



Capitol Square 550 Cedar Street  
Saint Paul, Minnesota 55101 612/296-6104

**EXPERIMENTAL PROGRAMS**

**and**

**ALTERNATIVE PREVENTION**

**SERVICE PROGRAMS**

11/19/92



An Equal Opportunity Employer

SAINT PAUL PUBLIC SCHOOLS  
CURRICULUM & INSTRUCTION  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION

ALTERNATIVE DELIVERY  
OF SPECIALIZED INSTRUCTIONAL SERVICES

September 1991

COMO ELEMENTARY

Ann DeGree, Principal  
Lois Danielson,  
Project Site Coordinator  
612-293-8820

Learning Their Way

Program Scope

Como Elementary is a K-6 neighborhood school with a myriad of services for students with special needs. Included are services for students with learning disabilities (level 5), physical impairments, visual impairments, hearing impairments, as well as services for multiply handicapped students. The Alternative Delivery Program includes all kindergarten, first and second grade students.

Enrollment	Kindergarten: 125	Students with IEPs	LD:	3
	Grade 1: 138		PI:	4
	Grade 2: 109		VI:	2
			HI:	2
			Speech:	7
Participating Regular Education Staff:	14			
Participating Special Education Staff:	2 LD, 1 Speech			
Other Programs, and Number of Staff, Involved:	1 Chapter 1, 2 ESL			

Staff numbers represent numbers of staff involved, not FTEs.

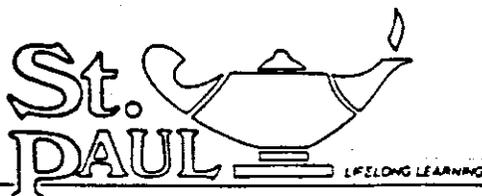
Program Description

The whole language model of learning is used in all kindergarten, first and second grade classes. Speaking, reading, writing and listening skills are developed using an integrated curriculum based on themes and involving learner choice. Math Their Way activities form the basis of the math program. Criteria to select eligible learner include: Concepts about Print test Math Their Way assessments, letter and word identification, writing sample (words and story), and teacher recommendation.

Parent Information Nights are held in the fall to describe the K-2 program, share information about the whole language approach and discuss ways parents can help at home. A Celebration of Learning is held in the spring to highlight students' accomplishments. Parent letters, containing suggestions for home activities, are sent home on a regular basis.

Participating staff take part in a monthly Whole Language Task Force and a bi-monthly meeting of TAWL, Teachers Applying Whole Language. The task force meetings have a staff development focus with topics such as developing learning stations, shared reading, evaluating student performance. During TAWL meetings, staff share classroom ideas to develop a particular theme.

Staff collaboratively plan during prep time. Pat Pearman, Como Special Education Kindergarten Teacher and US West Teacher of the Year, is available one/two days per month to consult. A Special Education Teacher supports the project through demonstration teaching, curricular adaptations and direct teaching of prevention students.



PUBLIC SCHOOLS

For information about the district-wide project,  
please contact Maxine Smith at 612-293-8655.

**School-Within-A-School-Program  
Lincoln Elementary of Fairmont  
Public Schools**

DISTRICT: FAIRMONT  
SCHOOL: LINCOLN ELEMENTARY  
CONTACT PERSONS: GARY BACHMANN, PRINCIPAL,  
PHONE (507)235-9294  
JOYCE FORSTER, TEAM COORDINATOR,  
PHONE (507)235-9294  
DONALD SCHULD, DIRECTOR OF SPECIAL EDUCATION,  
PHONE (507)238-2780

**Program Scope**

Lincoln Elementary School serves the 3rd and 4th grade students in the Fairmont Public School system. The School-Within-A-School (S.W.I.S.) project will serve one hundred 3rd and 4th grade students in the 1991-92 and 1992-93 school terms.

