

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*To complete text areas click in grey box and type*

District Name:	Twin River Public Schools
County Dist. No.:	63-0030
School Name:	Twin River Elementary- Genoa
County District School Number:	63-0030-002
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Tod Heier
School Principal Email Address:	theier@twinriver.esu7.org
School Mailing Address:	816 Willard Avenue Genoa, NE 68640
School Phone Number:	402-993-2510
Additional Authorized Contact Person (Optional):	Brenda Cuba
Email of Additional Contact Person:	bcuba@twinriver.esu7.org
Superintendent Name:	John Weidner
Superintendent Email Address:	jweidner@twinriver.esu7.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Brenda Buhl Amy Melcher Julie Strain Lisa Matthes Chris Parry Brenda Cuba Tod Heier  _____ _____ _____ _____ _____	<u>Parent</u> Parent Reading Coach Elementary Teacher Office Staff Title I Teacher Elementary Principal  _____ _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 184	Average Class Size: 18.4	Number of Certified Instruction Staff: 18
Race and Ethnicity Percentages		
White: 92 %	Hispanic: 5 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2 %	
Other Demographics Percentages		
Poverty: %	English Learner: %	Mobility: 3 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>DIBELS</b>	<b>NeSA</b>
<b>MAP</b>	
<b>NeSA</b>	

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

## 1. Comprehensive Needs Assessment

<b>1.1</b>	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
Student data from NWEA-MAP, DIBELS Next and NeSA is used for making instructional decisions, which include strategies for meeting the educational need of historically underserved populations. Disaggregated data in the	

areas of gender, poverty and special education also have an impact on decision making. The data is also analyzed to identify those students who are failing or at-risk of failing to meet the state academic standards. Disaggregated DIBELS Next data is district data. In our school we do not have ten in each subgroup to disaggregate in the areas of special education, ethnicity, ELL and migrant students. Staff has participated in training provided by the ESU7 staff about how to analyze data from MAP tests. The MTSS steering committee has also participated in additional training provided by NeMTSS (Nebraska Multi-Tiered System of Supports) about how to analyze and make decisions using data. Students who are reading below benchmark and meet the requirements of our MTSS Decision Rules are placed in MTSS according to their area of need. Our on-going data from our core reading program Reading Mastery also influences proper instructional placement of our students in the area of reading. Staff examines data once a month in MTSS meetings and instructs specific NeSA skills weekly. Calendars are included in the evidence. Assessments are scheduled so teachers can plan instructional blocks. Students and parents are aware of assessment timing. In addition to monthly MTSS meetings, needs of students are also discussed during monthly SAT meetings. The data that is included in this folder is from NeSA that was given in April 2017. The data included from DIBELS Next and NWEA-Map is the most current data from the 2017-2018 school year. During the 2017-2018 school year students will take the NSCAS (Nebraska Student-Centered Assessment System).

**1.2**

*Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

The Twin River school district, a NCA accredited school, is preparing for its next on-site external team visit that will take place in 2019. At the end of the 2015-2016 school year, Twin River reviewed data and survey compilation. The survey was given during the 2014-2015 school year using the AdvancEd web-based ASSIST. The survey was given to students in grades kindergarten through 12th grade. Students completed the survey using the link provided on a computer and /or iPad during class. Staff members were provided a link to complete the staff survey. Parents were informed of the upcoming survey through the school newspaper and a letter home describing the process of completing the survey. Parents were reminded to complete the survey during parent teacher conferences. Parents were given the link from teachers that they could use to access the survey at home or they could complete the survey at that time at school. Computers were available and individuals were present to answer any questions. Other stakeholders were provided the link to the survey through the school newspaper. The number of parents and stakeholders who completed the survey was limited. Since very few parents and stakeholders completed the survey the committee opened up the survey again during the fall of 2016 in hopes of a greater number of responses. Reminders were posted on Facebook and several calls to parents from the school. During the fall, Twin River had a greater number of participants completing the parent survey. Results were generated through AdvancED.

Staff analyzed results and identified areas of strengths and needs during a in-service in November. A plan was developed to act on the areas of concern. Administration was involved in addressing the suggestions from the surveys to ensure confidentiality. These comments were from parent surveys to plan for changes in certain aspects of the school.

