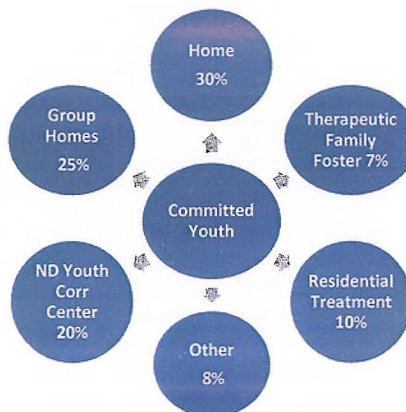


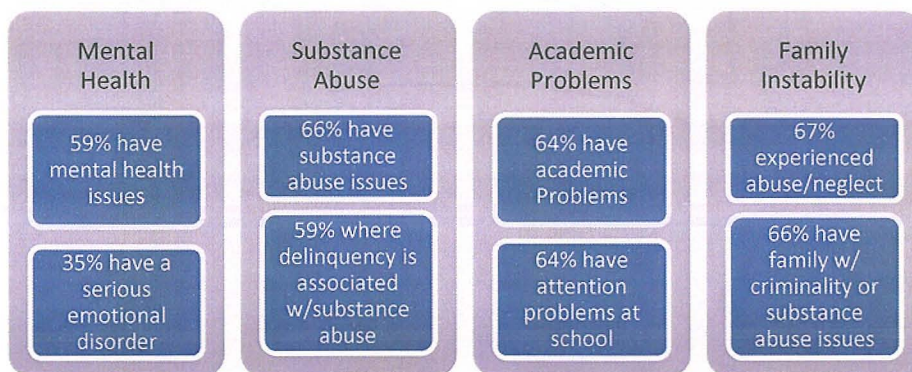
# ND Division Juvenile Services

## System Overview

- 700 youth received services through the ND Division of Juvenile Services Fiscal Year 2008 (7/1/07-6/30/08). Of these, 544 youth received custodial services, 140 youth received detention services, and 16 youth received services at the institution outside of agency custody via placement by a tribal agency.
- The average length of commitment to DJS is 18 months; on any given day youth under custody are placed somewhere along the services continuum. Placement decisions are made regarding the level of care by balancing the principles of least restrictive, most appropriate placement with the need for insuring public safety.
- DJS uses a comprehensive risk/needs assessment process for juveniles committed to their custody. It is a standardized, research-based approach to assessment and case planning for juvenile offenders, linking risk/need factors to proven treatment strategies. Assessment data indicates juveniles in the corrections system have multiple treatment issues:



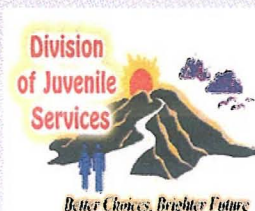
The goals of the Division of Juvenile Services are to reduce risk: criminogenic risk to the community and risk of harm to self. This occurs through identifying and targeting relevant issues and providing appropriate services. This builds capacity for youth to make better choices and create brighter futures.



## Accomplishing the Mission

DJS has integrated community and institutional services to improve intake, assessment and case planning for each youth under custody. Over the last biennium:

- 100% of youth had an individualized treatment plan that addressed both criminogenic risks and dynamic needs
- 59% of youth have received mental health services; staff remain certified in the "wraparound" process, a method of case planning for children with serious mental health needs
- 75% of youth completed drug and/or alcohol services
- 30% of youth achieved their high school diploma or GED, and 98% have increased at least one grade level
- 85% completed cognitive behavioral group and anger management; with 79% showing an increase in their cognitive reasoning
- DJS has one of the lowest recidivism rates in the nation with an average rate of 14%







*"Balancing the principles of least restrictive, most appropriate placement with the need for insuring public safety"*

## Operational Overview

The Division of Juvenile Services (DJS) provides intensive case management for youth committed to the agency's care, custody and control. Juvenile Courts operating within the District Courts are able to transfer custody to DJS as a disposition option for delinquent youth.

Once committed, youth go through a thorough assessment process in order for the agency to make informed decisions related to services and placement. The assessment is conducted at the Youth Assessment Center, located on the ND Youth Correctional Center campus. The assessment period concludes with a staffing to discuss the assessment findings and present the Treatment and Rehabilitation Plan. This plan is submitted to the committing court and a progress report follows every 90 days.

Each youth under agency custody is assigned to a Juvenile Corrections Specialist (JCS). The JCS will supervise the case and work to further the goals of the treatment plan. The JCS develops a community placement agreement for youth who remain in their home or arranges for a suitable out-of-home placement somewhere along the continuum of care. Over the course of their treatment, youth might make use of a number of programs in multiple levels of care. DJS operates under the philosophy that services should be provided in the least restrictive environment consistent with the practice of assuring safety of society and the well being of the youth.

## Youth Assessment Process

Youth committed to the DJS will initially go through a 14-21 day assessment period at the Youth Assessment Center. The assessment center provides a centralized point for processing, evaluation, and referral. Staff use a number of tools for assessment to develop a comprehensive treatment plan that best links the juvenile to services and interventions that will provide them the treatment, skills and competencies to live a crime-free life.

### Suicide Risk Assessment

- Questionnaire conducted to determine the level of risk related to self-injury or suicide

### Massachusetts Youth Screening Inventory

- Screening instrument designed to identify potential mental health needs, using a combination of mental, emotional, and behavioral dimensions

### Compas Risk Assessment

- Comprehensive risk/needs and case planning instrument that effectively links research-based principles of criminogenic risk assessment to proven intervention strategies

### School Testing

- Test of Adult Basic Education (academic testing) and Peabody Picture Vocabulary (intellectual testing)
- School Learning Styles Inventory
- Gray Silent Reading Test

## Goals of the Assessment Center:

1. To develop a more comprehensive assessment of needs for each juvenile
2. To provide for a more comprehensive treatment plan
3. To improve case management and prevent future problem behaviors
4. To make a more efficient use of resources
5. To enable better monitoring of system performance



# Community-Based Correctional Services

## Case Management

Community-based services operate through eight regional offices across the state. The JCS works collaboratively with the local juvenile court, county social services, law enforcement, private human service agencies and schools to provide individualized rehabilitative programming for youth under custody.

In order to individualize treatment planning, it is critical that staff have a range of placement services from which to choose. DJS, together with other state agencies, private providers and local entities have collaborated time, talent, and funding in order to build a basic continuum of services. These collaborative efforts cannot be underestimated in their significance to the system as a whole.

The placement continuum spans from remaining in the parental home, to family foster care homes, and residential foster care facilities, to the North Dakota Youth Correctional Center.

The JCS makes a minimum of two contacts per month with youth who are under supervision in the community. Contacts may be increased/decreased depending on the needs and progress of the individual youth. Youth who are placed in the foster care system, including psychiatric residential treatment facility placement, are seen a minimum of once per month. Any youth who are placed at the Youth Correctional Center are also visited by their JCS on a monthly basis.

When a youth is in the community, **Tracking Services** may be used. Tracking is a program which pairs youth with an adult para-professional (termed "tracker"). The tracker helps the youth work toward more positive behavior and assists with vocational, living and social skills. Trackers act as an agent of the referring worker and provide the "hands and feet" needed to move the treatment plan along.

The agency's philosophy is that case supervision should maintain connection to the home community as much as possible, and if placed out of the home, successful community reentry should remain the focus for the duration of the court order.

## Therapeutic Approach

Several community-based services with a therapeutic approach are utilized to enable youth to stay in their home community and avoid out-of-home placement.

**Intensive In-Home Services** uses high quality professionals to provide family-based services that will strengthen the family unit and promote self-

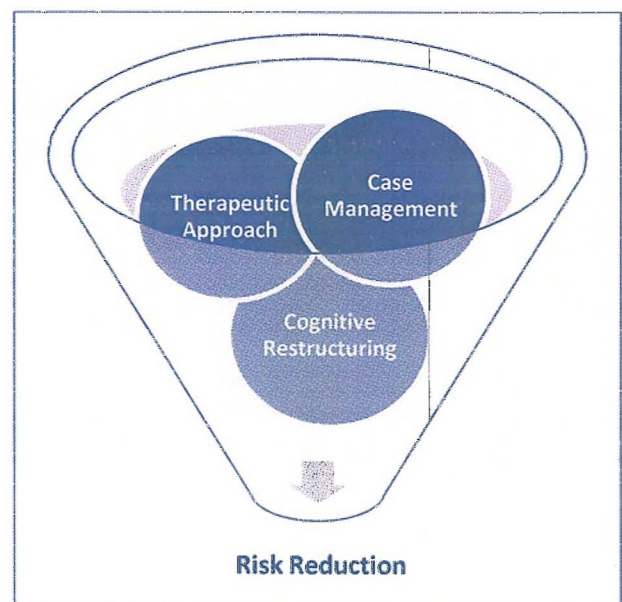
sufficiency. The program has been viewed positively by families and has a high success ratio based on the prevention of out-of-home placements and/or further involvement with the juvenile justice system.