Enrollment:	Grade 3	145
	Grade 4	177

S.W.I.S. Program:	Grade 3	50
	Grade 4	50

**Students with IEP's:**

LD	13
EMH	11
E/BD	3

Participating Regular Education Teachers: 4

Participating Special Education Teachers: 3

Other Staff: Music, Art, Phy Ed, Specialists,  
Chapter I Aides, .25 PSA

**Program Description:**

The School-Within-A-School program will provide a unique learning environment for 3rd and 4th grade students in the Fairmont Public School system. The goal is to provide a setting for Outcome Based Education that will fully include both students with and without disabilities. This program is designed to provide the best education opportunities for all students in the least restrictive environment (the regular classroom). Measurable outcomes will govern the success of all children with and without disabilities. Not only will academic progress be enhanced, but increased success and full inclusion for all should result in improved self-esteem.

The specific needs that this project is designed to address are:

- Cooperative learning among different age and ability levels
- Learner outcomes of curriculum components with emphasis on mastery at identified individual levels
- Creative activities, both corrective and enrichment, for all students
- Team decision-making (including parents, special education, regular education, specialists, and administrators), to design learning opportunities to meet the needs of each student
- Interdisciplinary subject areas involving multi-aged grouping
- Sensitivity and acceptance of individual differences and appropriate modifications to meet these needs
- Esteem building through a program involving social skills and peer problem solving which should enable the "family" concept to emerge

All instructors will use a common language in addressing this area of the program which will eliminate confusion. Observation checking will be done prior to the program's initiation and at the conclusion of each year. Comparisons will also be made with the traditional classroom. Evaluation of the concept and its affect on the students will be made to determine if it should be extended to other classes. The S.W.I.S. project will have the flexibility and self-determination to make decisions collaboratively.



# The Rochester Public Schools

Independent School District 535

Student Support Services • 615 Seventh ST SW • Rochester, MN 55902

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Rochester Public Schools

Schools: 12 Elementary, 3 Junior High, 2 Senior High  
(Attached Sheet)

Overall Contact Person: Ron Rubado

Grades Involved in Project: K-12

Students with IEP's in these grades: Estimate 600 in  
LD/EMH/Speech & Language/EBD/HI

Total Staff Involved: 200 plus special education, regular education, English Support Program, reading teachers, parents, administrators, language arts specialists, school psychologists, work experience handicapped.

#### Brief Description of Program:

Each special education licensed staff person receives an application to conduct a collaborative program. They must meet certain assurances and meet certain characteristics before the program can be given permission to proceed. Parent representatives must be involved in the planning of the delivery system used.

Subject matter may be in a variety of areas but primarily connected to reading/language arts or reading. It is also important that a variety of teachers be involved in the process. Some programs cover grade blocks (3-4 math) in a building or all grades such as John Marshall 10-11-12.

#### EXAMPLES OF PROGRAMS:

##### JUNIOR HIGH

SLD teacher and team of regular education teachers collaborate to implement programs. The SLD teacher is in daily contact with teachers to develop and implement programming to meet learner needs, teacher concerns, curriculum modification and adaptations, individual plans and management. Parents are informed yearly of students participating and are invited to attend team meetings other than the normal IEP staffings. The parents attendance assist in knowing the learner better. Learners are also invited to the team meeting.

Collaborative Planning  
September 21, 1992  
Page 2

#### SENIOR HIGH

Combination of business math, U.S. history and English regular education staff collaborate with a teacher of the mentally handicapped team to inservice in collaboration and teaming together to be better prepared to work together. The MH teacher works with students in the three classrooms and assists the subject-matter teachers in modifying curriculum to accommodate learners. These courses are offered in a two-hour block of time with a rotation of students to a different regular education person after 40 minutes. Large group meetings are held on Fridays to assist with re-looping, makeup and teacher planning.

