

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

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Date: June 3, 2020

Time: 4:00 p.m.

MES Board Room
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Hollman

In Attendance:

Timer: _____

Recorder: _____

1. Section 504 Handbook (Information / Action)
2. EL Handbook (Information / Action)
3. Title 1 Schoolwide Program Plan Handbook (Information / Action)
4. Curriculum Committee Planning Guide (Information / Action)
5. Next Meeting Date _____
6. Next Meeting Items:
 - a.
 - b.
7. Adjourn



To: Dr. Melanie J. Oppor
From: Danni Brauer
Date: June 1, 2020
Re: Section 504 Handbook

The purpose of this memo is to highlight the changes in the Section 504 Handbook as follows:

<i>Page #</i>	<i>Section</i>	<i>Proposed Change or Addition</i>
Cover	Cover	Added logo Added Board Approval Date
14	Parental Notice	Updated letterhead



School District of Manawa

Section 504/ADA Prohibition
against Discrimination Based on
Disability Plan

Approved by the Manawa Board of Education on
June 15, 2020

School District of Manawa
Section 504/ADA Prohibition against Discrimination Based on
Disability

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Nondiscrimination on the Basis of Handicap/Disability

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

Procedures Applicable to Section 504

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education, and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

Referral

Any student who needs or is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the Building Consultation Team for evaluation. Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form and submitted to the building principal. Referrals may be made at any time.

Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator.

Evaluations

Upon receipt of a Suspected Disability Referral Form, the building principal will notify the appropriate 504 Case Manager who will collect all relevant information on the student to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written consent will be obtained and a copy of the Notice of Section 504/ADA Procedural Information and Rights will be sent to the parents.

The Building Consultation Team (BCT) will consider all relevant information on the student to determine whether he/she is disabled under Section 504. The assessment information may include, but will not be limited to, medical reports that document a physical and/or mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The student's parents will be sent a letter invited them to attend and participate in the BCT conference at least seven calendar days prior to the conference.

Plan

If a student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the District's programs and activities on an equal basis to

students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

Review of the Student's Evaluation

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Procedural Safeguards: Due Process

The parents may challenge the actions of the BCT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

504 Process School District of Manawa

1. A concern is raised about a student by parent or school staff member.
2. The student is referred to the Building Consultation Team (BCT).
3. The BCT reviews all documentation and decides if there is enough information to make a Section 504 Referral. The 504 Referral Form is given to the referring staff member or parent.
4. Upon receipt of the completed referral form, the Principal will notify the 504 Case Manager (School Counselor) who will collect all relevant information.
5. A copy of the completed Referral Form, Procedural Information and Rights, and Letter Notice Section 504 Initial Evaluation are sent to parent. Consent is to be obtained within 30 days of receipt of referral.
6. Following receipt of consent from parents, Release of Information form is filled out and sent to parents if the district doesn't already have permission to talk to the student's physician. The Physician Questionnaire is then sent after the Release of Information form is returned.
7. Within 60 days, the principal will convene the BCT to determine eligibility under 504. Meeting Notice is sent to parents at least 7 days prior to conference.
8. Summary of Evaluation Report is filled out at the meeting.

If found ineligible:

1. Summary of Evaluation Report and Procedural Information and Rights are sent to parents.
2. BCT decides if the student needs a Response to Intervention (RtI) Plan, student can be served appropriately without written interventions or more information is needed before making determination.

If found eligible:

9. 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section IX of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
10. 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
11. Copy of finalized plan is sent to District 504 Coordinator and filed in student's cumulative file.
12. Copies of plan are distributed to the student's teachers.
13. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
14. Within the first 2 months of a new school year, BCT needs to meet to review the 504 Plan, decide whether to continue the existing plan, discontinue current plan or develop new plan.
15. A copy of the active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in cumulative file and distributed to teachers by October 15.
16. Copy of active 504 Plan is sent to parents and Procedural Information and Rights is offered.
17. At least every 3 years, appropriate school staff should determine whether an updated evaluation is needed.
18. When re-evaluation is needed parents will be sent prior notice and copy of Procedural Information and Rights.

NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS

WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973, as amended by the ADA Amendments Act of 2008 (hereinafter "Section 504"), is Congress' directive to schools receiving any Federal funding to eliminate discrimination based on disability from all aspects of their school operations. It states: "No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Since the School District is a recipient of Federal dollars, its administrators and staff are required to provide eligible disabled students with equal access (both physical and academic) to services, programs, and activities offered by its schools. Section 504 is a civil rights statute and not a special education statute.

HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?

If you suspect that your child is "disabled" under Section 504/ADA, contact your child's teacher, school counselor, or building principal. You will be asked to complete a referral form and grant consent for a 504 evaluation. After the evaluation is complete, a meeting will be scheduled to determine if your child has a "disability." You have the right to the opportunity to meaningful participation in the process and provide input, even if you cannot attend the meeting in person.

WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?

A student qualifies for Section 504 protection if s/he is determined to be an individual with a disability as defined by the statute. Specifically, the student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Only those students with an actual impairment, however, are entitled to accommodations/modifications/interventions pursuant to Section 504. Those students with a record of an impairment or who are regarded as having an impairment are entitled to protection from discrimination based upon disability.

Major life activities include, but are not limited to, functions such as (a) caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, learning, and (b) the operation of major bodily functions including the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND THE IDEIA?

Section 504 prohibits discrimination against students with disabilities and requires school districts to provide students with disabilities regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met. Any necessary accommodations/modifications/interventions must be delineated in a Section 504 Plan.

IDEIA requires districts to provide disabled students (ages 3 through 21) with special education and related services and supplementary aids and services designed to meet their unique needs and prepare them for further education, employment, and independent living. The special education and related services must be delineated in an Individualized Education Program (IEP).

PROCEDURAL INFORMATION AND RIGHTS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of those decisions.

You have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE);

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e. the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner;

If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.

- H. place your child in a private school or alternative educational program;

However, if the District makes a FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.

- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant education records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;

- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of your child;

If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why you disagree with the information it contains.

- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law;

You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer.

- Q. receive all information in your native language and mode of communication;
- R. file an internal complaint;
- S. file a complaint with the U.S. Department of Education's Office for Civil Rights;
- T. be represented at any point in the process by an attorney;
- U. be notified of your Section 504 rights (1) when evaluations are conducted, (2) when consent for an evaluation is withheld, (3) when eligibility is determined, (4) when a Section 504 Plan is developed, and (5) before there is significant change in the Plan.

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer. The Board of Education has designated Carmen O'Brien as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/e-mail:

515 E. Fourth St.
 Manawa, WI 54949
 Phone: (920) 596-2524
 Fax: (920) 596-2655

cobrien@manawa.k12.wi.us

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Midwest Regional office is:

Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
FAX: (312) 730-1576
PHONE: (312) 730-1560
TDD: (877) 521-2172
E-mail: OCR.Chicago@ed.gov
Web: <http://www.ed.gov/ocr>

SUSPECTED DISABILITY REFERRAL FORM

Student Name _____ DOB _____

School _____ Grade _____

Parent Name(s) _____

Address _____ Phone _____

Please complete this form if you suspect that this student may have a physical or mental impairment that substantially limits one or more major life activities. (See below).

