# Waconia Public Schools ISD#110
## Learning for Life

# Targeted Services

The mission of targeted services is an intervention / prevention program to assist students to be successful and to remain in the traditional school setting.

# CONTENTS

If you would like to start a program, please contact

# WHAT IS TARGETED SERVICES?

♦ Targeted services is intervention/prevention programming for criteria defined (Minn. Stat. 124D.68) at-risk students entering 1st grade through 8th grade.

♦ Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the students in the traditional system. The intent of targeted services is to supplement not supplant.

♦ Targeted services programming must be purposeful, with the ultimate goal being to give students the assets, strengths and protective factors to be successful.

The mission of targeted services is an intervention/prevention to assist students to be successful and to remain in the traditional school. Traditional learning techniques employed during the school day are not working. A targeted services class and/or program should provide a variety of alternative learning techniques and experiences for the students. Remember, the student is at risk of not graduating. Targeted services classes should not be more of the same thing they are doing during the school day.

The research on effective out-of-school time (OST) suggests that programs with 60 hours or more during the school year and outside the regular school day increases student academic achievement. Therefore, we encourage you to design programs with that number in mind.

**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. 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 may be hands-on and activity based. Programming needs to be **more than academic and should have a social/emotional component.** As outlined in Minnesota Statutes section 123A.06, Subd. 1, remediation should not be the sole focus. Targeted services should be purposeful and therefore **cannot be a drop-in program.** Students are scheduled into instruction that meets **whole-learner needs to increase academic achievement.** It is not meant to be a short term intervention.

**Program Request Form—**A sample of the Program Request form is shown below. The blank document should be requested from the site Principal. This form should be completed for each class in your targeted services program and turned in to the Targeted Services Coordinator, Todd Swanson, prior to the start of each class.

## Targeted Services Program Proposal
### District #110, Waconia

| School District | Waconia District #110 | Building | |
|---|---|---|---|

**Program Description**

| |
|---|
| |

**Program Details**

| Eligibility Requirements and Referral Process | | Start Date: | End Date: |
|---|---|---|---|
| | | Start Time: | End Time: |
| | | # Hours per week: | # Weeks |
| Lead Person/Contact: | Days of week: M ☐ T ☐ W ☐ Th ☐ F ☐ | | Attach a daily schedule |
| Phone Number: | Email Address: | | |

**Anticipated Enrollment**          **Potential Staff**

| List number of students at each grade level | | List potential teachers/paras | District Emp. |
|---|---|---|---|
| # of students | Grade level | Teacher Name: | Yes    No |
| # of students | Grade level | Teacher Name: | Yes    No |
| # of students | Grade level | Teacher Name: | Yes    No |
| # of students | Grade level | Teacher Name: | Yes    No |
| # of students | Grade level | Teacher Name: | Yes    No |

**Please describe the learning objectives**

| MATH: |
|---|
| READING: |

| SOCIAL/EMOTIONAL DEVELOPMENT: |
|---|

**Please describe how the social/emotional needs of the students will be addressed**

| |
|---|
| |

**Please describe the method of evaluation**
Please be specific and include what skills will be measured, evaluation tools used, etc.

| MATH: |
|---|
| |
| |
| READING: |
| |
| |

**Return this form to the appropriate building administrator for approval.**

# STAFFING

It is required that each targeted services class be overseen by a licensed teacher.  Keep in mind when you're running a targeted services class that there are expenses in addition to the teacher:  supplies, snacks, transportation, etc. ***We recommend that you recruit and maintain at least 12 students per class on average to keep your program operating in the black.***  If several students drop from a class — especially if you drop below 8 students per class average, you need to cancel the class or recruit more students.

*See budget information on pages 8-9.*

**Ratio:**  15:1 is the recommended ratio (students to staff).  In order to add an additional staff person, you need to have an additional 8-12 students.

**Instructor:**  Because targeted services is financed using general education revenue, all applicable laws must be adhered to, including the need to hire appropriately licensed teachers.