#### ELEMENTARY

Topic area is social skills in social studies. The E/BD teacher provides services in a resource room, mainstream classroom and in collaboration with the fifth grade team of teachers depending upon the individual child need that day. The team meets each week to determine strategies with individual learners. Charting of specific behaviors are developed and maintained. The E/BD teacher teams with the other fifth grade teachers to plan and deliver lessons in social skills. Newsletter and conferences are used so that all parents understand program structure.

In the Rochester programs, the building principal and special educators sign a Statement of Assurance and a Certification Statement.

The Statement of Assurance includes the need to follow due process, have planning time, staff development, pupil progress reporting system, involvement of parents in development and delivery and a variety of other items.

The Certification Statement states the three modes of delivery and assures that the special education teacher does not become the primary provider of regular education curriculum with a specific group of children.

RR/sk

# SYNOPSIS OF EXPERIMENTAL SITES FOR SPECIAL EDUCATION SERVICES

DISTRICT: Dover-Eyota  
 SCHOOL: High School  
 CONTACT PERSON: Darryl Graham

GRADES: 7-12  
 PHONE: (507) 545-2631

Grades involved in project 7-8-9-10  
 Enrollment is these grades: 262  
 Students with IEP's in these grades:

	<u>9</u>	LD	<u>2</u>	EMH
	<u>2</u>	EBD	<u>    </u>	Other
Special Education Teachers	<u>1</u>	LD	<u>1</u>	LD/EMH
Instructional Aide	<u>1</u>			

## BRIEF DESCRIPTION OF PROGRAM:

INCLUSION, OUTCOME BASED INSTRUCTION, MASTERY LEARNING and SUCCESS FOR ALL LEARNERS come together for the students at Dover-Eyota High. Each year a new grade level has been added to the program at Dover-Eyota High, which started with a Learning Center in the fall of 1990. This year the 10th grade has been added and now includes 7,8,9 and 10th grade which is supported by the Learning Center. All students and teachers use the Learning Center for enrichments, retesting, re-teaching, peer tutoring and cooperative learning.

The Learning Center is staffed by 2 special ed teachers (one a teacher and coordinator) and an aide (who has a teaching degree). Requests for a teacher or an aide in the classrooms are facilitated with a large planning calendar located in the Learning Center. The teachers also use this calendar to schedule the Center for the various activities planned for the students. One of the teachers has a pre-algebra class and another one team teaches one hour a day in a Health class.

Computers and printers, materials for projects, and support for classwork is available to all students through the learning center. Students may come into the center during their study hall, or with their teachers during class periods, or with groups to work on projects. i.e. cooperative groups etc.

Collaboration and cooperation is paramount to having a successful program. The administration is very supportive and the staff meets regularly to share ideas and solve problems.

Our program encourages dismissal from the special education program for those students who are able to receive support from the center even if they are not in special ed. any more. It encourages a positive self-concept for those students who are able to come and go with all the students in their classes (they see special education teachers servicing all students). It encourages all students to reach the full potential of their talents.



Capitol Square 550 Cedar Street  
Saint Paul, Minnesota 55101 612/296-6104

11-7-91

# **ALTERNATIVE PREVENTION SERVICES**

## **PILOT SITES & EXPERIMENTAL PROGRAMS**



An Equal Opportunity Employer

## SYNOPSIS OF EXPERIMENTAL SITES FOR SPECIAL EDUCATION SERVICES

DISTRICT: Dover-Eyota  
SCHOOL: High School  
CONTACT PERSON: Darryl Graham

GRADES: 7-12  
PHONE: (507) 545-2631

Grades involved in project 7-8-9

Enrollment is these grades: 189

Students with IEP's in these grades:

<u>11</u>	LD	<u>2</u>	EMH
<u>3</u>	EBD	<u>    </u>	Other
<u>1</u>	LD	<u>1</u>	LD/EMH
<u>1</u>			

Special Education Teachers

Instructional Aide

### BRIEF DESCRIPTION OF PROGRAM:

To ensure success for all learners, OUTCOME BASED INSTRUCTION with MASTERY LEARNING is being used in 7th, 8th and 9th grade at Dover-Eyota. Most of the classes which these students attend are located around a room called THE LEARNING CENTER. In this Center support for students and teachers is available. The room is staffed by two Special Education teachers, (one of whom is a teacher and coordinator), and an aide, (we are fortunate to have one who has a teaching degree). All students, including Special Ed. students, use the Learning Center for enrichments, re-teaching, retesting, peer tutoring, and cooperative group learning.

