MRVED Targeted Services
Planning Guide

December 2014

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FREQUENTLY ASKED QUESTIONS ABOUT TARGETED SERVICES

What is the process for being approved to provide Targeted Services programming?
- o The Minnesota Valley Area Learning Center is approved to provide Targeted Services.
- o To provide Targeted Services, alternative programs must be AL**C**s (Not AL**P**s). They must have a middle level (daytime) school-within-a-school or pullout program and provide year round programming.
- o Districts that would like to start a Targeted Services program needs to submit a request to the Minnesota River Valley Education District Director, PO Box 487, Montevideo MN 56265. The MRVED will work with districts to establish satellite programs that meet the Targeted Services criterion.

What is Targeted Services (TS) and who is served?
- o Targeted Services is intervention/prevention programming for criteria defined (MS 124D.68) at-risk students kindergarten through 8th grade.
- o Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the student in the traditional system. The intent is that Targeted Services is to supplement not supplant!
- o Targeted Services programming must be purposeful, with the ultimate goal being to give students the assets, strengths, and protective factors to be successful.

Who can provide Targeted Services?
Only ALCs have the authority to be approved and funded to provide Targeted Services programming and this is only after a middle-level (daytime) program is approved and operational.

What should Targeted Services programming look like?
First and foremost, it should be **different** from what is occurring during the traditional school day. If the programming is more of the same, the results will be the same—the student will be at-risk of not graduating from high school.

Consider this, most students that are identified as at-risk have a learning style that is incompatible with the traditional environment. Therefore, Targeted Services should meet the student's individual learning style, which is usually hands-on, activity based.

Programming needs to be more than academic and should have a social/emotional component, as outlined in MS 123A.06 Subdivision 1. The intent of this condition is so remediation will not be the sole focus. Targeted Services programming should be purposeful and therefore **cannot be drop in**. Students should be scheduled into instruction that meets their specific needs.

How is Targeted Services funded?
For funding purposes, students' attendance and membership are reported in hours. Funding is a pro-ration of the general education revenue, generated by student instruction time (membership). Targeted services students will not generate compensatory revenue at the ALC site because they have already been counted at their elementary or middle school.

Can there be a *Homework Help* component?
Homework help does not qualify for Targeted Services funding for the following reasons:
- o *Homework Help* only rescues and enables the student on a temporary basis—until the work is due.
- o What it does not do is teach the student to be in control and be a life long learner. What happens to students who choose not to continue with Targeted Services or if funding ceases? Students will not have learned how to be self-sufficient.
- o It is not realistic to send the student home with no homework.

- o If the students go home without homework, studies show that they watch TV and this can have a negative impact on the students and the learning process.
- o What *Homework Help* does do---keeps the student out of trouble when the homework is due.
- o Solution---study skill and organizational skill development. This gives students the skills and essentials to do homework on their own. Additionally, it is important that students learn how their individual learning style relates to 'homework'.

Do teachers have to be licensed?
Because Targeted Services is financed using general education revenue, all applicable laws must be adhered to, including the need for appropriately licensed teachers.

Can Targeted Services be summer school only?
Several years ago summer school money was rolled into the General Education Revenue. Therefore, Targeted Services must be extended day and year, not one in isolation of the other. The students that qualify for Targeted Services are usually in the bottom 10-15% of their class, indicating that a short-term intervention will not be sufficient.

Can Targeted Services fund full day Kindergarten?
For schools that have full day kindergarten, the following applies if Targeted Services money is used to help fund the full day:
- o Programming specific to students at-risk needs to occur. Because the student is enrolled in full day K does not automatically qualify for funding. The students who are identified need to be given instruction separate from the rest of the students.
- o Kindergarten (K) Targeted Services (TS) is limited to 1.2 ADMs, which equates to approximately 85 hours for the year.
- o The percentage of identified students at-risk should not be considerably higher in K than in the other elementary grades.

What is the ADM divisor for Targeted Services?
Because many of the Area Learning Centers work with a number of school districts, the statute-defined minimums are used as the divisor. 425 hours for K; 935 hours for grades 1-6 and 1020 for 7-9.