A. Statement of Suspected Section 504 Disability

B. Nature of the Concern (attach additional sheets if necessary).

1. Check the suspected physical or mental impairment.

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

2. Describe (and attach) any evaluative/data source supporting the diagnosis.

3. Check any major life activity(ies) that are limited. (Note this list is not exhaustive.)

Bending
Breathing
Caring for one's self
Communicating
Concentrating
Eating
Hearing
Learning
Lifting
Performing manual tasks

Reading
Seeing
Sleeping
Speaking
Standing
Thinking
Walking
Working
Other: _____

4. Describe (and attach relevant data) how any major life activities are substantially limited.

5. Check any major bodily functions that are limited. (Note: This list is not exhaustive.)

Bladder
Bowel
Brain
Circulatory/Cardiovascular System
Digestive System
Endocrine System

Immune System
Neurological System
Normal Cell Growth
Reproduction
Respiratory System
Other: _____

6. Describe (and attach relevant data) how any major bodily function(s) (is)(are) substantially limited.

C. To date, what accommodations/modifications/interventions or special provisions have been made to assist the student?

Signature of Person Making Referral Relationship to Student Date

The signature of the principal receiving this Referral, documents that a copy of this form and the Notice of Section 504/ADA Procedural Information and Rights have been given or sent to the parent or guardian.

Principal's Signature Date Received

For Office Use Only			
Copies to:	<input type="checkbox"/> District 504 Coordinator	<input type="checkbox"/> Building Administrator	<input type="checkbox"/> Teacher(s)
<input type="checkbox"/> Parent(s)	<input type="checkbox"/> Files	<input type="checkbox"/> District Health Coordinator	<input type="checkbox"/> School Counselor



School District of Manawa

“Students Choosing to Excel, Realizing their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawa.k12.wi.us

Letter/Notice: Section 504 – Parental Notice for Initial Evaluation (504 C)

Date: _____
To the Parent/Guardian of: _____

As part of our efforts to help improve your child’s classroom performance, I have asked members of our Building Consultation Team to collect and review information on our child’s learning and behavior. The teacher(s), school counselor, principal, and other staff members may be involved in observation, interviews, administration of behavior checklists, and other data collection activities. (Your child is not suspected of being an exceptional student at this time.)

Once the information has been reviewed, we will be meeting with you to discuss plans to meet your child’s needs. If you have any questions, please contact _____ (Section 504 Coordinator) at the SCHOOL DISTRICT OF MANAWA.

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. These 504 rights are summarized below.

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to: _____ (Section 504 Coordinator).

Parent Consent

Student’s Name Date

_____ Yes, I consent to the proposed screening/evaluation, if deemed necessary

_____ No, I do not consent to the proposed screening/evaluation

Comments: _____

Parent Signature

cc: Student Behavior / Pupil Records File _____



SECTION 504 RELEASE OF INFORMATION AND RECORDS

In order to ensure your child is provided with equal access (both physical and academic) to services, programs and activities offered by our school, a mutual exchange of information and records is required for your child.

Name of Student: _____ DOB: _____

School: _____ Grade: _____

The requested exchange is between the School District of Manawa and the following:

(hospital, clinic, physician, institution, association, or school)

Address: _____

Name of Contact Person: _____ Phone: _____

Records that may be exchanged include the following: (check all that apply)

- Release all information
- Release the checked information:
 - General identifying data (name, address, birth date, grade level completed, grades, class standing, attendance record)
 - Standardized achievement and aptitude test scores Personality and interest scores
 - Teacher ratings
 - Record of extra-curricular activities Individualized education programs Psychological reports
 - Medical reports Psychiatric report
 - Other: _____

Consent of Parent/Guardian for Release of Information

I authorize the School District of Manawa and the above-named individual/organization/agency to exchange information and records as indicated. Except as limited above, this authorization encompasses all information pertaining to the minor, including protected health information (PHI) as defined in the Health Insurance Portability and Accountability Act (HIPAA) and its implementing regulations, and education records as defined in the Family Educational Rights and Privacy Act (FERPA).

We expressly waive all provisions of law (including, but not limited to, the privacy provisions of HIPAA, FERPA, and R.C. 3319.321), forbidding any physician or other person who has or may hereafter treat, attend, or examine the minor, or any educational agency, from disclosing any knowledge or information, including PHI, which they may have thereby acquired.

Pursuant to HIPAA, the following are specified as part of this authorization:

- A. The purpose of disclosure is for assisting the School District in offering the student a free appropriate public education pursuant to Section 504 of the Rehabilitation Act of 1973.
- B. This authorization expires one (1) year after the date it is signed.
- C. The parents signing this permission form understand that they may revoke this authorization at any time by providing written notification to the District Compliance Officer, the building principal/Building Compliance Officer, or the individual/organization/agency listed above, except to the extent that this authorization has already been relied upon.
- D. The parents signing this form have been informed that the individual/organization/agency listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether the parents sign this authorization.
- E. The parents signing this form have been informed of the potential for information disclosed pursuant to this authorization to be subject to redisclosure by the recipient and to be no longer protected by HIPAA. The parents signing this form are also aware that any information disclosed to the School District is subject to other state and Federal privacy laws.

Parent's Signature	Relationship to Student	Date Signed
Address: _____		Phone: _____

Please send released information/records to: _____

Copies to: Parent/Guardian Cumulative Folder

SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: _____ DOB: _____

Address: _____

School: _____ Grade: _____ Phone: _____

A referral has been initiated for the above-named student under Section 504 of the Rehabilitation Act of 1973, as amended. In order for a student to qualify for protection under Section 504, s/he must have a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions, etc.). Because the referral is related to medical concerns, we are requesting information from you. The parent/guardian signed the attached Section 504 Release of Information and Records.

Please complete this form and attach any reports pertinent to the medical and/or educational needs of this child. We are NOT requesting evaluation, testing, or services be performed, but reports of diagnostic work performed in the past.

1. What physical and/or mental impairments have been identified that may qualify this student under Section 504?

2. What major life activity(ies) may be substantially limited as a result of the impairment?

3. Detail available medical background, including a written diagnostic statement and copies of any/all reports.

4. What treatments or medications are recommended for this impairment?

5. What precautions or accommodations are recommended for consideration by the school?

Physician's Signature _____
Date

Please return this questionnaire to: _____

Copies to: Parent/Guardian Cumulative Folder

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NOTICE OF SECTION 504 MEETING

Date: _____

To: _____

From: _____

Student: _____

Initial Conference

Review Conference

Causal Relationship Conference

We are planning a Section 504 Meeting. The meeting will include a discussion of your child's evaluation results, classroom performance, and eligibility for protection under Section 504. If your child is identified as disabled pursuant to Section 504, the 504 Team will determine whether s/he requires regular or special education and related aids and services in order to receive a free appropriate public education. If services, including but not limited to accommodations/modifications/interventions, are needed, a Section 504 Plan will be prepared. We request that you attend this meeting to assist us with the discussion and program recommendations. Enclosed is a copy of the Parent Rights under Section 504. The meeting is scheduled as follows:

Date _____ Time _____ Location _____

We expect the following persons to attend the meeting. You have the right to bring others to the meeting. If there are other school personnel you wish to have present, please let us know so arrangements can be made.

