

**Complete End of Year
District Demographics
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Race/Ethnicity	Total Enrollment 278	
	Count	Percent
American Indian	251	90.3%
Asian	1	0.4%
Black	1	0.4%
White	25	9.0%

Gender	Total Enrollment 278	
	Count	Percent
F	90	32.4%
M	188	67.6%

Disability	Total Enrollment 278	
	Count	Percent
ASD	12	4.3%
DCD Mild	26	9.4%
DCD Severe	6	2.2%
DD	28	10.1%
DHH	2	0.7%
EBD	100	36.0%
OHD	26	9.4%
PI	1	0.4%
S/LI	28	10.1%
SLD	47	16.9%
SMI	1	0.4%
TBI	1	0.4%

Part B Special Ed Enrollment 270		
	Count	Percent
American Indian	245	88.1%
Asian	1	0.4%
Black	1	0.4%
White	23	8.3%

Part B Special Ed Enrollment 270		
	Count	Percent
F	88	31.7%
M	182	65.5%

Part B Special Ed Enrollment 270		
	Count	Percent
ASD	12	4.3%
DCD Mild	26	9.4%
DCD Severe	6	2.2%
DD	20	7.2%
DHH	2	0.7%
EBD	100	36.0%
OHD	26	9.4%
PI	1	0.4%
S/LI	28	10.1%
SLD	47	16.9%
SMI	1	0.4%
TBI	1	0.4%

Part C Special Ed Enrollment 8		
	Count	Percent
American Indian	6	2.2%
White	2	0.7%

Part C Special Ed Enrollment 8		
	Count	Percent
F	2	0.7%
M	6	2.2%

Part C Special Ed Enrollment 8		
	Count	Percent
DD	8	2.9%

**Complete End of Year
General District Information
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Date of next MDE validation:

**Complete End of Year
General District Information
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Significant District Changes:

Cass Lake - Bena Independent School District (ISD) #115 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Cass Lake - Bena ISD #115 . MDE Division of Compliance and Assistance completed an on-site validation visit October 2-5, 2006. A preliminary findings memo was sent in December 2006 identifying individual student issues. 100% of individual citations have been corrected and reviewed/approved by the state. The district has reviewed MDE's final report dated January 28, 2009. Cass Lake - Bena District was scheduled for MDE Compliance Review in March of 2009. As part of the 2008-2009 Special Education Compliance Review, Cass Lake - Bena Independent School District submitted the following data elements: Parent Stakeholder surveys, file review of student record, longitudinal record reviews, and the special education director interview form. Parent surveys were mailed in April of 2009. The record review was completed April 6, 2009. The district is working on the 100% correction process.

Trends within the District:

The general education population has increased to 1053 students during the 2007-2008 school year. Enrollment has not been this high since the 2002-2003 school year. The special education population has also increased from 15% (2002-2003) to 23% (2007-2008).

Significant Events/Programs in the District:

Cass Lake-Bena district has established district goals to focus on continuous improvement of student achievement by providing for and promoting academic excellence and achievement, improving student attendance, providing a safe, respectful environment for students and staff, decreasing drop out rates, and promoting family involvement. The district has implemented or is in the process of implementing several programs in the district to address these goals. Some of the programs implemented include:

Student Achievement / Attendance

*District wide NWEA MAP testing is used to obtain benchmarks on student progress in reading and math. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building. Currently the elementary and middle school benchmark three times a year: fall, winter, and spring.

*Reading First Training for teachers in Gr. K-4 on best practices in teaching reading has been ongoing for four years-three years under the grant and the additional fourth year in 2008-2009 as a result of 100% teacher support of the program.

*Reading Recovery is a program focused on reading instruction of at risk first graders. The district will continue to provide two full time teachers committed to this program in the 2009-2010 school year.

*Early Intervention Reading was implemented in 2007-2008 for students in first and second grade. These intervention reading groups will continue in the 2009-2010 school year.

*Leveled Literacy Instruction is used at the 1st and 2nd grade levels.

*Early Reading First, "Curiosity Corner," offers every day preschool to 3 & 4 yr olds plus summer programming.

*Education City is used at the K-4 level.

*Study Island is available for students K-12.