Is money available for Transportation?
The transportation dollars are part of the general education revenue. There are no additional monies available for transportation. Providing transportation is optional.

Are there extended day options for students who are not in Targeted Services?
Students who are in a middle-level, school-within-a-school or pullout program during the school day qualify for extended day/year programming. For additional students to qualify, the Area Learning Center has to apply to provide Targeted Services.

Is all after school programming Targeted Services?
Not all after school programming is Targeted Services. Several districts have Enrichment classes and after school programming through Community Education. If the class or program is offered through Community Education and a fee is normally charged to participate, it is unlikely to meet criteria for TS funding.

How are students that have been retained in 8th grade reported and do they qualify for Targeted Services?
Students are normally progressed to the next grade level as soon as the school year ends. If an 8th grader is retained, the formal school district process should be followed and the student should be coded on MARSS as an 8th grader. The student then qualifies for Targeted Services until promotion to 9th grade.

MRVED - Minnesota Valley Area Learning Center
TARGETED SERVICES REFERRAL FORM – Keep in cum folder for 3 years

Use this form to initiate the process of referring a student to a Targeted Services -- specialized summer or after school program. Classroom teachers must complete sections 1-5. The office will complete section 6 and return the form to the building principal.

Section 1:   **Personal Information** (Note: Grade level should be current year or, **IF SUMMER PROGRAM**, grade level that the student will enter in the fall)

STUDENT_____GENDER_____GRADE_____

REFERRING TEACHER/TEAM_____DATE_____

Section 2:   **Graduation Incentives (GI) Criteria**

The Graduation Incentives (GI) criteria and other at-risk indicators must be considered for the referral. Students must qualify in at least one of the areas listed in this section to be eligible for this program. Check (X) all that apply. **Items 1, 2, and 11, need at least one specific academic (Section 3) or social personal qualifier (Section 4).**

1.   ____Performs substantially below average on a local achievement test.
2.   ____Is at least one year behind in completing coursework satisfactorily.
3.   ____Is pregnant or a parent.
4.   ____Has been assessed as chemically dependent.
5.   ____Has been physically or sexually abused.
6.   ____Has experienced mental health problems.
7.   ____Has experienced homelessness in the last six months.
8.   ____Speaks English as a second language or has limited English proficiency.
9.   ____Has been excluded or expelled according to sections 121A.40 to 121A.56.
10.   ____Is chronically truant or has withdrawn from school.
11.   ____Has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69.

Section 3:   **Academic/Achievement Test Qualifiers (Complete only if #1, #2, and or #11 is selected in Section 2)**

TEST TYPE	MATH	READING	WRITING
NWEA			
ITBS			
STAR			
CAT			

TEST TYPE	MATH	READING	WRITING
MCA			
Other:			

Section 4: Social /Personal Qualifiers

____Low motivation	_____Failure of teacher administered tests	_____Excessive off task behaviors
____Academic failure in current classes	_____Difficulty in classes of large size	_____Socially inappropriate comments
____Failure to complete assigned work	_____Excessive absenteeism	_____Poor organizational skills
____Does not demonstrate study skills	_____Isolation from peers	_____Low self-esteem/self-concept

Section 5:   **Identified Skill Development Areas** (1) Most Important (2) Less Important (3) Least Important

_____Reading Skills   _____Writing Skills   ____Math Skills   _____Study/ Organizational Skills   _____Social/Personal Skills

MRVED – Minnesota Valley Area Learning Center
REGISTRATION FORM (2 PAGES)

School Site: _____   **Program:** _____ **Basic Skills** _____ **Targeted Services**

Personal Information **(to be completed by** <u>PARENT/GUARDIAN</u>**)** – *For summer school – use grade level that the student will enter in the fall.*

Student _____   Grade Level _____   Teacher/Team _____

Address _____   Gender _____   Date of Birth _____

City _____   State _____   Zip _____ Phone (H)_____

Parent(s)/Guardian(s) Name(s) _____ Cell_____   Phone (W)_____

Emergency Contact _____   Phone_____

If sign out is required, and **if someone other than a parent will be signing your child out and providing transportation home from the school site, please list below the name of the person you are giving permission to transport.