**Day Treatment Programming** provides school-based treatment for students who are at-risk of out-of-home placement or more restrictive placement because of their behaviors. The program provides assessment, counseling, anger management, social skills training, behavior management, and academic remediation.

## Cognitive Restructuring

DJS trains its entire staff to deliver a cognitive restructuring program termed the **EQUIP Program**, which teaches youth to think and act responsibly through a peer-helping approach. In doing so, all staff address behaviors, attitudes, and social skill challenges and opportunities in a similar manner. Many of the private residential providers who work with corrections youth have adopted EQUIP as well, unifying and streamlining the service delivery system.

EQUIP is a three-part intervention method for working with antisocial or behavior disordered adolescents. The approach includes training in moral judgment, anger management/correction of thinking errors, and prosocial skills. Youth involved in the EQUIP training program participate in two types of group sessions - *Equipment Meetings* (in which the leader teaches specific skills) and *Mutual Help Meetings* (in which the leader coaches students as they use the skills they've learned to help each other).





## Facility-Based Correctional Services: ND Youth Correctional Center

**Mission:**  
*To provide  
professional, team-  
oriented juvenile  
correctional services  
to troubled  
adolescents in a safe  
environment*

The North Dakota Youth Correctional Center (YCC) consists of four cottages that house juveniles. Each cottage is staffed with a cottage director and a team of counselors who are responsible for the activities, programming and behavioral management of the juveniles.

Youth placed at the facility require considerable programming in order to sufficiently develop the behavioral controls necessary for them to be released to a lesser level of care. Youth can also be placed for "time-out", which provides a brief period of time for youth to regroup themselves and recommit themselves to their treatment

goals. This is for those youth who are in the community or group home setting and their behavior has deteriorated to the degree that their placement is jeopardized.

As YCC also serves as a licensed juvenile detention facility for surrounding counties, youth can be placed at the facility by law enforcement or the courts to be held in detention on a pre-adjudicatory basis. These youth are housed separately from the general correctional population.

### Risk Reduction Programs

The programs at YCC focus on criminal attitudes and behaviors with an additional emphasis on recovery and transition. The approach assists youth with issues of substance abuse, criminal thoughts and behavior, stress and violence, lifestyle (work, leisure, and health), and spirituality.

The programs include:

EQUIP (Cognitive Restructuring Program)
Structured Psychotherapy for Adolescents Responding to Chronic Stress
Drug and Alcohol Programming
Security Threat Group
Victim Impact Program
Pre-Treatment Sexual Offender Program
Grief/Loss (Growing through Loss)
Special Management Program
Roger Sorenson Challenge TREK
Circle of Courage Ropes Course
Family Workshops
Mental Health Services
Spirituality Services
Native American Programming

The composition of these programs allow for integration of learned concepts into applied behavior. Staff works together to assess progress, address behaviors, and solicit change. Significant focus is maintained on how behavior impacts others.

Juveniles at YCC are prepared to return to a less restrictive placement in their communities with the skills to choose more appropriate behavior.

### A TYPICAL YCC INTAKE STUDENT

Kevin was adjudicated delinquent in Juvenile Court on charges of Disorderly Conduct, Assault, Criminal Trespass, Truancy and Possession of Marijuana. Legal care, custody and control was given to the Division of Juvenile Services.

Kevin completed a 21- day assessment, at which point it was recommended that Kevin complete programming at YCC. During the time that Kevin was at YCC he learned respect and earned trust. Kevin completed the EQUIP program, Intensive Outpatient Drug and Alcohol Programming, Victim Impact Programming and earned his high school diploma. YCC gave Kevin the chance to work through his problems. Initially, Kevin didn't want to participate; he thought it was really stupid. The changes came slowly.

After eight months, Kevin was ready to leave the facility. Leaving was difficult as he had made some positive changes and things were going well. Going home meant leaving that all behind. Although he would remain in the custody of DJS, he was nervous, anxious and scared.

Upon arriving home, adjustment was difficult; however, Kevin's JCS made sure that the necessary supports were in place to assist with the transition and continue to address the needs identified in his case plan. Kevin completed six months of additional supervision in the community before his commitment with DJS ended. That time allowed for Kevin, his family, and his JCS to prepare him for a successful transition from supervision.

Like most youth who have received state correctional services, Kevin understands that without those days he wouldn't have the outlook on life that he has today. Without DJS and YCC, Kevin doesn't think he would have been able to get his life right.



## YCC EDUCATIONAL PROGRAMMING: MARMOT SCHOOL

A central focus of activity at the North Dakota Youth Correctional Center is educational programming. The junior high and high school is approved and accredited by the North Dakota Department of Public Instruction. In addition, the school has earned the highest level of accreditation recognized by the North Central Association Commission on Accreditation and School Improvement.

During the last academic year, educational staff worked with more than 30 different local school districts to gather the necessary information for student school admission. The following reflects a typical student profile upon admission:

### Student Profile at Admission

- ❖ Students arrive on average 3.02 grades behind their age group
- ❖ Approximately 30% of students have special education needs, compared to just under 13% statewide
- ❖ Students often have attended several different schools and experienced several out-of-home placements before arrival

Schedules are designed for each student utilizing transcripts from all schools the youth has attended, in addition to a review of the academic battery of tests given to all intake students.

Scheduling options include:

- Regular Education Required Courses
- Elective Courses
- Special Education
- Career and Technical Education
- General Education Development (GED)
- Work Experience

Students enrolled in a local school prior to their commitment to DJS receive assignments, textbooks and materials from their home schools. YCC teachers assist with and monitor completion of assignments. This allows students to earn hours towards credit completion from their local school. Students not previously enrolled in a local school are enrolled in YCC classes.

### Education Enhancement

Efforts have been made to enhance educational opportunities. These efforts have included implementing a program termed "Read Right" and an increased focus on improving writing skills.

The **Read Right Program** employs the constructivist theory within a concise reading module to be implemented within the program. YCC has a certified on-site trainer as well as three on-site tutors within this program. The program has demonstrated a high success rate, with 90% of the students that have completed the program testing 2+ grades higher and 95% reporting an improved attitude toward school.

Language Arts classes commit at least 2 class periods per week to the development of **writing skills**. A composition class has been added to the slate of electives. Students whose skills are below grade level Language Arts classes commit at least 2 class periods per week to the development of **writing skills**. A composition class has been added to the slate of electives. Students whose skills are below grade level are assigned a composition class. This composition class uses brain-researched methods of writing as well as spelling to achieve excellence. Of those students who have exited the course, 92% demonstrated using writing skills consistently on the post-test, compared to 31% on the pre-test.

### Enrichment Activities

Enrichment activities are encouraged for the development of well-rounded students and include:

- Veteran's Day Awareness
- Christmas Tea
- Real Life Fair
- Career Day
- Cultural Sharing Week
- Career and Technical Education Month
- Health and Awareness
- Myriad of Guest Speakers

Educational student services include a dynamic career development program and transitional support.

### Academic Success

The Staff are committed to improving each student's academic success. Three hundred and ninety-six (396) youth were served during the 2007-2008 school term by creating for each student a course of study which meets multiple individual needs.

Graduation culminates each school year in May. Families are invited to attend this celebration with their children who are sometimes the first in their family to graduate.

There are circumstances in which youth cannot finish their high school education or GED through YCC as they would no longer be eligible for foster care placement.

*"When I first got here, I wasn't really excited about school. But, I got down in gear and got serious about what I'm doing. Now, I'm taking my GED to learn how to be independent. So, when I get out on my own, I can have my own place and a steady job. What I'm doing and still learning here is using my Equip skills better, becoming more of a social person, and learning to live a positive life."*

Gerald S.