Teachers may come in with the students or they may send them to the learning center in small groups. The teachers and aide may also go into the classrooms. A large planning calendar located in the Learning Center facilitates these procedures.

There are 20 computers and 3 printers located in the Learning Center. The students use these for word processing and computer review and testing. A color coded folder for each teacher is located in this room, and the teacher places work for students in this folder, and retrieves the work when completed.

This room is used to facilitate 8th hour on Tuesdays and Thursdays. On those days students are either assigned or have the option to remain at school for an extra hour to complete work, redo tests, or study. Transportation is provided at 4 O'clock.

Collaboration and cooperation is paramount to having a successful program. The administration is very supportive, and the staff meets regularly to share ideas, and solve problems. Staff is given extra time (approximately one day per semester) to prepare lessons. In this program it is very hard for the students and teachers to determine which students are gifted and which are special education, since time is allowed for all to complete assignments. At this time all students are expected to master material at the 80% or above level.

## DOVER - EYOTA ELEMENTARY

Richard Oscarson, Principal  
Richard Oscarson, Project Site Coordinator  
(507) 545-2632  
SEPTEMBER 1992

### Program Scope

Dover - Eyota Elementary is a PreSchool Handicapped, K-6 program that is housed at three sites. The philosophy and goal is to provide special education services in the classroom by the licensed special education teacher and classroom teacher. Aides and volunteers are an important part of the K-6 program.

Enrollment:	ECSE: 10	Gr. 3: 60
	Kdgt: 66	Gr. 4: 70
	Gr.1: 70	Gr. 5: 81
	Gr.2: 72	Gr. 6: 70
Students with I.E.P.'s:		
	ECSE: 5	EMH: 4
	L.D.: 24	E/BD: 4
	Speech/Language: 34	
Participating regular education teaching staff:		
	Kdgt: 1.5	Gr. 4: 3
	Gr.1: 4	Gr. 5: 3
	Gr.2: 4	Gr. 6: 3
	Gr.3: 3	
Participating special education teaching staff:		
	ECSE: .5	L.D./EBD/EMH: 3.5
	Speech/Language: 1.5	
Other programs and teaching staff involved:		
	Chapter 1: 1	Gifted and Talented Coordinator: .3
	School Social Worker: .6	
Paraprofessional staff:		
	District Aides: 2	
	Special Ed. Management Aides: 2	
	Chapter 1 Aides: 6	

### Program Description

A team teaching approach to instruction is being used at the Dover-Eyota Elementary Schools. Classroom teachers, special education teachers and Chapter 1 staff work together in the classrooms to teach our students. Weekly grade level meetings are scheduled to enhance the curriculum and instruction. Kindergarten, first grade and second grade use the Math Their Way program with a focus on hands-on learning for our students. First grade and second grade use the Companion Reading Program. All classrooms K-6 are heterogeneously grouped. An emphasis has been placed on whole language and cooperative group learning. The C.I.R.C. reading program will be implemented in grades 3-6 during the 1991-92 school year. The E.C.S.E. program has been expanded to include regular education pre-school children to serve as role models for the E.C.S.E. students. Kindergarten and first grade have been restructured to include small group student learning opportunities that we call Kindergarten Centers and First Grade Stations. Dover-Eyota Elementary is moving toward Outcome Based Education with an emphasis on Mastery Learning. The Gifted and Talented Coordinator and special education staff are an important component in providing enrichments and correctives.

