

AGENDA  
SCHOOL DISTRICT OF MANAWA  
CURRICULUM COMMITTEE MEETING

Date: August 14, 2017

Time: 6:00 p.m.

Place: Board Room, MES,  
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: \_\_\_\_\_ Recorder: \_\_\_\_\_

1. At-Risk Handbook Adoption (Information/Action)
2. English Learner (EL) Handbook Adoption (Information/Action)
3. Academic Standards Adoption (Information / Action)
  - a. Find Standards at this Website: <https://dpi.wi.gov/standards>
4. Next Meeting Date \_\_\_\_\_

1. LW Jr./Sr. High School At-Risk Handbook Adoption Action \_\_\_\_\_ Table \_\_\_\_\_

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2. English Learner (EL) Handbook Adoption Action \_\_\_\_\_ Table \_\_\_\_\_

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3. Academic Standards Adoption Action \_\_\_\_\_ Table \_\_\_\_\_

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4. Next Meeting Date \_\_\_\_\_

Chair: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Signature

# Memo

To: Danielle Brauer, Curriculum Committee

Fr: Dan Wolfgram

Date: 8/11/17

Re: At-Risk Program Handbook

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Please find accompanying this memo a final copy of the At-Risk Handbook, and accompanying brochure.

The At-Risk Handbook initiative was spearheaded by At-Risk Coordinator Mary Eck. Ms. Eck collaborated with Janine Connolly Little Wolf Jr. / Sr. High School Counselor, Danni Brauer Curriculum Coordinator, and Principal Dan Wolfgram.

*Students Choosing to Excel, Realizing their Strengths*

School District of

**Manawa**

Home of the  
**Wolves**



# At-Risk Handbook

## Gr. 6-12

### Phoenix Program



*Approved by Manawa Board of Education on*

School District of Manawa  
800 Beech Street Manawa, WI 54949  
920-596-2525  
[www.manawaschools.org](http://www.manawaschools.org)

# School District of Manawa

## **Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

## **Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

Wisconsin statute 118.153 requires every school board to identify the children at risk of not graduating from high school who are enrolled in the school district, and annually develop or update a plan describing how the school board will meet their needs.

## **Contact Person:**

At Risk Coordinator  
Mary Eck  
(920) 596-5804  
meck@manawaschools.org

## **STUDENTS AT-RISK PROGRAM GOALS:**

- To increase school success and graduation rate for students identified as at-risk.
- To provide opportunities for all students to feel a sense of belonging to the school community.
- To reduce student failure and potential dropouts.
- To provide early intervention for students identified as being at-risk.
- To involve parents and community resources in meeting the needs of students identified as at-risk.
- To enhance students' achievement and self-worth

## **CRITERIA USED TO IDENTIFY STUDENTS AT RISK:**

Students in grades 6 through 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- One or more years behind their age group in the number of high school credits attained
- Two or more years behind their age group in basic skill levels
- Habitual truants as defined by §118.16(1)(a)
- Parents
- Adjudicated delinquents

- Eighth grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) was below the basic level
- Eighth grade pupils who failed the examination administered under §118.30(1m)(am)
- Eighth grade pupils who failed to be promoted to the ninth grade
- Students with AODA use/ abuse
- Students with documented mental health issues

## **IMPLEMENTATION OF AT-RISK PROGRAMMING**

Each summer, the principals will provide a list of students considered to be at risk of not graduating, based on the criteria listed above. These students will be discussed at the building consultation team meetings early in the school year, by September 1. The building principals, as a part of the building consultation team, are responsible for activating and implementing the district's intervention systems of support that will best fit the students' needs. When additional interventions, programs and services are needed, these teams will also take responsibility for assessment, identification, development of an action plan or program and progress monitoring. Students new to the district will be assessed and evaluated by the Building Consultation Team within four weeks of arrival.

