GOODHUE COUNTY EDUCATION DISTRICT #6051

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Member Districts:

• Cannon Falls #252 • Goodhue #253 • Kenyon Wanamingo #2172

• Lake City #813 • Red Wing #256 • Zumbrota Mazeppa #2805

Goodhue County Education District (GCED) Alternative Education Handbook

Goodhue County Education District Mission:

To optimize educational opportunities for students by increasing cooperation and coordination among the member districts.

Goodhue County Education District Alternative Education Mission:

To implement alternative, innovative, and personalized programming through the cooperation and coordination among the member school districts in order to increase student engagement, student learning, and student success.

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Version 1 (2023-2024)

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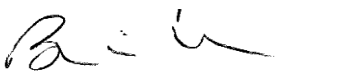
Dear Families, Students, and Staff,

This alternative education handbook represents the most current updates related to alternative education options available to students in GCED-member schools.

The role of GCED is to support the implementation of alternative, innovative, and personalized programming through the cooperation and coordination among the member school districts in order to increase student engagement, student learning, and student success.

As always, feedback is welcomed and appreciated on current programming and future programming ideas.

Sincerely,



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Goodhue County Education District Area Learning Center (ALC) – General Overview

The Minnesota Department of Education supports alternative education options for students to provide viable educational options for those students who are experiencing difficulty in the traditional system. Individual school districts and educational cooperatives are eligible to apply to be an Area Learning Center (ALC).

An Area Learning Center provides comprehensive educational services to enrolled secondary students throughout the year. This could include a daytime school within a school or separate site for both high school and middle school level students. Students must be at-risk as defined by statute. In addition to day programs, these centers offer extended learning time opportunities for students to engage in additional learning (Targeted Services) or to make-up credits (Credit Recovery). ALCs serve students from more than one district. ALCs must also provide services to middle level students, either at a separate site or within their school. ALCs can apply to provide Targeted Services to elementary age students in after school and summer school programs.

The Goodhue County Education District partnered with its member districts near the end of the 2012-2013 school year to become a state recognized ALC. This means that each GCED member school district has access to the existing ALC day programs, as well as credit recovery and Targeted Services programming. The following is a list of ALC programs that will be available to students in GCED member schools for the 2023-2024 school year:

Pathways Program 6-7
(an alternative middle school option for grades 6-7)

Pathways Program 8-12
(an alternative middle school/high school option for grades 8-12)

Tower View Alternative High School
(an alternative high school option for students ages 16 through 21)

Targeted Services @ Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa
(before school, after school, weekend, and/or summer school programs for students in grades K-8)

Credit Recovery @ Cannon Falls, Goodhue, Kenyon-Wanaming, Lake City, Red Wing, and Zumbrota-Mazeppa
(before school, after school, weekend, and/or summer credit recovery programs for students in grades 9-12)

Goodhue County Education District Area Learning Center – Definitions

Glossary of Terms

(source: State-Approved Alternative Programs Resource Guide, 1/22/20)

Adult Diploma: The Standard Adult Diploma Program is designed for the diverse adults in Minnesota who need a secondary credential.

Average Daily Attendance (ADA): Attendance Days (or hours) divided by Instructional Days (or hours).

Average Daily Membership (ADM): Membership Days (or hours) divided by Instructional Days (or hours). This is weighted based on the student's grade level to arrive at Pupil Units or Weighted ADM (WADM). The weighting factors are set in statute. ADM/WADM is the basis for general education revenue.

Area Learning Center (ALC): Category of State-Approved Alternative Programs that are characterized by the following:

- Must be established in cooperation with other districts and must serve the geographic area of at least two districts (with the exception of Minneapolis, St. Paul and Duluth). (Minnesota Statute 123A.05).
- An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students. (Minnesota Statute 123A.05).
- All students must have a Continual Learning Plan (CLP).

Alternative Learning Program (ALP): Category of State-Approved Alternative Programs that are characterized by the following:

- Typically tied closely to one school district, serving a defined grade-level population.
- Has the option of serving students only from within the district the program is located.
- Students must meet the at-risk criteria (Minnesota Statute 124D.68).
- May make program hours and calendar optional. • All students must have a CLP.

At-Risk: Students who meet the statute-defined criteria (Minnesota Statute 124D.68).

Child Count: The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have IEPs or IFSPs on December 1 of any given year. It is also referred to as the Unduplicated Child Count.

Comprehensive Education Program: ALCs must provide a comprehensive education program at both the middle school and high school level. Students should be able to complete their graduation requirements entirely through the ALC.

Concurrent Enrollment (CE): There are at least three uses for this term:

- Middle and high school students who are enrolled in an ALC or ALP and who attend the middle or high school part-time. These students are reported by both the ALC/ALP and the middle or high school for the time of instruction each provides.
- It can also refer to high school students who take college classes.
- It could also be used to describe a student who was taking classes in two traditional schools within a single district.

Goodhue County Education District Area Learning Center – Definitions (cont.)

Continual Learning Plan (CLP): All students enrolled in a State-Approved Alternative Program must have an annually updated CLP that addresses their learning objectives and experiences, assessment measurements and requirements for grade level progression. Specific statute requirements can be found in: Minnesota Statutes, section 124D.128 or in the CLP section of this resource guide.

Contract Alternative: Nonpublic entity that contracts with a public school district to provide instructional services to at-risk students. Because these are a category of State-Approved Alternative Programs, all Statutes that govern other alternative programs must be adhered to here. Effective FY 1999, these programs are state designated Learning Year Program Sites at the sponsor program's option; students can generate more than 1.0 (but no more than 1.2) ADM when membership exceeds statute minimums.

Core Year: The number of Instructional Days and Length of Day required by a school or program for students to make regular grade progression. This is used as the ADM divisor for Learning Year programs. Statute requires minimums based on grade level but individual schools and programs can require more.

Dual Enrolled: Students who are full-time at the traditional school and receive extended day/year instructional services outside the core school day/year. Depending on State-Approved Alternative Program status and specific approval, this can occur from kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

Early/Middle College: The Early/Middle College program was added to Minnesota Statutes 124D.09 and allows SAAP students to take developmental classes on the college campus. The program is characterized by the strong partnership between the SAAP, the District and the college. Students earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma or an associate's degree.

Extended Learning: out of school time programs that occur outside of the core school day or school year. These can occur before school, after school, during school breaks, on the weekend and during the summer.

Every Student Succeeds Act (ESSA): The 2015 Reauthorization of ESEA, replacing No Child Left Behind. 20 Flexible School Year: Schools who extend the school year over a 10 to 12 month period, but the number of Instructional Days is no greater than those in a traditional school year.