Twin River will be giving the student and staff surveys during the spring of 2018 to compare results that were compiled in 2015-2016. Parent surveys will not be given again as the parents completed a survey in the fall of 2016.

Monthly PTO (Parent Teacher Organizaion) are held and ask for any input from parents that can be shared to other staff and the administration to continually make improvements for our students and Twin River.

<b>1.3</b>	<i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i>
<p>Our school improvement goal is in the area of reading. The goal is stated as: All students at Twin River Public Schools will improve reading skills. Researched strategies, activities and staff development that support the goal have been scheduled and implemented during the school year.</p> <p>The elementary school continues to use uninterrupted reading class periods of 90 minutes in the morning and another session of 65 minutes in the afternoon. Students are grouped according to their ability level. Students are moved between groups as their data indicates.</p> <p>All students Kindergarten through sixth grades were evaluated during the first two weeks of school using the DIBELS Next assessment on each grade level. These results along with Reading Mastery assessments were used to place students in the appropriate reading classes. The DIBELS Next assessment is given again in December and April. After each DIBELS Next assessment the MTSS Steering Committee reviews student data.</p> <p>In March of 2017, Dr. Kent Davis from McREL led a data retreat- Data-Driven Decision Making with members of the current Continuous School Improvement Steering Committee and the administration team. During this data retreat the team was given the opportunity to use current data to make decisions about our next step the district needs to take to ensure improvement in the area of reading. Evidence was found from multiple sources- NeSA, NWEA MAP Reading and DIBELS Next that our students are scoring low in the area of main idea.</p> <p>The committee met again without Dr. Davis for an additional data retreat to continue to analyze that data. The committee is in search of strategies to make improvements in this area. The administration team will be reporting the findings at the in-service on April 26, 2017 to begin the process to make improvements. Discussion that has already happened within the team will be shared with the staff. Some areas that have been discussed are curriculum, lesson planning and having the objective posted for students to visually see in each class for that particular day. The Danielson Model, which Twin River chose to use last year, will address some of these concerns. The committee hopes that other strategies will be discussed during the in-service that will provide direction for the administration team to schedule future in-services for staff through the ESU and to continue to look at the curriculum.</p> <p>After this training it was decided that the data team will meet three times a year to discuss and analyze data. The team met three times during this year to discuss and analyze data; August focused on data from the previous spring, September focused on data from the fall NWEA MAP Reading and DiBELS Next and January focused on winter data. During each data retreat data from previous retreats is compared to current data to identify and changes. Findings will then be shared with the entire staff after each data retreat.</p>	

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
<p>Multiple strategies based on scientific research are used to provide additional assistance to identify the needs of targeted populations and individual students failing or at-risk of failing to make progress on state academic standards as well as students moving toward the advanced levels. Weekly classes provided by the school</p>	

counselor for each grade level covering various topics are targeted at age and need. Students who are reading below benchmark and meet the requirements of the MTSS Decision Rules are progressed monitored weekly and / or attend MTSS at least three out of five days weekly. Materials used for MTSS groups are research based and chosen according to needs of the students. Special education teachers and the speech and language pathologist work with identified students daily according to each student's IEP. 504 Plans are developed for students who need adaptations that have not qualified for special education services according to Rule 51. Paraprofessionals and reading teachers are available for individual and small group instruction and / or reinforcement of skills.

### 3. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>Paraprofessionals meet the NCLB requirements and are included in professional development provided to other staff members. They are provided with ongoing training specifically designed for paraprofessionals. The elementary site has eight paraprofessionals that provide assistance and instruction to meet the needs of students. Paraprofessionals are not funded by Title I funds. Five Paraprofessionals are used for classroom support and three paraprofessionals support the special education program. Paraprofessionals meet the NCLB requirements with a 48 credit hour associates degree/or meet NCLB Project PARA Certification. The school's paraprofessionals are included in appropriate staff development. Paraprofessionals are provided training from in-service or individual training from the elementary reading coach.</p>	

