

CENTRAL MN JOINT POWERS DISTRICT #6074 TARGETED SERVICES PROGRAM IMPLEMENTATION PROCEDURE

I. Getting the Targeted Services Program Developed:

- A. The program planning team made up of mainstream and program teachers, Administrators, parents and community agencies should plan the program and complete the following forms:

(1) Targeted Services Application

(2) Targeted Services Budget Proposal

(3) Program Information Form

- B. Completing the application thoroughly will insure that the program components required by the Department of CFL are met. Building interdisciplinary or grade level teams, student assistance teams or other existing teams could be used to draft the program proposal and budget and later to write the Continual Learning Plans.
- C. Revenues are generated through attendance data from the MARSS reporting system. The MARSS reporter from your district will need to enter the starting and ending dates for the program and relevant attendance data weekly on each student. If the MARSS reporter has questions, they can contact Karen Solarz at the District 742 Administration offices, (320) 202-6815.

II. The Targeted Services Application Process:

- A. **Type of Program** – The planning team should determine if this would be a drop-in program or a set program schedule, and determine the hours and length of the program. A set program schedule is most commonly used: funds are allocated for each student for all days of the program; and students are expected to attend each day of the program, excused absences are acceptable (similar to the regular school day). The drop-in program funds are allocated only on the students in attendance each day, and student attendance is optional.
- B. **Targeted Services Application** – The Targeted Services Application should be completed by the planning team and should include the following components:
1. **Eligible Students** – The planning team should review the eligibility criteria for at-risk learners. Only students who meet these criteria will be eligible for targeted services revenue. Other students may be involved in targeted services, but their enrollment will not be eligible for reimbursement.
 2. **Outcome, Standards & Assessments** – The planning team should determine the outcomes, standards and assessments for the extended time program and explain how it will interface with the regular school program. Both academic and personal social development outcomes should be stated. (The learner will ...)

3. **Academic Component** – The planning team should determine the academic goals and the instructional interventions and activities that will be used to achieve those goals.
4. **Personal/social development Component** – In addition to an academic component, targeted services programs must have a personal/social development component that addresses individual student needs. Self-concept development, behavior improvement, and/or talent development should be addressed. The application should state what interventions would be used to achieve the personal social development goals.
5. **Learning Techniques** – The planning team should develop a variety of learning activities that will be part of the program and utilize a variety of teaching strategies.
6. **Partnership Involvement** – The program must involve a partnership with the program instructor(s), regular classroom teachers, parents, and other service agencies and organizations. The involvement of each group in the program should be cited on the Targeted Services Proposal. This is a partnership between the regular school staff and the extended program staff. The regular school day must initiate additional or different activities to address the academic and personal/social development outcomes of the targeted learners. This might be the same for all program participants or might be individualized on the Continual Learning Plan based on the student’s personal program needs.
7. **Communication Process/One Calendar Year** - All program students must have CLPs in place for one full calendar year. There must be communication process in place to monitor students’ progress on established outcomes and to keep on-going communication between parents/guardians, regular classroom teachers, and program instructors. A building student assistance team, grade level team, or an inter-disciplinary team/or an individual may be a vehicle for this on-going review and communication.
8. The Targeted Services Program Application should be forwarded on to La Shawn Ray for approval **prior** to the start of the program.

D. Budget Proposal

1. The planning team should complete the Targeted Services Budget proposal estimating the program’s revenues and costs. Since this is an estimate of the number of students, budgets will be reconciled at the end of the fiscal year.
2. The Targeted Services Budget form should be signed by the building principal and the district’s business manager and then forwarded to La Shawn Ray for his approval. (La Shawn Ray will forward the Budget Proposals onto the business office for all District 742 buildings.)

III. Once the Extended Time Program is Approved:

- A. Once the program has been approved, the building principal and/or team will identify and accept students into the program (see At Risk Qualifying Categories), notify parents/guardians, and hire the necessary staff.
- B. **Enrollment** – After acceptance into the program, program dates and MARSS data should be given to the building or district MARSS reporter on a daily/weekly basis.
- C. **Continual Learning Plan** – Each district may utilize their own Continual Learning Plans, however La Shawn Ray must approve them in advance. It is recommended that the CLPs be completed by an interdisciplinary or grade level team, the targeted services planning team, or a student assistance team, etc. (see Guidelines for Completing Individual Learning Plans and AT Risk Qualifying Categories). The Department of CFL indicates that building principals are responsible to see that every CLP meets the stated guidelines and is appropriately maintained. At the start of the program, a copy of the initial CLP, as well as a class roster should be sent to Sue Koshiol (ALC Wilson Building, St. Cloud). A final/completed copy of the Continual Learning Plan should be on **file within your building**.

Note: The CLP will be monitored very closely by the Department of Children, Families and Learning. It must follow the guidelines cited on the “Guidelines for Completing Targeted Services CLPs”, or revenues will be lost.

IV. After the Completion of the Extended Day Program:

- A. Revenues are generated after the attendance data has been processed through the MARSS system and will be reconciled at the end of the fiscal year.
- B. At the end of the CLPs’ calendar year, the completed CLP with both the program, and the current classroom teacher’s evaluations, should be kept on file within your building for three complete years.