General Education Development (GED) Diploma: In Minnesota, individuals who do not have a high school diploma may be able to earn a state of Minnesota GED® Diploma by passing the GED test. The four tests in the GED battery measure academic competencies similar to many of those required of a Minnesota high school graduate. If you are 19 years old and are not currently enrolled in high school, you are eligible to take the GED® in Minnesota. If you are 17 or 18 years old and are not currently enrolled in high school, you must apply for an age waiver before testing.

Individual Education Plan (IEP): Student has been formally assessed and identified as having a disability and is receiving special education services. The IEP is the student plan for addressing the student goals and objectives.

Individual Family Services Plan (IFSP): An "IEP" for very young children. It involves other agencies as well as education.

Independent Study (IS): State-Approved Alternative Programs can apply to provide an independent study program/component for students enrolled in their programs. Students are recommended to be 16 years of age. These students generate membership hours based on successful completion of coursework.

Goodhue County Education District Area Learning Center – Definitions (cont.)

Part-Time: A student who is enrolled less than full-time. Full-time is defined by the traditional schools calendar. Any student who is scheduled for less than the entire day at the high school and is not considered absent, or, for purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time.

Postsecondary Enrollment Option (PSEO): allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online. Postsecondary institutions are not allowed to charge PSEO students for tuition, textbooks or support services. Students may be charged for equipment that becomes their property when the course or program is completed.

Pupil Units (PU): This is the figure that determines state aid and levies.

State Aid Category (SAC): This is the MARSS code that determines how or why a student is enrolled in this district. Every record has a SAC code.

State-Approved Alternative Program (SAAP): includes state-approved Area learning Centers, Alternative Learning Programs, Middle level/Junior High, Targeted Services, including after school and summer school programming, and Contracted Alternative Programs. Each requires separate approval.

Seat time: Used for MARSS reporting to indicate the number of hours for generating revenue; traditional classroom is used to indicate the instructional model.

Status End Code (SEC): This is the MARSS code that indicates why a student's record is being terminated. Every student record has a SEC except on the fall submissions for students who are still enrolled as of the extract date.

Special Education Evaluation Status (SEES): This MARSS data element indicates if the student has received assessment services, had an IEP, or the IEP was terminated during the school year.

Shared Time: Nonpublic school students who receive eligible public school instructional services generate shared time foundation aid based on the portion of the school day they are enrolled in the public school.

Staff Automated Reporting system (STAR): This is the means by which public districts report staff employment and assignment data to the Department of Education.

Targeted Services (TS): Out of School time elementary and middle/junior high-level program for at-risk students. Programming occurs on an extended day/year basis. Only ALCs can apply to provide Targeted Services. Students must have a CLP and services must be provided year round. Students can generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.

Title I: There are two types of Title I schools: (1) School wide- schools can offer a school-wide program when the poverty level at their school is at least 40 percent and (2) Targeted Assistance (which is sometimes confused with Targeted Services)- is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I school-wide program.

Traditional Classroom: Instructional model where student attends a school with teacher instruction in a classroom setting. Classes meet daily and attendance is required.

Uniform Financial Accounting and Reporting Standards (UFARS): Used by Minnesota school districts, charter schools, and cooperatives to report revenue and expenditure data to MDE.

Goodhue County Education District Area Learning Center - Eligibility

To be eligible to participate in an Area Learning Center program, a student under the age of 21 must meet at least one of the following criteria:

(1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;

(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 sometime within six months before requesting a transfer to an eligible program;

(10) speaks English as a second language or is an English learner;

(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 being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

General Education Learning Alternative Options – Organizational Overview

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Goodhue County Education District

- Purpose is to provide multiple pathways and supports to students in order to earn a high school diploma and transition to college and career options.
- Is the fiscal host of member schools ALC programming (see Appendix C for the funding flowchart)
- Employs administrative support, including a Program Coordinator and a MARSS Coordinator.
- Assists local school districts in the implementation of Targeted Services programming.
- Operates a grade 8-12 ALC Middle/High School day program at River Bluff Education Center and Tower View Alternative High School

Member School Districts

- Responsible for developing a site-based process for offering Targeted Services programming.
- Can refer students to any of the alternative school day programs.
- High School students at GCED-member schools have access to the credit recover programs at either their home school district or another GCED-member school district.

Goodhue County Education District Area Learning Center Programming (current as of 8.28.17)

Targeted Services*	Middle School ALC^	Alternative High Schools	Credit Recovery^^
Cannon Falls	Pathways Program 6-7	Tower View Alternative HS#	Cannon Falls
Goodhue		Pathways Program 8-12^	Goodhue
Kenyon-Wanamingo			Kenyon-Wanamingo
Lake City			Lake City
Red Wing			Red Wing
Zumbrota-Mazeppa			Zumbrota-Mazeppa

**=Targeted Services programming is developed at the local school district level. Staff are hired and compensated at the local school district level. GCED approves the Targeted Services classes to monitor legality, best practice, and fiscal responsibility. Local school districts are responsible for any monetary revenue and/or loss associated with Targeted Services programming.*

^=The Pathways Programs are under direct control of the GCED Board of Education.

#=Tower View Alternative High School is responsible to the GCED Board of Education.

^^=The high school credit recovery ALC programs are under local school district control. GCED provides support in budget development and programming offering to ensure fidelity to state statute, best practice, and fiscal responsibility.

Goodhue County Education District Area Learning Center – Program Contact Information

Pathways Program (grades 6-7)
Twin Bluff Middle School (2120 Twin Bluff Road, Red Wing, MN 55066)
GCED Contact: Nicole Bolduan, 651-388-4441, nbolduan@gced.k12.mn.us
Program Administrator: Bobbi Seleski, Twin Bluff Middle School Assistant Principal, 651-385-4530, baseleski@rwps.org
Lead Teacher: Dan Nelson, 651-385-4700, dwnelson@rwps.org
Program Highlights: Small class size; instructional blocks; 50% of time with grade-level peers

Pathways Program (grades 8-12)
River Bluff Education Center, 395 Guernsey Lane, Red Wing, MN 55066
Program Administrator: Nicole Bolduan, GCED Director/Principal, 651-388-4441, nbolduan@gced.k12.mn.us
Program Highlights: Small class size; project-based learning.

Tower View Alternative High School
154 Tower View Drive, Red Wing, MN 55066
Program Administrator: Kim Cory, GCED Principal, 651-388-4441, kcory@gced.k12.mn.us
Program Highlights: Tower View offers a well-rounded high school experience in an alternative setting. Highlights include a self-paced curriculum, flexible scheduling, small class sizes, personalized learning, and unique, high-interest courses.

Cannon Falls Credit Recovery
Cannon Falls High School, 820 Minnesota Street East Cannon Falls, MN 55009
Program Administrators: Tim Hodges, Middle/High School Principal, 507-263-6800 x1421, hodges.tim@cf.k12.mn.us, and Steven Strauss, K-12 Associate Principal, 507-263-6800, strauss.steven@cf.k12.mn.us
Program Highlights: After-school and summer credit recovery options available.