## **DISTRICT INSTRUCTIONAL AND BEHAVIORAL SERVICES**

To advance achievement for all students, the School District of Manawa has established a multilevel Response to Intervention (RtI) process for the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classrooms. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to the instruction. RtI is designed for use when making decisions about student needs, creating a well-integrated system of instruction and intervention guided by child outcome data. In this District, educational decisions are made within the Building Consultation Team (BCT) process. An overview of this process follows:

Tier I: General instructional and behavioral services/programs are the universal services and programming that provide a quality educational program for all students. These services and programs are also considered to be preventative and generally meet the needs of 80%- 90% of the district's students. They include:

Instructional Services:

- Standards-based instructional design
- Frequent classroom formative assessments
- Classroom intervention and progress monitoring
- Universal screening
- Parent access to Skyward database and district website

- Progress and Grade Reports
- School nursing services
- Curriculum adaptations/modifications
- Enrichment programs
- Summer School
- Career Counseling Conferences

Behavioral Services:

- Positive Behavior Interventions and Support (PBIS)
- Annual transition activities
- Training for teachers
- Anti-bullying initiatives
- Suicide Prevention Activities
- Parent/Teacher conferences
- Guidance and counseling programs
- Staff de-escalation training (Non-Violent Crisis Intervention)
- Focus on attendance

Tier II: Supplemental school instructional and behavioral programs/services are supplemental services and research-based interventions provided to some students (5-15%) when the students meet criteria established in the RtI process. Grade-level teams or building resource staff work together to systematically implement and establish supports where student progress is monitored at least bi-weekly. These include:

Instructional Services

- Universal Screening and Tier II interventions in addition to classroom instruction
- Classroom and curricular modifications/accommodations
- Teacher training specific to at-risk students
- Online classes/credit recovery
- Title I reading support
- Section 504 Accommodations Plans
- Supplemental curriculum resource materials/ academic support
- Personalized Education Plans
- Health protocols and other individual (504) accommodation plans
- Assistive Technology
- English Language Learning program/support
- Enrichment programs

Behavioral Services:

- Truancy plan
- Positive Behavior Interventions and Support (PBIS)
- School counseling or psychology services
- Anti-bullying initiatives
- Small group and individual support; check-in and check-out

Tier III. Intensive Interventions are research-based interventions used with small groups of students whose deficiencies are so unique they require individualized and intensive instructional approaches. Students qualifying for Tier III will receive Tier I and Tier II services in addition to those listed here. These include:

- Skill specific Intensive/Individualized Interventions
  - Outlined by the Building Consultation Team and developed with input from teaching staff, parents, and student
- Alternate program
  - Personalized Education Plans
  - GEDO #2 program to earn a high school diploma
    - A program in which students take the four GED tests, complete health, civics, and other requirements
    - Students must be 17 years old
    - Students must be in the 4th year of high school
    - Students must be able to demonstrate a 9th grade level of reading
    - Students participate in 15 hours per week of small group instruction

### **PARENT NOTIFICATION**

According to § PI 25.04 (5) the district must notify each pupil and his or her parent/guardian in writing whenever the pupil has been identified as a child at risk of not graduating. The Building Consultation Team will send notification before the school year begins. The notice shall include the following:

- The name and telephone number/email of a person the parent/guardian or pupil can contact regarding the school district's at-risk plan or program
- A description of the at-risk plan
- A statement that the pupil is eligible to be enrolled under the district's plan to serve children at-risk
- A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered
- A statement to inform the parent/guardian that he or she may select one or more programs in which the pupil may participate
- Description of the enrollment process
- Process for the parent/guardian if he or she disagrees with the planned services
- Assurance that the special education and related services needs of a pupil with a disability, as defined in § 115.76 (3)(5) are first addressed in the pupil's individualized education program developed pursuant to §115.787, whenever that pupil is also eligible to be served in an at-risk program

### **EVALUATION**

The Building Consultation Team will evaluate and report to the school board annually, in July, the success of the services provided under the at-risk plan by:

- Increase in graduation rates

- Decrease in dropout rates
- Improved school attendance
- Decrease in legal referrals
- Decrease in disciplinary referrals
- Decrease in course failures

## **COMMUNICATION**

The staff and community partners will be informed about the at-risk plan and available services through:

- District web page - under the Programs and Services tab
- Course of Study catalog (posted on the district website - Jr./Sr. H.S. page)
- Committee reports
- In-service time
- Involvement in the process of student identification
- Curriculum collaboration
- Staff meetings
- School board meetings