Name:_____ Relationship:_____ Phone:_____

I have read and understand this information and wish to register my child for summer school: _____ **READING** _____ **MATH**

By signing this registration form, I am also giving permission for the school district of residence to release school records to the MN Valley Area Learning Center.

_____   _____
Parent/Guardian Signature   Date

Notice to Parent/Guardian
As a parent or guardian, note that the following information applies to the Minnesota Valley Area Learning Center programs:
- Students enrolled in Targeted Services or BST Remedial will work on targeted academic and/or social areas to improve specific skills identified in a Continuous Learning Plan.
- This is an attendance-based program, and if a student has too many absences, s/he will be dropped from the program.
- Students are subject to the discipline plan of the building in which they are attending school.

Section 6: TO BE COMPLETED BY THE OFFICE

MARSS#:_____ RESIDENT DISTRICT_____ GRADE_____

504(YES_____ NO_____)   IEP(YES_____ NO_____)PRIMARY DISABILITY_____ SPECIAL ED SETTING_____

RACE/ETHNICITY _____ HOME LANGUAGE_____ ECONOMIC INDICATOR _____FREE _____REDUCED

This section to be completed by the <u>TEACHER</u>**:**

___ **Targeted Services Program**   ___ **Basic Skills Test Program**
   ___ After School
   ___ Summer School
The class schedule is:
Start Time:_____End Time:_____   Days:_____Mon   _____Tues   _____Wed   _____Thurs_____Fri

Dates:_____
- Transportation will_____/will not_____ be provided for children attending Targeted Services
- Parents who pick up their children are_____/are not _____required to sign their elementary or middle level child out of the building at the end of class.**

1.   Are you **Hispanic/Latino** (Choose only one)

☐   No, not Hispanic/Latino

☐   Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

The above part of the question is about ethnicity, not race. No matter what you selected above, **PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTION** by marking one or more boxes to indicate what you consider your race to be.

2.   What is your race? (Choose one or more)

☐   **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.)

☐   **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

☐   **Black or African American** (A person having origins in any of the black racial groups of Africa.)

☐   **Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

☐   **White** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

CONTINUOUS LEARNING PLAN (CLP) DIRECTIONS
This <u>exact</u> form must be used. <u>No</u> substitutes are allowed.

The Continuous Learning Plan is to be completed by the student's classroom teacher, the Targeted Services teacher, the student, and their parent(s)/guardian(s). The CLP will be reviewed periodically during the school year and/or summer. If a student is enrolled in summer session and then starts another session during the school year, the CLP needs to be updated. A **new CLP** needs to be developed at the start of every school year that the student is enrolled in a Targeted Services program.

At the top enter:
- Student's name,
- Grade level that they are in this fall,
- School District the student is from, and
- Anticipated year of graduation from high school.

The Plan has four (4) columns:

Column 1 - Current status

Check all that apply.

Skip District Addendum

In the bottom box of column one enter any data that you may have for:

NWEA	Northwest Evaluation Association
STAR	STAR reading
MCA	Minnesota Comprehensive Assessments
Other	This would be any other data that was used to place the student in the program or that will be used this fall. Identify the data source. Examples might be reading levels in Guided Reading Groups, AR (Accelerated Reading) or math level, ITBS or Stan9 results.

M	Math
R	Reading
W	Writing

You need to use some form of data as your baseline for the Current Status.

In this same box you will see items related to social/emotional issues. Targeted Services must focus on the whole child. Please check (X) all those that apply.

If there is more information that would be valuable to the Targeted Services teacher please enter it in the Other area.

Column 2 - Goals

This column is where you set the goals for this learner. The goals should be set for one calendar year though the data on this form will be reviewed periodically including the end of the school year.

Set goals for those areas you know you will be working on.

The Targeted Services program must include a social and emotional component. Please check (X) those that you will work on.

Column 3 - Program/Activities

You are working in a Targeted Services - After School program or Summer School.