Goodhue Night Credit Recovery
510 3rd Avenue, Goodhue, MN 55027
Program Administrator: Michelle Rehder, Secondary Principal, 651-923-4447, mrehder@goodhue.k12.mn.us
Lead Teacher: Leah Schweich, 651-923-4447, lschweich@goodhue.k12.mn.us
Program Highlights: After-school and summer credit recovery options available.

Kenyon-Wanamingo Credit Recovery
400 6th Street, Kenyon, MN 55946
Program Administrator: Matt Ryan, Secondary Principal, 507-789-6186 ext. 7006, mattryan@kw.k12.mn.us
Program Lead: Whitney Bartholome, High School Counselor, 507-789-6186, wbartholome@kw.k12.mn.us
Program Highlights: After-school and summer credit recovery options available.

Lake City Summer School Credit Recovery
300 South Garden Street, Lake City, MN 55041
Program Administrator: Greg Berge, High School Principal, 651-345-4553, gberge@lake-city.k12.mn.us
Program Highlights: Summer credit recovery option.

Goodhue County Education District Area Learning Center – Program Contact Information (cont.)

Red Wing Credit Recovery
2451 Eagle Ridge Drive, Red Wing, MN 55066
Program Administrator: Joshua Fuchs, High School Principal, 651-385-4600, jjfuchs@rwps.org
Site Coordinators: Nicky Larson, 651-385-4600, nllarson@rwps.org
Program Highlights: After-school and summer credit recovery options available.

Zumbrota-Mazeppa Credit Recovery
705 Mill St, Zumbrota, MN 55992
Program Administrator: John Stapleton, 507-732-7395, johns@zmsch.k12.mn.us
Program Lead: Karl Jacobsen, 507-732-7395, karlj@zmsch.k12.mn.us
Program Highlights: In-school credit recovery and summer credit recovery options available.

General Education Learning Alternative Options – Pathways Program (gr. 6-7)

Mission: To provide at-risk middle level students a non-traditional option for academic and social development.

Vision: To offer truly innovative and unique programming to increase student engagement in school.

Key Program Components:

- Serves grades 6 and 7
- Small class size
- Instructional blocks
- Daily skills development period

The Pathways Program is housed at Burnside Elementary (grade 6) and Red Wing High School (grade 7) in Red Wing. Both sites have a 'school-within-a-school', which means that the students spend 50% of their day together as a cohort and 50% of their day with their grade level peers.

General Education Learning Alternative Options – Pathways Program (gr. 8-12)

Mission: To provide at-risk grade 8, 9, 10, 11, and 12 students a non-traditional option for academic and social development.

Vision: To offer truly innovative and unique programming to increase student engagement, student learning, and student success.

Key Program Components:

- Serves grades 8 through 12
- Small class size
- Project Based Learning
- Located at the River Bluff Education Center

Pathways Program - Guidelines for Student Referrals

When considering how to start analyzing students for referral to the Pathways Program, the following guidelines can be used^. The categories are labeled to describe various levels of support. This is done in order to recognize that at-risk student determination needs to be a data-driven process and yet, at the same time, give latitude to accommodate life circumstances. You will notice that office referrals (behavior) and standardized tests have a ceiling of "moderate support". This is due to the fact that the Pathways Program is not a setting that is appropriate for the students that need the most intense behavior support. Likewise, the Pathways Program is not an academic intervention to increase test scores. Rather, the Pathways Program serves to provide an engaging and safe environment for at-risk middle level students.

Level of Support	**Low Support**	**Moderate Support**	**Strong Support**	**Superior Support**
Attendance	>94%	94%-90%	89%-85%	<85%
Course Grades (per quarter)	No failing grades	1 failing grade	2 failing grades	>3 failing grades
Office Referrals	<3	3 or more		
Standardized Tests	Exceeds or Meets	Partially or Does Not Meet		
Other*		Students meets one of these at-risk factors	Student meets two of these at-risk factors	Students meets three of more of these at-risk factors

*Other = Pregnancy/Parent, Chemical Dependency, Excluded/Expelled, Victim of Physical or Sexual Abuse, Mental Health Problems, Homelessness, and/or English Language Learner; ^ = These guidelines are not all inclusive nor are they binding

<u>Examples</u>

Here are two examples of how to use this chart:

Student A has an attendance percentage of 92% and is passing all of her classes. She has 1 office referral and "partially met" both the math and reading standards on the previous year's MCA test. This student is also an English Language Learner.

In this situation, the student would have "moderate support" for referral to the Pathways Program. This means that an administrator, counselor, teacher, or the student/family could complete a referral and the student could be considered for the program. However, the presenting data with the student does not place the student in a high priority situation.

Let's suppose Student B has no "other" (see list above) risk factors, met the math and reading standards on the previous year's MCA test, has 2 office referrals, is failing 2 classes, and has an attendance rate of 85%.

In this situation, the evidence would be "strong" for a Pathways Program referral.

Pathways Program – Intake Process

Philosophy:

The recommendation of enrollment into an Alternative Learning Center program is one that is not to be taken lightly. The Pathways Program is designed to offer an alternative pathway to academic success and social maturity. As such, the program needs to be the right fit for the student and the student needs to be the right fit for the program. The Intake Process is very intentional in offering the student, their family, the referring school, and the Pathways Program multiple opportunities to ensure that this is the best option for the student. This is why for students without an IEP, there are three checkpoints (Referral Review; Intake Meeting; Continual Learning Plan Meeting). For students with an IEP, the IEP meeting procedures are followed so as to ensure an appropriate recommendation is made with respect to the level of support a student requires.

Intake Process Steps:

1. The referring school completes a Pathways Program referral form. This form is completed by the referring school administrator, or administrative designee, in collaboration with the student and the student's family.
2. The referring school sends the completed referral, along with the student's records, to the Pathways Program Principal (for grade 8-12 students) or the GCED Program Contact (for grade 6-7 students).
3. The person receiving the information as outlined in Step #3 reviews the application and the accompanying student records and determines which of the following process needs to be followed:

Process	**Process A**	**Process B**	**Process C**
Qualification	Student does not have an IEP; a spot is immediately available	Student has an IEP; a spot is immediately available	A spot is not immediately available
Steps	1. Program Principal (8-12) or Program Administrator and/or GCED Contact (6-7) review referral. 2. If the student is deemed to be a potential good fit for the program, the Principal (8-12) or Coordinator (6-7) initiates an intake meeting.* 3. Following the intake meeting, a decision is made by the intake team** regarding the referral. 4. If the recommendation is inclusion into the Pathways Program and the student and family agree, then a Continual Learning Plan Meeting is held.*** 5. The student starts in the Pathways Program.	1. Program Principal (8-12) or Program Administrator and/or GCED Contact (6-7) review referral. 2. The Principal (8-12) or Coordinator (6-7) initiates an IEP meeting. 3. If the IEP team determines that the Pathways Program is an appropriate setting, then the appropriate paperwork and communication is initiated and completed – including the amending of the IEP and completion of a Continual Learning Plan. 4. The student starts in the Pathways Program.	1. Program Principal (8-12) or Program Administrator and/or GCED Contact (6-7) review referral. 2. The student is placed on the program waiting list. 3. When a spot opens up, either Process A or Process B is followed.