Participants

(Building Compliance Officer/Principal/Designee)

(General Education Teacher)

(Parent/Guardian)

(Parent/Guardian)

(Guidance Counselor)

(School Psychologist)

(Student)

(Other)

The evaluation data and other information to be discussed are available for your review prior to this conference. **Please keep one copy of this notice and return the other so that we will know your intent.**

Enclosed is a copy of the Notice of Section 504/ADA Procedural Information and Rights.

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Parent Reply to Request to Attend 504 Conference

I received the Notice of Section 504 Conference and Notice of Section 504/ADA Procedural Information and Rights sent to me by school personnel.

- I will attend the meeting at the time stated.
- I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: _____.
- I request that the meeting be held without my being present.
- I would like the meeting to be held at the following time and location: _____

Signature of Parent/Guardian _____ Date _____

Copies to: Parent/Guardian Cumulative Folder

SECTION 504 SUMMARY EVALUATION REPORT

Personal Information:

Student Name: _____ DOB: _____

Sex: M () F () Grade: _____ School: _____ ID#: _____

Student Address: _____ City: _____ Zip Code: _____

Parent Name: _____ Phone: (home) _____
(work) _____
(cell) _____

The Building Consultation Team met on _____ (date).

Conference Type: Initial Case Review Re-Evaluation

Conference Date: _____

Sources of Information Considered in Determining Eligibility:

Parent Recommendation	Physician Diagnosis
Educational Evaluation/Performance	Major Health Problem
Teacher Observation/Recommendation	Behavioral Evaluation/Performance
Ineligibility for Services under IDEIA	Other _____

Summary of data and evaluation information that was presented:

Committee Determinations:

1. The student has a physical or mental impairment. Yes No
*See attached documentation of medical condition.

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

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List attached sources of documentation:

2. If student has a physical or mental impairment in #1 above, does the impairment result in a substantial limitation of one or more major life activity(ies)? Yes No

List attached sources of documentation related to extent of limitation or lack of limitation for each condition identified in Section 1:

Summarize the impairment for each condition identified in Section 1 in relation to the average student:

3. Identify any major life activities or major bodily functions that are substantially limited.

- a. Check any major life activities that are substantially limited:

Bending	Reading
Breathing	Seeing
Caring for one's self	Sleeping
Communicating	Speaking
Concentrating	Standing
Eating	Thinking
Hearing	Walking
Learning	Working
Lifting	Other: _____
Performing manual tasks	

- b. Check any major bodily functions that are substantially limited:

Bladder	Neurological System
Bowel	Normal Cell Growth
Brain	Respiratory System
Circulatory/Cardiovascular System	Reproduction
Digestive System	Other: _____
Endocrine System	
Immune System	

Determination:

- The student is eligible under Section 504/ADA as a person with a disability for the following conditions.

Does this student need regular or special education and related aids and services, including but not limited to, accommodations/modifications/interventions?

No

Explain:

Yes

Indicate the type of plan to be written: _____

Note: if specially designed/special education is required, follow IDEA procedures

The student is not eligible under Section 504/ADA as a person with a disability.

Does this student nevertheless need accommodations/modifications/interventions?

No

Explain:

Yes

Indicate the type of plan to be written: _____

Recommendations:

A Section 504 Plan is recommended and attached.

The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 Plan.

The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.

Other _____.

Review Date: _____

504 Team:

Principal _____

Teacher _____

Counselor _____

Other _____

Parent(s)/Guardian _____

Nurse _____

Teacher _____

Other _____

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Acknowledgment:

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

I agree with the IAT's recommendations as stated above.

I disagree with the IAT's recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

Parent/Guardian Signature _____ **Date** _____

For Office Use Only

Copies to: District 504 Coordinator School Counselor/District Health Coordinator
 Parent(s) Files Building Administrator

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SECTION 504 PLAN

SECTION 504 PLAN
* CONFIDENTIAL *

Case Manager

- School Counselor
 District Health Coordinator

- Initial 504 Plan
 Continuing 504 Plan

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date: _____

Section I

NAME:		DATE OF BIRTH:	
ADDRESS:			
CITY:	STATE:	ZIP:	PHONE #:
PARENT/GUARDIAN NAME(S):			
BUILDING:	GRADE:	STUDENT ID#:	

SECTION II What physical or mental impairment has the team identified?

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder/ADHD | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

DIAGNOSIS:

Date of Diagnosis: _____ Physician: _____ Medication: _____

SECTION III

BACKGROUND INFORMATION (Pertinent educational and additional medical information):

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SECTION IV

ELIGIBLE DISABILITY UNDER: Check major life activities and/or bodily functions that are substantially or extremely limited as a result of the physical or mental impairment.

Bending
Breathing
Caring for one's self
Communicating
Concentrating
Eating
Hearing
Learning
Lifting
Performing manual tasks

Reading
Seeing
Sleeping
Speaking
Standing
Thinking
Walking
Working
Other: _____

Bladder
Bowel
Brain
Circulatory/Cardiovascular System
Digestive System
Endocrine System
Immune System

Neurological System
Normal Cell Growth
Respiratory System
Reproduction
Other: _____

SECTION V

Substantial Limitation (i.e., concern or problem to be addressed)	Intervention/Strategy (i.e., accommodation/modification /intervention)	Person(s) Responsible	Date to Begin	Evaluation Procedure	Comments
Testing Accommodations (if needed)					

Location of the Implementation of this Plan: _____
 How will teachers and staff be made aware of this Plan: _____
 How will this Plan be monitored: _____
 Person responsible for monitoring Plan: _____ Anticipated Review Date: _____

SECTION VI

INITIATION DATE:

DURATION OF PLAN:

NEXT REVIEW DATE:

SECTION VII

Attachments Yes No

If Yes, List documents attached: _____

SECTION VIII

PARTICIPANTS (Name) (Title) (Date)

Case Manager _____

** Plans that require expenditure of funds beyond the school's budget must be approved in advance by the District Administrator or Central Office designee.

District Administrator or Designee Date

SECTION IX

I received a copy of the Notice of Section 540/ADA Procedural Information and Rights for the current year:

Parent Signature Date

I give permission for this Section 504 Plan to be implemented for my child. The information contained in this plan will be distributed to appropriate individuals in the building. Your signature indicates consent to share this plan with necessary staff.

I do not give permission for this Section 504 Plan to be implemented for my child.

Parent Signature Date

For Office Use Only	
Copies to: <input type="checkbox"/> District 504 Coordinator	<input type="checkbox"/> Building Administrator
<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Parent(s)
<input type="checkbox"/> 504 Case Manager	<input type="checkbox"/> File
<input type="checkbox"/> (School Counselor or District Health Coordinator)	

Copies to: Parent/Guardian Cumulative Folder

PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:

- A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner;

If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.

- H. parents have the right to place their child in a private school or alternative educational program;

However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

If the District refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
 - 1. when evaluations are conducted;
 - 2. when consent for an evaluation is withheld;
 - 3. when eligibility is determined;
 - 4. when a Section 504 Plan is developed; and
 - 5. before there is significant change in the Section 504 Plan.

Procedural Rights Pertaining to Section 504 Due Process Hearings

When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer ("IHO") (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing).

The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.

A party to such a due process hearing shall have:

- A. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- B. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
- C. the right to a written or electronic verbatim record of such hearing; and
- D. the right to written findings of fact and the reasons for the decision.