This section should give a brief overview of the type of programming that you are providing for this learner. Check (X) which type of activities you will be using in teaching the after school program. MDE requires that you do active and experiential learning and teaching. Please give a brief descriptor in the blank.

Column 4 - Assessments

The goal of Targeted Services is to have the student make the necessary progress socially and/or academically so that they may remain in the regular educational school program. This "post" data will give the teacher, parent and student information regarding the progress that they are making. In this area you should record the most current data you have for each of the areas you assessed in the fall.

It was the intention of the advisory group that developed the MRVED proposal to the MDE, that this form be completed at a conference with the parent(s), student, classroom teachers and Targeted Services teacher. At the end of the conference please get the student and parent to sign the form. You sign the teacher slot.

A copy of this form must be in the student's cum folder.

If you have any questions related to this form and Targeted Services please contact Karen Jacobson, MRVED Director, 320-269-9297 or kjacobson@mrved.net.

Student Name _____Grade Level_____Home District _____Graduation Year_____

Current Status	Goals	Program/Activities	Assessments
_____Targeted Services Referral _____504 Plan in place _____IEP in place _____Other_____	_____Social/emotional _____Task Completion _____Study Skills _____Other_____	_____**Targeted Services** _____After School _____Summer School	_____**Formal Assessment(s)** _____Standardized District Tests _____District Assessments _____**Informal Assessments(s)** _____Teacher Assessments _____Checklist of skill Development

District Addendum: District credit and standard requirements are available upon request.

Current Status	Goals	Activities (What type of programming will be provided?)	Assessments (enter after the program is over)
__NWEA _____M____R____W __STAR _____M____R____W __MCA _____M____R____W __Other _____M____R____W Describe other_____ __Social/Emotional Status: __Limited Relational Skills __Limited Self-confidence/esteem __Poor School Attendance __Study Skill Status: __Limited Organizational Skills __Limited Study Skill Strategies __Learning Modalities Other:_____	__NWEA _____M____R____W __STAR _____M____R____W __MCA _____M____R____W __Other _____M____R____W Describe other_____ __Improve Social/Emotional Status: __Relational Skills __Self-confidence/esteem __Improve School Attendance __Improve Study Skills: __Organizational Skills __Study Strategies Other:_____	__Direct Instruction_____ __Guided Practice_____ __Hands – on Experiences_____ __Individual Projects_____ __Individual Presentations_____ __Group Projects_____ __Group Presentations_____ __Simulations_____ __Team Building_____ __Personal Growth Activities_____ __Home-centered Activities_____ __Other_____	__NWEA _____M____R____W __STAR _____M____R____W __MCA _____M____R____W __Other _____M____R____W Describe other_____ __Improved Social/Emotional Status: __Relational Skills __Self-confidence/esteem __Improved School Attendance __Improved Study Skills: __Organizational Skills __Study Strategies Other:_____

_____   _____   _____   _____   _____   _____
Student Signature   Date   Parent Signature   Date   Teacher/Counselor Signature   Date

ADDITIONAL INFORMATION PERTINENT TO THE CLP:

The Continual Learning Plan must be learner centered and individually designed by the program to meet the specific program focus and student needs. The word *continual* is the key word and indicates that the plan is continuous, not static, and should be continually updated.

At your site, create a master folder that contains a copy of the following:

- Blank copy of the CLP;
- Graduation requirements for the district the students graduate from;
- Checklist of the various assessments that could be used;
  - O MCA or standardized test scores
  - O Teacher observation
  - O Attendance
  - O Academic information
  - O Career Assessments
  - O Report card/transcript
  - O Portfolio
  - O Learning Style
  - O Completion of High Standards
  - O IEP/504 plans
  - O As defined by program
- District policy for grade level progression (number of credits, standards, reading level, etc)
- If student goals are listed in the IEP/504, the IEP/504 may substitute for the Continual Learning Plan. However, this should then be noted on the CLP.

Other items that can be included:
- Strengths/weaknesses
- Objectives and experiences
A menu of options (checklist) should be developed.

The auditor may also ask for completed CLPs on individual students.