## **REFERRAL PROCESS**

Students who meet the criteria for being a student at-risk can be brought to the attention of the school principals by the teaching staff, administration team, parents, or social service personnel. Once the list of students is compiled by the principals, the Building Consultation Team (BCT) reviews it and ensures that the students meet either the state, district, or discretionary criteria. Next, parents of students identified are notified of their eligibility for at-risk programming. A Personalized Education Plan (PEP) meeting is then scheduled. Then the PEP meeting takes place where parents, student, at-risk coordinator, and counselor discuss options for the student. At this point the parent and/or the student can decide to accept or reject the offer of programming by indicating their choice on the placement offer letter (addendum B) If the offer is rejected, the student is then placed in the traditional classroom for educational services. At the meeting, a Personalized Education Plan (addendum A) is developed and a monitoring system is put in place for any educational or behavioral goals laid out in the plan. The at-risk coordinator and the BCT will monitor the goals every four weeks or more often as needed. If sufficient progress is not being made, the parents are notified and modifications are made to the PEP at a meeting attended by the parents, student, at-risk coordinator, and counselor. Once the goals of the PEP are achieved, the student may be released from at-risk programming and will then receive educational services in the traditional classroom.



ADDENDUM A  
**Personalized Education Plan**  
**Phoenix Program**  
**School District of Manawa**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_(h) \_\_\_\_\_(w)

School Attendance for Previous School Year (number of days present) \_\_\_\_\_

Student Retained in Grade(s) (Circle Appropriate): K 1 2 3 4 5 6 7 8

Date PEP Developed \_\_\_\_\_ Date PEP Completed \_\_\_\_\_

<b>Strengths</b>		<b>Areas Needing Improvement</b>	
<b>Instructional Goal (1<sup>st</sup> Semester)</b>	<b>Resources</b>	<b>Strategies</b>	<b>Beginning/Ending Dates</b>
<b>Behavioral Goal (1<sup>st</sup> Semester)</b>	<b>Resources</b>	<b>Strategies</b>	<b>Beginning/Ending Dates</b>

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent/Guardian Signature/Date

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Principal Signature/Date

<b>Instructional Goal (2<sup>nd</sup> Semester)</b>	<b>Resources</b>	<b>Strategies</b>	<b>Beginning/Ending Dates</b>
<b>Behavioral Goal (2<sup>nd</sup> Semester)</b>	<b>Resources</b>	<b>Strategies</b>	<b>Beginning/Ending Dates</b>

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent/Guardian Signature/Date

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Principal Signature/Date

<b>Comments (Teacher/Parent)</b>		
<b>Building Consultation Team Review</b> Name: _____ Title: _____ Date: _____ Name: _____ Title: _____ Date: _____ Name: _____ Title: _____ Date: _____ Name: _____ Title: _____ Date: _____ Principal: _____ Date: _____		

**ADDENDUM B (Which will be on District Letterhead)**

**Placement Offer**

Date: \_\_\_\_\_  
Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Dear Parent/Guardian,

This is to inform you that the At-Risk Coordinator, acting on behalf of the School District of Manawa, has offered to place your child in the Phoenix Program at Little Wolf High School. Your son/ daughter will be in the GEDO #2 Program /Credit Phoenix Recovery Program as explained in the enclosed brochure.

Your son/daughter has met one of the criteria outlined on the next page: the state, district, or discretionary criteria.

Involvement in this program is voluntary. If you believe that the Phoenix Program will not meet the needs of your son/daughter, you may decline placement in this educational program. Please return this signed form to me at the high school. Please call or email with questions and/or concerns.

Mary Eck  
At-Risk Coordinator  
Little Wolf High School  
(920) 596-5804  
meck@manawaschools.org

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Parent Consent

I hereby give my consent for the placement of my child in the Phoenix Program.

\_\_\_\_\_  
Parent (or Student) Signature/Date

---

Parent Rejection

I do not give my consent for the placement of my child in the program offered above.