The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

- A. a statement of time, place and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of the matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

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SECTION 504/ADA – COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person is/are designated as the District's Section 504/ADA Compliance Officer ("District's Compliance Officer"):

Carmen O'Brien, Director of Curriculum
515 E. Fourth St.
Manawa, WI 54949
Phone: (920) 596-2524
Fax: (920) 596-2655
cobrien@manawa.k12.wi.us

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officer").

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the District Compliance Officer or the Building Compliance Officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. The written complaint must contain the following information:
 1. Name(s) of person(s) filing complaint.
 2. Whether the person(s) represents an individual or group.
 3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or the District Compliance

Officer.

4. A written summary of the complaint and a proposed solution.
-
- B. The Building Compliance Officer or the District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint.
 - C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
 - D. If a satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

OCR Complaint

At any time, if a member of the public believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended ("ADA"), the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Citigroup Center, 500 W. Madison Street, Suite
1475
Chicago, IL 60661
312-730-1560
Fax: 312-730-1576
TDD: 877-521-2172
E-mail: OCR.Chicago@ed.gov
Web: <http://www.ed.gov/ocr>

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under Section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

Approved 11/19/12

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SECTION 504/ADA INTERNAL COMPLAINT - STUDENT

NAME OF COMPLAINANT

TELEPHONE NUMBER

ADDRESS

RELATIONSHIP TO THE SCHOOL DISTRICT:

_____ STUDENT _____ (SCHOOL ATTENDS)

_____ RECEIVING SPECIAL EDUCATION
_____ RECEIVING REGULAR EDUCATION

_____ PARENT _____ (CHILD'S NAME)

DESCRIPTION OF DISABILITY:

STATEMENT/NATURE OF COMPLAINT (INCLUDING DATE OF ALLEGED DISCRIMINATION, IF APPLICABLE):

WHAT ACTION ARE YOU REQUESTING? (I.E. RELIEF SOUGHT):

PARENT/STUDENT/COMPLAINANT

DATE

DATE RECEIVED BY
BUILDING PRINCIPAL/
BUILDING COMPLIANCE OFFICER

**RECORD OF CONFERENCE WITH
504 SCHOOL DISTRICT OF MANAWA COORDINATOR**

A CONFERENCE WAS HELD ON _____ AT
_____ AND MATTERS PERTAINING TO THE FOLLOWING ALLEGED
COMPLAINT WAS DISCUSSED.

BRIEF DESCRIPTION OF ALLEGED COMPLAINT:

DISPOSITION OF ALLEGED COMPLAINT:

BUILDING PRINCIPAL/BUILDING 504 COORDINATOR _____ DATE _____

IF YOU WISH TO APPEAL THIS DECISION, ENCLOSED IS THE COMPLAINT
PROCEDURE AND APPEAL TIMELINE.

_____	_____	_____
PARENT/STUDENT BY	DATE	DATE RECEIVED
		SECTION 504 SCHOOL DISTRICT OF MANAWA COORDINATOR

MANIFESTATION DETERMINATION REVIEW 504 PLANS

In carrying out a manifestation determination review, the local educational agency, the parent, and relevant members of the Building Consultation Team (BCT) (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents of the child.

Student's Full Name: _____ DOB: _____

Nature of the student's disability:

Nature of the behavior subject to disciplinary action:

The Notice of Section 504/ADA Procedural Information and Rights was presented with an explanation by _____.

Name/Title _____

- | | | |
|---|------------|--------------------|
| 1. Is new or additional evaluation/data needed?
If yes, refer the student for evaluation. | Yes | No |
| 2. Does student have or require a Section 504 Plan?
If yes, is the Section 504 Plan appropriate?
If no, revise the Plan and attach a copy of the modified Plan. | Yes
Yes | No
No |
| 3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable? | Yes | No |
| 4. Previous suspensions/expulsion: | Yes | No (attach record) |
| 5. Aggregate number of suspension days: _____ | | |
| 6. In relationship to the behavior subject to disciplinary action | | |
| a. Did the BCT review relevant information in the student's file and the student's 504 Plan? | Yes | No |
| b. Did the BCT review relevant information presented by the parents and teacher observations? | Yes | No |

c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?

Yes No

Explain:

d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan?

Yes No

Note: The behavior is a manifestation of the student's disability if the BCT indicated yes on item C or D under #6.

Conclusion:

Based upon the information considered, the BCT determined that the behavior ____ was ____ was not a manifestation of the student's disability.

Date of Manifestation Determination Review: _____

Please note: If the behavior was a manifestation of the disability, the team should consider action such as whether the 504 Plan needs to be changed, a behavior plan needs developed or amended, additional assessment is necessary, etc.

If the behavior is not a manifestation of the student's disability, the District may apply the regular disciplinary procedures as those applied to non-disabled students. The team will also consider whether any additional evaluations need to be conducted or if any modifications to the 504 Plan should be made.

Signature: _____

Title: _____

Signature: _____

Title: _____

Signature: _____

Title: _____

Signature: _____

Title: _____

Copies to: ____ Parent/Guardian ____ 504 Case Manager ____ Office of Pupil Services
____ Cumulative File

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To: Dr. Melanie J. Oppor
From: Danni Brauer and Jackie Sernau
Date: 6/1/20
Re: EL Handbook Updates

The purpose of this memo is to highlight the changes to the EL Handbook as follows:

Page #	Section	Proposed Change or Addition
Cover		Approved by date updated
13	Appendices	Letterhead updated
15	Appendices	Letterhead updated EL Coordinator updated Footnote removed
16	Appendices	Letterhead updated EL Coordinator updated
23	Appendices	Letterhead updated EL Coordinator updated
24	Appendices	Letterhead updated EL Coordinator updated
25	Appendices	Letterhead updated



Students choosing to excel; realizing their strengths.

School District of Manawa

English Learner (EL) Plan

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on
June 15, 2020

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• Appendix A: Home Language Survey	
• Appendix B: Parent Permission Letter	
• Appendix C: Language Development Plan	
• Appendix D: Exit Letter	
• Appendix E: Monitor Report	

Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the EL Coordinator.
- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- EL Coordinator researches student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is not in the USA)
- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> • If a current ACCESS score of 1.0-5.9 does exist, the EL Coordinator will designate the student as requiring appropriate EL services (<i>if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process</i>). • EL Coordinator will contact parent/guardian to review language results and EL services. • EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services. • The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services. 	<ul style="list-style-type: none"> • EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate. • If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level. • Parent or guardian will meet with the EL Coordinator to review language results and EL services. • EL Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services. • The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.

EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency identification will be screened. The School District of Manawa utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1st grade students. The W-APT assesses students in second semester 1st grade -12th grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30. (DPI—ESEA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.
- The EL Coordinator will ensure the district has the necessary screening materials available.
- The EL Coordinator will be trained to administer screeners.
- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.
- EL Coordinator will reference WIDA.us score calculator.
 - If the student scores below a 5.1, the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
 - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.
- The principal is informed of the screening results.
- EL Coordinator will file all results in Skyward.

EL Placement

Age-Appropriate Placement

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement

“Retention of students in grade “solely based on language” is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students.”

Tim Boals, WI DPI

Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities

In the School District of Manawa, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, gifted and talented, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-

academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

Application Process for School-Based and Extra-Curricular Activities

At times, the district will offer special opportunity programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

Special Education

The School District of Manawa does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

Special Programs and Related Services

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, gifted and talented, literacy coaches, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Manawa will seek to provide assistance necessary for effective participation by EL students in these programs.