ATTENDANCE FORM DIRECTIONS

Attendance is the lifeblood of Targeted Services (TS). Without students' regular attendance, their learning goals cannot be met. Without students' regular attendance, the program will not receive state funding.

Targeted Services are funded the same way that the regular school day is funded. Basic state aid is received for students who are in attendance. Because the Targeted Services in your building is an extension of the Minnesota Valley Area Learning Center (MVALC), the funding for the TS students will flow to the Minnesota River Valley Education District (MRVED). MRVED is the host of the MVALC. At the end of the year we will determine the amount of aid that your district generated and flow that money back to your district.

In order to flow the money to your district, we will need very accurate attendance records for every portion of your Targeted Services program. Attached is a copy of the type of attendance form that we would like you to use. It is critical that accurate attendance is taken every day.

The form is generic - for any program and any month. We can get you a digital copy of this form so that you can make it work for your site.

On the form we need:

SITE – What school building is the program being held in and in what city is that building?

TEACHER – Who is the Targeted Services teacher?

DATES OF OPERATION - When does the program start and when does it end? What days of the week does it meet?

MONTH/YEAR – Which month is this calendar for? What year? So that we can get an accurate student count, we would like you to shade out ALL of the dates in the month being recorded that you DO NOT have class. This way we can see what days the classes meet and who was there.

HOURS PER DAY – How many hours does the program run each day?

NAMES – List of all the students attending your program. If you have more than one Targeted Services Classroom you should have an attendance form for each section. Do not drop their names from the list if they have missed some days.

We have attached a sample attendance form for a make believe program at the MRVED Middle School. As you can see the MRVED Middle School is in Mrvedland. The teacher is Snow White. The program began on February 2, 2010 and will go to June 1, 2010. It meets three days a week: Tuesday, Wednesday, and Thursday. The calendar attached is for February 2010. This program meets for 3 hours each day. The students names are listed in the left column and the dates that the program is NOT in operation are blanked out. "X"'s are used to indicate the days each of the students was in attendance.

At the end of each program, you will fax a copy of this attendance sheet to Mary Brown at 320-269-5474. You should keep a copy of the attendance sheets in your on site Targeted Services folder/binder.

TARGETED SERVICES ATTENDANCE FORM

Keep for 3 years in the general Targeted Services file.

SITE (School Name/City):_____

TEACHER:_____

DATES OF OPERATION:_____
(Please put a line down the date column of the days you do not hold class, including weekends and school holidays. You should be left with open columns on the days you are scheduled to meet.)

MONTH/YEAR _____**HOURS/DAY**_____**TIME**_____

NAME / DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

TARGETED SERVICES ATTENDANCE FORM

SITE (School Name/City):   MRVED Middle Schools – Mrvedland, MN

TEACHER: Snow White

DATES/DAYS OF OPERATION: 2/2/2010-6/1/2010 - Tuesday, Wednesday, Thursday
(Please black out the date column of the days you do not hold class, including weekends and school holidays. You should be left with open columns on the days you are scheduled to meet.)

MONTH/YEAR February 2010   **HOURS/DAY** 3 hrs/day   **TIME** 3:00 – 6:00 p.m.

NAME \ DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Duck, Donald	■	X	X		■	■	■	■		X	X	■	■	■	■		X		■	■	■	■	X	X	X	■	■	■	■	■	■
Mouse, Mickey	■	X	X	X	■	■	■	■	X	X	X	■	■	■	■		X		■	■	■	■	X	X	X	■	■	■	■	■	■
Mouse, Minnie	■	X	X	X	■	■	■	■		X	X	■	■	■	■	X	X	X	■	■	■	■	X	X	X	■	■	■	■	■	■
Pig, Porky	■	X	X	X	■	■	■	■	X	X		■	■	■	■		X	X	■	■	■	■	X	X	X	■	■	■	■	■	■
Runner, Road	■	X	X		■	■	■	■	X	X	X	■	■	■	■		X	X	■	■	■	■		X	X	■	■	■	■	■	■
	■				■	■	■	■				■	■	■	■				■	■	■	■				■	■	■	■	■	■
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