

INQUIRY #1: PARENT INVOLVEMENT AND FAMILY-CENTERED SERVICES

PART B:

- Elementary Parent Council
- Elementary Librarians
- School Board Member
- School Improvement Committee
- Booster Club-parents are automatically members while their child is in grades 9-12
- ILCD Committee
- Title One Parent Council Advisory committee
- Special Education Para
- Post Prom Committee Member
- Junior Parents involved in Prom meal preparation
- Field Trip Sponsor
- Read Across America Participant
- Parent Classroom Volunteer
- Family Math Night
- Family Reading Night
- Teammates Mentoring Program
- 100% attendance at all MDT and IEP meetings
- Parents informed of their access to the SRS System
- Parents involved in their child's homework
- Parent-Teachers Conferences
- SAT meetings with Parents every six weeks

PART C:

- At the time of the survey, there were no students with special needs in the ages of birth to third grade.
- Students will be provided services within their natural setting when appropriate when they qualify for services

FUTURE PLANS:

- We will continue to involve parents in as many activities that students are involved in.
- Improve on high school conference attendance.
- Elementary had 100% and High School Conferences were 51% which was an 8% increase from previous year.
- Special Education Conferences were at 100%.

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #2

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)/ PUBLIC AWARENESS, CHILD FIND, AND IDENTIFICATION

STRENGTHS: PART B:

- Child Find article is placed in The Wausa Gazette twice a year, placed on the school website, on mywausanew.com, and a copy placed in the Wausa Medical Clinic
- Hearing and visions screening done early
- 504 plans are developed as needed and team meets yearly
- Academic and behavior concerns are referred to SAT
- Paras in elementary and high school to work with sped students
- Teachers and staff educated in CPR, asthma, epi-pen, and diabetic needs
- IEP meetings are conducted yearly at the convenience of the parents
- School nurse complete physicals
- Jr. and Sr. High are required to have physicals before participating in activities
- Bullying seminars
- Total in sped is 11% of students—24 students
 - Elementary—9 speech and 3 sped students
 - Jr/Sr High—1 speech and 11 sped students
- Parents have access to SRS system

PART C:

- Superintendent will continue to place Child Find article in newspaper, on the websites, and in the Wausa Medical Clinic
- Parents are informed at the beginning of the school year about concussions.

FUTURE PLANS:

- Consider screening Birth-5 students in coordination with kindergarten roundup.
- Talent Show
- Continue bullying assemblies

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #3

Free and Appropriate Public Education (FAPE)/ Provision of Appropriate Services

STRENGTHS: PART B:

- Para support is provided for Elementary and High School special education students
- 100% graduation rate in special education and regular education students
- Summer school is offered to students who qualify
- All sped students participate in academic classes with their peers
- Encore Program offers extra help for students
- UNL Extension School Enrichment Program

PART C:

- Services are provided as needed
- School is responsive to student needs

FUTURE PLANS:

- Consider providing adequate training and support so that teachers have the skills and knowledge necessary to serve children with disabilities.
- Provide training on sensory integration
- Provide training on autism

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #4

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)/ BEHAVIOR

STRENGTHS: PART B:

- Alternative education students receive services from Wausa Public School according to their IEP in an alternative setting.
- Meet timelines for 10 days for suspension
- Behaviors are addressed in the IEP through behavior plans and accommodations.
- Credit Recovery services are provided for students
- Team Mates (Mentor Program) to assist students
- Students referred to SAT for behavior interventions
- Viking Store provides incentives for students
- Community Service Projects 7-12 through career program

PART C:

- Positive behavioral interventions and supports would be put in place for children with behavior difficulties.
- Guidance Counselor available to work with troubled students.
- ESU School Psychologist available to counselor students

FUTURE PLANS:

- Continue Team Mates Program to provide positive support.
- Continue bully seminars to assist students in positive support
- Elementary teachers continue to meet at noon to talk about teaching strategies and problem situations including behavior problems.
- Continue Community Service projects

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #5

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)/ ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

STRENGTHS: PART B:

- Progress reports are sent out the same time as report cards
- Parents have access to PowerSchool and students and parents can check grades at anytime
- Notification of failing grades are sent out weekly to parents
- Ineligible students are not allowed to participate in activities until grades improve
- Encore program gives students afterschool help
- Teachers provide before and after school help
- Career period provides academic and career support
- Special Education and reading coach provide academic support and interventions
- Reading interventions are in place to improve reading and academic scores.
- Students participate in NESAs or the NESAs Alternate Assessment
- Apex courses offered to Special Education students
- Recovery courses are offered in out of district setting
- Progress monitor students according to their needs: weekly, twice a month, or once a month on Reading fluency and Reading comprehension.