\_\_\_\_\_  
Parent (or Student)Signature/Date

---

I am unsure at this time and would like more information.  
Please contact me to schedule a meeting to discuss my child's educational options.  
The best time/ day to get a hold of me is:

\_\_\_\_\_  
Parent (or Student)Signature/ Date

Student has met the criteria checked:

State Criteria for Credit Recovery

- One or more years behind in high school credits
- Two or more years behind in basic skills
- Habitual Truant
- Parent
- Adjudicated Delinquent
- Student with AODA use/abuse
- Student with documented mental health issues
- Student who failed to be promoted to the ninth grade
- Student who failed the standardized test in eighth grade
- Student whose score in each subject area of the standardized test was below the basic level

District Criteria for Credit Recovery

- Potential Dropout
- Student who failed at least two core classes

Discretionary Criteria for Credit Recovery

As determined by Building Consultation Team.

State Criteria for GEDO #2

- At least 17 years old
- At least one year behind in high school credits
- Able to demonstrate the ability to read at the 9<sup>th</sup> grade level

School District of Manawa does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

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*Little Wolf High School  
515 East 4th Street  
Manawa, WI 54949*

*Home of the Wolves*

*(920) 596-5800*

Email:  
[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)  
[meck@manawaschools.org](mailto:meck@manawaschools.org)

**School  
District of  
Manawa**

**LWHS  
Phoenix  
Program**



*Little Wolf High School  
515 East 4th Street  
Manawa, WI 54949*

*manawaschools.org*

# What is the Phoenix Program?

## Purpose of the Phoenix Program

The Phoenix Program is designed as an Alternative educational approach to learning that will help those at risk of failing or not graduating.

## Entrance Process

Students need to be enrolled in the School District of Manawa teaching staff, administration, parents, and/or social service personnel may refer students.

Students and parents will be interviewed to develop the best course of action for the student.

There are two distinct programs within the Phoenix Program: the Credit Recovery Program and the GEDO #2 Program.

# Two Approaches.. One Program

The **Credit Recovery** program is to help students behind in credits so that they may recover credits and graduate on schedule. This may include but is not limited to: modifying assigned work, small group instruction, and software-based instruction.

\*\*\*\*\*

The **Phoenix GEDO #2** program is for students aged 17 or older who can read at the 9th grade reading level and will prepare to show competency through completion of GED tests. In combination with other requirements the student will earn a high school diploma. This requires at least 15 hours of direct instruction weekly in a small group setting.

# Goals of the Phoenix Program

- To increase school success and graduation for students identified as at-risk
- To provide opportunities for all students to feel a sense of belonging to the school community
- To reduce student failure and potential dropouts
- To provide early intervention for students identified as at-risk
- To involve parents and community resources in meeting the needs of students identified as at-risk
- Enhance students' level of achievement and self worth.



To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: August 11, 2017  
Re: English Learner (EL) Handbook Adoption

This memo is to recommend the adoption of the attached English Learner (EL) Handbook. This is a new handbook.

*Students Choosing to Excel, Realizing their Strengths*

School District of

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Home of the  
**Wolves**



# School District of Manawa

## English Learner (EL) Plan

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on



# Table of Contents

Procedure for Identifying Incoming EL Students	1
EL Screening Process	2
EL Placement	3-4
Assessment	5-8
Modifications and Accommodations for EL Students	9-10
Transition from EL Services & Monitoring Performance	11
Appendix: Forms	12

## 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, 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 is NOT found:
<ul style="list-style-type: none"> <li>• 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>).</li> <li>• EL Coordinator will contact parent/guardian to review language results and EL services.</li> <li>• 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.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services.</li> <li>• The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>	<ul style="list-style-type: none"> <li>• EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate.</li> <li>• 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.</li> <li>• Parent or guardian will meet with the EL Coordinator to review language results and EL services.</li> <li>• 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.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services.</li> <li>• The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>

## EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency 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 1<sup>st</sup> grade students. The W-APT assesses students in second semester 1<sup>st</sup> grade -12<sup>th</sup> 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 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, 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 would 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, 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 Administered Separately)
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> <li>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.</li> </ul>	Speaking Pre Tier A <ul style="list-style-type: none"> <li>Administer separately from students taking the Tier A and Tier B/C Speaking tests.</li> </ul>
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> <li>Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12.</li> <li>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).</li> </ul>
	Kindergarten <ul style="list-style-type: none"> <li>All individually administered.</li> </ul>
<b>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.</b>	

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

### 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 CD 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 work banks on 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.