- *Aimsweb training will be provided to the elementary teachers in August of 2009. This computerized program will give bench marks and progress monitoring of students in need of remediation.
- *Elementary staff have been assigned to Professional Learning Community teams for the 2009-2010 school year. These teams will focus on the following types of topics: Reading/Language Arts instructional strategies and interventions, Math instructional strategies and interventions, technology use, curriculum alignment, Response to Intervention (RTI), Responsive Classroom, mentoring, data analysis, and Second Step character education.
- *John Hopkins Grant provides instructional strategies training for general and special education teachers in reading and math at the middle school. This support from John Hopkins was ongoing in 2008-2009 as part of the district's AYP plan.
- *Aligning textbooks with state standards and using supplemental material to cover where the text book is lacking instruction.
- *Gateway to Technology (GTT) provides 5th - 8th graders technology instruction.
- *Project Lead the Way integrates Science, Math, and Technology for 9th-12th grade students through hands on project/problem based learning that adds rigor to traditional technical programs and relevance to traditional academics. Elective courses are now offered through Project Lead the Way.
- *State Professional Development Grant - Student Team Literacy provided students grades 9-12 with intense Language Arts instruction to improve students' achievement and decrease student drop out rates. Language Arts instructors, including special education teachers, received training and coaching on teaching Language Arts during the 2008-2009 school year. The district is reapplying for further funding.
- *Experiential Learning (EL). Alternative program for grades 7-12 focuses on learning through experiences.
- *Title I Schoolwide Project at the elementary and middle school provides students with paraprofessional support.
- *Attendance incentives at all grade levels.
- *Elementary Targeted Services provides summer school for the months of June in 2008 and 2009. Students were provided transportation.
- *Accelerated Reading and Accelerated Math is used in the elementary and middle school to supplement general education and special education curriculum in reading and math.
- *Read Naturally, a high interest reading series, is used for identified students in grades 5-8.
- *Alternative Learning Center (ALC) hosts credit recovery courses during the academic year and during the summer.
- *Young Parents Program at the ALC allows students with infants and toddlers to learn about parenting and to improve achievement and attendance.
- *ALC provides academics for the Leech Lake Youth Build Program. This program for Juniors, Seniors, and young adults integrates academics with a building trades work program.
- *Elementary teachers grades K-2 will be training during the summer of 2009 on Cognitive Guided Instruction to enhance math instruction.

* The district has a full time K-12 literacy coordinator who works closely with the district's testing/grant coordinator.

*During the 2009-2010 school year, the district will provide a .5 FTE Technology Integrationist at the middle school level to integrate technology into the classroom.

*E2T2 Grant provided 4 elementary classrooms with a mounted SMART board, mounted LCD projector, laptop computer, and 48 hours of Technology Integration Staff Development with the goals of increasing student engagement, improving student achievement, and building technology and information literacy skills. The district is investigating purchasing SMART boards for classrooms across the district

During the 2009-2010 school year, the elementary will have two Minnesota Reading Core Tutors; one for Pre-K and the other to serve the K-3 population.

*District Data Retreats are scheduled periodically throughout the year to help the district make data driven decisions.

*The district will begin a Native American Elder mentoring program during the 2009-2010 school year in which student who have attendance concerns are provided with the mentoring support of a Native American elder.

Safe, Respectful Environment

*Responsive Classroom grades K-4 and Developmental Design grades 5-8 is used to combine the teaching of social and academic skills in a manner that is respectful of children's developmental needs at different ages.

*At the elementary school a violence prevention instruction program, Second Step, has been used within limited classrooms. During the 2009-2010 school year this program will be utilized throughout the elementary and the middle school on a weekly basis to create a safer more respectful learning environment.

*Youth Frontiers come and do a team building and social skills training event each year at the middle school and for grade 4 at the elementary.

*School resource officers have been available at the middle school, high school, and ALC. These liason officers may help with programs such as DARE and other such drug prevention programs. They also build positive relationships with students for a safer school climate.

*Boys Town Model of corrective teaching is used at the ALC.

*Aateshing program-New Beginnings Sober School Program is offered at the ALC.

*The weekly advisee/advisor time allows for the use of the "Expanding the Circle" curriculum. This not only helps students connect with an adult in the building, it also teaches to specific skills.

Family Involvement

*Parent/Summer Newsletter for elementary students.

*Family fun night is held monthly at the ALC.

*Board approved the Family Involvement Policy in 2008.

*STAR Project promotes assistance for Native students and families in transition from high school to post-secondary institutions. Students have the opportunity to earn college credit during the summer.

*Indian Education representatives attend SST meetings and IEP meetings. They assist in parent communication, cultural activities, class trips, lunch bunches, and attendance issues. They provide incentives to promote attendance and positive behavior.