INDEPENDENT SCHOOL DISTRICT NO. 707

*Nett Lake School*

BEVERLY STEEL, CHAIRMAN  
DORIS ISHAM, DIRECTOR  
FRANCES ISHAM, DIRECTOR

RAY TOUTLOFF, SUPT./PRINCIPAL

JENEAL GOGGLEYE, VICE CHAIRMAN  
AXEL HOLMES SR., CLERK  
GORDON ADAMS JR., TREASURER

13090 Westley Drive  
Nett Lake, Minnesota 55772  
(218) 757-3102 — 757-3330

FULL INCLUSION WITH ITINERANT SPECIAL EDUCATION SERVICES

Grades Involved In Project: K-6  
Enrollment In These Grades: 58  
# Students W/IEP'S In These Grades:

<u>4</u> LD	<u>1</u> EMH
<u>1</u> E/BD	<u>1</u> OTHER

# Special Education Consultants\*

<u>1</u> LD	<u>1</u> EMH
<u>1</u> E/BD	<u>4</u> OTHER

Other Programs Involved:

Chapter I

# Program Staff Involved:

<u>1</u> Chapter I	
<u>1</u> Principal,	<u>9</u> Teachers,
<u>3</u> Aides,	<u>7</u> Consultants

Brief Description Of Program Features:

Full inclusion of all students regardless of handicapping condition is the primary focus of this concept. The regular classroom teacher is the direct service provider with monitoring and consultation services being provided by consultants from the Northland Special Education Cooperative in Virginia, Minnesota. This itinerant special education staff monitor students and teacher progress weekly by classroom observation and personal consultation time with teachers. All special consultants, the principal, district support staff, and classroom teachers meet monthly to review each I.E.P. students goals and objectives for appropriateness and progress. The classroom teacher is able to provide the special instruction to I.E.P. students with relative ease since the average class size is 10 students.

Since our numbers are small the staff are also able to identify the special needs of every student in the school and develop an educational plan to address each of those individual needs. These individual plans are reviewed monthly by the teacher and principal.

\* These consultants are provided through the special education cooperative.

SAINT PAUL PUBLIC SCHOOLS  
CURRICULUM & INSTRUCTION  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION

ALTERNATIVE DELIVERY  
OF SPECIALIZED INSTRUCTIONAL SERVICES

September 1991

EXPO FOR EXCELLENCE

Diana Swanson, Principal  
Paula Brust,  
Project Site Coordinator  
612-290-8384

Education with a Vision

### Program Scope

First opened during the 1990-91 school year, EXPO is an experimental K-4 magnet school. Of the 22 regular education teachers, 10 hold licensure in one or more special education area. The unique "family" structure supports the full inclusion of special education students.

Enrollment	Kindergarten: 100	Students with IEPs	LD:	4
	Grade 1: 105		E/BD:	3
	Grade 2: 99		MH:	5
	Grade 3: 92		PI:	5
	Grade 4: 51		HI:	1
			VI:	4
			Speech:	16
Participating Regular Education Staff:	22			
Participating Special Education Staff:	2 LD, 1 MMH, 1 Speech, 1 SSW, 1 PI, 1 HI, 1 OT			
Other Programs, and Number of Staff, Involved:	1 ESL			

Staff numbers represent numbers of staff involved, not FTEs.

### Program Description

Learners receive instruction in cross-age, cross-grade groups ("families"). Students work within a thematic, integrated curriculum based on Dorothy Rich's megaskills, Howard Gardner's seven intelligences, and Benjamin Bloom's taxonomy of educational objectives. A whole language and experiential/activity approach, based on the child's interests and learning styles, is utilized. Student choice, as well as a close and explicit partnership with parents and community, is an important part of the program. A part of each day is devoted to "theatres of learning" which feature intensive exploratory activities in the seven areas of intelligence. Additional activities and services include the developing of mentor programs for prevention students, involving prevention students in school leadership positions, beginning community service projects for all students, and setting up an academic/behavioral/personal need resource room for use by all learners as needed.