GCED Pathways 6-7: Pathways Referral Packet

Student Name (as appears in your Student Information System):

_____

Address:_____City:_____State:_____Zip:_____

Parent/Guardian:_____

Address (if different from above):_____

City:_____State:_____Zip:_____

Home Phone_____Work Phone_____Cell Phone_____

Other Phone_____E-mail_____

Resident District_____Last School District Attended_____

Grade_____Birthdate_____MARSS/SSID #_____

IEP or 504 plan (if so, please list which one)?_____

If one, case manager:_____

*Note: The case manager must be aware of this referral, as there must be an IEP meeting to determine if the Pathways Program is an appropriate placement for the student.

Standardized Test Score History:

What is the reason for this referral?

_____

Please check each Graduation Incentive Category that the student qualifies for ALC programming under:

____ Performs substantially below the performance level for pupils of the same age in a locally determined achievement test (ex: MCA)
____Is behind in satisfactorily completing coursework
____Is pregnant or is a parent
____Has been assessed as chemically dependent
____Has been excluded or expelled
____Has been referred by a school district for enrollment in an eligible program
____Is a victim of physical or sexual abuse
____Has experienced mental health problems
____Has experienced homelessness
____Speaks English as a second language or has limited English proficiency
____Has withdrawn from school or has been chronically truant
____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

Behavioral History:

What is the student's attendance record for the last year? (attach attendance records if available)

Days present/total days_____Tardies_____

What is the student's behavior record for the last year?

Number of Out-of-School Suspensions:_____
Reason(s):_____

_____

Number of In-School Suspensions:_____
Reason(s):_____

_____

Number of Behavior Referrals:_____
Reason(s):_____

_____

_____ _____ _____

School Official Name (Print) School Official Signature School Official's Position

GCED Pathways 8-12: Pathways Referral Packet

Thank you for your interest in the Pathways program at the River Bluff Education Center. All forms must be complete in order for the referral to be accepted.

The referral packet must include:

- Transcript(s);
- Disciplinary Record(s) (if any);
- Attendance Records;
- 504, IEP, Evaluation report and Behavior Intervention Plan (if any);
- List of documented interventions to address behaviors which are a barrier to success (not passing classes, difficulties with larger class sizes, etc).

Note: River Bluff Education Center enrollment forms will be completed at intake with RBEC staff.

Please either email, fax (651)388-9557 or mail the completed referral packet to:

River Bluff Education Center Pathways Program

395 Guernsey Lane

Red Wing, MN 55066

Attention:

Nicole Bolduan, Principal, nbolduan@gced.k12.mn.us

Jenny Marquardt, Coordinator, jmarquardt@gced.k12.mn.us

Goodhue County Education District Area Learning Center – Tower View Alternative HS

Mission: Tower View Alternative High School provides at-risk students a pathway to a high school diploma.

Vision: Tower View strives to provide at-risk students a well-rounded high school experience in an alternative educational setting.

Key Program Components:
- Self-paced curriculum
- Flexible scheduling
- Small class sizes
- Personalized learning
- Unique, high-interest courses

Tower View Alternative High School offers programs for students between the ages of 16-21 (with ninth grade credit) who are experiencing difficulty being successful in the traditional high school, or have dropped out of school. Upon completion, students can participate in their home district's graduation ceremony or participate in GCED's graduation ceremony. Students are considered graduates even if they elect not to participate in graduation ceremonies.

Classes are small, permitting students to work independently and in small groups. All instruction is individualized, self-paced and standards based. Students must complete course work at a C level or better and meet attendance requirements. Students have the flexibility of scheduling their days around work, personal or family schedules. Tower View strives to offer an educational environment that creates mutual respect and support. Program staff includes an administrator, support personnel and classroom teachers who are licensed in specific subject areas including special education. School district personnel provide support services including a psychologist, school social worker, a parent educator, and a school nurse.

Tower View follows the same school calendar as the Goodhue County Education District. Students have the option of participating in co-curricular activities at their resident district.

Goodhue County Education District Area Learning Center – Tower View Alternative High School Application Process

Applying to Tower View

Tower View Alternative High School accepts applications on an on-going basis. Requirements for entrance into Tower View include being 16 to 20 years old and having earned at least 6 credits towards graduation (exceptions are sometimes granted in exceptional circumstances).

A completed application can be sent to Tower View. Once received, a Tower View staff member will follow-up with a phone call to let the applicant know of next steps. If there is a waiting list for entrance into Tower View, the applicant will be informed of that. If there is not a waiting list, and immediate enrollment is possible, an intake meeting will be set-up.

If you have any questions about the Tower View application process, please contact the Tower View office at 388-8963.

The application form can be found on the GCED website or on the Tower View website at: http://redwing.k12.mn.us/ (click on "Schools", then "Tower View Alternative High School", then "Application Process/Form").

Tower View strives to ensure that the program is a right fit for the student and the student the right fit for the program. The Intake Process is very intentional in offering the student, their family, the referring school, and Tower View multiple opportunities to ensure that this is the best option for the student. This is why for students without an IEP, there are three checkpoints (Referral Review; Intake Meeting; Continual Learning Plan Meeting). For students with an IEP, the IEP meeting procedures are followed so as to ensure an appropriate recommendation is made with respect to the level of support a student requires. For more details, please see the information on the following page.

Goodhue County Education District Area Learning Center –
Tower View Alternative High School Application Process (cont.)

Applying to Tower View

Intake Process Steps:

1. The referring school completes a Tower View referral form. This form is completed by the referring school administrator, or administrative designee, in collaboration with the student and the student's family.
2. The referring school sends the completed referral, along with the student's records, to the Tower View principal.
3. The Tower View principal will review the application and the accompanying student records and determines which of the following process needs to be followed:

Process	**Process A**	**Process B**	**Process C**
Qualification	Student does not have an IEP; a spot is immediately available	Student has an IEP; a spot is immediately available	A spot is not immediately available
Steps	1. The Principal reviews the referral. 2. If the student is deemed to be a potential good fit for the program, the Principal initiates an intake meeting. 3. Following the intake meeting, a decision is made by the intake team regarding the referral. 4. If the recommendation is inclusion into Tower View and the student and family agree, then a Continual Learning Plan Meeting is held. 5. The student starts at Tower View.	1. The Principal reviews the referral. 2. The Principal and case manager initiate an IEP meeting. 3. If the IEP team determines that Tower View is an appropriate setting, then the requisite paperwork and communication is initiated and completed – including the amending of the IEP and completion of a Continual Learning Plan. 4. The student starts at Tower View.	1. The Principal reviews the referral. 2. The student is placed on the program waiting list. 3. When a spot opens up, either Process A or Process B is followed.