### 4. High quality and ongoing professional development

<b>4.1</b>	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
<p>Our school calendar allows for ten days of in-service . The entire school community participates in high quality professional development that is focused on proven effective strategies that focus on student performance on the assessment of content standards. Evidence of the professional development is in included in the folder. An ongoing professional development plan and process is in place to meet the targeted needs of all students and teachers through the identified strategies in conjunction with the Continuous School Improvement Plan. Certified staff and paraprofessionals participate in appropriate training that is necessary. Some staff members are part of the Continuous School Improvement steering committee and all other certified staff members are involved in Continuous School Improvement Committees. The school psychologist is hired by the district through ESU 7. The school nurse and school psychologist are not included in the specific professional development plan of the district.</p> <p>The MTSS steering committee receives additional training provided by the NeMTSS(NebraskaMulti-Tiered System of Supports). The committee then shares information learned with the entire elementary staff. Twin River is currently involved in trainings to learn to implement project based learning activities successfully in the classroom. Appropriate staff is trained and receive continued updated training for administering, scoring, evaluation and using information from the programs being used.</p>	

National Title Conference February 2018 - Philadelphia  
 Project Based Learning 101- Buck Institute  
 Educational Leadership 21  
 The 4 C's and the 21st Century Schools- Atlanta  
 MTSS Training - MTSS Steering Committee- Norfolk  
 Danielson Instructional Model  
 Reading Mastery  
 Adventures in Language  
 DIBELS  
 SAT  
 NWEA-MAP Data Interpretation  
 Technology  
 L to J  
 Reading Strategies  
 Intervention Strategies / Programs  
 MTSS Steering Committee  
 Continuous School Improvement Committee  
 SAT  
 Reading Comprehension and Vocabulary Skills:  
     Main idea, Elements of Fiction, Elements of Nonfiction, Summarizing, Inferential, Critical and  
     Literal Questions, and Graphic Organizers.  
 Data-Driven Decision-Making

## 5. Strategies to increase parental and family engagement

<b>5.1</b>	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<p>On April 18, 2017 we held our Annual Title I meeting in conjunction with our monthly PTO (Parent Teacher Organization) meeting for the month of April. The agenda and sign-in are included in the folder as well as some changes that were made to the Twin River compact.</p> <p>Teachers and parents are involved in developing the compact. The compact is reviewed at the annual parent meeting. The components of the parent compact are reviewed annually to assure that all parties are fulfilling their role and responsibilities. The compact is included in the elementary student handbook that is available on the Twin River website. If parents are unable to access the handbook on the website and paper copy will be provided to them at their request. Parents are expected to read the handbook and return a signed sheet indicating that they read and understood the information included in the handbook.</p> <p>The 2017-2018 Annual Title I meeting will be held on April 9, 2018. Parents will be invited to listen to DeMoine Adams, a former Nebraska Husker football player and current motivational speaker. During this time Mr. Adams will speak to students and parents about the importance of reading. At the conclusion of his presentation we will have the Annual Title I meeting.</p>	
<b>5.2</b>	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>

The Parent and Family Engagement Policy is included in the handbook that is posted on the Twin River website. Parents are encouraged to read, sign and send back a form indicating that they have read and understand the handbook. The parent policy is reviewed and updated annually at the annual parent meeting. At the annual parent open house in August copies of the parent engagement policy are also made available to parents. This gives them an opportunity to evaluate the policy and offer concerns and suggestions for revision.

The Parent and Family Engagement Policy has been reviewed by the planning team. In order to meet the requirements of ESSA, the policy has been updated. The updated policy is on the agenda for the March 2018 board meeting for approval. The current and updated policies are included in the folder. The updated policy will be shared at the annual Title I meeting following the approval of the policy by the board of education.

**5.3** *Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

On April 18, 2017 we held our Annual Title I meeting in conjunction with our monthly PTO (Parent Teacher Organization) meeting for the month of April in the school cafeteria. The agenda, sign-in sheets and notes from the meeting are included in the folder.

The evidence from last year has been placed in the folder as the meeting for the 2017-2018 has not been held yet.

The Annual Title I meeting will be held on April 9, 2018 for the 2017-2018 school year. Parents will be invited to listen to DeMoine Adams, a former Nebraska Husker football player and current motivational speaker. During this time Mr. Adams will speak to students and parents about the importance of reading. At the conclusion of his presentation we will have the Annual Title I meeting.

Ongoing activities provide opportunities for parent to be involved in the education of their children. The parents of the Twin River students were offered many opportunities to become involved in the Title I program and the school during the 2017-2018 school year. Many parents took advantage of at least some of those opportunities.