# STAFFING  PROTOCOLS

Staffing Protocol

"Out of School" Time

The staffing protocol for instructors, and ESP instructional support work that is performed "out of school" (before or after school hours) is defined below.

## Definitions

* All time carded 'out of school' work is considered a casual assignment.

* The work does not become part of a regular school day assignment.

* HR is notified by the Principal/Asst. Principal of employee (s) working casual assignments.

* 'Out of school' work is not identified in the staffing database.

* Time cards are submitted directly to Principal/Asst. Principal.

* Principal/Asst. Principal responsible for reviewing & approving time cards and forwarding to Business Office for processing.

## Position and Rate of Pay

There are two types of positions for this work:

1. Instructor; (lead, instructor, facilitator)

| Instructor | Rate of Pay |
|---|---|
| Current district employee teacher | $28.00 per hour |
| Current district employee NOT in teacher group | Depending on education & licensure |
| NOT a current district employee | Depending on education & licensure |

2. ESP Instructional Support

| Instructional Support | Rate of Pay |
|---|---|
| Current district employee ESP | Match Current Step—Grade 9 |
| Current district employee NOT an ESP group | Step 1—Grade 9 ESP Rate |
| NOT a current district employee | Step 1—Grade 9 ESP Rate |

## TIME REPORTING

**Time Reporting** (time card submission)

   Complete & submit time cards to Program Principal/ Asst. Principal

* Print legibly & include <u>all</u> requested information including employee ID #

* Location:  indicate site where work is performed (i.e. SV, BV, CW)

> SV  =  Southview Elementary
>
> BV  =  Bayview Elementary
>
> CW  =  Clearwater Middle School

* Employee Group:

> Instructor or ESP

* Assignment =  'Targeted Services'

* Account Code:    SV/BV =  01 602 203 000 305 xxx

> Instructor—xxx  =  185
>
>  ESP—xxx  =  186

* For sites with account codes not listed above please contact Amy Hafemann in the Business Office at: ahafemann@waconia.k12.mn.us for the proper account code to use.


* Must be signed by employee and Principal /Asst. Principal—<u>this signature verifies that the time was worked & authorizes the time that should be paid from the specific account code indicated on the time card</u>

# 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).

We get reimbursed from the state of MN per student for the amount of membership hours (# of hrs. class is offered, beginning with the student's first attendance day) and attendance hours (# of hrs. student is in attendance).  See attendance page 14 for more details.

Reimbursement is limited to an additional .2 ADM (time in Targeted Services Program) which equates to:

- Grades 1-6:    187 hours

- Grades  7-8:    204 hours
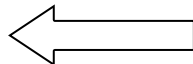
> Hours are equal to 20% of the total # of hours students attend school during the regular school year. (Grades 1-6 attend 935 regular school year hours so 20% of 935 is 187 hours.)

The Budget Worksheet is the most important factor in determining your revenue and expenses!

## BUDGET WORKSHEET

The budget sheet will be in the Outlook public folder under Targeted Services Forms.  Use this as a worksheet then when you know how many students you will have in your class send the completed budget sheet to the Targeted Services Coordinator.  Your estimated budget expenditures will be entered into the district finance system.

Please fill out all boxes that are shaded in yellow.  The budget sheet automatically fills in certain fields for you.  See example on page 9.