# **ASSESSMENT CENTER NORTH DAKOTA YOUTH CORRECTIONAL CENTER**

## **Assessment Center**

Designed to provide a centralized process of making informed decisions related to services and placement of delinquent youth through the use of screening tools, collateral information, and staff observation, the Center opened on August 1, 2008.

### **Goals:**

1. To provide a more comprehensive assessment of needs of juveniles referred to the Division of Juvenile Services.
2. To provide a more comprehensive treatment plan.
3. To improve case management and prevent future problem behaviors.
4. To make more efficient use of treatment resources.
5. To enable better monitoring for system performance.

## **Educational Services**

### **Testing**

- Test of Adult Basic Education (TABE)
- Grey Silent Reading Test (GSRT)
- Gates MacGinitie Reading Test (GATES)
- Local Essay Assessment
- Language Assessment Scale
- Peabody Picture Vocabulary Test (PPVT)
- Learning Styles Inventory

### **Getting Started**

- Home school schedule and transcripts requested
- Assessment Facilitator requests home school work
- Students attend an Orientation class
- Student schedules created for morning classes only (4 class periods)

### **Needs from Home School**

- Assignments from the student's teachers (generally only core courses)
- Textbooks and/or other materials needed to complete assigned work
- Completed work to be corrected and recorded by home school teachers
- Additional work sent when requested

### **What You Can Expect from YCC**

- All materials and assignments returned in a timely fashion
- A Transition Packet of student information

*"Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens." Marmot Schools*



# **“TRANSITIONING FOR SUCCESS”**

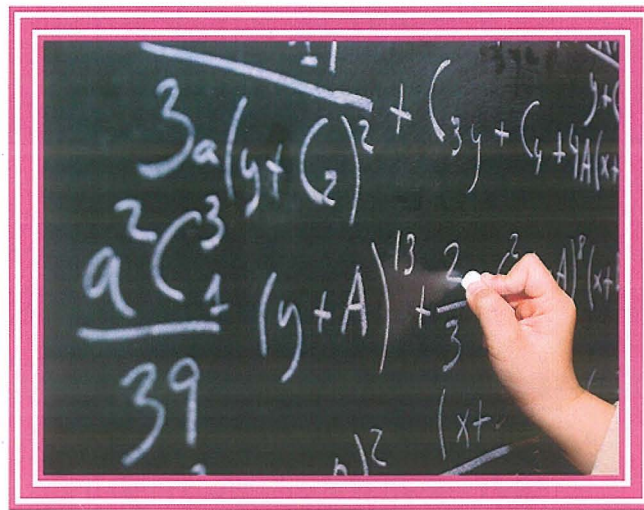
**North Dakota Youth Correctional Center**

**Marmot Schools**

**701 16<sup>th</sup> Avenue SW**

**Mandan, ND 58554**

**701-667-1400**



## **ASSESSMENT STUDENT TRANSITION PACKET**

**For more information contact:**

**Diane Schlosser**  
**Transition Coordinator**  
**[dmschlosser@nd.gov](mailto:dmschlosser@nd.gov)**  
**701-667-1471**

**“Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens.”**

***Marmot Schools***



701 16<sup>th</sup> Avenue SW  
Mandan ND 58554

Phone: 701-667-1471  
Fax: 701-667-1414

## Marmot Schools

"Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens".

**This Fax Contains:**



Better Choices, Brighter Future

**Transitional Information For:**

**Student Name**

<b>To:</b>	Student Records	<b>Agency:</b>	
<b>Fax:</b>		<b>Pages:</b>	
<b>From:</b>	Marmot High School	<b>Date:</b>	

• **Comments:** *Please share this information with all staff members that will be working with this student in order to assist in making the smoothest transition possible.*

If you have any questions please call.

Thanks,

Diane Schlosser

Telephone Number: 701-667-1471

This fax document contains confidential information and is intended for the use of the individual/agency named above. If the reader of this document is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this message is strictly prohibited. If you have received this communication in error, please immediately notify us by calling (701) 667-1400 and return the transmitted message to the above address via the U.S. Postal Service. Thank you.



# MARMOT SCHOOLS

701 16th Avenue Southwest – Mandan, North Dakota 58554 – (701) 667-1400 – Fax (701) 667-1414

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## To Whom It May Concern:

The following information has been developed by Marmot Schools in conjunction with North Central Association (NCA) Articulation Committee made up of teachers, principals and counselors from across the state of North Dakota.

The goal of this information is:

- 1) to help insure a smooth transition for the student
- 2) to help you prepare for the student and
- 3) to meet any unique needs the student may present

Please find enclosed the following items which have been checked:

- ☒ Item 1 Cover Letter – an explanation of the transitions packet and the adapted learning environment.  
**\*\* SUGGESTED RECIPIENT – administration, school counselor or registration personnel**
- ☒ Item 2 Withdrawal – an accounting of student's class status at the time they are leaving Marmot Schools.  
**\*\* SUGGESTED RECIPIENT – school counselor or registration personnel**
- ☒ Item 3 Current Class Schedule – a listing of the student's most recent classes at Marmot Schools.  
**\*\* SUGGESTED RECIPIENT – school counselor or registration personnel**
- ☐ Item 4 Transcript History – a listing of the student's academic credit achievement by year and school.  
**\*\* SUGGESTED RECIPIENT – school counselor or registration personnel**
- ☐ Item 5 Credit Summary – a listing of the student's academic credit achievement with credits grouped by requirements. **\*\* SUGGESTED RECIPIENT – school counselor or registration personnel**
- ☐ Item 6 Individualized Education Plan – Special Education or 504 records.  
**\*\* SUGGESTED RECIPIENT – special education case manager**
- ☒ Item 7 Testing Results – results of the Test of Adult Basic Education, Peabody Picture Vocabulary Test, and a Learning Styles Inventory.  
**\*\* SUGGESTED RECIPIENT – school counselor and/or classroom teacher(s)**
- ☒ Item 8 Teacher observations and student management suggestions, teacher comments and classroom strategies used. **\*\* SUGGESTED RECIPIENT – classroom teacher(s)**
- ☐ Item 9 Progress Reports – monthly report from the student's teachers on the student's progress.  
**\*\* SUGGESTED RECIPIENT – school counselor and/or classroom teacher(s)**
- ☐ Item 10 Immunization records. **\*\* SUGGESTED RECIPIENT – school nurse and/or cumulative file**
- ☐ Item 11 Birth Certificate. **\*\* SUGGESTED RECIPIENT – school nurse and/or cumulative file**
- ☒ Item 12 Teacher Contact Information. **\*\* SUGGESTED RECIPIENT – classroom teachers**

It has been recommended by the NCA/CASI Articulation Committee at Marmot Schools that you share the above information as appropriate in your school system.

If you have any questions, please contact Diane Schlosser, Transition Coordinator at Marmot Schools by using [dmschlosser@nd.gov](mailto:dmschlosser@nd.gov) or 701-667-1471.

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Dear Educator:

Marmot Junior/Senior High School is a *Transition School* that provides students with educational services while they are transitioning from school to school or placement to placement. As a transition school, we believe it is in the student's best interest to provide them with certain services unlike those they receive at most other schools throughout the state. Some of that information is listed here to assist you in better understanding the function of our school and to aide you in transitioning this student into your school system. ***We ask you to please share this information with all staff members that will be working with this student in order to assist them in making the smoothest transition possible.***

Students at Marmot Schools are part of an adapted learning environment. Many (though certainly not all) students who come to Marmot School are behind in school and/or have lower than average test scores for various reasons. It is one of our goals to assist them in regaining or gaining the knowledge they have missed. Several methods are used to help attain this learning goal:

- ◇ *No fail policy* – no failing grades are accepted, work is corrected until a passing grade is achieved.
- ◇ *Small class size* – class size is generally limited to 6 – 8 students.
- ◇ *School wide Title I/Special Education/Section 504* – all teachers provide the necessary accommodations so that all students receive Title I services and other assistance as identified based on student testing, an Individual Education Plan, a Section 504 Plan, or other means of assessment.
- ◇ *IAP Reports* – teachers routinely assess a student's strengths and needs in order to determine the areas a student needs to focus in order to be prepared to succeed.
- ◇ *Routine and structured environment* – students are held accountable to a clear set of rules while here with constant supervision at school and in the cottage with treatment staff members who serve in the "parent" role for students.
- ◇ *Treatment teams/20/20 Club* – all teachers' complete monthly progress reports that are reviewed by school and cottage staff members with the student. If students attain an average score of 20 in both the school and cottage (includes behavior and achievement), they qualify for the 20/20 Club. This information is posted in the school, certificates are given to students and they attend a pizza party for this exclusive group of students.