Goodhue County Education District Area Learning Center – High School Credit Recovery

Each member school district is eligible to offer credit recover programming at the high school level. Typically, credit recovery programs are conducted using a seat-based model, independent study model, or a hybrid model using features of both seat-based and independent study formats. The seat-based model is usually employed during the summer while the independent study model is primarily used during the school year. Please note that Fuel Education courses and curriculum can be utilized in either version of credit recovery. What follows is a brief review of considerations for starting either program:

Seat-Based (typically "summer school"):

Program Design:

1. Determine instructional method (online platform vs. packet-based vs. blended).
2. Determine date range (typically about four weeks).
3. Determine time frame (typically two sessions per day, each session about 90 minutes).
4. Determine attendance requirements (state requires a student drop after 5 absences in a row, although schools can tighten that requirement – i.e., drop after 2 absences).
5. Determine course offerings.
6. Determine transcript approach (pass/fail versus letter grade).

State Requirements:

1. Continual Learning Plan (CLP) for each student.
2. MARSS reported (via Infinite Campus/GCED).
3. Transcript must show "F".

Independent Study (typically "night school")

Program Design:

1. Determine instructional method (online platform vs. packet-based vs. blended).
2. Determine date range (typically two semester-long sessions).
3. Determine time frame (typically two 60 minute blocks once per week).
4. Determine outside of class work expectations (state requires a minimum of 20% face-to-face and 80% outside work time but a school can raise the face-to-face requirement via internal rules). Determine course offerings (typically a student can take two courses at a time).
5. Determine transcript approach (pass/fail versus letter grade).

State Requirements:

1. Continual Learning Plan (CLP) for each student.
2. MARSS reported (via Infinite Campus/GCED).
3. Transcript must show "F".

Financial Considerations (preliminary – not official):
About $5.50 per hour per student. For example, if a student attended 45 hours in the summer, that would generate $247.50.

Local School District Credit Recovery Program Request

Please return request to Brian Cashman, Coordinator of Alternative Programs (bcashman@gced.k12.mn.us)

School District:

School Site:

Today's Date:

Name of the Program:

Description of the Program: ____ Seat-Based ____ Independent Study

Goals for the Program:

Days of the Week: Program Date Range: No Program Dates On:

Total # of Sessions: Time of Program: Total Student Contact Hours:

Approximate Amount of Students:

A budget proposal is completed and attached _____Yes

Form Completed By:

Form Submitted By:

Data Used to Inform Student Invitations:

Grade Reports/Transcript

Other (please explain below)

Infrastructure Used to Inform Student Invitations:

Problem-Solving Team

Grade Level or Content Area Professional Learning Communities/Teams

Parent or Student Request

Other (please explain below)

Local School District Credit Recovery Budget Proposal

Date: School/Fiscal Year: School District: School Site:

Type of Budget: New____ Revised_____ Program Name: Completed By:

Projected Revenue

Grade	Total Hours	Enrolled Students	Hourly Rate	Total Revenue
9-12			6.02	

Projected Expenditures

Description	Estimated Amount
Instructors	
Educational Assistants	
Instructional Materials	
Food	
General Supplies	
Transportation	
GCED Administrative Fee (~10%)	
Other	

Projected Revenue – Projected Expense = ____

The signatures, below, are secured as proof of support for the program as designed:

District Office Administrator_____

District Business/HR Manager_____

School Administrator_____

GCED Coordinator_____

GCED Executive Director_____

Continual Learning Plan (CLP) Template – Credit Recovery

[School Name] Credit Recovery

The [School Name] Credit Recovery program exists to give students the opportunity to make-up credits in order to continue forward towards a high school diploma.

Where:
When:
Time:

Permission & Continuous Learning Plan

Student Name: _____ Grade: _____
Date Implemented: _____ Date Reviewed: _____

ACTIVITIES:

Student has the following academic credit needs:

Name of Course: _____Credit:_____

Name of Course: _____Credit:_____

_____ _____
_____ _____
Student Date

_____ _____
Parent Date

_____ _____
CLP Manager Date

Program Conclusion:

Did the student meet goals? ☐ Yes ☐ No

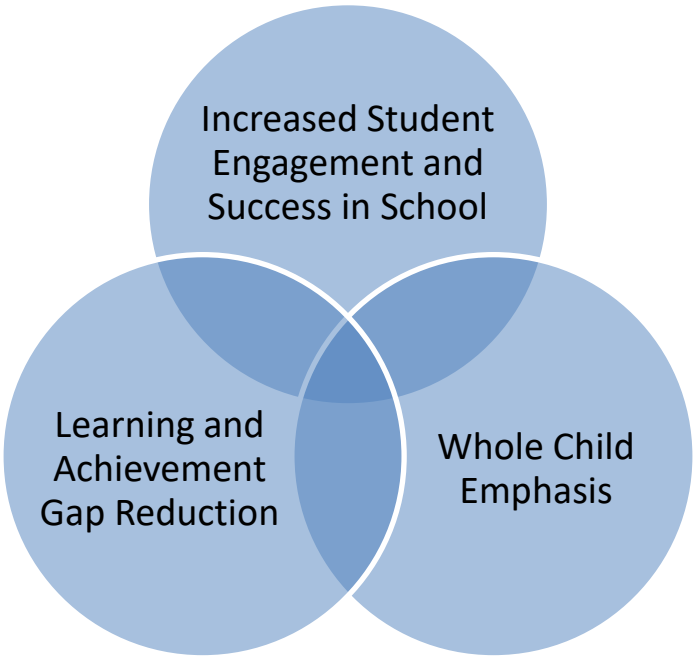
Recommendations for continued services, comments and suggestions:

I certify that the student enrolled is eligible under the following statute: 124D.68 Graduation Incentives Program as denoted below:

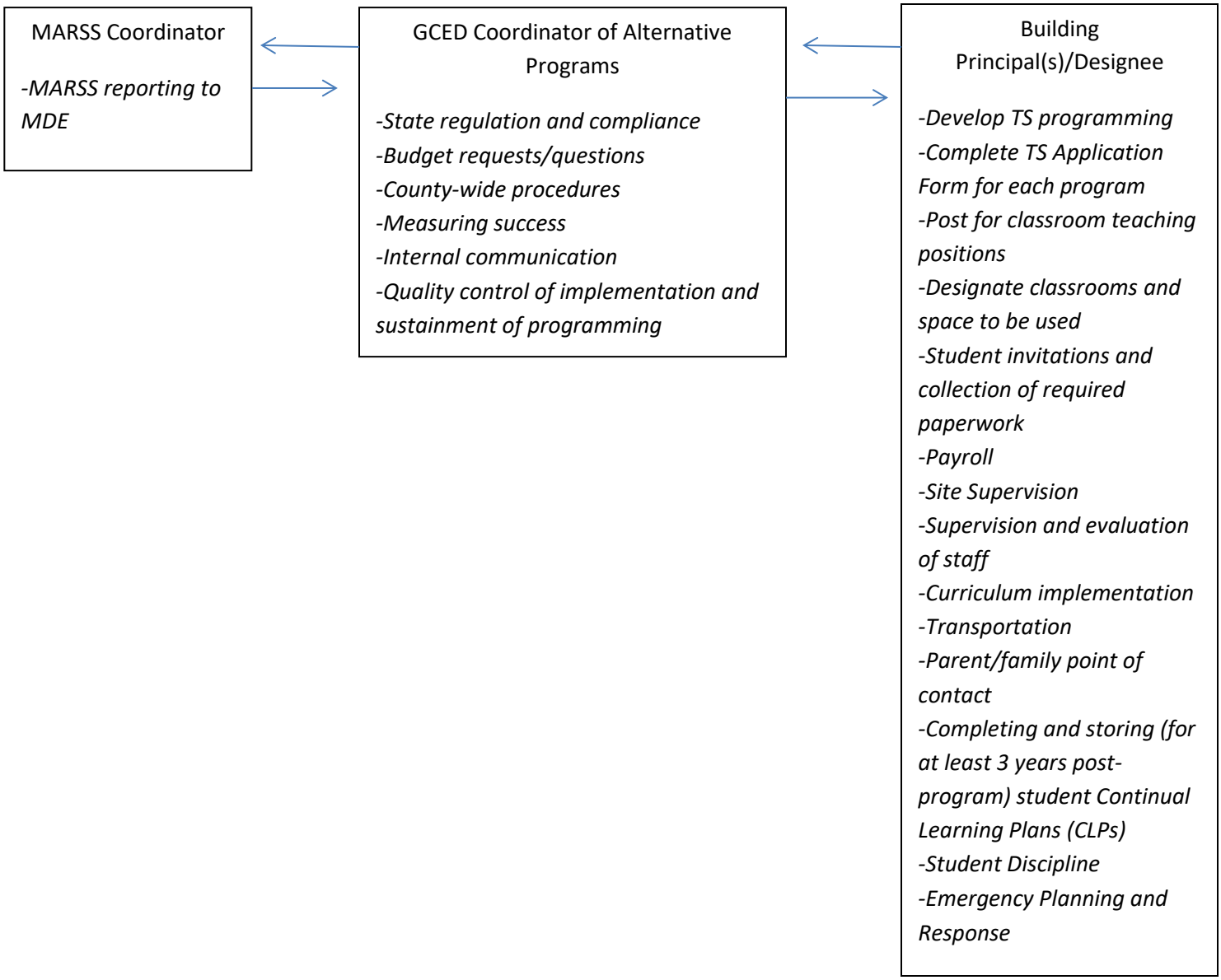
☐ is behind satisfactorily completing coursework.

*Upon program conclusion, keep original CLP documents in a secure location at [School Name] for a minimum of three years.

The 'Why" of Targeted Services



Responsibilities Graphic – Targeted Services



Goodhue County Education District Area Learning Center –Targeted Services Overview

** Targeted Services is intervention/prevention programming for criteria defined (Minn. Stat. § 124D.68) at-risk students in kindergarten through grade 8.*

**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 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 purpose of targeted services is to assist students to be successful and to remain in the traditional school. Traditional learning techniques employed during the school day may or may not be working. A targeted services class and/or program should provide a variety of alternative learning techniques and experiences for the students.

Targeted services programming should not be more of the same thing students are doing during the 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 who 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 but rather an avenue of re-engaging students in learning. The following are the graduation incentive (GI) codes from which student may qualify for Targeted Services programming:

Indicators of Need (GI Code):

____Is below one or more grade level(s) based on standardized test(s). (1)
____Is behind peers in satisfactorily completing coursework. (2)
____Is pregnant or is a parent. (3)
____Has been assessed as chemically dependent. (4)
____Has been excluded or expelled. (5)
____Has been referred by a school district for being isolated, demonstrating low motivation, aggression or behavioral problems, has family challenges, or for other reasons. (6)
____Is a victim of physical or sexual abuse. (7)
____Has experienced mental health problems. (8)
____Has experienced homelessness in the past 6 months. (9)
____Speaks English as a second language or has limited English proficiency (LEP). (10)
____Has withdrawn from school or has a higher than average level of absenteeism. (11)
____Is a sibling of or is being treated in a hospital for a life-threatening disease. (12)

Targeted Services Operational Flowchart

Site Submits Class Request Form to Coordinator of Alternative Programs.

Coordinator of Alternative Programs Approves Class Request.

Site Lead Follows Internal District Procedures to Hire Targeted Services Staff. Site Lead provides the Innovative Programs Coordinator with a complete listing of hired staff, including names, position, and rate of pay.

Site Lead Submits Timecards to Local District Human Resources Department for Payroll. Site Lead provides a copy of each time card to the Innovative Programs Coordinator.

Local District Payroll Pays Targeted Services Employee(s).

Notes:

-Class Request Forms need to be submitted to the Coordinator of Alternative Programs to ensure that the budget has been properly constructed and that state statute and best practice in Targeted Services is being adhered to.

-Local School Districts will hire staff according to their local policy and procedures. Positions should be open to both internal and external candidates. Rate of pay will be dependent on each school district's policy and contractual agreements.

-Local School Districts will process payment according to their local policy and procedures.

-Local School Districts will receive Targeted Services ADM revenue directly from the state of Minnesota. Likewise, local school districts will be responsible for expenses associated with offering Targeted Services programming. Typical expenses include items such as instructor(s), instructional assistant(s), supplies, food, and teacher meeting/preparation time. In addition, GCED will need to bill local school districts a to be determined amount for coordinating services, including compensation for MARRS reporting and ALC coordination. A general guideline for local school districts is to set aside 10% of Targeted Services revenue for GCED billing.

Definitions:

"Site" = School Building (i.e. Goodhue Elementary, Cannon Falls Middle School, Sunnyside Elementary).
"Site Lead" = Person in charge of site Targeted Services Programming…typically this will be the principal or principal designee.
"Human Resources Department" = The personnel involved in hiring district staff.
"Payroll" = The personnel involved in implementing the policy and procedures so that staff are compensated.