# Appendix



# School District of Manawa

*"Students Choosing to Excel, Realizing their Strengths"*

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

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

## PARENT/GUARDIAN HOME LANGUAGE SURVEY ENCUESTA PARA PADRES/CUSTODIOS SOBRE IDIOMA EN CASA

<b>Student Name</b> <i>Nombre del Estudiante</i>	<b>Grade</b> <i>Grado Escolar</i>
<b>Relationship of person completing this survey (X)</b> <i>Relación de la persona completando esta encuesta (X)</i>	
<b>Mother</b> <input type="checkbox"/> <b>Father</b> <input type="checkbox"/> <b>Guardian</b> <input type="checkbox"/> <b>Other (specify):</b> <i>Madre</i> <i>Padre</i> <i>Custodio</i> <i>Otro (especifique):</i>	

**Where was your child born?**  
*¿Dónde nació su hijo(a)?*

**What languages are spoken at home?**  
*¿Que idiomas se habla en casa?*

**What is the first language your child learned to speak?**  
*¿Cual es el primer idioma que su hijo(a) aprendió hablar?*

**Has your child attended school somewhere other than the United States? (X)**  
*¿Su hijo(a) ha asistido a la escuela en otra parte admas de los Estados Unidos? (X)*

Yes     Where?    How many years?    No   
*Sí*    *¿Dónde?*    *¿Cuantos años?*    *No*

**Has your child attended school in the United States? (X)**  
*¿ Su hijo(a) ha asistido a la escuela en los Estados Unidos?(X)*

Yes     Where?    How many years?    No   
*Sí*    *¿Dónde?*    *¿Cuantos años?*    *No*

**Does your family want translation services? (X)**  
*¿Desea recibir su familia los servicios de traducción? (X)*

Yes     Written translations     No   
*Sí*    *Traducciones escritas*    *No*

Oral translations   
*Traducciones orales*

<b>Signature of Person Completing Survey:</b> <i>Firma de la persona completando la encuesta:</i>	<b>Date:</b> <i>Fecha:</i>
--	-------------------------------

Return to the EL coordinator

**For Office Use Only**  
*Únicamente para uso de la oficina*

---

EL Coordinator reviewed (signature) \_\_\_\_\_

Date \_\_\_\_\_

EL Program Placement Recommended     Yes     No

Cumulative Folder Review date: \_\_\_\_\_

W-APT Screener date: \_\_\_\_\_

ESL Level scored: \_\_\_\_\_

ACCESS Test date: \_\_\_\_\_

ESL Level scored: \_\_\_\_\_

**Bilingual/EL Program type:**

- |   |   |
|---|---|
| <input type="checkbox"/> No additional services             | <input type="checkbox"/> Heritage language                                |
| <input type="checkbox"/> Content area tutoring              | <input type="checkbox"/> Sheltered English instruction, content-based ELL |
| <input type="checkbox"/> Developmental bilingual            | <input type="checkbox"/> Instruction in English -- Structured Immersion   |
| <input type="checkbox"/> Dual language or two-way immersion | <input type="checkbox"/> Pull-out ESL                                     |

**Support Delivery Model:**

- |   |  |
|---|--|
| <input type="checkbox"/> Inclusionary support | <input type="checkbox"/> Parental refusal for services |
| <input type="checkbox"/> Pull-out             | <input type="checkbox"/> Not applicable                |
| <input type="checkbox"/> Self-contained       |  |

Comments: \_\_\_\_\_

Date form processed in Skyward by the EL Coordinator: \_\_\_\_\_

After processing, this form will be sent to the school secretary to be filed in the student's cumulative folder.

Return to the EL coordinator



# School District of Manawa

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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.