If we can do anything to help you to better understand the information included in this packet, please do not hesitate to contact the school. The contact information is included on the final page of this packet.

Sincerely,

Diane Schlosser  
Transitions Coordinator



# Withdrawal Information

## Marmot High/Junior High Schools

06/11/2009

Student Name: \_\_\_\_\_

Special Education: \_\_\_\_\_

Primary Diagnoses: ED

Secondary Diagnoses: \_\_\_\_\_

Percent of time in Special Education: monitoring--100 minutes

Subjects impacted: \_\_\_\_\_

Home School: Grand Forks

Home School District: Grand Forks

Responsible Special Education Unit: Grand Forks

Current IEP dates: 02/02/2008 to 02/02/2009

Last Comprehensive Date: 12/12/2006

30 day change of placement held on: 02/20/2009

☒ Current Assessment

☒ Consent for Placement

☒ Consent for Evaluation

<u>Subject</u>	<u>Credit</u>	<u>Daily Lessons</u>	<u>Hours</u>	<u>Letter Grade</u>	<u>Topics/Material Covered</u>
Physical Science	NC	2	4	0	Branches of Science wordsearch and definitions, Science World Magazine,
D English 9	NC	7	8	40	Roots, LAS, Acc. Use Computer, Library Survey & Tour, School WelcomePP (School Success Plan), You can be the person you dream to be, What Has School .... Do With It?,
Geography	NC	4	4	0	
H Pre-Algebra	NC	4	4	0	Chapter 1 Algebra and Whole Numbers,

A = 94% - 100%, B = 87% - 93%, C = 80% - 86%, D = 75% - 79%  
No failing grades are accepted, work is corrected until a passing mark is achieved.

N/C = No Credit, N/A = Not Applicable, P = Passing

Daily Lessons = 1 hours. worth of classroom work; 15hrs. = 1/8 (.125) credit, 30 = 1/4 (.25) credit, 45 = 3/8 (.375) credit, 60 = 1/2 (.5) credit, 75 = 5/8 (.625) credit, 90 = 3/4 (.75) credit, 105 = 7/8 (.875) credit, 120 = 1 (1.0) credit

Vocational Lab Science Daily Lessons; 19hrs. = 1/8 (.125) credit, 38 = 1/4 (.25) credit, 57 = 3/8 (.375) credit, 75 = 1/2 (.5) credit, 94 = 5/8 (.625) credit, 113 = 3/4 (.75) credit, 132 = 7/8 (.875) credit, 150 = 1 (1.0) credit



## CLASS SCHEDULE FOR

06/11/2009

Period	Class	Time	Room	Teacher Name
1	Physical Science	8:30 AM	208	Tim Meyer
2	H Pre-Algebra	9:20 AM	211	Daphne Heid
3	D English 9	10:10 AM	207	Becky Donovan
4	Geography	11:00 AM	203	Randy Rakowski
9	Recreation	5:45 PM	All	YCC Staff

**Schedule Effective as of: 02/20/2009**



**TEST SCORES FOR**

**TABE - Test of Adult Basic Education**

		Reading	Math -C	Math -A	Math -T	LANG - A	Total	Spell
Date:	Form:	D9			D9	D9		
02/17/2009	SS:	555	465	548	506	469	510	380
	GE:	8.2	4.8	8.0	6.0	3.2	5.7	3.5
	%:	69	31	71	52	29	52	14
SS-Standard Score		GE-Grade Equivalency		% -Percentile				

Comments:

Date:	Form:	D9			D9	D9		
10/09/2008	SS:	477	346	548	447	469	464	413
	GE:	4.5	2.5	8.0	4.2	3.2	3.9	4.3
	%:	31	5	71	24	29	26	20
SS-Standard Score		GE-Grade Equivalency		% -Percentile				

Comments:

**PPVT -Peabody Picture Vocabulary Test**

Testing Date: 10/09/2008      Chronological Age: 14.03  
Standard Score: 109      Percentile Rank: 73 %  
Age Equivalent: 17.05  
Comments: Scores in the high average range.

**Learning Styles Inventory**

Date: 10/09/2008

Social Learning Style: Group

Primary Learning Style: Auditory Language

Secondary Learning Style: Tactile Concrete



## EDUCATION BEHAVIORAL ASSESSMENT

NORTH DAKOTA DEPARTMENT OF CORRECTIONS AND REHABILITATION  
DIVISION OF JUVENILE SERVICES/YOUTH CORRECTIONAL CENTER  
SFN 58994 (01/09)

**Name of Juvenile:**

**Date:** 2/13/2009

*Scale: (1)-Needs Improvement; (2)-Average; (3)-Good; (4)-Excellent*

*N/A indicates inadequate time to evaluate*

Please clarify if a score of 1 is given

	Please put your initials in the first set of boxes								
	DH	RR	RJD	TM					
Conduct	3	3	2	2					
Attitude towards School	n/a	3	2	2					
Relations with Peers	n/a	3	2	2					
Follows Rules	3	3	2	2					
Cooperation with Staff	3	3	2	2					
Accepts Responsibility for Actions	n/a	n/a	n/a	n/a					
Ability to Stay on Task	n/a	n/a	1	1					
Demonstrates Initiative	n/a	3	1	1					
Amount of Production	n/a	3	2	1					

Comments: (Strengths, Effective Classroom Interventions; Explanation of a Score of 1).

RR: works well independently.

DH: I did not have in class long enough to make an accurate judgment in many of the areas.  
The two days he was here, he was cooperative and followed the rules.

RJD: was only in class two days, but had to be re-directed several times during the hour to get busy. He was not motivated because he said he was leaving the next day.

TM: was only in class for a couple days, but spent his time daydreaming. He needs reminders to stay on task. He made comments about leaving, as if he wouldn't have to work while he was here.