Targeted Services Logistical Requirements

Logistical Requirement	Action Needed	Deadline	Form(s)
Attendance	Needs to be taken daily and summarized monthly.	Sent to the Coordinator of Alternative Programs by the first Friday after each month.	Sites are able to develop their own attendance and membership tracking form in consultation with the GCED MARSS Coordinator and it must include all state-required information.
Student Roster/MARSS Information	(1)The GCED MARSS Coordinator needs the MARSS information on each enrolled student. (2) The GCED MARSS Coordinator needs to have an initial student roster at the start of the class. (3) The GCED MARSS Coordinator needs to know of student adds and/or drops throughout the duration of the program.	(1) At, or near, the start of the Targeted Services class. (2) At, or near the start of the Targeted Services class. (3) At the end of each month.	Provided by GCED MARSS Coordinator.
Continual Learning Plans (CLPs)	Needs to be completed prior to a student starting a class.	CLP originals will be kept on site for at least three years. Copies of the original CLPs will be sent to the GCED Coordinator of Alternative Programs and stored for at least three years.	Sites are able to develop their own CLP, as long as it complies with state requirements. *Note: As much as is possible, the CLP needs to have an actual parent/guardian signature to be considered complete. If this is not possible for a student, documentation is needed on the CLP to catalog efforts to secure the signature.*
Class Request Form	Needs to be submitted at least on month prior to the class starting.	Sent to GCED Coordinator of Alternative Programs at least one month prior to the class starting.	All sites will use the same GCED-developed form.
Staff Hiring Procedure/Forms	TBD by local school district	TBD by local school district	TBD by local school district
Staff Payment Procedure/Forms	TBD by local school district	TBD by local school district	TBD by local school district

Targeted Services Checklist

_____1. Complete Targeted Services Class Application (including Budget) and send to GCED Coordinator of Alternative Programs (Brian Cashman).

____2. Using local district procedure, identify potential students and create a communication plan to invite those students to participate in the Targeted Services class. Once there is a clearer picture as to how many students will participate in the program, go to Step 3.

____3. Hire staff according to local district procedures.

____4. Upon the start of the Targeted Services class, take daily attendance. Send monthly attendance to the GCED Coordinator of Alternative Programs (Brian Cashman) and GCED MARSS Coordinator on the first Friday of each month.

____5. At, or near, the start of the Targeted Services class, complete a Continual Learning Plan (CLP) for each enrolled student. Store the CLPs in a safe and secure location at your site (these must be kept on file for three years at your site) and send a copy of each CLP to the GCED Coordinator of Alternative Programs. Every effort should be made to secure an actual parent/guardian signature on the CLP. If a signature is not possible, document your efforts on the CLP in regard to trying to secure the signature.

____6. At, or near, the start of the Targeted Services class, send the GCED MARSS Coordinator the necessary MARSS information for each enrolled student.

____7. By the first Friday of each month, send a list of new enrollees to the GCED MARSS Coordinator. Include the student's first name, last name, grade, and start date.

____8. At the conclusion of the Targeted Services class, submit a final attendance record to the GCED MARSS Coordinator and GCED Coordinator of Alternative Programs.

Notes:

- *A student who is absent from a Targeted Services class for 15 consecutive class sessions during the school year must be dropped from enrollment and 5 consecutive class sessions for summer programming.*
- *Targeted Services cannot be a drop-in nor a homework help class.*
- *Targeted Services classes must be taught be a licensed classroom teacher.*
- *Attendance and Membership Time cannot be claimed for meal time*

GCED Targeted Services Fidelity Checklist (version 2.0)

Fidelity Markers	**Evidence**
There is a program description to be shared with parents, teachers, students, and other stakeholders.	
There is a written mission, vision, and outcomes.	
Mission, vision, and outcomes are communicated to stakeholders.	
Student identification process is in place.	
There is an intake form and includes Graduation Incentive criteria.	
A CLP is completed for each student.	
The completed CLP includes a written parent signature (per MDE requirement).	
There is continuity between what is stated in the CLP and what is happening in the classroom.	
CLPs are stored on site for at least 3 years and copies sent to the GCED Coordinator of Alternative Programs.	
Curriculum/pedagogy for Targeted Services is different than for the traditional classroom.	
Student to teacher ratio is 15:1 or less.	
All teachers are appropriately licensed.	
Programming is year-round.	
Attendance policy is in place.	
Coordinators/teachers understand how revenue relates to attendance.	
Attendance reporting is timely and accurate.	
Proper finance procedures are being followed.	
Qualitative and quantitative program data is collected, summarized, and shared (including staff, student, and family feedback).	
Each program submits a properly completed application on a yearly-basis.	

Local School District Targeted Services Class Request

A separate request will need to be filled out for each targeted services class in your program.
Please return request to Brian Cashman, Coordinator of Alternative Programs, at least one month prior to the start of your Targeted Services class.

School District:

School Site:

Today's Date:

Name of the Class:

Description of the Class (purpose, area(s) of focus):

Goals for the Class:

Days of the Week: Class Date Range: No Class Dates On:

Total # of Sessions: Time of Class: Total Student Contact Hours:

Approximate Amount of Students Per Grade: K____ 1-6____ 7-8____

A budget proposal is completed and attached _____Yes

Form Completed By:

Form Submitted By:

Data Used to Inform Student Invitations:

State Assessments: MCA MTAS ACCESS Alternative ACCESS

District Assessments: FastBridge

District/School Assessments: Common Assessments

Other (please explain below)

Infrastructure Used to Inform Student Invitations:

Problem-Solving Team

Grade Level or Content Area Professional Learning Communities/Teams

Parent or Student Request

Other (please explain below)

Local School District Targeted Services Budget Proposal

A separate proposal will need to be filled out for each targeted services class in your program.

Date: School Year: School District: School Site:

Type of Budget: New____ Revised_____ Class Name: Completed By:

Projected Revenue

Grade	Total Hours	Enrolled Students	Hourly Rate	Total Revenue
K			6.02	
1-6			5.47	
7-8			5.02	

Projected Expenditures

Description	Estimated Amount
Instructors	
Educational Assistants	
Instructional Materials	
Food	
General Supplies	
Transportation	
GCED Administrative Fee (~10%)	
Other	

Projected Revenue – Projected Expense = ____

The signatures, below, are secured as proof of support for the program as designed:

District Office Administrator_____

District Business/HR Manager_____

School Administrator_____

GCED Coordinator_____

GCED Executive Director_____

Targeted Services – Revenue Rate Explanation

Kindergarten
$5117.00
850 hours (1.0 membership) x .2 (extended time cap) = 170 hours
$5117 x .2 = $1023.40
1023.4 / 170 = $6.02

Grades 1 – 6
$5117.00
935 hours (1.0 membership) x .2 (extended time cap) = 187 hours
$5117 x .2 = $1023.40
$1023.40 / 187 = $5.47