Assessment

Screeners

W-AAPT and WIDA Model (Kindergarten) are the screener tests used to determine the student’s English language proficiency level.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students’ progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students’ in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together. 	Speaking Pre Tier A <ul style="list-style-type: none"> Administer separately from students taking the Tier A and Tier B/C Speaking tests.
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12. Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).
	Kindergarten <ul style="list-style-type: none"> All individually administered.
Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 					
		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 			

EL Expectations and Teaching Suggestions by English Proficiency Level

Level One Students (ENTERING):

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

Level Two Students (BEGINNING):

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

Level Three Students (DEVELOPING):

- Speak and understand “hallway” and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

Level Five Students (BRIDGING):

- Understand and speak conversational English well

- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):

Formerly LEP (Limited English Proficient)/ Now Fully English Proficient

A note about new arrivals: Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

Modifications & Accommodations for EL Students

The School District of Manawa will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities

- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

Transition from EL Services & Monitoring Performance

Students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in the two attached documents:

- ESEA Information Update #07.02
- ESEA Information Update #08.01

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

Appendices



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

Dear Parent/Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive English Learner (EL) services. The goals of the English Learner services are to help students learn English more quickly by providing accommodations and modifications for students in core academic subject areas. The services your child will receive will help him/her be more successful in school. We encourage you to take advantage of these valuable services.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we should be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You have the right to remove your child from the program by contacting the EL Coordinator.

Please sign below and indicate if you would like your child to participate in the English Learner Program. If you have any questions or concerns, please feel free to contact us at the numbers provided below. Thank you.

Jackie Sernau
EL Coordinator
jsernau@manawaschools.org
920-596-5738

RETURN TO YOUR CHILD’S SCHOOL OFFICE

Student’s Name _____ LEP Level _____ Literacy Subscore _____

_____ **YES**, I would like my child to participate in the English Learner Program.

_____ **NO**, I do not want my child to participate in the English Learner Program.

Parent/Guardian Signature Date _____/_____/_____



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawaschools.org

Estimados Padres/Guardianos,

¡Bienvenidos al año escolar! Estamos seguros que su hijo tendrá un año agradable y productivo.

Su hijo ha sido recomendado para recibir servicios para aprendices de inglés. Las metas de los servicios para aprendices de inglés son para apoyar a los estudiantes aprender inglés más rápido por proveer alojamiento y modificaciones para los estudiantes en las clases académicos y los sujetos básicos. Los servicios que recibe su hijo lo ayudarán tener más éxito en las clases. Les recomendamos que que aproveche estos valiosos servicios.

Te pedimos su cooperación y participación durante todo el año escolar. Con una asociación entre los maestros y los padres podemos hacer mucho progreso significativo. Por el primer paso, necesitamos su aprobación para registrar a su hijo en el programa. Tiene el derecho de sacarlo del programa cuando quiera por contactar al coordinadora del programa de EL.

Por favor firme abajo e indique si quisiera que su hijo/hija participe en el Programa de Aprendizaje de Inglés. Si tiene preguntas, puede llamar los números. Gracias.

Jackie Sernau
EL Coordinator
jsernau@manawaschools.org
920-596-5738

DEVOLVER ESTA PARTE A LA OFICINA DE LA ESCUELA

Nombre de Estudiante _____

Nivel LEP N/A Literacy Subscore N/A

_____ **SI**, Quisiera que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

_____ **NO**, NO quiero que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

Firma de Padre/Guardiano

____/____/____
Fecha

Original to Cumulative Folder
Copy to Student Services ONLY IF NO

5/29/202



Students choosing to excel; realizing their strengths.

English Language Learner Language Development Plan ELL LDP

Student's Name		Grade Level	School Year			
Date of Entry in the School District of Manawa		Native Language	Native Country			
School <input type="checkbox"/> Manawa Elementary School <input type="checkbox"/> Little Wolf Jr./Sr. High School		Primary Teacher(s)				
Previous Academic Background Information						
Preferred Method of Communication with Parents						
Assessments						
Most current <input type="checkbox"/> W-APT <input type="checkbox"/> ACCESS			Date Administered			
Scores						
Speaking	Listening	Reading	Writing	Oral Lang.	Comprehension	Overall
STAR Reading	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
STAR Math	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year

Other Testing and Scores:

Classroom teachers and/or EL Coordinator will create, monitor, and evaluate two individual English language goals. Goals are created, monitored, and evaluated, so that the individual student will make necessary yearly progress of at least .4 growth on the ACCESS until the student meets the requirements for exiting the EL program.

Listening Goal

Students apply oral information and follow directions.

The student will:

- follow single step directions. (L1-L2)
- identify information from visual and auditory descriptions (match, sort, point). (L1-L2)
- follow multi-step directions. (L3-L5)
- categorize and sequence information. (L3-L5)
- other: _____

Evidence:

Speaking Goal

Students will orally express and discuss information in various formats.

The student will:

- ask and answer wh- or choice questions. (L1-L2)
- use descriptive language. (L1-L2)
- restate facts or statements. (L1-L2)
- make predictions. (L3-L5)
- retell stories. (L3-L5)
- other: _____

Evidence:

Reading Goal

Students explain, interpret, and analyze text.

The student will:

- identify facts and explicit messages. (L1-L2)
- identify main ideas and central themes. (L1-L2)
- draw conclusions and infer. (L3-L5)
- interpret information or data. (L3-L5)
- other: _____

Evidence:

Writing Goal

Students write in a variety of forms for different audiences and purposes.

The students will:

- give information in writing. (L1-L2)

- request information in writing. (L1-L2)
 - create original compositions. (L3-L5)
 - produce clear and coherent expository and narrative texts. (L3-L5)
 - other:
-

Evidence:

Vocabulary Goal

Students use specific vocabulary in social and academic contexts.

The student will:

- acquire social and instructional vocabulary sufficient for listening and speaking. (L1-L2)
 - acquire academic and domain specific vocabulary sufficient for reading and writing. (L3-L5)
 - other:
-

Evidence:

Cultural Competency

Students comprehend and appreciate texts/media containing various ethnic backgrounds and heritages.