## **NDYCC/Marmot School Teacher Directory 2009-10**

**Gaylene Massey**

Administrator of Educational Services

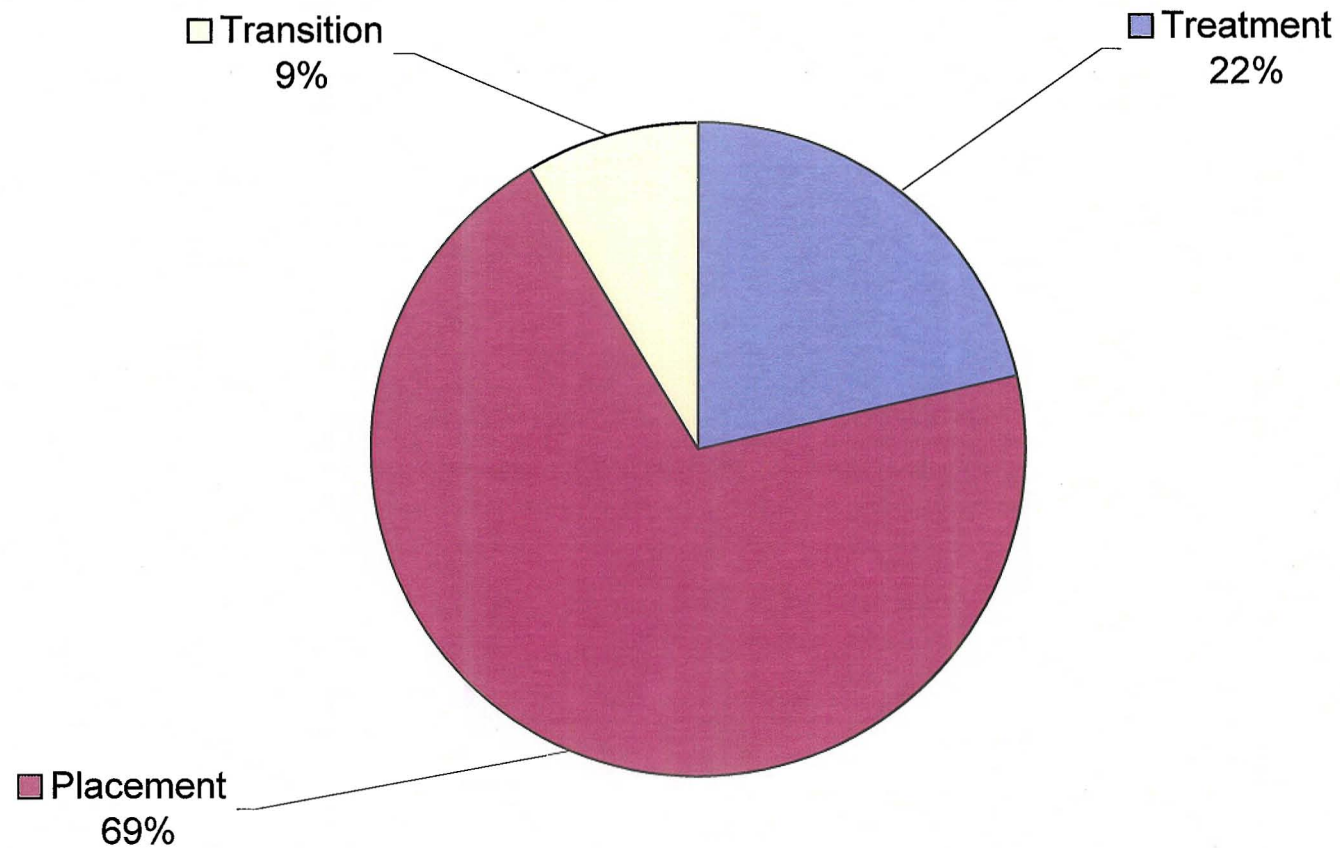
667-1402

[gmasey@nd.gov](mailto:gmasey@nd.gov)

<b>Teacher, Subject Area</b>	<b>Tel. #</b>	<b>Email Address</b>
<b>Diane Schlosser</b> , Transitions Coordinator	667-1471	<a href="mailto:dmschlosser@nd.gov">dmschlosser@nd.gov</a>
<b>Ann Keller</b> , Tester/Assessment Facilitator	667-1439	<a href="mailto:akeller@nd.gov">akeller@nd.gov</a>
<b>Andy Anderson</b> , Technology Education	667-1421	<a href="mailto:aanderson@nd.gov">aanderson@nd.gov</a>
<b>Mary Baird</b> , 9-12 English	667-1459	<a href="mailto:mbaird@nd.gov">mbaird@nd.gov</a>
<b>Keven Barstad</b> , Welding	667-1466	<a href="mailto:kbarstad@nd.gov">kbarstad@nd.gov</a>
<b>Rebecca Donovan</b> , English/Read Right	667-1475	<a href="mailto:rdonovan@nd.gov">rdonovan@nd.gov</a>
<b>Cindy Dykema</b> , Jr. High/Adult Ed/SMP	667-1450	<a href="mailto:cdykema@nd.gov">cdykema@nd.gov</a>
<b>Bill Fleck</b> , Mathematics/SMP	667-1480	<a href="mailto:bfleck@nd.gov">bfleck@nd.gov</a>
<b>Lori Fleck</b> , Family & Consumer Science	667-1436	<a href="mailto:lfleck@nd.gov">lfleck@nd.gov</a>
<b>Tania Gerving</b> , Special Education/Jr. High	667-1437	<a href="mailto:tgerving@nd.gov">tgerving@nd.gov</a>
<b>Daphne Heid</b> , Mathematics	667-1482	<a href="mailto:djheid@nd.gov">djheid@nd.gov</a>
<b>Ron Heid</b> , Building Trades	667-1410	<a href="mailto:rheid@nd.gov">rheid@nd.gov</a>
<b>Penny Hetletved</b> , Read Right/English	667-1445	<a href="mailto:phetletved@nd.gov">phetletved@nd.gov</a>
<b>Karen Hook</b> , Business Education	667-1434	<a href="mailto:khook@nd.gov">khook@nd.gov</a>
<b>Charlene Jones</b> , Art	667-1473	<a href="mailto:cjones@nd.gov">cjones@nd.gov</a>
<b>Jerry Kunrath</b> , Vehicle Maintenance	667-1420	<a href="mailto:jkunrath@nd.gov">jkunrath@nd.gov</a>
<b>Lenore Kuntz</b> , FACS/Health/Read Right	667-1489	<a href="mailto:lkuntz@nd.gov">lkuntz@nd.gov</a>
<b>Tim Meyer</b> , Science	667-1485	<a href="mailto:tmeyer@nd.gov">tmeyer@nd.gov</a>
<b>Randy Rakowski</b> , Social Studies	667-1481	<a href="mailto:rrakowski@nd.gov">rrakowski@nd.gov</a>
<b>Judy Ringgenberg</b> , Librarian	667-1479	<a href="mailto:jringgenberg@nd.gov">jringgenberg@nd.gov</a>
<b>Vic Sonneman</b> , School Counselor	667-1470	<a href="mailto:vnsonneman@nd.gov">vnsonneman@nd.gov</a>

*"Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens."*      **Marmot Schools**

## 2008-09 Assessment



■ Treatment ■ Placement ■ Transition



# MASTER SCHEDULE

## MARMOT SCHOOLS 2009-10 SCHOOL YEAR

	Period 1 8:30 -9:20	Period 2 9:20-10:10	Period 3 10:10-11:00	Period 4 11:00-11:50	Period 5 12:45-1:35	Period 6 1:35-2:25	Period 7 2:35-3:15	Period 8 3:20-4:45	Period 9 6:30-9:00
Andy Anderson	Technology Education Manufacturing Technology	Technology Education Manufacturing Technology	Technology Education Manufacturing Technology	Sub/Education Mgmt 117	7/8 Technology Education Manufacturing Technology	7/8 Technology Education Manufacturing Technology	<b>Teaming</b>		
Mary Baird	Sub/Education Mgmt 205	English 9-12	English 9-12	English 9-12	English 9-12	English 9-12	<b>Teaming</b>		
Keven Barstad	Welding I, II	Welding I, II	Welding I, II	Welding I, II	Welding I, II	Sub/Education Mgmt 115	<b>Teaming</b>		
Becky Donovan	English 9-12	Developmental Reading Remedial Reading	Sub/Education Mgmt 207	English Assessment	English 9-12	Developmental Reading Remedial Reading	<b>Teaming</b>		
Cindy Dykema	ABE	ABE	Sub/Education Mgmt 110	Math 6 Math 7 Math 8	SMP Social Studies	SMP English	<b>Teaming</b>		
Bill Fleck	Math Assessment	SMP Math	SMP Science	Sub/Education Mgmt 209	General Math, Consumer Math	Geometry, Pre-Algebra Algebra I, II	<b>Teaming</b>		
Lori Fleck	REAL	Sub/Education Mgmt 109	Parenting	Life Skills	Life Skills	REAL	<b>Teaming</b>		
Tania Gerving	English 6 English 7 English8 Composition	Soc. Studies 6 West Hemp 7 US History 8 ND History 8	Science 6 Life Science 7 Earth Science 8	LD/ED English/Social Studies	LD/ED Math/Science	Sub/Education Mgmt 204	<b>Teaming/ Special Ed</b>		
Daphne Heid	Computer Programming Geometry Algebra I, II	Consumer Math General Math Programming/Web	Consumer Math General Math	Pre-Algebra Algebra I Programming/Web	Sub/Education Mgmt 211	Tech Support	<b>Teaming/ School Improve.</b>		
Ron Heid	Sub/Education Mgmt 118	Building Trades I, II	Building Trades I, II	Building Trades I, II	Building Trades I, II	Building Trades I, II	<b>Teaming</b>		
Penny Hetletved	Developmental Reading Remedial Reading	Composition	Developmental Reading Remedial Reading	Developmental Reading Remedial Reading	Composition	Sub/Education Mgmt 201	<b>Teaming/ Title I NCA</b>		
Karen Hook	Keyboarding Desktop Pub. Computer App. Entrepreneurship General Business	Keyboarding Desktop Pub. Computer App. General Business Business Technology	Financial Literacy Business Technology Introduction to Computers Keyboarding	Sub/Education Mgmt 108	7/8 Keyboarding Desktop Pub. Computer App. Computers/Intro General Business	7/8 Keyboarding Desktop Pub. Computer App. Entrepreneurship General Business	<b>Teaming</b>		
Tim Meyer	Sub/Education Mgmt 208	Biology Ecology	Science Assessment	Physical Science Chemistry	Biology Ecology	Physical Science Chemistry	<b>Teaming</b>		
Charlene Jones	Multi-Cultural Art	Sub/Education Mgmt 120	Art I, II Advanced Art	Art I, II Advanced Art	7/8 Multi-Cultural 7/8 Art, Art I	7/8 Multi-Cultural 7/8 Art, Art I	<b>Teaming</b>		
Ann Keller	Testing	Testing	Testing	Sub/Education Mgmt 202	TO/Det/Assessment	TO/Det/Assessment	<b>Teaming</b>		
Jerry Kunrath	Vehicle General Maintenance & Repair	Vehicle General Maintenance & Repair	Vehicle General Maintenance & Repair	Vehicle General Maintenance & Repair	Sub/Education Mgmt 116	Vehicle General Maintenance & Repair	<b>Teaming</b>		
Lenore Kuntz	FACS I, II	Sub/Education Mgmt 112	Health I Health II	Developmental Reading Remedial Reading	Developmental Reading Remedial Reading	7/8 Health 7/8 FACS	<b>Teaming</b>		
Judy Ringgenberg	Orientation	Orientation	Library	Library	Sub/Education Mgmt 206	Library	<b>Teaming</b>		
Randy Rakowski	Geography US/World History	Social Studies Assessment	Sub/Education Mgmt 203	US/World History POD	World History Psychology	Geography US/World History	<b>Teaming</b>		
Vic Sonneman	Counseling	Counseling	Counseling	Counseling	Sub/Education Mgmt 114	Counseling	<b>Teaming</b>		
Phy. Ed EQUIP							Physical Educ. 6-12		
Shannon Huber							D & A IOP	D & A LOP	

