

**CENTRAL MN JOINT POWERS DISTRICT #6074 TARGETED SERVICES  
LEARNING YEAR PROGRAM APPLICATION**

**Name of School District:** \_\_\_\_\_ **Program Title:** \_\_\_\_\_

**Name of Site:** \_\_\_\_\_ **Grade Level Participating:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_ **Program Dates & Hours:** \_\_\_\_\_

**Summer Component** \_\_\_\_\_ **After School** \_\_\_\_\_ **Saturday School** \_\_\_\_\_

\_\_\_\_\_ **Set Program Schedule** \_\_\_\_\_ **Drop In Services**

**1. Indicate Learner At-Risk Qualifying Categories: (For reimbursement, participants must meet the criteria for learner at-risk.)**

<i>Learner At-Risk Qualifying Categories</i>	<i>Number of Learners Projected to be Served</i>	
	Elementary	Jr/Sr Level
(1) has been a victim of documented peer severe verbal harassment, physical harassment or sexual harassment; or		
(2) has been a victim of reported peer verbal, physical or sexual assault; or		
(3) has been suspended for disruptive, dangerous or violent behavior; or		
(4) has had attendance problems at the regular school; or		
(5) has had disciplinary problems, but has not been suspended; or		
(6) has demonstrated a poor attitude toward learning, class participation, self motivation and responsibility; or		
(7) has a low self-esteem; or		
(8) has dropped out of school; or		
(9) has failed enough credits so as to be behind in the ability to graduate with classmates; or		
(10) has a need for individual attention for academic, personal and/or social problems; or		
(11) has a fear of school; or		
(12) has been retained at any time; or		

<i>Learner At-Risk Qualifying Categories</i>	<i>Number of Learners Projected to be Served</i>	
	Elementary	Jr/Sr Level
(13) has changed schools often; or		
(14) consistently fail classes; or		
(15) has a more hands-on learning style; or		
(16) demonstrates low motivation, aggression, a sudden drop in grades, absenteeism, or classroom behavior problems; or		
(17) appears isolated from other pupils; or		
(18) repeatedly fails classes; or		
(19) has family issues; or		
(20) is a perpetual victim of other pupils; or		
(21) is a poor reader; or		
(22) is below one or more grade levels in achievement; or		
(23) is overwhelmed in classes of large numbers; or		
(24) is clearly discouraged to the point of having little hope for being successful in school or in society; or		
(25) has been absent 20 or more days in a school year; or		
(26) has repeated one or more grades; or		
(27) has caused a classroom disturbance two or more times per month over a three-month period; or		
(28) has limited English proficiency; or		
(29) lives in a single parent home; or		
(30) has a family income at or below federal poverty guidelines; or		
(31) has an older sibling who has dropped out of school; or		
(32) has parents who did not finish high school; or		
(33) is at home without adult supervision more than three hours per day.		
Other (not eligible for targeted services revenue)		
<b>Estimated Total Number Students</b>		

**Note:** Program must address a cross-blend of classified at-risk learners (not heavily dominated by any category such as special education, ESL, etc.).



**5. Indicate which of the following learning techniques and experiences will be utilized by your program and describe their use:**

- a.  learner focused
- b.  parent involvement
- c.  high level of personal interaction
- d.  expanded learning environment
- e.  service oriented
- f.  peer and cross age teaching
- g.  interdisciplinary teams
- h.  experiential, experimental, practical, and thematic instruction, and reflective and challenging curriculum
- I.  technology supported
- j.  a focus on problem-solving and decision making skills
- k.  organized youth activities
- l.  high interaction with caring adults
- m.  maximizing the engagement of culturally and linguistically diverse students
- n.  other

Describe learning techniques and strategies checked above:

**6. Describe the program's partnership with and the involvement of: a) regular school staff, b) parents, and c) other service agencies and organizations:**

- a) Regular school staff as partners will:  
(Check and describe those that apply.)
- 1.  refer students to program
  - 2.  provide guidance on students' particular needs
  - 3.  assist in developing students' learning year learning plan
  - 4.  involve and interact with their students' parents
  - 5.  meet often as a member of a team to review and revise the learning plans of students in their classes or advisor-advisee group
  - 6.  develop and provide to the extended time staff daily/weekly plans for the normal school day, school year, and the strategies needed to help meet the needs of the program learner in their regular school classes

**6a (Continued)**

7.  help the extended time staff make the connection between students' regular time experiences and extended time experiences
8.  provide extended time staff instructions and materials needed for program learner tutoring, study skills, and other help
9.  agree to teach some extended time sessions
10.  other

Describe involvement of the regular school staff as partners checked above:  
**(The regular school day must have new or different intervention(s) for each student in a targeted services program.)**

b) Parents as partners will:

(Check and describe those that apply.)

1.  refer their children to the program, if warranted
2.  assist in the development of their children's learning plan
3.  help plan the program and on-going program improvements
4.  attend parent training programs
5.  visit their children's classrooms and accompany them on field trips
6.  attend parent conferences
7.  interact with staff at school and program
8.  volunteer at school and program
9.  assist program staff by agreeing on and implementing consistent student behavior strategies for their children
10.  assist their children with study skills
11.  other

Describe involvement of parents as partners checked above:

## 6 (Continued)

- c) Other service agencies and organizations as partners will:

(Check and describe those that apply.)

1.  help plan program
2.  help program stretch its ability to extend learning
3.  provide student with interaction with additional adults
4.  provide students with a sense of belonging to the community, a commitment to the community, and a more positive self worth
5.  provide additional role models
6.  provide material or recognition incentives to students and program
7.  provide facility options for program, if possible
8.  promote program in the community
9.  other

List agencies and organizations involved and describe their involvement as partners:

- 7. Describe the plan for conducting one (1) calendar year of on-going communication among the partners and cite the person responsible for the communications process, the scheduling of meetings, etc.**  
*(Who will be responsible to see that the continual learning plans are active for a full calendar year?):*

- 8. Note: Middle level schools must have either a pull-out or a school within a school middle level program.**

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**Building Principal**

**Date**

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**Central MN Joint Powers District 6074 Director**

**Date**