An Open House was held on August 15, 2017 at the Twin River Elementary School. All parents and students were invited by an invitation in the Twin River Newsletter which went out to parents two weeks before the start of school. Individuals from the community were also welcome to attend. This open house gave individuals the opportunity to tour the school. Elementary parents were also encouraged to attend to see their child's classroom and meet their teacher. Parents and students were encouraged to bring in students supplies and book bags during the open house. The Title I teacher was also available for any questions about Title I. The open house was a success with many parents and children of all ages in attendance.

Twin River now uses the information system, Infinite Campus. Infinite Campus contains a multitude of information. Parents can access grade averages, assignments, individual assignment grades, attendance, lunch balance, contact information and school announcements. Communication is possible through messaging between teachers and parents.

Title I newsletter items on parenting were included in the Titan Tidings/Twin River Newsletter or on the school web page during the school year. These newsletters focused on parenting tips provided by the Parent Institute Newsletters.

A monthly calendar was sent home with every student to inform parents of activities and the school schedule (early dismissal and days there is no school) during the given month. The lunch menu was also printed on the back of the calendar. Primary classroom teachers send a weekly newsletter home with students.

In September and February scheduled Parent-Teacher conferences were held. Conferences were scheduled. The Title I teacher was available to address any questions or concerns involving Schoolwide Title I. NWEA-MAP test results were discussed at the conferences in February and will be sent home in the students' report card at the end of the school year.

Parents are informed of test results (DIBELS Next, NWEA and NeSA) at Parent Teacher Conferences, by phone and/or special conferences as teachers deemed necessary.

Parents are invited to eat lunch with their child on any given day. They are also invited to visit their child's classroom to observe and/or to volunteer to help with special projects/activities and parties. When classes go on field trips, parents are invited to volunteer to assist the teacher on the field trip.

Progress reports were sent home by the classroom teachers, special education teachers and speech pathologist at the end of each quarter to report student progress. Teachers were in contact with parents as needed through the school year by telephone, email, text messaging and the assignment notebook that is signed by parents on a daily basis. Special conferences were scheduled as needed.

Parents are invited to attend the elementary music programs that are held twice a year. There is also an elementary band night that parents are invited to attend during the second semester.

Parents and teachers are encouraged to be active in the parent teacher organization (PTO). Meetings are held monthly to discuss happenings in the school, needs and future activities. The PTO provides support financially to support activities that the general education budget does not fund. Individuals that are active in the PTO also assist in activities throughout the school year.

The PTO (Parent Teacher Organization) along with the elementary teachers have held a school carnival the past two years. The school carnival was scheduled for the last week in April. Teachers, parents and students in junior high and high school collaboratively worked to provide a fun afternoon of games and fun for elementary students. This is a positive event that Twin River has held that encourages parental involvement in school in a positive manner. The attendance has been very good, but it was observed that fewer students and their families attended the second carnival. With this observation it was decided to have an elementary school carnival every three years. The next school carnival is scheduled for the spring of 2019.

Parents are encouraged to attend the Annual Track and Field Day held during the last week of school. Parents are invited to volunteer and/or watch their child during the day.

## 6. Transition Plan

**6.1**

*Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

The Twin River Preschool is located in Genoa. Students from Genoa, Monroe, and Silver Creek are given the opportunity to attend the preschool. The preschool has two sessions daily (A.M. and P.M.) Monday through

Friday. The teacher and paraprofessional are hired by the Twin River School district.

The transition plan includes multiple and varied contacts and activities for students, parents, and school personnel and is evaluated regularly by affected parents and school staff.

Preschool students visit the elementary rooms in the building throughout the school year. They participate in the elementary music programs.

Ongoing activities provide opportunities for parents to be involved in the education of their child. Strategies to increase parent involvement, such as family literacy services or implementation of model approaches to improving parental involvement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis.

Kindergarten roundup is held each spring. Parents receive packets that include all the necessary forms that are required for enrollment. The principal, kindergarten teacher and elementary secretary meet with parents to address any questions and to provide information about kindergarten. The kindergarten teacher completes an activity with students this night as their parents are involved in an informational session with the principal.