8/24/2009

# **“TRANSITIONING FOR SUCCESS”**

**North Dakota Youth Correctional Center**

**Marmot Schools**

**701 16<sup>th</sup> Avenue SW**

**Mandan, ND 58554**

**701-667-1400**



## **STUDENT TRANSITION PACKET**

**For more information contact:**

**Diane Schlosser**

**Transition Coordinator**

**[dmschlosser@nd.gov](mailto:dmschlosser@nd.gov)**

**701-667-1471**

**“Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens.”**

***Marmot Schools***



701 16<sup>th</sup> Avenue SW  
Mandan ND 58554

Phone: 701-667-1471  
Fax: 701-667-1414

## Marmot Schools

"Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens".

This **Fax** Contains:



Better Choices, Brighter Future

**Transitional Information For:**

**Name of Student**

<b>To:</b>	Student Records	<b>Agency:</b>	
<b>Fax:</b>		<b>Pages:</b>	
<b>From:</b>	Marmot High School	<b>Date:</b>	

• **Comments:** Please share this information with all staff members that will be working with this student in order to assist in making the smoothest transition possible.

If you have any questions please call.

Thanks,

Diane Schlosser

Telephone Number: 701-667-1471

This fax document contains confidential information and is intended for the use of the individual/agency named above. If the reader of this document is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this message is strictly prohibited. If you have received this communication in error, please immediately notify us by calling (701) 667-1400 and return the transmitted message to the above address via the U.S. Postal Service. Thank you.

Dear Educator:

Marmot Junior/Senior High School is a *Transition School* that provides students with educational services while they are transitioning from school to school or placement to placement. As a transition school, we believe it is in the student's best interest to provide them with certain services unlike those they receive at most other schools throughout the state. Some of that information is listed here to assist you in better understanding the function of our school and to aide you in transitioning this student into your school system. *We ask you to please share this information with all staff members that will be working with this student in order to assist them in making the smoothest transition possible.*

Students at Marmot Schools are part of an adapted learning environment. Many (though certainly not all) students who come to Marmot School are behind in school and/or have lower than average test scores for various reasons. It is one of our goals to assist them in regaining or gaining the knowledge they have missed. Several methods are used to help attain this learning goal:

- ◊ *No fail policy* – no failing grades are accepted, work is corrected until a passing grade is achieved.
- ◊ *Small class size* – class size is generally limited to 6 – 8 students.
- ◊ *School wide Title I/Special Education/Section 504* – all teachers provide the necessary accommodations so that all students receive Title I services and other assistance as identified based on student testing, an Individual Education Plan, a Section 504 Plan, or other means of assessment.
- ◊ *IAP Reports* – teachers routinely assess a student's strengths and needs in order to determine the areas a student needs to focus in order to be prepared to succeed.
- ◊ *Routine and structured environment* – students are held accountable to a clear set of rules while here with constant supervision at school and in the cottage with treatment staff members who serve in the "parent" role for students.
- ◊ *Treatment teams/20/20 Club* – all teachers' complete monthly progress reports that are reviewed by school and cottage staff members with the student. If students attain an average score of 20 in both the school and cottage (includes behavior and achievement), they qualify for the 20/20 Club. This information is posted in the school, certificates are given to students and they attend a pizza party for this exclusive group of students.

If we can do anything to help you to better understand the information included in this packet, please do not hesitate to contact the school. The contact information is included on the final page of this packet.

Sincerely,

Diane Schlosser  
Transitions Coordinator



# Withdrawal Information

## Marmot High/Junior High Schools

07/29/2008

Student Name: [REDACTED]

Special Education:

<u>Subject</u>	<u>Credit</u>	<u>Daily Lessons</u>	<u>Hours</u>	<u>Letter Grade</u>	<u>Topics/Material Covered</u>
EQUIP Weising	N/A	41	60	97.5	Unit 10/Responding constructively to failure,Unit 2/Dealing w/ someone sad or upset,Unit 1/Expressing a Complaint Constructively,Unit 4/Keeping out of Fights,Unit 3/Dealing constructively with peer pressure,Unit 6/Preparing for a stressful conversation,Phase 1 Group Completion,Unit 7/Dealing const. w/ someone angry at you,Unit-8/Expressing Care and Appreciation,Unit 9/Dealing w/ someone accusing you,Unit 5/Helping Others.
Composition	1/4 Credit	30	30	92.667	Pre-Eval & Prep Intro,Intro to Self,sv, conj sv rule patterns,Prep Identities,Spell Right,Legend/Story Telling Project,Prep Analysis,Change to be made...essay,Children Book Writing.
B English 12	1/2 Credit	65	65	93.273	Night,Study Unit: Babette's Feast,Down But Not Out,Book and Book Report: Sparrow Hawk Red,Report: Bugati Veron,Report: Toyota Supra,Grammar 12: Review:Parts of Speech,Study Unit: Elmer Gantry,Research Paper: Ferrarris,Study Unit: Friendly Persuasion,My Life Story,Study Unit: Inherit the Wind,Study Unit: Jackson Pollock,Book and Book Report: Secrets in the Shadows,Report: Obama v McCain,
12 Physical Education	3/8 Credit	48	48	93	
Computer Applications	1/4 Credit	38	38	95.4	Test/Review Keyboard,Lesson 4W Format and Edit Documents,Lesson 1W Create and Print Documents,Lesson 2W Open and Edit Documents,Lesson 3W Text Alignments and Enhancements,Lesson 6W Work with Multiple-Page Documents,

A = 94% - 100%, B = 87% - 93%, C = 80% - 86%, D = 75% - 79%  
No failing grades are accepted, work is corrected until a passing mark is achieved.

