Disorder Elementary Classroom

Two Special Education Programs designed to serve elementary age students with ASD. This classroom operates according to the regulations defined by the the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules (R 340.1758).

Programs operated by Others:

1. Severe Multiple Impairments Classroom (Grand Haven Public Schools)

A Special Education Program designed to serve secondary school age students with Severe Multiple Disabilities. This classroom operates according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules (R 340.1748).

2. Classrooms for students with Severe Cognitive Impairments, Moderate Cognitive Impairments, Severe Multiple Impairments and Autism (Ottawa Are ISD/ Ottawa Area Center)

Twenty-six Special Education Programs designed to serve Infants through age 26 with disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules.

3. Classrooms for students with Emotional Impairments (Ottawa Are ISD/ Sheldon Pines School)

Four Special Education Programs designed to serve students from 2nd through 12th grade with emotional Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and Michigan Special Rules (R340.1741).

CORE CURRICULUM

The programs at the Early Childhood Center use curriculum that is aligned to the Early Childhood Standards of Quality adopted by Mich Dept of Education.

The Great Start Readiness Program uses the High Scope curriculum, a comprehensive early childhood curriculum.

Young 5's uses the Harcourt Literacy (Trophy) and Math pre-K curriculums , which are aligned with the district curriculum.

Early Childhood Special Education uses the Aepsi assessment and curriculum alignment, approved by MDE Early Childhood Special Ed.

The curriculum of the Holland Public Schools aligns to the Michigan Grade Level content Expectations. For more information on district curriculum, parents and community members are directed to the Teaching for Learning Office of the Holland Public Schools.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

There are no local or normed referenced achievement tests given to our preschool students.

Our students are given assessments: The Ages and Stages screen, the Preschool Early Literacy Indicators, and the Aepsi, an early childhood special education assessment. IEP goals are used for students identified as having a any special need.

The results of these assessments are used to target students needing extra support with the preschool curriculum.

NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Fall Conferences:

Teachers in the Great Start Readiness program and the Early Childhood Special Education programs do home visit conferences in the Fall. We have 99% parent participation in these conferences.

Young 5's have school Parent conferences, and we have 97 % attendance by parents.

Teachers make multiple efforts to encourage parents to attend conferences, and we have good success with that.

Spring Conferences:

We have Parent Teacher conferences for all preschool students at ECC in the Spring. Our attendance rate for parent participation was 98 %.

Sincerely,

Ellen Westveer

Director
Holland ECC at Maplewood