The student will:

- identify cultural similarities and differences. (L1-L2)
 - express ideas about culture through classroom interactions using spoken and written language. (L3-L5)
 - other:
-

Evidence:

Program Plan:

- Structured English Immersion
- Other:

Universal Instructional/Classroom Accommodations

- √ Use simplified language
- √ Avoid idiomatic expressions (ex. talk a mile a minute)
- √ Use slower, but not louder, rate of speech
- √ Provide many examples
- √ Use pairs and small group instruction
- √ Repeat directions and paraphrase if necessary
- √ Give oral directions in clear step-by-step manner
- √ Use gestures along with words to convey meaning
- √ Link content to students' previous knowledge
- √ Use oral, auditory, visual, and kinesthetic learning modalities
- √ Demonstrate concepts
- √ Frequently check for understanding

√ Use supplementary materials	
Suggested Instructional/Classroom Accommodations	
<input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Provide background knowledge for cultural-related topics <input type="checkbox"/> Prepare typed note pages <input type="checkbox"/> Provide study guides to organize material <input type="checkbox"/> Emphasize critical information after lesson <input type="checkbox"/> Give directions in writing <input type="checkbox"/> Use cooperative learning groups <input type="checkbox"/> Provide peer tutoring <input type="checkbox"/> Provide mentor tutoring <input type="checkbox"/> Teach study skills <input type="checkbox"/> Teach basic note taking skills <input type="checkbox"/> Allow access to computerized programs such as <i>Rosetta Stone</i>	<input type="checkbox"/> Allow bilingual/electronic translator dictionaries <input type="checkbox"/> Provide bilingual picture dictionaries at the appropriate grade level <input type="checkbox"/> Highlight key concepts in textbooks and/or provide modified versions of text <input type="checkbox"/> Provide CD copies of books <input type="checkbox"/> Use adapted or modified textbooks <input type="checkbox"/> Allow the use of computer/word processing for papers <input type="checkbox"/> Allow copying from book <input type="checkbox"/> Adapt class worksheets – modify or shorten assignments based on ELP level <input type="checkbox"/> Provide extended time for assignments <input type="checkbox"/> Do not deduct for spelling and grammar errors in writing assignments <input type="checkbox"/> Allow assignments to be done in a different manner (ex. speak rather than write or write rather than speak)
General Classroom Assessment Accommodations	
<input type="checkbox"/> Allow students to answer orally <input type="checkbox"/> Provide word banks on fill-in-the-blank tests <input type="checkbox"/> Provide matching activities <input type="checkbox"/> Shorten test length <input type="checkbox"/> Create an alternative assignment <input type="checkbox"/> Extend time for tests	<input type="checkbox"/> Require only selected test items <input type="checkbox"/> Read test to student <input type="checkbox"/> Use portfolios (body of work) to assess <input type="checkbox"/> Allow test corrections <input type="checkbox"/> Other (add comment below):
State Assessment Accommodations	
<input type="checkbox"/> Per state statute, any students who have arrived within the last 12 calendar months <u>may be permitted to abstain one time</u> from the English/Language Arts portions of the Badger Exam or the reading portion only of the ACT suites including the ACT plus writing and Aspire.	
Badger Exam (Grades 3-8)	
<input checked="" type="checkbox"/> Universal tools are access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. <u>Embedded:</u> Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom <u>Non-embedded:</u> Breaks, English Dictionary, Scratch Paper, Thesaurus	

Designated Supports are features that are available for use by any student for whom the need has been indicated by an educator or team.

Embedded:

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded:

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations are for students with disabilities and English Language Learners; they do not change the content being assessed or the skill level. Examples of accommodations include a large-print test or using a scribe to record student answers.

Embedded:

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-Speech

Non-embedded:

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text

Modifications do change what is being assessed and are **not** allowed for any student during Wisconsin Student Assessment System (WSAS) testing. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

ACT Suites (Grades 9-11)

Default Embedded System Tools:

Embedded System Tools are those common supports that are made available to ALL users upon launch/start of test by default. No advance request is needed. These tools are either embedded in the basic computer test delivery platform, or may be automatically provided as needed at the local level.

Examples of default embedded system tools may include, but are not limited to:

a computer QWERTY keyboard, a mouse, electronic cut, copy and paste functions in a text entry box, as well as low tech items used with paper format tests, like 'Number 2' pencils, erasers, and similar basic tools such as non-specialized personal calculators for some tests.

Open Access Tools:

Open Access Tools may be used by anyone. To be activated they must be identified in advance and selected from the pull-down menu inside the test (CBT version), or must be planned in advance and provided locally. Thoughtful decision-making, informed by multiple observations and prior successful user experience, is strongly recommended. Users should be practiced, familiar and comfortable with using these types of tools, and comfortable using them in combination with any other tools they will also be using. Decisions to use these tools must be made well before the test is taken.

Accommodations:

Accommodation-level supports are available to "qualified users"—as determined by the responsible educational authority. These supports (used in content areas where permitted) allow the user to independently demonstrate the measured construct. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. Accommodations must be requested through the online ACT

Aspire Personal Needs Profile (PNP) process. Any other formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the ACT Aspire PNP request process.

Examples include:

Needs for braille or tactile graphics, English text audio, Sign language interpretation, or other language translation

Modifications:

Modifications are not permitted in ACT Aspire tests for any user. Such extreme levels of support actually prevent meaningful access to the construct being tested by doing too much for the student, thus removing any ability for the user to demonstrate actual skill levels that might be present. Modifications, if used during the early instructional period may help some students to successively approximate and to eventually learn a new and difficult skill. However, even then, the intent is always to fade this extreme level of support away so that the student can increasingly demonstrate independent competence. In summative assessment, we are trying to observe what the student independently knows and can do. Therefore, if used during the assessment process, Modifications create a barrier to independent performance of competence.

Other

Disability status:

- Student does not have an identified disability at this time.
- Student has an identified disability and these ELL accommodations meet the objectives of the student's Individual Education Plan (IEP) or 504 Plan?

Gifted and Talented status:

- Student has been identified as a Gifted and Talented learner.
- Student has not been identified as a Gifted and Talented learner.

Adequate Yearly Progress:

- Student has met adequate yearly progress
- Student has not met adequate yearly progress
- Not applicable

Plan Summary

Team Members

Parent	Building Administrator
Teacher	Teacher
Guidance	ELL Coordinator



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

Date

Name

Name of Parent or Guardian

English Learner (EL) services provide assistance to students in developing English language skills. When students are proficient in English and able to succeed in school without EL assistance, they exit from the program.

Based on ACCESS testing, your student is now ready to exit from the EL program and will no longer receive EL services. We are confident that your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

Jackie Sernau

jsernau@manawaschools.org

920-596-5738

Distribution:

Original to parent or guardian

Copy to Cum Folder



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawaschools.org

Fecha _____

Nombre de estudiante _____

Los Padres o Guardianes _____

Los servicios para los estudiantes de inglés (EL) proveen apoyo a los estudiantes en desarrollar habilidades en el lenguaje de inglés. Cuando los estudiantes tienen proficiencia en inglés y tienen éxito en las clases sin el apoyo de los servicios de EL, salen del programa. Según las evaluaciones de ACCESS, su estudiante ya está listo para salir del programa y no recibirá los servicios de EL. Tenemos confianza en su estudiante que seguirá tener éxitos aun sin los apoyos de EL. Por favor llame a la escuela si tiene cualquiera pregunta.

Sinceramente,

Jackie Sernau
jsernau@manawaschools.org
920-596-5738



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

EL Monitor Report

Student: _____

Teacher: _____

Please check the following information where appropriate.

1. Classroom Participation

- Participates in class
- Asks questions
- Is prepare for class
- Asks for help
- Works independently

2. Classroom Comprehension

- Understands/follows verbal directions
- Understands written directions
- Understands reading assignments

3. Class Work Performance

- Completes assignments
- Missing work
- Late work
- Incomplete work

Based on what you know about the student, do you feel s/he is successful without EL services?