Danielle Brauer  
EL Coordinator  
[dbrauer@manawaschools.org](mailto:dbrauer@manawaschools.org)  
920-596-5301

-----  
**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

*Developing Lifelong Learners and Responsible Citizens*

## 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

<b>STAR Reading</b>	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
<b>STAR Math</b>	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year



# School District of Manawa

*Developing Lifelong Learners and Responsible Citizens*

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:



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### 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



# School District of Manawa

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- √ 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

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare typed note pages
- Provide study guides to organize material
- Emphasize critical 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 such as *Rosetta Stone*

- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at the appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide CD copies of books
- Use adapted or modified textbooks
- Allow the 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 write or write rather than speak)

### General Classroom Assessment Accommodations

- Allow students to answer orally
- Provide word banks on 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 (add comment below):

### State Assessment Accommodations



# School District of Manawa

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Per state statute, any students who have arrived within the last 12 calendar months may be permitted to abstain one time 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)

**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.

### Embedded:

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

### Non-embedded:

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



# School District of Manawa

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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, but to be activated they must be identified in advance and selected from the pull down menu inside the test to activate them (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 it taken.

**Accommodations:**

Accommodation-level supports listed in the Accessibility Features List 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?



# School District of Manawa



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**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

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---

Date \_\_\_\_\_

Name \_\_\_\_\_

Name of Parent of 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 ELL program and will no longer receive ELL 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,

\_\_\_\_\_  
Danielle Brauer

[dbrauer@manawaschools.org](mailto:dbrauer@manawaschools.org)

920-596-5301

Distribution:

Original to parent or guardian

Copy to Cum Folder





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## 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: \_\_\_\_\_



To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: August 11, 2017  
Re: Annual Academic Standards Adoption

The purpose of this memo is to highlight the academic standards the School District of Manawa uses to guide instruction and write curriculum maps. The attached document shows the standards up for adoption with two stars for the standards that have not been formally adopted by the BOE or information in red to indicate updated standards.

# School District of Manawa

## Academic Standards Listing

Discipline/Grade	Standards	School District of Manawa Adoption Date
Early Childhood and 4-year-old Kindergarten	Wisconsin Model Early Learning Standards Fourth Edition (2003, 2008, 2011, 2013)	**
<b>English Language Arts (ELA)</b>		
5-year-old Kindergarten - 12	Wisconsin State Standards on ELA (2011) (Common Core State Standards for English Language Arts)	Ref. Sept. 20, 2010 and May 17, 2011 board minutes
<b>Mathematics</b>		
5-year-old Kindergarten - 12	Wisconsin State Standards in Mathematics (2011) (Common Core State Standards for Mathematics)	Ref. Sept. 20, 2010 and May 17, 2011 board minutes
<b>Science</b>		
5-year-old Kindergarten - 12	Next Generation Science Standards (2013)	March 23, 2015
<b>Social Studies</b>		
5-year-old Kindergarten - 12	National Curriculum Standards for Social Studies (2010)	March 23, 2015
<b>Art</b>		
5-year-old Kindergarten - 12	National Core Arts Standards for Visual Arts (2014)	**
<b>Physical Education</b>		
5-year-old Kindergarten - 12	Wisconsin Standards for Physical Education (2010)	**
<b>Music Education</b>		
5-year-old Kindergarten - 12	Wisconsin's Model Academic Standards for Music (1997)	**
<b>Technology Education</b>		
5-year-old Kindergarten - 8	International Society for Technology in Education (ISTE) Standards for Students (2016)	June 15, 2015 2007 version was adopted in June of 2015
<b>School Counseling</b>		
5-year-old Kindergarten - 12	Wisconsin's Model Academic Standards for School Counseling (2007)	**
<b>Human Growth &amp; Development</b>		
5-year-old Kindergarten - 12	School District of Manawa Human Growth & Development Standards	May 2, 2017
<b>World Languages</b>		

	7-12	Wisconsin's Model Academic Standards for Foreign Languages (1997)	**
<b>Personal Finance</b>			
	9-12	Wisconsin's Model Academic Standards for Personal Financial Literacy (2006)	**
<b>Careers and Technical Education (CTE)</b>			
	9-12	Wisconsin Standards for Agriculture, Food, and Natural Resources (2013)	**
		Wisconsin Standards for Business and Information Technology (2013)	
		Wisconsin Standards for Health Science (2013)	
		Wisconsin Standards for Marketing, Management, and Entrepreneurship (2013)	
		Wisconsin Standards for Technology and Engineering (2013)	

\*\* Standards recommended for adoption by the School District of Manawa.