# Budget Worksheet Sample

| PROGRAM: | | | | | | | | | | Total | Rate | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ACCT CODE: | 29-615-211-000-xxx-007 | | | | | | | | | | | | |
| | | | | | | 7.25% | | | | | | | |
| **LICENSED STAFF** | | | | 7.65% | 7% | 0.86% | **TOTAL** | | | Total | Rate | Total | |
| **Name** | **RATE** | **HRS** | **SALARY** | **FICA** | **TRA/PERA** | **WC** | **EXPENSE** | **# Stds** | **Hrs** | **Hours** | | **Revenue** | |
| | | | $ - | $ - | $ - | $ - | $ - | | | | | | |
| | | | $ - | $ - | $ - | $ - | $ - | | | | | | |
| | | | $ - | $ - | $ - | $ - | $ - | | | 0 | $ 4.78 | $ - | GR 1-3 |
| | | | $ - | $ - | $ - | $ - | $ - | | | 0 | $ 4.54 | $ - | GR 4-6 |
| | | | $ - | $ - | $ - | $ - | $ - | | | 0 | $ 5.57 | $ - | GR 7-8 |
| | | | $ - | $ - | $ - | $ - | $ - | Subtotal | | | | $ - | |
| | | | $ - | $ - | $ - | $ - | $ - | | | | | | |
| **Subtotal Licensed Staff** | | 0 | $ - | $ - | $ - | $ - | $ - | | | | | | |
| | | | | | | | | | | | | | |
| **NON-LICENSED STAFF** | | | | | | | | **OTHER REVENUE** | | | | | |
| | | | $ - | $ - | $ - | $ - | $ - | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| **Subtotal Non-Licensed** | $ - | 0 | $ - | $ - | $ - | $ - | $ - | | | | | | |
| | | | | | | | | | | | | | |
| **TOTAL SALARY** | | | | | | | $ - | **Subtotal** | | | | $ - | |
| | | | | | | | | | | | | | |
| **UFARS OBJ CODE** | **OBJ Description** | | | | | | | | | | | | |
| 185 | Other Salary | | | | | | | | | | | | |
| 185 | Stipends | | | | | | | | | | | | |
| 305 | Contracted Services | | | | | | | | | | | | |
| 401 | General Supplies | | | | | | | | | | | | |
| 430 | Instructional Supplies | | | | | | | | | | | | |
| 490 | Food | | | | | | | | | | | | |
| 350 | Repairs | | | | | | | | | | | | |
| 360 | Field Trips | | | | | | | | | | | | |
| 365 | Charge Back/Vans | | | | | | | | | | | | |
| 366 | Travel | | | | | | | | | | | | |
| 367 | Workshop | | | | | | | | | | | | |
| **Subtotal Expenses** | | | | | | | $ - | **TOTAL REVENUE** | | | | $ - | |
| | | | | | | | | | | | | | |
| **TOTAL PROGRAM EXPENSES** | | | | | | | $ - | **GAIN (LOSS)** | | | | $ - | |

# IDENTIFYING STUDENTS

Identifying students for your targeted services program:  Students can be referred by teachers, or other school personnel.  The following are the indicators of need allowed by statute (think "at risk of not graduating"):

1.  Performs substantially below the performance level for pupils of the same age in a locally determined achievement test (i.e. NWEA)

2.  Is behind in satisfactorily completing coursework or obtaining credits for graduation

3.  Is pregnant or is a parent

4.  Has been assessed as chemically dependent

5.  Has been excluded or expelled

6.  Has been referred by a school district for enrollment in an eligible program

7.  Is a victim of physical or sexual abuse

8.  Has experienced mental health problems

9.  Has experienced homelessness

10. Speaks English as a second language or has limited English proficiency

11. Has withdrawn from school or has been chronically truant

12. Is being treated in a hospital in the seven-county metropolitan area for cancer or other life-threatening illness or is the sibling of an eligible pupil who is currently being treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area

All students need to fit into one of the above criteria to qualify.  If they fit into more than one number, pick the most prominent.  Each student should only have **one** GI Code.  **IF a student does not fit into any of the above criteria, you will not receive reimbursement for that student.**  This GI (Graduation Incentive) Code should be on the CLP and the attendance form.

# CLP AND REGISTRATION FORM

Minnesota Statutes 124D.128, Subdivision 3, requires that the CLP "Must be developed annually for each pupil with the participation of the pupil, parent or guardian, teachers, and other staff." Parent involvement is an important component of Targeted Services. The Continual Learning Plan (Pg 13) involves the parents in the process about why their child has been identified for the program. A great opportunity to accomplish this process would be at parent/teacher conferences.