At the end of the school year the preschool teacher and paraeducators have a celebration in the park to conclude the year. All preschool students are encouraged to attend.

Transition plans are evaluated and edited by involved parties on an annual basis or as needed.

-Kindergarten Round-Up Parents and students that will attend kindergarten in the fall are invited to come to Kindergarten Round-Up. During this time parents will go over necessary paperwork, discuss kindergarten expectations and procedures in the elementary school. Parents are encouraged to ask questions of the principal, elementary secretary and the kindergarten teacher. Students meet the kindergarten teacher and complete an activity.

-Pre Kindergarten Activities in the Spring Students meet the kindergarten teacher(s) and visit the classroom(s). Students meet the physical education teacher, music teacher, art teacher and elementary secretary. Multiple visits to the school are made to familiarize upcoming kindergarten students with the building. Students play in the gym and tour the school.

-Pre Kindergarten Open House Students and parents are invited to an open house before school begins in the fall. Parents and students are given the opportunity to meet the teacher, become acquainted with the classroom, learn about expectations, and become familiar with the curriculum.

-Fall Elementary Open House Parents and students are invited to an open house the night before school begins. Parents and students are given the opportunity to meet teachers, learn about grade level expectations, and become familiar with the curriculum. Students are encouraged to bring their supplies to school that night that they will need for the school year.

-Newsletter All district households receive a school newsletter two to four weeks before school starts. It includes supply lists for each grade level, Title I information, SPED information, free and reduced information and forms, registration materials, classroom assignments, bus routes, etc.

-Titan Tidings The school newsletter is published each month with school news, parent educational suggestions, and announcements. The newsletter is posted on Twin River's website. Newsletters are also available to pick up at the Twin River School offices and area businesses.

<b>6.2</b>	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Elementary teachers meet to discuss transition plans for students. Teachers also complete transition forms for each student to give the upcoming teacher information about students for the upcoming school year. An open house is held prior to the first day of school for all students entering Pre K thru 6th grade. This allows time for students to visit their classroom and meet their teacher before the first official day of school.</p> <p>Elementary and junior high staff meet at end of the school year to discuss transition from elementary to junior high school. Plans for transition for individual students are discussed to ensure a smooth transition for all students.</p> <p>Orientation for grades 7 – 12 is scheduled prior to the first day of school to orient students with administrators, teachers, school policies and procedures. At this time students are given the opportunity to ask questions about the upcoming school year.</p> <p>Learning Time--for the first week of school new students are not counted tardy to their classes. This allows them time to become familiar with their scheduled classes and class locations. The school counselor gives opportunities for students and parents to attend various meetings.</p> <p>-Newsletter All district households receive a school newsletter two to four weeks before school starts. It includes supply lists for each grade level, Title I information, SPED information, free and reduced information and forms, registration materials, classroom assignments, bus routes, etc.</p> <p>-Titan Tidings The school newsletter is published each month with school news, parent educational suggestions, and announcements. The newsletter is posted on Twin River's website. Newsletters are also available to pick up at the Twin River School offices and area businesses.</p>	
<b>6.3</b>	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Does not apply to elementary schools	
<b>6.4</b>	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
Does not apply to elementary schools	

## 7. Strategies to address areas of need

<b>7.1</b>	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>The schoolwide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day. Teachers and Paraprofessionals spend additional time before/ after school and during recesses with students needing extended learning time or assistance on work.</p>	

- SPED and Title I teachers do intervention groups and work with students in need.
- Teachers and paraprofessionals work with students before school as needed.
- Noon study hall is offered each day for students who did not complete their homework or if they need additional assistance.
- Students reading below grade level and that meet the MTSS Decision Making Rules are provided with interventions during the school day at the daily scheduled thirty minute time period.
- Summer School program for students who are two grade levels below their reading level is available. This has not been a need for the last six years!!

## 8. Coordination & integration of Federal, State and local services & programs

<b>8.1</b>	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I funds pay most of the salary of one Title I teacher. This allows for better placement of students at the correct level of difficulty. The Twin River Title I teacher is able to provide Reading, Language and Spelling instruction for students in designated grade levels (K-6) in order to lower student-teacher ratios. Other funding may include REAP, IDEA and SPED monies. Accountability and Title IIA funds also support professional development.</p>	
<b>8.2</b>	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>