N/C = No Credit, N/A = Not Applicable, P = Passing

Daily Lessons = 1 hours. worth of classroom work; 15hrs. = 1/8 (.125) credit, 30 = 1/4 (.25) credit, 45 = 3/8 (.375) credit, 60 = 1/2 (.5) credit, 75 = 5/8 (.625) credit, 90 = 3/4 (.75) credit, 105 = 7/8 (.875) credit, 120 = 1 (1.0) credit

Vocational Lab Science Daily Lessons; 19hrs. = 1/8 (.125) credit, 38 = 1/4 (.25) credit, 57 = 3/8 (.375) credit, 75 = 1/2 (.5) credit, 94 = 5/8 (.625) credit, 113 = 3/4 (.75) credit, 132 = 7/8 (.875) credit, 150 = 1 (1.0) credit

# CLASS SCHEDULE FOR [REDACTED]

07/17/2008

Period	Class	Time	Room	Teacher Name
1	Relevant Education for Adu	8:30 AM	109	Lori Fleck
2	H Algebra I	9:20 AM	211	Daphne Heid
3	B English 10	10:10 AM	205	Mary Baird
4	Computer Applications	11:00 AM	108	Karen Hook
5	Biology	12:45 PM	208	Tim Meyer
6	Composition	1:35 PM	201	Penny Hetletved
7	R US History	2:25 PM	203	Randy Rakowski
8	EQUIP Wutzke	4:00 PM	Hick	Rick Wutzke
11	Recreation	8:00 PM	All	YCC Staff
11	10 Physical Education	8:00 PM	Gym	Matt Nelson

Schedule Effective as of: 07/11/2008



# STUDENT TRANSCRIPT

Name: [REDACTED]

DOB: [REDACTED]

Year: 2006-07 School: Marmot High School

Grade: 10

Enroll Date: 06/13/2006 Withdrawal Date: 10/05/2006

Non-Credited Classes:

<u>Course Description</u>	<u>Grades</u>	<u>Credit Earned</u>
Physical Education 9	A	0.125
Pre-Algebra	A	0.125
		Credit Earned: 0.250
		Years GPA: 3.250

Year: 2006-07 School: Dakota Memorial High School

Grade: 11

Enroll Date: Withdrawal Date:

Non-Credited Classes:

<u>Course Description</u>	<u>Grades</u>	<u>Credit Earned</u>
US History	B	0.500
World History	C	0.500
Biology	B	0.500
Manufacturing Technology	B	0.500
Found Tech	B	0.500
Welding	C	0.500
Fiction	C	0.500
		Credit Earned: 3.500
		Years GPA: 2.571

Year: 2006-07 School: Marmot High School

Grade: 11

Enroll Date: 01/30/2007 Withdrawal Date: 02/21/2007

Non-Credited Classes:

<u>Course Description</u>	<u>Grades</u>	<u>Credit Earned</u>
English 11	B B	1.000
Physical Education 11	B	0.250
		Credit Earned: 1.250
		Years GPA: 3.000

# STUDENT TRANSCRIPT

Name: [REDACTED]

DOB: [REDACTED]

Year: 2007-08

School: Marmot High School

Grade: 12

Enroll Date: 08/30/2007 Withdrawal Date:

Non-Credited Classes:

<u>Course Description</u>	<u>Grades</u>	<u>Credit Earned</u>	
Keyboarding	A	0.500	
Physical Education 12	B	0.375	
Problems of Democracy	C	0.500	
Vehicle Maint. & Rep.	B	0.250	
		Credit Earned:	1.625
		Years GPA:	3.000
		Cumulative Credit Earned:	22.88 GPA: 1.965

Graduated on 10/12/2007

School Official

A = 94% - 100%, B = 87% - 93%, C = 80% - 86%, D = 75% - 79%



# STUDENT TRANSCRIPT

Name: [REDACTED]

DOB: [REDACTED]

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Science	Credit Earned Sub Total:	2.000
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<u>Physical Ed</u>	<u>Grades</u>	<u>Credit Earned</u>
Skating	A	0.250
Physical Education 12	B	0.375
Phy Ed/Health	B B	1.000
Physical Education 11	B	0.250
Physical Education 9	A	0.125

Physical Ed	Credit Earned Sub Total:	2.000
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<u>Electives</u>	<u>Grades</u>	<u>Credit Earned</u>
Religion 9	B B	1.000
Vehicle Maint. & Rep.	B	0.250
Art Chess	A	0.250
Religion 10	D D	1.000
Art II	C C	1.000
Spanish I	D D	1.000
Rel. Living for Adult Ed.	B	0.500
Keyboarding	A	0.500
Vehicle Gen Maint & Repair	B B	0.750
Manufacturing Technology	B	0.500
Found Tech	B	0.500
Welding	C	0.500
Agriculture Mechanics	PASS	0.500
Personal Finance	C D	1.000

Electives	Credit Earned Sub Total:	9.250
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Cumulative Credit Earned:	22.875
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TEST SCORES FOR \_\_\_\_\_

**PPVT -Peabody Picture Vocabulary Test**

Testing Date:	06/13/2006	Chronological Age:	15.10
Standard Score:	108	Percentile Rank:	70 %
Age Equivalent:	19.01		
Comments:	Scores in the moderately high range.		

**Learning Styles Inventory**

Date: 06/13/2006

Social Learning Style: Group

Primary Learning Style: Auditory Language

Secondary Learning Style:



Teacher Name: [REDACTED]

Subject: Welding Tech 1

Date Completed:

Describe effective classroom interventions used with this student. One on one help when needed.

Describe the student's classroom behavior. Well behaved

Identify the student's strengths. Self motivated and good eye hand coordination

List any areas of need that still require remediation.

Additional Accommodations. Please refer to the correlating numbered accommodation.

0 0 0 0 0 0

**Selected Accommodations:** One-on-one instruction. \*Small class size \*Individualized lesson plans. \* In school time out available. \*No fail policy (assignments are redone until a passing mark is gained).

**Additional Accommodations (Daily Assignments)**

1. Highlighted textbook
2. Adapted modified worksheets/assignments
3. Adjustment of time for assignments
4. "Framing" for written assignments, reports, from tests/assignments essay questions
5. Pre-teaching: vocabulary or concepts
6. Assignments presented orally
7. Student dictates responses from tests/assignments
8. Calculators or tables used for math computations
9. Alternate assignments
10. Teacher-directed drill/practice/review
11. Giving option to give reports orally rather than written
12. Giving a student a lecture outline to complete during lecture
13. Copy of notes provided
14. Giving student a copy of teachers' notes with key words left out for student to fill in during lecture
15. Adjustment of time for tests
16. Re-test option
17. Test presented orally
18. Student dictates responses from tests/assignments
19. Reducing number of responses from tests/assignments
20. Giving a word bank for completion and short answer questions
21. Breaking matching questions down into shorter sections of 5-10 questions
22. Open book tests (other)
23. Placement in room
24. Peer tutoring

# Student Progress Report

07/17/2008

**Period**    **Student:** [REDACTED]    **Cottage:** Maple    **Counselor:** LeAnn Kahl

**1**    **Subject:** Art    **Start/Restart:** 02/22/2008    **Total Lessons:** 75  
**Average Grade:** 95  
**Attended:** 72 days out of 83 possible days    **Total Hrs:** 76  
**Excused absences:** 8    **Unexcused absences:** 3    **Teacher Name:** Charlene Jones

Score Date	Achvmnt	Effort	Attitude	Amt. Prod.	Conduct	Rel.Tea.	Rel.Stu.	Pro.Total
03/03/2008	4	4	4	4	0.00	4	4	24

**Period**    **Student:** [REDACTED]    **Cottage:** Maple    **Counselor:** LeAnn Kahl

**1**    **Subject:** Adult Basic Education    **Start/Restart:** 11/21/2007    **Total Lessons:** 73  
**Average Grade:** 78  
[REDACTED] has only the math and the writing exams left to take. [REDACTED] shows initiative by taking GED work back to the building. She asks questions when she needs help. Keep up the hard work.  
**Attended:** 54 days out of 59 possible days    **Total Hrs:** 70  
**Excused absences:** 1    **Unexcused absences:** 4    **Teacher Name:** Cindy Dykema

Score Date	Achvmnt	Effort	Attitude	Amt. Prod.	Conduct	Rel.Tea.	Rel.Stu.	Pro.Total
01/28/2008	3	3	3	3	2.56	3	2	20

**Period**    **Student:** [REDACTED]    **Cottage:** Maple    **Counselor:** LeAnn Kahl

**1**    **Subject:** Art    **Start/Restart:** 02/22/2008    **Total Lessons:** 75  
Keep up the good stuff.    **Average Grade:** 95  
**Attended:** 72 days out of 83 possible days    **Total Hrs:** 76  
**Excused absences:** 8    **Unexcused absences:** 3    **Teacher Name:** Charlene Jones

Score Date	Achvmnt	Effort	Attitude	Amt. Prod.	Conduct	Rel.Tea.	Rel.Stu.	Pro.Total
04/21/2008	4	4	4	3	3.06	4	4	26