**A Continual Learning Plan (CLP) must be completed for every targeted services student per year and filed at your site. CLP's must be kept for 3 complete school years.**

Once students have been identified by the GI Code, you will need to send home a registration form. The registration form can be changed to fit your program. The text in red are the items that you can change. (Pg 12) All items in black need to be included on your registration form.

**It is important that you obtain a parent signature on the registration form and CLP.**



NO HOMEWORK HELP

Homework help does not qualify for targeted services funding for the following reasons:

♦ Homework help only rescues and enables the student on a temporary basis—until the work is due.

♦ 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.

♦ It is not realistic to send the student home with no homework.

♦ 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.

♦ Homework help keeps the student out of trouble when the homework is due.

**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'.

# Sample of Annual Continuous Learning Plan

## ISD 110
## Annual Continuous Learning Plan

Students Name: _____    Home School: _____    Program: _____    Current Grade Level:_____

| 1. Current Status: *(Where is the student currently at?)* | 2. Goals: *(Where does the student want to go?)* | 3. Activities: *(How will the student meet their goals?)* | 4. Assessments: *(How and when will the student know when they have met the goals?)* |
|---|---|---|---|
| **Current MCA Math**_____ <br><br> **Current MCA Reading**_____ | | | |
| *(Check the appropriate)* <br><br> __Low reading skills <br><br> __Low math skills <br><br> __Low school success skills <br><br> __ 504 Plan <br><br> __IEP Plan <br><br> **__Recent MAP in Math_____** <br><br> **__Recent MAP in Reading_____** | *(Check those appropriate)* <br><br> __Basic Skills Math Remediation <br><br> __ Basic Skills Reading Remediation <br><br> __ School Skills/Organization <br><br> __ Other (ie., social-emotional, study skills, vocational, transitional, parenting, personal) | *(Check those appropriate)* <br><br> __ Participate in school day PLP interventions for math and/or reading skills <br><br> __Attend Targeted Services: After School Program <br><br> __ Attend Targeted Services: Summer School Program | *(Check those appropriate)* <br><br> __ Formal Assessment <br><br> __ Informal Assessment <br><br> **Math Curriculum Level:_____** <br> **Initial Score:_____** <br> **End Score:_____** <br><br> **Reading Pre-test_____** <br> **Reading Post-test_____** <br><br> **__Recent MAP in Math_____** <br><br> **__Recent MAP in Reading_____** |

**SERVICE ADDENDUM:**

| 1. Current Status- | 2. Goal (s) | 3. Activities | 4. Assessments |
|---|---|---|---|
| | | | |

Parent Notified Upon Student Exit:    ___ Yes    ___ No        Date: _____        Attended_____ out of _____ scheduled sessions.

_____
**Student Signature      Date**

_____
**Parent/Guardian Signature      Date**

_____
**Teacher Signature(s)      Date**

# ATTENDANCE

**Below are the steps to follow when marking attendance.**

1. Open attendance document (found in outlook public folder) and do a "Save As" and name the file (site name first, then name of class) in a folder on your H drive or your shared drive.  Example:  BJHMathIsFun.  It may be helpful to create a Folder called Targeted Services 2012-2013 to keep all your files.  **DO NOT** save on your desktop as you could lose it during re-imaging.

2. Click on the correct month tab at the bottom of the workbook.

3. Fill in the "Name of the class" with your class name and the days of the week it runs.  (Yellow highlighted area).  Example:  Math is Fun T, W, and Th.

4. Fill in the hours per day in the upper right corner (also highlighted in yellow) with the amount of class time per day.

5. Highlight the dates (across the top) that your class is running in YELLOW.  (Note that the gray shaded dates are the weekends and non-school days already identified for you).

6. Fill in the Last, First name of each student in each class.

7. Fill in each student's start date with the FIRST day they ATTEND the class.  (This may or may not be the first day of the class).

8. Fill in each student's GI Code.  Page 10 in the handbook has a list of GI Codes.  You may also find this list on the CLP form.  We CANNOT report attendance without a GI Code listed.