Grades 7 - 8
$5117.00
1020 hours (1.0 membership) x .2 (extended time cap) = 204 hours
$5117 x .2 = $1023.40
$1023.40 / 204 = $5.02

Continual Learning Plan (CLP) Template - Targeted Services Programming

Part I: Student Information

Student Name:_____ Grade Level:_____

Student ID:_____

Dates of Operation: _____ Days of Operation: _____ Times of Operation: _____

Part I: List/attach the requirements/standards that must be met for grade level progression:

_____

Part II: The student's learning objectives/goal (What need must be addressed)**:**

_____

Part III: Learning experiences that will occur during the entire fiscal year and are necessary for grade progression and how progress will be assessed:

Goal 1:

_____

Method of Assessment, including detail of the days and times of direct teacher instruction:

_____

Goal 2:

_____

Method of Assessment, including detail of the days and times of direct teacher instruction:

_____

Participation in the program is optional. A continual learning plan must be developed at least annually for each pupil with the participation of the pupil, parent or guardian, teachers, and other staff; each participant must sign and date the plan as acknowledgement of the voluntary nature and focus of this program.

Part V: Signatures

Student:_____Date:_____

Parent/guardian:_____Date:_____

Staff:_____Date:_____

Part VI: Review

Did the student accomplish his/her/their goals?_____Yes* ____No

*If yes, please indicate which goals were unmet.

Results of Goal Review (if goal is not met, indicate plan for meeting the goal on the back of this page):

(Continued on page 2)

Recommendations for Continued Services, Comments and Suggestions:

I certify that the student enrolled is eligible under the following statute: 124D.68 Graduation Incentives Program as denoted below:

_____ _____

Program Administrator Date

-☐ is below one or more grade level(s) based on standardized test(s). 1

-☐ is behind satisfactorily completing coursework. 2

-☐ has been excluded or expelled. 5

-☐ has been referred by a school district for being isolated, demonstrating low motivation, aggression or behavioral problems, has family challenges, or for other reasons. 6

-☐ is a victim of physical or sexual abuse. 7

-☐ has experienced mental health problems. 8

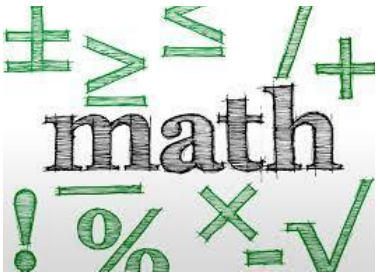
-☐ has experienced homelessness sometime within six months. 9

-☐speaks English as a second language or is an English learner 10

-☐ has withdrawn from school or has higher than average level of absenteeism. 11

-☐ is a sibling of or is being treated in a hospital for a life-threatening disease. 12

Continual Learning Plan (CLP) Member District Example – Targeted Services



Morning Math

We invite your student to our Morning Math Group to get further practice with fact fluency and other individual skills that will help them gain confidence and strength in math.

Where:
When:
Time:

Permission & Continuous Learning Plan

Student Name: _____ Grade: _____
Date Implemented: _____ Date Reviewed: _____

ACTIVITIES/FREQUENCY: Student will reach goals through instructional and/or behavioral activities in the Targeted Services program:

☐**Small/flexible group instruction** ☐ **Specific behavioral curriculum**

General Information

I learn best by: _____

My interests include:
_____
_____

I am good at:
_____
_____

_____ _____
Student Date

_____ _____
Parent Date

_____ _____
CLP Manager Date

Current services the student is receiving: (Check all that apply)

- Special Education, (IF YES): IEP in place ___YES ___NO
- LEP Services
- Title I
- Social Worker/School Psychologist
- Other _____

AREA(S) OF CONCERN (Check all that apply):
☐ READING ☐ MATH ☐WRITING ☐SOCIAL/EMOTIONAL

PARENT/STUDENT GOALS: To increase skills, the student will focus on the following goals:

- Improve reading, writing, math skills
- Improve attendance
- Decrease conflicts with others
- Increase self-esteem/concept
- Increase amount of reading at home
- Complete Homework on Time
- Learn test-taking strategies
- Make better decisions
- Improve verbal communication skills
- Decrease stress/anxiety
- Increase motivation/attitude
- Learn more about oneself
- Improve grades
- Other _____

At program exit:
Did the student meet goals? ☐ Yes ☐ No

Recommendations for continued services, comments and suggestions:

I certify that the student enrolled is eligible under the following statute: 124D.68 Graduation Incentives Program as denoted below:

☐ is below one or more grade level(s) based on standardized test(s). 1

☐ is behind satisfactorily completing coursework. 2

☐ has been excluded or expelled. 5

☐ has been referred by a school district for being isolated, demonstrating low motivation, aggression or behavioral problems, has family challenges, or for other reasons. 6

☐ is a victim of physical or sexual abuse. 7

☐ has experienced mental health problems. 8

☐ has experienced homelessness sometime within six months. 9

☐speaks English as a second language or is an English learner 10

☐ has withdrawn from school or has higher than average level of absenteeism. 11

☐ is a sibling of or is being treated in a hospital for a life-threatening disease. 12

Frequently Asked Questions

1. Who is the GCED MARSS Coordinator?

Sara Strusz is the GCED MARSS Coordinator. She can be reached at sstrusz@gced.k12.mn.us.

2. What is the ALC fiscal year?

The ALC fiscal year starts on the first day after the last student day in the school district's calendar. For this reason, summer credit recovery and summer Targeted Services are usually the first programs running in the next fiscal year. If a school district is running a credit recovery and/or Targeted Services program up to, and through, the last student day (for example, March 1st to June 30th), then the program needs to be split by fiscal year (i.e., March 1st – June 5th = current fiscal year and June 8th – June 30th = next fiscal year).

3. How is reimbursement received for items purchased for ALC programs/classes?

The local school district incurs the cost of expenses connected with its ALC programming (staffing, transportation, food, classroom supplies, etc.). GCED reports the student data and then the local school district receives the appropriate state funding (with an approximate 10% administrative fee to GCED). In other words, no receipts, invoices, etc. need to be turned in to GCED – these are processed using the local school district procedures.

4. Can GCED help in reviewing ALC-related budget items for its member school districts?

Yes, both Jackie Paradis (GCED Business Manager) and/or Brian Cashman (GCED Coordinator of Alternative Programs) can be asked to review and offer input on budgetary items. Typically Jackie is the go-to person for the local school district Business Managers while Brian is the primary contact for local school district program administrators and staff.

5. What data needs to go to GCED at the conclusion of an extended time program?

In order for Member Districts to receive extended time revenue, GCED needs to receive, and then report, the following information:

- Total Attendance by Student
- Total Membership by Student
- Ed-FI/MARSS Data Fields

Please reference the Excel spreadsheet titled "Targeted Services Credit Recovery Spreadsheet (1)" for a completing listing of all needed information.