

GUIDELINES FOR COMPLETION OF TARGETED SERVICES
CONTINUAL LEARNING PLANS

GENERAL INFORMATION

Learner At-Risk Qualifying Category needs to be indicated (see attached list). Only students who fit this state defined criteria qualify for targeted services dollars, so this will be a major piece of information that will be looked for in an audit by the Department of Children, Families and Learning.

Learning Year - The learning year is one calendar year beginning with the implementation date and ending one year later (i.e. June 2002 - June 2003). The CLP must be an **active** plan for this calendar year (similar to an IEP) with involvement for the calendar year of **both** program and regular school staff. Ongoing progress evaluations during the calendar year are mandatory.

School Site/District and Program Title - Since students may be involved in more than one program per year, both the site, date/s and program title/s are important for record keeping purposes.

Assessments – A checklist of assessments used in referring students to Targeted Services is required by CFL and has been added to the Continual Learning Plan.

AREAS OF CONCERN, EVALUATION AND INTERVENTIONS

I. Outcomes and Evaluations

The CLP must have at least one “Area of Concern” (**rubric 1 or 2**) and an intervention for that area of concern. There may be many areas of concern (both academic and personal/social development) cited by the classroom teacher, but the program teacher may choose to focus on only one or two skills. The chosen areas of concern(s) should be addressed within the regular school day with **new interventions for the student**. Performance needs to be evaluated by classroom and program teachers at a **minimum of three times** for a full year targeted services program

II. Personal/Social Development and Academic Interventions

The CLP must also have at least one personal/social development and one academic intervention. These may be during targeted services and/or the regular school day. We recommend citing both an academic and personal/social intervention in your targeted services program.

III. Regular School-day Interventions (Academic & Personal/Social Development)

The regular school day staff must initiate **new or different** interventions **during the school day** to address the academic or personal/social development areas of concern on the student’s CLP. These do not have to be new interventions to the building, but must be something additional or new to the student that is included in the student’s program as a result of he/she being placed in targeted services and on an individual continual learning plan (i.e. peer tutor, assurance of mastery, anger support group, etc.). ***Do not cite what SHOULD BE done to help the student; list what WILL BE done.***

IV. After School Services & Interventions (Academic & Personal/Social Development)

The **Extended Time** Interventions being done in the targeted services programs need to be specifically cited.

V. Summer Services & Interventions (Academic & Personal Development) (when appropriate)

If a student is involved in both after school and summer school targeted services, one CLP should be utilized, and interventions for summer school should be listed in the “summer services” section. Interventions being done in the summer targeted services program need to be specifically cited and progress reported in the “Area of Concern” section.

VI. Comments and Suggestions for next years Classroom Teacher

SIGNATURES

During the CLP’s calendar year, the classroom teacher(s), program teacher(s), **parent/guardian** and the **student** need to sign the CLP. Student signatures are required from middle school through high school (5th through 12th grade.) The parent/guardian only needs to sign once to acknowledge the CLP, but this **must be done within 30 days** of the start of the program and forwarded to the ALC Wilson located at **809 12th Street North, St Cloud, MN 56303**.