9. Record attendance of each student with a "P" for present and an "A" for Absent.  ONLY insert a letter if the student is still considered enrolled in the class for that particular day.  DO NOT insert an "A" if the student drops out of class or is not scheduled for certain days.  So, leave BLANK if NOT enrolled on that day.

10. Record the student's drop date IF and WHEN they stop attending class, not necessarily when a class end.  ** If the student is absent for 15 consecutive school days (not class days) they MUST be dropped on their last day of attendance.  Please record this date in the drop date box.  If they re-enroll after 15 absent days please note this on the attendance by their name.  (See EXAMPLE Tab)

11. As a site facilitator, it is your responsibility to check for students that may have been counted for more than one class on a given day.  Please also check on correct start and drop dates as this is crucial in the reporting process.

12. Email each completed month to clenz@waconia.k12.mn.us on the attendance deadline calendar supplied to you.  (You can find all targeted services forms in the Outlook Public Folders under Targeted Services Forms).

# Sample Attendance Form

| Waconia Public Schools - #110 |
|---|
| Targeted Services Monthly Attendance Record |

Name of Program : _____    Month: _____

**P=Present**    **A =Absent**    **Leave BLANK IF NOT Enrolled for that day**    **Hours/Day =**

| Last Name | First Name | Start Date | Drop Date | GI Code | 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 | Total Possible Membership Days | # of Days Present | # of Days Absent | Membership Hours | Attendance Hours |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | - | - | - | - |

## ATTENDANCE TIPS

1. Drop Date: When you notice a student is no longer in your program you need to let us know ASAP because we will need to drop them as soon as they stop coming for 15 consecutive school days (M-F). If they then decide to join the program again after the 15 consecutive school days of absence then we need to re-reenroll them. This NEEDS to happen in the month it takes place. If you notice a student is absent more than 2 times for your class you should follow up with the student and/or family to see if they are going to drop, are on vacation, sick, etc. If we do not receive these drop dates when they occur, it causes errors in the MARRS reporting. So it is VERY important that you inform us when a student drops out of your program. (Please note the drop date on the attendance form).

2. Only fill in boxes or areas indicated in the instructions. Attempting to fill in the last five columns with hours will delete the formula provided for you. Filling in the attendance days with the "P" or the "A" will automatically calculate everything else and does not require any other data input. (DO NOT manipulate the orange and blue areas).

3. If class is not offered on one day of its normal operation (example: conferences, class cancelled, snow day, etc.) leave that box blank instead of using the "A". (Using the "A" will change the membership hours and will not be correct). Use the "Notes" area at the top of the page for information regarding your class that is different from normal operations. (Example: No class on Tuesday, Feb 3 because of conferences)

4. Be as specific as you can. What you put on the attendance sheet is all we see.

5. Please make sure we receive an attendance sheet for each class that you run at your site.

## DUE DATES

**Attendance:** due the first Friday of the following month. (i.e. October attendance will be due the first Friday in November)

**Class Request Form:** due 1 month prior to start date

**Budget Sheet:** due when you know your final numbers

**Timecards:** due the 15th and last day of each month

\* Classes that start in September can be turned in 1 week prior to the start date.

# PROGRAM GUIDELINES AND IDEAS

## CAN BE:

♦ Academic support—example: reading, math (except homework help)

♦ Arts Programming

♦ Technology

♦ Book Clubs

♦ Support School Engagement

## CANNOT BE:

♦ **Homework Help**

♦ **Drop-In Programming**

♦ **Open Gym or Sports Programming**

♦ **More School after School**

## Some of the programs we currently have include:

♦ Reading and Math Skills (Various Schools)

♦ America Reads

♦ Tune Into Reading

♦ Math Labs

♦ Summer School

1. Program does not include this component.
2. Program is developing this component.
3. Component is fully developed. Implementation is beginning.
4. Component is fully implemented.
5. Component is implemented, has been evaluated and improved over time

