



Holly Area Schools

Excellence in Action!

March 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Karl Richter Campus. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Ellen Lounds at ellen.lounds@hask12.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/3OOrIA#StudentAssessment> or you may review a copy in the main office at your child's school. Due to the low number of our 11th grade students, our State MI Access assessment data is reflective of only one assessment. It is a challenge to compare the student growth in comparison to their similar age peers due to the individualized instruction and the MI Access alternate assessments verse M STEP assessment data.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

The Karl Richter Campus classrooms provide comprehensive educational experiences for students with moderate to severe intellectual, physical and health impairments. The Adult Transition Program, IMAGINE (Individuals Making Adult Gains in Natural Environments), is also located at the Karl Richter Campus. These adult students do not take State assessments. Each student has an individualized program where staff strives to accommodate the complex learning needs of each student.

The Karl Richter Campus staffs have been trained in the Unique Learning Systems (ULS) curriculum. This curriculum is aligned to the Standards and is structured to meet the needs of our student body. A teacher was also trained on using the Communication Matrix to address the various communication needs of the student body. Adult students work on universal work skills and career readiness tailored to their individualized goals.

State law requires that we also report additional information. The Holly Area School District students that have specific intellectual or physical needs may be enrolled in the Karl Richter Campus programs. The programs at the Karl Richter Campus are for student sages 13 - 26 years old. The decision for this programming is made at the student's

Individualized Education Plan (IEP) meeting. The students that are working on school-to-work goals are enrolled in our IMGAIN Program housed at Karl Richter Campus. This program prepares students for independent living and employment. All of the classrooms have sound fields, projectors and adaptive equipment to meet the physical and intellectual needs of the students. The building also houses a variety of school district offices and village offices.

In order to meet the unique needs of our student body, the staff have participated in a number professional development programs to address improved delivery of language arts, writing and math. The staff also reviews the Essential Elements and Range of Complexity resources provided by the State of Michigan. These documents provide guidance for the alternate content standards for ELA and Math. The staff has continued to work on communication with parents and stakeholders to improve communication. The goal is to improve communication as well as increase the interaction between the parent and school. The Holly Parent Advisory Committee (PAC) is aligned with the Oakland Intermediate Schools District Parent Advisory Committee. The Holly PAC meets 4-5 times a year.

The Karl Richter Campus staff communicates at least weekly with the parents through a notebook system. Much of the communication is daily due to the student's needs. Staff and parents meet at least two times a year at conferences as well as at the student's annual Individualized Education Plan meeting. Parent contact is frequent due to the educational and medical needs of the students in the SCI classroom. The family participation was 95% during the fall 2016 conferences. The parent / adult student participation rate at conferences during the 2013-14 school year was 100%. In 2014-15 it was 87% for post-secondary students and 100% for the SCI classroom. We had 100% parent attendance at IEP Team meetings for both programs. Parents find it difficult to return to school for more meetings due to addressing their students' multiple needs as well as the frequent communicate from staff around their child's needs. The students in the Adult Transition Program may be their own guardians so parent communication shifts to the adult students.

We appreciate the continued support of parents, staff and the community in supporting our students. We continue to collaborate with area businesses to help secure employment opportunities as well as community outings for our students. We continue to incorporate more parent supports through our Parent Advisory Committee (PAC) and accessing community resources. While we are pleased with our student's progress, we continue strive to improve our instruction. Our goal is to continue to maintain a safe and welcoming school environment while working toward increasing the number of our students meeting the proficiency targets and independent skills that will increase positive student outcomes and increased independence.

Sincerely,



Ellen C. Lounds

Director of Special Services

Supervisor for Special Education