**Period**    **Student:** [REDACTED]    **Cottage:** Maple    **Counselor:** LeAnn Kahl

**2**    **Subject:** Computer Programming/Web Design    **Start/Restart:** 02/22/2008    **Total Lessons:** 120  
[REDACTED] is doing well and is motivated to get to college and move on. :) Be confident, girl!    **Average Grade:** 95  
**Attended:** 115 days out of 132 possible days    **Total Hrs:** 122  
**Excused absences:** 14    **Unexcused absences:** 3    **Teacher Name:** Daphne Heid

Score Date	Achvmnt	Effort	Attitude	Amt. Prod.	Conduct	Rel.Tea.	Rel.Stu.	Pro.Total
06/20/2008	4	3	4	3	3.59	3	3	24



# Student Progress Report

07/17/2008

**Period**      **Student:** [REDACTED]      **Cottage:** Maple      **Counselor:** LeAnn Kahl

6      **Subject:** B English 10      **Start/Restart:** 12/22/2006      **Total Lessons:** 54  
 You are off to a great start!      **Average Grade:** 94  
**Attended:** 54 days out of 59 possible days      **Total Hrs:** 54  
**Excused absences:** 1      **Unexcused absences:** 4      **Teacher Name:** Mary Baird

<u>Score Date</u>	<u>Achvmnt</u>	<u>Effort</u>	<u>Attitude</u>	<u>Amt. Prod.</u>	<u>Conduct</u>	<u>Rel.Tea.</u>	<u>Rel.Stu.</u>	<u>Pro.Total</u>
11/21/2007	4	3	3	3	4.00	3	3	23

**Period**      **Student:** [REDACTED]      **Cottage:** Maple      **Counselor:** LeAnn Kahl

7      **Subject:** Biology      **Start/Restart:** 12/08/2006      **Total Lessons:** 77  
 Good job using your time wisely and avoiding distractions. Keep working hard and asking questions when-you-need-help.      **Average Grade:** 92  
**Attended:** 82 days out of 94 possible days      **Total Hrs:** 82  
**Excused absences:** 5      **Unexcused absences:** 7      **Teacher Name:** Tim Meyer

<u>Score Date</u>	<u>Achvmnt</u>	<u>Effort</u>	<u>Attitude</u>	<u>Amt. Prod.</u>	<u>Conduct</u>	<u>Rel.Tea.</u>	<u>Rel.Stu.</u>	<u>Pro.Total</u>
01/25/2008	3	4	4	3	3.05	4	3	24

**Period**      **Student:** [REDACTED]      **Cottage:** Maple      **Counselor:** LeAnn Kahl

12      **Subject:** 10 Physical Education      **Start/Restart:** 11/17/2006      **Total Lessons:** 52  
**Average Grade:** 89  
**Attended:** 47 days out of 47 possible days      **Total Hrs:** 52  
**Excused absences:** 0      **Unexcused absences:** 0      **Teacher Name:** Matt Nelson

<u>Score Date</u>	<u>Achvmnt</u>	<u>Effort</u>	<u>Attitude</u>	<u>Amt. Prod.</u>	<u>Conduct</u>	<u>Rel.Tea.</u>	<u>Rel.Stu.</u>	<u>Pro.Total</u>
11/26/2007	3	3	3	3	3.00	3	3	21

**Grand Totals:**      123      114      118      109      108.246      122      105

## **NDYCC/Marmot School Teacher Directory 2009-10**

**Gaylene Massey**

Administrator of Educational Services

667-1402

[gmasey@nd.gov](mailto:gmasey@nd.gov)

<b><u>Teacher, Subject Area</u></b>	<b><u>Tel. #</u></b>	<b><u>Email Address</u></b>
<b>Diane Schlosser</b> , Transitions Coordinator	667-1471	<a href="mailto:dmschlosser@nd.gov">dmschlosser@nd.gov</a>
<b>Ann Keller</b> , Tester/Assessment Facilitator	667-1439	<a href="mailto:akeller@nd.gov">akeller@nd.gov</a>
<b>Andy Anderson</b> , Technology Education	667-1421	<a href="mailto:aanderson@nd.gov">aanderson@nd.gov</a>
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<b>Keven Barstad</b> , Welding	667-1466	<a href="mailto:kbarstad@nd.gov">kbarstad@nd.gov</a>
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*"Our mission is to provide student-centered educational opportunities which challenge all students to reach their potential and to become responsible citizens." Marmot Schools*



# Guide to Read Right Data

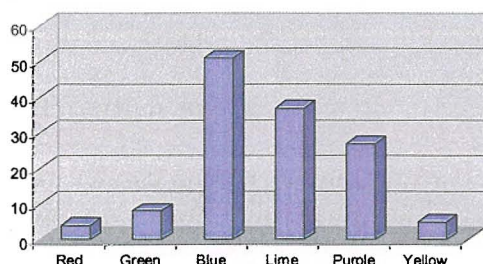
There are six levels within Read Right. Each level is categorized as a color. Each color represents two to three grade levels within the color with three text complexities existing per color category.

The “rough” break down of the color and grade levels are:

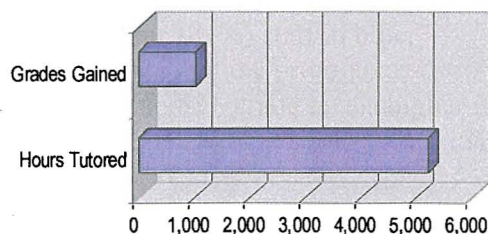
- Red ~ 1<sup>st</sup> to 2<sup>nd</sup> Grade
- Green ~ 3<sup>rd</sup> to 4<sup>th</sup> Grade
- Blue ~ 5<sup>th</sup> to 7<sup>th</sup> Grade
- Lime ~ 8<sup>th</sup> to 10<sup>th</sup> Grade
- Purple ~ 11<sup>th</sup> to 12<sup>th</sup> Grade
- Yellow ~ Post High School

*Graduation isn't based on age and the equivalent color. Graduation is based on when a student reaches a point of reading excellently consistently and has entered text where he doesn't know a good portion of the vocabulary. Since many of these students have spent a good portion of their years hindered by reading, they in turn are very behind in vocabulary. That will be built over time with their reading symptoms now eliminated.*

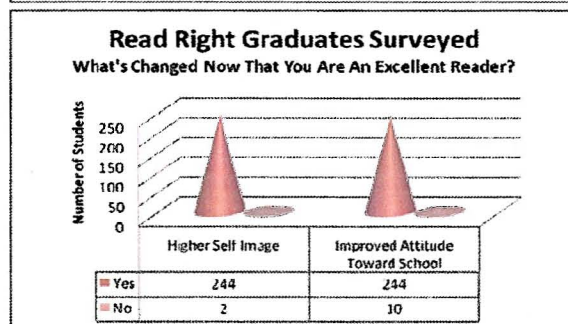
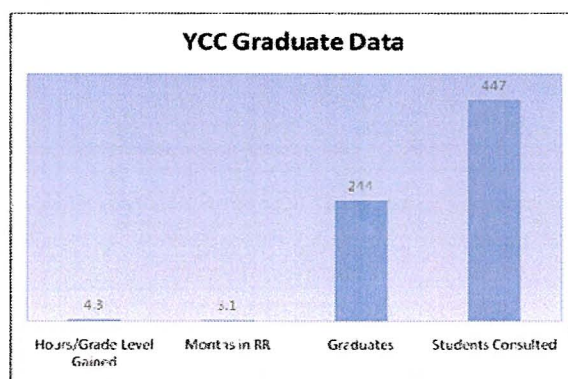
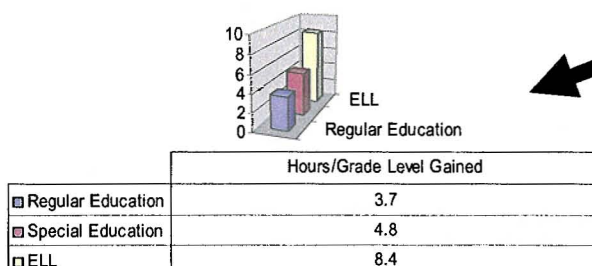
- Most of YCC's students (81%) start in blue.
- 244 students have graduated the program as excellent readers.
- 90% of completers tested 2+ grade levels higher than their starting point.
- 71% of completers tested post high school (PHS) level on the GATES reading comprehension test upon becoming an excellent reader.



Since October 2005...



Hours Per Grade Level Gained



**National Average is 11.4 hours/grade level gained for regular education and 14.9 hours/grade level gained for special education students.**