Each child is assigned to a "performance team" of adults. This team is made up of teachers, learning specialists, student interns, pupil support assistants and volunteers. Each child remains with the team during the primary years.

A school-wide Student Assistance Team meets on a weekly basis to discuss student concerns and identify appropriate sources of support. District AOM (Assurance of Mastery) criteria and teacher recommendation are used to identify prevention students. Special education staff support the program by working with prevention and special education students individually and/or in small groups, teaming with regular education teachers.



PUBLIC SCHOOLS

For information about the district-wide project,  
please contact Maxine Smith at 612-293-8655.

SAINT PAUL PUBLIC SCHOOLS  
CURRICULUM & INSTRUCTION  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION

ALTERNATIVE DELIVERY  
OF SPECIALIZED INSTRUCTIONAL SERVICES  
September 1991



**Program Scope**

Phalen Lake is a K-6 neighborhood elementary school.

This year, the Alternative Delivery Project serves first and second grade students in a daily, intensive language arts block. Eight staff collaborate in the implementation of the project.

Enrollment	Grade 1:	115	Students with IEPs	LD:	1
	Grade 2:	128		OHI:	1
				Speech:	8

Participating Regular Education Staff:	2
Participating Special Education Staff:	2 LD, 1 Speech
Other Programs, and Number of Staff, Involved:	2 Chapter 1, 2 ESL

Staff numbers represent numbers of staff involved, not FTEs.

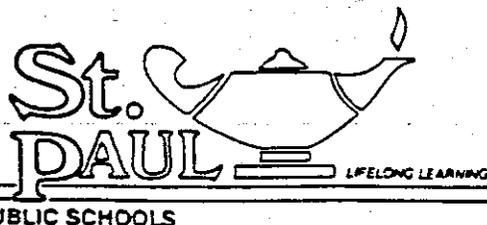
**Program Description**

Prevention students, drawn from the first grade classes along with a continuation of last year's students, now in second grade, participate in a daily language arts "block." A whole language approach, paired with cooperative learning, is used. During this one hour and forty-five minute "block," students rotate among the four teachers, as appropriate, for direct instruction in language arts skills.

The following criteria are used to select learners: kindergarten students referred to the Retention Committee who were not retained, first grade retainees, selected students with speech/language IEPs or those eligible for the service, scores within the "eligible range" for Chapter I and/or ESL, and teacher recommendation.

Parent involvement interventionists assist staff and parents through activities such as monitoring a homework program, teaching parents to make and use educational games and materials, and working in a Parent Resource Center.

Participating staff meet on a weekly basis to plan and assess progress. Additional time to support inclusion and prevention planning has been allocated.



For information about the district-wide project, please contact Maxine Smith at 612-293-8655.

SAINT PAUL PUBLIC SCHOOLS  
CURRICULUM & INSTRUCTION  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION

ALTERNATIVE DELIVERY  
OF SPECIALIZED INSTRUCTIONAL SERVICES  
September 1991



### Program Scope

Roosevelt, part of the Communications Magnet Triad, serves a multicultural first, second and third grade population. The Alternative Delivery Project includes all students and staff. Additionally, Roosevelt is implementing full inclusion for special education students.

Enrollment	Grade 1:	220	Students with IEPs	LD:	7
	Grade 2:	200		MH:	11
	Grade 3:	176		HI:	1
				Speech:	18
Participating Regular Education Staff:			28		
Participating Special Education Staff:			2 LD, 1 MH, 1 Speech, 1 SSW, 1 OT		
Other Programs, and Number of Staff, Involved:			2 Chapter 1, 3 ESL		

Staff numbers represent numbers of staff involved, not FTEs.