- Yes
- No

Comments:

Please return by: _____



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
From: Jackie Sernau
Date: June 2020
Re: Schoolwide Title I Handbook

The purpose of this memo is to highlight the changes in the Schoolwide Title I Handbook as follows:

<i>Page #</i>	<i>Current Language (if applicable.)</i>	<i>Proposed Change or Addition</i>
2		Changed principal name
3		Added names to planning team
6		Updated Fast Facts (demographic information) from school report card
7		Updated FORWARD data from spring of 2019
7-8		Updated STAR Reading and Math data for 2019-2020 school year as well as Fountas and Pinnell Running Record Data
9		Summary

Title I Schoolwide Program Plan for

Manawa Elementary School

Written during the 2017-2018 School Year

Updated May 2020



School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	dbrauer@manawaschools.org
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Melanie Oppor/Jacquelyn Sernau
Phone:	(920) 596-5300/ (920) 596-5738
Email Address:	moppor@manawaschools.org / jsernau@manawaschools.org

Planning Year:	2017-2018 revised annually	Local School Board approval date:	June 15, 2020
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District Information

School District Name:	School District of Manawa
Superintendent:	Dr. Melanie J. Oppor
Phone:	(920) 596-5308
Email address:	moppor@manawaschools.org

Superintendent's Signature

Date

Schoolwide Planning Team

Date when Plan will be implemented: 2020-2021 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Judy Connelly- Reading Interventionist
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Jacquelyn Sernau District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter *due to covid 19 restrictions, the same people will serve as both parents and community members*
Others (Optional):	

Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need

Schoolwide Planning Summary

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. when planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings (check all that apply)		
		School/ District Staff	Parents	Community Members
10/18/17	Began digging into Data for Needs Assessment	X		
10/19/17	Discussed school data	X		
10/20/17	Drew up a plan for committee and assigned roles	X		
12/1/17	Check in on plan writing	X		
2/9/18	Check in on plan writing and sharing progress	X		
3/14/18	Check in progress and projection for finishing plan	X		
4/17/18	Review and Revision of Plan	X	X	X
5/3/19	Review and Revision	X		
5/6/19	Review and Revision	X		
5/13/19	Shared Plan with teachers/parents-- gathered input for changes	X	X	X

***Schoolwide plan has been reviewed and updated during the 2020 school year but due to covid 19 restrictions, specific dates will not be listed.**

Communication Plan

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist and the interventionists will attend CESA 6 Title I Schoolwide Program Writing workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:
Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



School Profile

Manawa Elementary School

400 Beech Street
Manawa, WI 54949
(920)596-5700

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 265 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

Fast Facts: 2018-2019 *Please note this is the most recent data available

Grades	K4-6
School Type	Elementary
Enrollment	301
Percent Open Enrollment	2.7%
Race/Ethnicity	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.3%
Hispanic/Latino	3.3%
White	93.4%
Students with Disabilities	16.6%
Economically Disadvantaged	41.5%
English Learners	2.0%

Ten Components of the a Schoolwide Plan

I. Data/Conclusions (Needs Assessment)

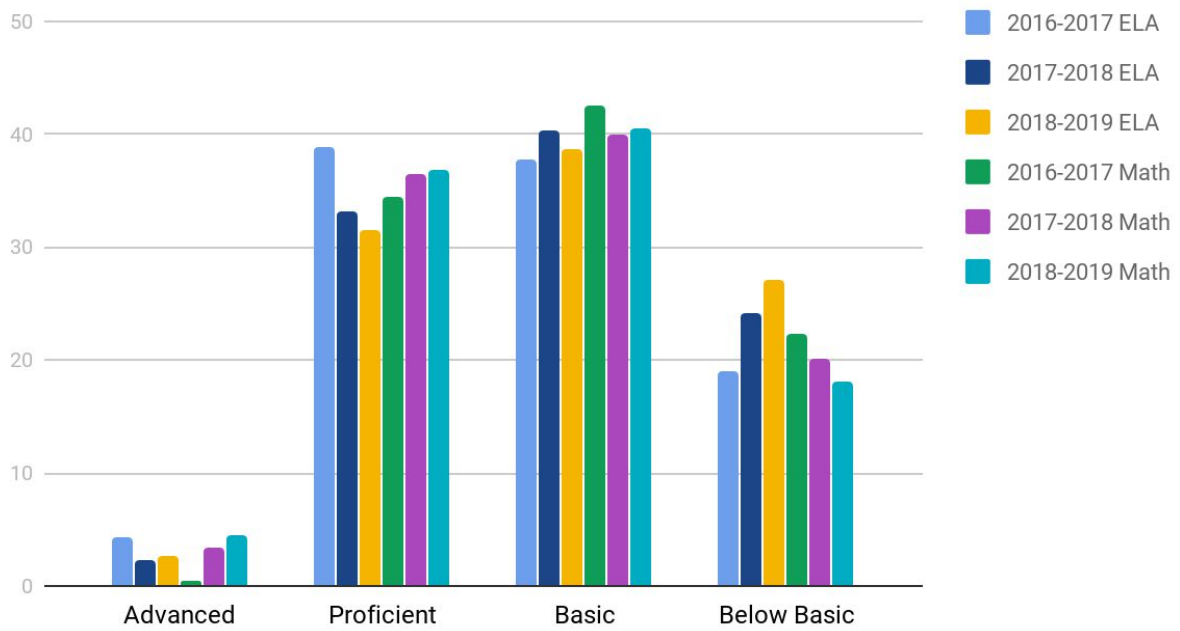
Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) sits down for an hour and a half each week to discuss our students' progress. Teachers also have an hour and a half early release time for data review and discussion each week.

This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with STAR data (our universal screener) and our Fountas and Pinnell Running Record Assessment data. A Parent Perception Survey was also used to get a general feel for our stakeholders feelings regarding communication with the school and other valuable information that will help us to improve our building and our student achievement.

Forward Data

Overall Snapshot

Forward



Fountas and Pinnell Running Records (Fall/Winter) 2019/2020

Grade	Percentage of Students Below Grade Level (Fall)	Percentage of Students Below Grade Level (Winter)
Grade 1	20	13
Grade 2	21	17
Grade 3	13	6
Grade 4	13	6

Grade 5	10	12
Grade 6	10	15

STAR Reading	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1		
2	71	56
3	64	50
4	28	30
5	51	43
6	57	56

STAR Math	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1	23	11
2		
3	64	39
4	28	27
5	29	28
6	35	36

The data from our statewide assessment (The Forward) is not as positive as we were hoping for. It does appear that the number of advanced students has increased slightly in both ELA and Math. Our percentages for basic and below basic are still too high as our proficiency in ELA has decreased and maintained its level in Math. We want to be able to push our high achievers into the advanced category and keep all of our students growing. We need to look to close the gap and analyze this data more in depth.

The Fountas and Pinnell running records seem to show growth in some grades and not in others. Due to the expected achievement levels at each grade band, some students are making gains, but they are not quite up to the projected goal. Hopefully, with the work of small group instruction (both strategy groups and guided reading groups), these students can make the growth that is expected.

The STAR screening data is showing a different snapshot of the growth of our students in both reading and math. While both areas are still in need of improvement, it appears students are improving and that the number of students that were below grade level in reading and math are decreasing. With our added focus on math achievement, it makes sense that our data is reflecting those improvements in math. We now need to establish a way to balance our instructional initiatives and attention to all subject areas to bolster student growth.

The parent perception survey that was handed out at parent/teacher conferences indicates that overall, parents are happy with the school and the communication they receive from their child's teacher. Every survey returned showed that parents feel welcome in our school. One of the common themes was the desire to learn more about how to help their student with homework and support in both reading and math. This is an area we will be sure to address as we plan upcoming family engagement nights.

