



*River Bend
Education District*

**Targeted Services
AND
Credit Recovery**

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Stephanie Ross, ALC Coordinator
sross@riverbend.k12.mn.us
(507) 359-8720

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Targeted Services

What are targeted services?

- Targeted services are intervention/prevention programs for students defined as at-risk (Minn. Stat. 124D.68) in kindergarten through 8th grade.
- Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal of keeping students in the traditional system. The intent of targeted services is to supplement, not supplant, existing services.
- Targeted services programming must be purposeful, with the ultimate goal of providing students with the assets, strengths, and protective factors necessary for success.
- Targeted services cannot be drop-in programming. It must be regularly scheduled programming that occurs during the school year and summer. (It cannot be summer only.)

The mission of targeted services is to provide intervention/prevention to assist students in achieving success and remaining in the traditional school setting. Traditional learning techniques employed during the school day are not working for these students. 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.

Which students are eligible for targeted services?

Students must meet the qualifications to participate in an ALC-funded targeted services program. Students qualify based upon informal and formal district assessment measures such as NWEA, MAP, MCA, DRA, and district reading and math benchmarks. Students are selected for participation because they have demonstrated academic performance below grade-level expectations, are at risk for failing to meet the state's academic content standards, or have social challenges that may put them at risk of not being successful in school.

Who can teach targeted services?

Only appropriately licensed teachers can provide targeted services. Because these programs are financed using general education revenue, all applicable laws must be adhered to, including the need for appropriately licensed teachers.

Can there be a *Homework Help* component?

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 lifelong 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.
- Solution---study skill and organizational skill development. This provides students with the skills necessary to complete homework independently. Additionally, it is essential that students understand how their individual learning style affects their homework.
- Other types of programs that do not qualify under targeted services include clubs, as well as music and art programs.

What is a CLP?

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 involves the parents in the process of why their child has been identified for the program. A great opportunity to accomplish this process would be during parent-teacher conferences. It is important to obtain parent signatures on the registration and CLP forms.

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.

How are 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). Targeted services students will not generate compensatory revenue at the ALC site because they have already been counted at their elementary or middle school. Because many Area Learning Centers work with multiple school districts, the statute-defined minimums are used as the divisor.

425 hours for K; 935 hours for grades 1-6; and 1020 hours for 7-9.

River Bend Education District will bill 10% of generated revenue to cover administrative costs.

Is there money for transportation?

No, there is no money available for providing transportation to and from targeted service programs.

Process for Program Approval and Funding:

1. Complete targeted services application
2. Send the completed document to the ALC Coordinator for review and approval
3. After approval, the coordinator will return the signed document and send a roster document for the program.
4. Complete student roster information and send it to RBED secretary by the first week in June. (This is important as there is no one to roster students in the middle of summer.)
5. RBED will roster students and teachers in Infinite Campus and send login information for taking student attendance. Taking attendance is critical!
6. At the start of the program, ensure there is a signed CLP for each student.
7. After the program ends, ensure attendance is complete and send an electronic copy of completed CLPs to RBED secretary. If this is a mid-year program and CLP will be continued, email ALC coordinator that attendance is finished. These are the signals to let us know to run the program for funding.

Credit Recovery

What is Credit Recovery?

Credit recovery is a strategy that enables students to regain course credit in required graduation courses. These classes typically occur in the summer and are only available for students who have previously failed a course.

What is the purpose of Credit Recovery?

Research continues to demonstrate that summer is a critical time to strive towards decreasing the proficiency gaps of students in poverty and those from historically disadvantaged communities. Quality summer programming has been shown to significantly reduce the achievement gap. (*SAAP Reference Guide*)

What is required for Credit Recovery?

Districts running credit recovery programs through the River Bend ALC must ensure the following components are in place:

- Ensure that an appropriately licensed teacher is providing the instruction
- Establish credit recovery criteria and programming
- Administer the credit recovery program, which includes completing a CLP for each student
- Maintain accurate attendance records
- When the program concludes, ensure attendance is complete and submit CLP forms to RBED for MARSS submission

Are CLPs required?