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Program Description:** | | | | | |
| There is a program description to be shared with parents, teachers, students and other stakeholders | | | | | |
| There is a written mission and vision | | | | | |
| Mission and vision and outcomes are communicated to stakeholders | | | | | |
| **Intake Process:** | | | | | |
| Selection process is in place | | | | | |
| Intake form indicates which graduation incentives criteria the student meets | | | | | |
| Appropriate people involved in intake (Parents, Teachers, Counselors, etc.) | | | | | |
| **Continual Learning Plan (CLP):** | | | | | |
| An individualized CLP is completed on each student | | | | | |
| Measurable assessments are included in the CLP | | | | | |
| The CLP is reviewed and updated often | | | | | |
| There is continuity between what is stated in the CLP and what is happening in the classroom | | | | | |
| **Curriculum and Instruction:** | | | | | |
| Whole learner needs are addressed | | | | | |
| Curriculum for Targeted Services is different than for the traditional classroom | | | | | |
| TS curriculum addresses academic and social/emotional development | | | | | |
| Curriculum and instruction address diverse learning levels and styles, and diverse cultures | | | | | |
| **Staffing:** | | | | | |
| Student to teacher ratio does not exceed 15:1 | | | | | |
| All teachers are appropriately licensed | | | | | |
| **Staff Development:** | | | | | |
| Staff have been trained in mission and vision | | | | | |
| Training occurs that is specific to TS | | | | | |
| Staff development is selected that is relevant to improving learning for at-risk students | | | | | |
| **Partnerships:** | | | | | |
| Staff and program communicates with families and engages them as partners | | | | | |
| TS teachers communicate with daytime classroom teachers regarding student progress | | | | | |
| Program forms partnerships with the community to enhance the learning of students | | | | | |
| **Policies and Procedures:** | | | | | |
| Students are scheduled for the entire year | | | | | |
| Attendance policy is in place | | | | | |
| Teachers understand how revenue relates to attendance | | | | | |
| A representative cross-section of students are served by the program | | | | | |
| Proper finance procedures are being followed | | | | | |
| **Data Collection and Analysis:** | | | | | |
| Qualitative and quantitative data is collected | | | | | |
| Data collection and analysis supports program evaluation and improvement | | | | | |
| **Other Considerations:** | | | | | |
| How are teachers selected? | | | | | |
| Is transportation provided? | | | | | |
| Is the leadership structure communicated and clear? | | | | | |

# DID YOU KNOW . . .

♦ All targeted services classes are overseen by a licensed teacher.

♦ Students are scheduled into instruction that meets whole-learner needs to increase academic achievement

♦ Programming needs to be more than academic and should have a social/emotional component.

♦ The recommended ratio of students to teacher is 15:1 (pg 5)

♦ The way students qualify for targeted services is through a GI Code (Graduation Incentive Code) which is made up of 12 indicators of need. (pg 10)

♦ You need a yearly CLP for every student in targeted services and it should be kept for 3 years.

♦ You cannot offer a homework class but instead can offer a study skill and organizational skill development class.

♦ The targeted services year starts the first day after the last day of school and ends on the last day of school the following year. (i.e: June7, 2012-June 5, 2013)

♦ For **summer programming** the student's grade is the grade they will be attending in the fall. (Incoming kindergarteners cannot participate in summer programs—8th graders going into 9th are not eligible for any targeted services programming in the summer).

♦ Nonpublic school students are ineligible to generate funding for participation in a targeted services program.

♦ **We recommend that you recruit and maintain at least 12 students per class on average to keep your program operating in the black.** If several students drop from a class—especially if you drop below 8 students per class average, you need to cancel the class or recruit more students.

♦ You need to drop a student from the targeted services class after they do not attend class for 15 consecutive school days of absences (not class days) for the school year. For summer the student is dropped after 5 consecutive school days of absences. Example: If a student is attending school but has been absent in your targeted services class for 3 consecutive weeks, then they need to be dropped from the class. They can be re-enrolled.

♦ By including the student and parent in the CLP design, it creates ownership and student/parent commitment to the goals and strategies.