II. School-Wide Reform Strategies

There are many ways that the staff at Manawa Elementary School is working to improve the quality of instruction. The first is with our weekly early release Wednesday PLC time. Grade level teams of teachers meet to work on pinpointing essential standards and working on pacing guides. The hope is to then discuss student data and adjust pacing and instructional plans to meet the students' needs. Along with this, teachers

develop common assessments to measure the success of students as they work through the standards of each unit.

The staff at MES has discovered that our Forward assessment data shows we are increasing in the number of students who are scoring Basic or Below Basic in the areas of math and reading. Because of this, many of our teachers have decided to make their SLO based on increasing math achievement. They have decided to spend more time allowing students to write out their thoughts when they solve a problem and analyze math errors. They plan to include more “Math talk” in class so students have an opportunity to share their thinking with their peers. They have also committed to look at sample questions from the Forward exam so that they can adjust the way in which they are asking questions of students. All of these strategies are in place to hopefully close the gaps with our math achievement data.

According to our Forward data, we are not doing as well in reading as we are in math. We are dropping with the number of students who qualify for the Advanced level and our Basic category is increasing. Part of this is that we, as a school, have spent so much focus on helping to improve our struggling students that we have neglected to provide enrichment for our advanced students. We are working to change this. This year we have written/revised and adopted a Gifted and Talented Plan that sets some guidelines for teachers and parents to refer students they feel qualify. We have identified these students in each individual class and are providing them Project Based Learning opportunities during our intervention time each day. These students also are being challenged by working on reading and math programs that are adaptable to their level of proficiency.

According to our STAR data, students are making growth in both reading and math as the year continues, but there is still a long way to go to have all students at benchmark. One of the strategies that we have implemented is to train teachers on how to look at their individual student’s data and goal setting within the program. If they take the time to look at the exact skills that their students are doing poorly in, they can find resources to help fill these gaps. Taking a more active role in using the STAR data will hopefully decrease the number of students falling into the category of below benchmark need.

Another reform strategy we have used as a whole-school is to work to make our daily intervention time (Wolf Time) more beneficial and useful for students. Grade levels meet every 8-10 weeks to see if students are being placed where they belong. For

example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student need shows that we are cognizant and vigilant making sure our students’ needs are being met.

Beginning in the 2019-2020 school year, the reading specialist and principal will meet with grade level teams to discuss pacing of instruction and student data. These meetings should allow an opportunity to look very specifically at each class’s achievement levels so that instruction can be data-driven. Hopefully this will help to increase reading and math success.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

III. Instruction by Highly-Qualified Teachers

All staff in the School District of Manawa are highly qualified. Not only do we ensure that we have the correct licensure each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

The School District of Manawa is working at a plan for teacher retention because we believe that retaining teachers not only helps our students, but it makes for a more unified teaching staff that can work together to carry out our vision. Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

Effective Instruction

- Instructional Delivery
 - Teaching occurs in the middle of the learners
 - 80% student talk, 20% teacher talk
 - Technology is used in a purposeful and innovative manner
 - Lesson objective is written, verbalized, and reinforced throughout the lesson
 - Real-world application and high order questioning; includes open-ended questions
 - Differentiation of materials and lesson delivery
 - Student goal setting and student reflection
- Instructional Planning
 - Backward planning - start with the end in mind
 - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
 - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- Professional Knowledge
 - Demonstrates accurate knowledge of the subject matter
 - Knowledgeable of research/evidence-based practices
- Assessment for and of Learning
 - Formative assessment results are used to differentiate, inform, and guide instruction
 - Summative assessments are written before the unit/lesson is taught
 - Timely feedback of assessment results to all stakeholders
 - Common assessments are used to measure learning
- Learning Environment
 - Builds relationships with students, parents, and colleagues
 - Creates an environment that is conducive to engaging all learners
 - Effective routines and procedures
 - Promotes digital citizenship
- Professionalism
 - Collaborates with colleagues to share responsibility for all learners
 - Networks with professionals in and outside the district
 - Reflects on instructional practices
 - Demonstrates appropriate communication with students, colleagues, administration, parents, and community

- Willingness to seek out professional development opportunities to grow as a teacher

IV. High Quality and Ongoing Professional Development (may be included in implementation activities)

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress. Please use attached link to an overview of our plan: ([Plan on a Page](#)) Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive STAR data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist also serves as an instructional coach and offers both reading and writing support for teachers.

V. Strategies to attract highly-qualified teachers

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

Hiring Process and Timeline for School District of Manawa

Posting Process

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions

- Determine interview team(s)

Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
 - 1st Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
 - 2nd Round for teachers is conducted by the Admin. Team.
 - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
 - 2nd Round for administrators is conducted by the Board of Education.
- Review applications
- Conduct initial reference checks
- Call candidates for 1st round of interviews
- 1st round interviews
- Call candidates for 2nd round of interviews
- Conduct final reference and background checks
- 2nd round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

Transition Process

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

Staff and Program Change Proposals

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change

proposals

- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

VI. Parent Involvement Strategies

The following is our school district's policy for parent involvement:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

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Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

When asked on the annual parent survey, parents overall felt comfortable at our school. Our attendance at Parent/Teacher conferences averages about 90%. While this is positive, the same participation isn't always prevalent at literacy/math nights. We have offered many different opportunities for families including learning about the reading and writing workshop, math night, and other read with your child nights. We will continue to survey our parents to find out what they are interested in learning about as well as a preferable time to attend.

Typically there is a list of parent engagement opportunities listed below.

***Covid 19 and the forced school closure did not allow for any spring gatherings.**

VII. Transitioning Students

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher makes sure that her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

Last year, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students transitioning into kindergarten. These activities could not take place this spring (2020) due to Covid 19 and the forced school closure.

Manawa Elementary School continues to work hard at helping the transition of our students from sixth grade to the Jr/Sr high building which is grades 7-12. When semester rolls around, many of the sixth-grade teachers will no longer allow their students to leave their notebooks and books in their classroom desk. They are asked to learn how to become organized and rely solely on keeping their materials in their locker. This simulates the experience they will have in junior high. Students and teachers also take a day to tour the junior high and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

There is an exciting change happening at the Jr. High. As of fall of 2020, there will be a separate wing in our secondary building just for Middle School students (grades 6-8). So in addition to transitioning our normal 6th graders for 7th grade, we included our 5th graders in on this transition as they will also be changing buildings. The transition night happened virtually this past month with a virtual tour of the new building along with

information and a question and answer session provided by the principal, guidance counselor, and middle school staff.

VIII. Teacher Participation in Assessment Decisions

Beginning in the 2017-2018 school year, teachers are given an hour and a half each Wednesday for PLC time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students that are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can decide for intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher or a math or reading interventionist. We monitor these students using progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

X. Coordination and Integration of Federal, State, and Local Resources

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- After School Care on Early Release Days
- School Counselor, Nurse, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council

Dissemination, Review and Revision

This schoolwide plan will be shared at the spring PTO meeting (this year it will be shared electronically as we cannot meet) along with an upcoming school board presentation. It will also get linked to the district's website under the Title I tab. Review and revision of this plan will take place annually. Once the initial assessment data is

gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.