Yes, every student in a credit recovery program must have a CLP (Continual Learning Plan) that is updated annually. The CLP must include both an academic goal and a personal goal, signatures from the student, parent, and teacher, and a description of the program's outcome. If the student does not meet their academic goal, the reason for not meeting the goal needs to be written on the form.

At the end of the program, CLPs must be updated with the completion date of the class, the final grade, and/or the reason why the goal was not met. The completed CLP should be shared with parents, sent to River Bend virtually, and then kept by the district for 3 years.

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

What is included in the goals of the CLP?

The academic goal should include the class or classes the student needs to take during credit recovery.

The personal goal should address the barriers that have prevented the student from passing the class previously and address any concerns from parents or staff regarding why the student may not be successful in credit recovery. This could include attendance, work schedules, behavior, motivation, or other factors.

How are credit recovery programs funded?

State-Approved Alternative Programs (SAAPs), which often include credit recovery, are learning-year programs funded with General Education Revenue. Districts receive up to 1.2 average daily membership (ADM) per learner enrolled in SAAPs.

Students' attendance and membership are reported in hours. Funding is a pro-ration of the general education revenue, generated by student instruction time (membership).

Because many of the Area Learning Centers work with a number of school districts, the statute-defined minimums are used as the divisor: 1020 hours for 7-12 grades.

River Bend Education District will bill 10% of generated revenue to cover administrative costs.

Process for Program Approval and Funding:

1. Complete a credit recovery program application
2. Send the completed document to the ALC Coordinator for review and approval
3. After approval, the coordinator will return the signed document and send a roster document for the program.
4. Complete student roster information and send it to RBED secretary by the first week in June. (This is important as there is no one to roster students in the middle of summer.)
5. RBED will roster students and teachers in Infinite Campus and send login information for taking student attendance. Taking attendance is critical!
6. At the start of the program, ensure there is a signed CLP for each student.
7. After the program ends, ensure attendance is complete and send an electronic copy of completed CLPs to RBED secretary or ALC Coordinator. This will be RBED's signal to run the program in MARSS for funding.
8. Keep completed CLPs for 3 years.

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Purpose of Program:

Description of Instructional Strategies:

Measures of Success: (Tests, quizzes, papers, presentations, projects)

Updated 7-21-2025



RBED Targeted Services (TS) - Continuous Learning Plan (CLP) - Choose Current School Year -

Student Name: _____ Serving District: **-Choose District-** Grade for upcoming year: **-Grade-**

Current Status (check all appropriate) <input type="checkbox"/> MCA Remediation <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP Plan <input type="checkbox"/> Probation <input type="checkbox"/> Truancy <input type="checkbox"/> Other _____	Overall Goals for Current School Year <input type="checkbox"/> Academic _____ _____ <input type="checkbox"/> Academic _____ _____ <input type="checkbox"/> Personal _____ _____ Personal Goal must be written for all students in targeted services addressing social/emotional skills. _____ _____	Activities <input type="checkbox"/> SY Targeted Services Program <input type="checkbox"/> SS Targeted Services Program <input type="checkbox"/> Other _____	Assessments Used for Referral Purposes <input type="checkbox"/> FastBridge testing results _____ Math _____ Reading _____ Social Skills <input type="checkbox"/> Current MCA testing results _____ Math _____ Reading _____ Motivation to attend school <input type="checkbox"/> Self <input type="checkbox"/> Parent <input type="checkbox"/> Court <input type="checkbox"/> Social Services <input type="checkbox"/> Other _____ <input type="checkbox"/> Attendance Goal _____ % Learning Style <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic Group Size Preference <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Large group <input type="checkbox"/> Other District or Individual Plan
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Academic Plan