PART C:

- Conduct entry and exit assessment tools at appropriate times.
- Evaluate progress of interventions every six weeks.
- Have progress monitoring meetings every three weeks.
- Elementary teachers meet at noon to discuss teaching strategies.

FUTURE PLANS:

- Consider a plan to improve NESAs scores in both elementary and high school to show parallel growth between regular education and special education.
- Use MAPS, NeSA, and Aims scores to triangulate problem areas
- Consider assessing students by STAR Reading and MAPS testing
- Consider a Gifted Program
- Consider a Summer School Program
- Consider a credit recovery/college credit courses for senior high school

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #6

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)/ NATURAL AND LEAST RESTRICTIVE ENVIRONMENTS

STRENGTHS: PART B:

- Para support in elementary and high school to keep students in classroom
- State requirements of the time out of special education have been met
- Student involvement opportunities;
- Career Fair 7-12
- Knox County College Fair for juniors and seniors
- Volleyball
- Football
- Basketball
- Track
- FFA
- Future Business Leaders of America
- One-Acts
- Speech
- Annual Staff
- Band/Choir/Swing Choir
- Cheerleading
- School Assemblies
- Career Education Class
- School Exhibit
- Family Reading Night
- Family Math Night
- Track-n-Field Day
- Family Fun Night
- Red Ribbon Week
- Science field trips
- Social Studies field trips

PART C:

- Infants and toddlers with disabilities will receive early intervention services in their natural setting. Services would include speech, occupational therapy, physical therapy, and early childhood education.

FUTURE PLANS:

- All students are involved in school activities so we plan to continue our efforts to involve regular and special education students in activities.

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #7

SECONDARY TRANSITION AND PART C TO PART B TRANSITION

STRENGTHS: PART B:

- All students 16 years of age and older have transition goals
- ESU transition specialist and Vocational Rehabilitation are invited to the IEP meetings
- All students 7-12 are involved in careers education and self- exploration activities on a daily basis
- Transition Activities:
- Seventh Grade – Nebraska Career Information System
- Eighth Grade – Career Day at northeast Community College and Nebraska Career Information System
- Ninth Grade – Nebraska Career Information System
- Tenth Grade – ACT Plan, Northeast Nebraska Career Day at Wayne State College,
- Eleventh Grade- Job Shadow, National Guard Assembly with
- Air Force Career Assembly, Career Search, Resumes, cover Letters, Cover Letters, Interview tips
- Twelfth Grade – Job Shadow, Resume, Cover Letter Air Force Career Assembly, Career Search, Cover Letter, Interview tips

PART C:

NOT INCLUDED

FUTURE PLANS:

- Consider additional paras in high school
- Consider having assignment books for Jr. High and all teachers enforce in making students write in them for the first quarter.
- Consider time management classes

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable

INQUIRY #8

GENERAL SUPERVISION

STRENGTHS: PART B:

- Juvenile students in correctional facilities receive special education services
- Students in out-of-district placement receive appropriate academic services
- Special Education and related services staff have appropriate qualifications
- NSSRS Snapshot Report completed on time
- Discipline Report completed on time
- The district has reported their data to the Nebraska Department of Education in a timely and accurate manner.
- Bullying Assembly—SFTS – Stand for the Silent

PART C:

- The district has an adequate number of qualified personnel employed to meet the needs of children with disabilities.
- Elementary Special Education Teacher hired.
- Paras hired in elementary and high school to work with children with disabilities

FUTURE PLANS:

- Continue to provide support for students with behavior problems.
- Consider providing bullying assemblies

RATING:

Strength

Meets Requirements

Needs Improvement

Not Acceptable