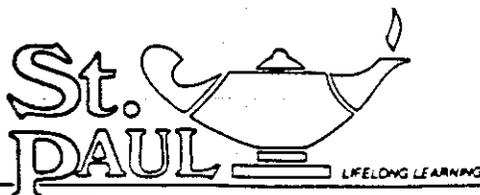
### Program Description

Learners receive daily reading/language arts instruction in both heterogeneous home room groups and instructional level groups taught by regular education teachers, special education teachers, language arts specialists, Chapter I and ESL teachers and pupil support assistants, as appropriate. Many staff incorporate whole language strategies. Math Their Way is used with all first grade and some second grade learners.

Criteria to select eligible learners include nationally-normed achievement test scores, curriculum based measures (CBM), classroom observation and teacher recommendation. A "prevention checklist" helps pinpoint primary areas of academic and behavioral concern.

Grade level teams meet on a bi-monthly basis with specialist staff to coordinate curriculum planning and to ensure flexibility of grouping for instruction. Collaborative planning also occurs during teachers' prep time and during scheduled planning days. A School Improvement Committee, Inclusion/Prevention Committee, coordinates overall building activities.

This project was initially supported, in part, by a Title VII ESEA Grant, "Bilingual Special Education for Hmong and Hispanic Students, authored by Lionel Blatchley, Ph.D.



For information about the district-wide project, please contact Maxine Smith at 612-293-8655.

SAINT PAUL PUBLIC SCHOOLS  
CURRICULUM & INSTRUCTION  
SECONDARY EDUCATION AND SPECIAL EDUCATION

ALTERNATIVE DELIVERY  
OF SPECIALIZED INSTRUCTIONAL SERVICES  
September 1991



**Program Scope**

Washington Technology Magnet serves seventh and eighth grade learners from throughout the city.

The Alternative Delivery Project includes five regular education teachers and five special education teachers and paraprofessionals. Participating students are drawn from the entire student body.

Enrollment	Grade 7:	192	Students with IEPs	LD:	37
	Grade 8:	203		E/BD:	6
				MH:	11
				Speech:	8
Participating Regular Education Staff:			5		
Participating Special-Education Staff:			1 MH, 1 E/BD, 3 paraprofessionals		
			1 SSW, 1 Speech		
Other Programs, and Number of Staff, Involved:			None		

Staff numbers represent numbers of staff involved, not FTEs.

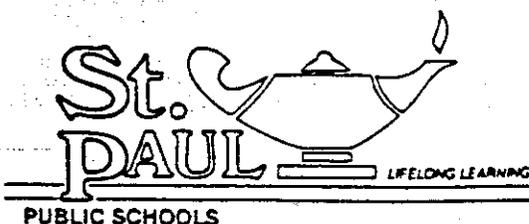
**Program Description**

Prevention students and special education students participate in team taught classes. Collaborative regular and special education teams provide instruction in the following areas: English, science, social studies and math. These classes incorporate alternatives such as direct instruction in how to learn (Kansas Learning Strategies), hands-on learning activities and use of alternative curricular materials.

Prevention students are selected using the following criteria: SRA scores, grades and loss of credits, prior and/or current teacher referral, attendance, prior ineligibility for special education services, "referral" to the principal's office or referral from Pupil Problems Committee.

Participating staff collaboratively plan, teach and evaluate lessons. In addition to ongoing preparation time, additional days have been allocated during the school year.

This project was initially supported, in part, by a Minnesota Department of Education Effectiveness Grant, "Collaborative Strategies for Effective Integrated Education," co-authored by Maxine Smith and Steve Wojta.



For information about the district-wide project, please contact Maxine Smith at 612-293-8655.

# **D R A F T**

Independent School District 138  
North Branch Area Schools

October 1992

Contact: Robert Wedl  
(612)-464-0420

**Program Scope:** North Branch Area Schools has an approved experimental program which serves EBD children and youth in regular classrooms by regular classroom teachers who have recently become licensed SBP teachers through a training program provided by Bethel College and funded by the district. A total of 15 teachers participate in the program.