Academic Goals – Mastery of Grade Level Standards Post-Targeted Services testing results: <input type="checkbox"/> FastBridge testing results _____ Math _____ Reading _____ Social Skills <input type="checkbox"/> Current MCA testing results _____ Math _____ Reading _____ <input type="checkbox"/> Attendance _____ %	Barriers to Education <input type="checkbox"/> Attitude toward school <input type="checkbox"/> Conflict <input type="checkbox"/> Grief <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Bullying <input type="checkbox"/> Transportation <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Paying attention <input type="checkbox"/> Problem solving ability <input type="checkbox"/> Health <input type="checkbox"/> Hunger <input type="checkbox"/> Homelessness <input type="checkbox"/> Relationships with peers	<input type="checkbox"/> Depression <input type="checkbox"/> Physical aggression <input type="checkbox"/> Work schedule <input type="checkbox"/> Drugs/ alcohol <input type="checkbox"/> Attendance <input type="checkbox"/> Organization <input type="checkbox"/> Hygiene <input type="checkbox"/> Group skills <input type="checkbox"/> Loneliness <input type="checkbox"/> Mental health <input type="checkbox"/> Children <input type="checkbox"/> Problems at home <input type="checkbox"/> Other _____
Support Services Needed And Plan to Address Personal Goal _____ _____ _____ _____		

Were any goals not met? No Yes If yes, which goals? _____

Student Signature _____ Date _____ Parent/ Guardian Signature _____ Date _____ Teacher/Counselor Signature _____ Date _____ Administrator Signature _____ Date _____

THERE IS A CLP REQUIRED FOR EVERY ALC TS STUDENT. THIS FORM SHOULD BE COMPLETED ANNUALLY. ALL FOUR SIGNATURES ARE REQUIRED FOR THIS CLP FORM TO BE VALID. RETAIN A COPY FOR YOUR RECORDS AND SUBMIT A COPY TO RBED AT THE END OF PROGRAMMING.

	River Bend Area Learning Center 1315 S Broadway Street New Ulm, MN 56073 ph(507) 359-8780 fax (507) 359-1586
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Summer High School Credit Recovery Proposal

A separate proposal must be submitted for each credit recovery session.

School District: _____

School Building Hosting Program: _____

Contact Person: _____ email: _____

Program Dates: _____ to _____ Days: ___ M ___ T ___ W ___ Th ___ F

Time of Class: _____ to _____	Time of Class: _____ to _____
Time of Class: _____ to _____	Time of Class: _____ to _____
Time of Class: _____ to _____	Time of Class: _____ to _____
Time of Class: _____ to _____	Time of Class: _____ to _____

Expected Number of Students _____ **Number of Classes/Student :** _____

Grading method: ___ A-F ___ Pass/Fail

Delivery Method: ___ Teacher Led **--OR--** ___ Independent Study (cannot be both)

Teacher	email	Grade/Class	Attendance

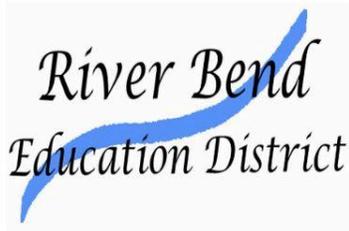
Please indicate if one teacher will be taking attendance for all or if each individual teacher will take their own attendance by checking the attendance column.

Purpose of Program : (List Course)

Description of Instructional Strategies: (List Curriculum/Online Resources)

Measures of Success: (Tests, quizzes, papers, presentations, projects, & Grade)

Updated 7-21-2025



Credit Recovery Continual Learning Plan

The form must be updated at least once per year, starting in the summer.

Student Name _____ Graduation Year: _____

Counselor/Advisor _____

District _____ Summer Year: _____

Current Status/Indicators of Need for Credit Recovery:

Academic Goal:

Personal Goal: (REQUIRED May include attendance, behavior, social, or emotional skills)

Signatures/Comments

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.

Student: _____ Date: _____

Parent: _____ Date: _____

Teacher: _____ Date: _____

Review of Goals:

Class 1 _____ Completion Date: _____ Final Grade _____

Class 2 _____ Completion Date: _____ Final Grade _____

Class 3 _____ Completion Date: _____ Final Grade _____

If goal was not met (credit not received), reason for not meeting goal:

A signed copy must be saved on site for 3 years. Following conclusion of program, send virtual copy to ddixon@riverbend.k12.mn.us

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