*The Parent Alert System Service provides an automated phone system to notify families of important events and weather related announcement.

Process to develop the Mission and Belief statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership with input from the field and the Board at the annual meeting held each April. To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report.

Mission:

The mission of Cass Lake-Bena School is to provide a comprehensive, quality education in a safe environment for all.

As a Special Education Cooperative serving its member districts, the BRIC brings an addition to the mission statement. This is:

To provide leadership to the BRIC member school districts to ensure the provision of appropriate and comprehensive quality services to all learners with identified disabilities.

Has your Mission Statement changed?

Y

Rationale for changing the Mission Statement:

To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report, along with it's special education cooperative mission statement.

Belief Statements:

Everyone can learn. Learning is for everyone.

All learners need to be educated in the least restrictive environment, regardless of race, culture, environment, socioeconomic status or disability.

All learners have unique instructional needs.

Rights of parents and learners must be assured.

A multi-disciplinary approach best meets the unique needs of learners.

Interagency services should be encouraged as needed.

Continuous evaluation of special education services is necessary so the corrective action can be taken when appropriate

Process to develop the goal statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership with input from the field and the Board at the annual meeting held each April. To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report.

Goal statements:

**Complete End of Year
General District Information
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Leadership Team Selection Process:

The Leadership Team was identified as part of the original IDEA implementation planning process in February 1999. Team members were selected by their member districts and change as deemed appropriate by the member district. BRIC membership includes the director of special education, the coordinator and the school psychologists. This year additional team members have been added including building principals, special education teachers, Title I coordinator, and the grant/testing coordinator.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	3	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	3	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Tapper	Deb	Special Education Teacher	3	Development, implementation, evaluation of process
Glynn	Brian	Psychologist	3	Review data, make recommendations, implement
Haasch	Patti	Principal	3	Review AYP data; align CIMP w/School Improvement
Hadrava	Clyde	Principal	3	Review AYP Data, align CIMP w/ School Improvement
Knutson	Pernell	Principal	3	Review AYP data, align CIMP w/ School Improvement
Sargent	Janice (Jay)	Special Education Teacher	3	Develop, implement, evaluate process
Coumbe-Guida	Sarah	Special Education Teacher	3	Develop, implement, evaluate process
Henderson	Gail	Early Childhood Special Education Tea	3	Develop,implement, and evaluate process
Hoffman	Vicky	Other	3	Gather/Analyze data & develop goal
Lehman	Rachael	Other	3	Gather/Analyze data & goal development

**Complete End of Year
General District Information
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

How parents and community are involved in the MNCIMP:SR planning and analysis:

The MNCIMP:SR Leadership team will present the SR report to the Cass Lake - Bena Leadership Team and the Local Indian Education Committee during the 2009-10 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis will be shared with these groups and input will be sought relative to action planning.

How the MNCIMP:SR status is communicated to parents and the community:

CIMP activities are reported to the BRIC board on a regular basis. MN CIMP information and reports are posted on the BRIC website for anyone in the community to view. Membership districts of BRIC are encouraged to provide a link from district website to BRIC website to provide for more efficient access to MNCIMP status.

**Complete End of Year
Current Action Plan
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Complete End of Year
Current Action Plan
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and good program evaluation.

Desired Outcome:

Maintain 100% compliance

Strategies:

Continue sharing compliance updates at regular staff meetings Conduct informal self-review of records on random basis

Collected Data:

100% compliance when do Record Review in 2010

Progress and Results Analysis:

Eight student records were reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: notice of evaluation, evaluation report, eligibility, PLEP, progress reporting, Special Ed and Related Services, LRE, when IEPs must be in effect, progress reports, content of notice on IEP, parent consent, secondary transition, and annual review of the IEP.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

BRIC schools were scheduled for MDE special education compliance review in March 2009 which was different from anticipated monitoring cycle. Based on results of record review, Cass Lake - Bena District has submitted a large portion of corrections and will continue to work toward 100% correction during the 09-10 school year. The district has also identified TSES areas which need to be corrected.

**Complete End of Year
Current Action Plan
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and good program evaluation.

Desired Outcome:

1) Will improve documentation of transition planning on IFSP, Part C 2) Increase percentage of families participating in Part C surveys

Strategies:

Train ECSE staff in transition planning procedures and Family Outcomes Survey requirements Build awareness with district MARSS data entry staff on reporting procedures Document when survey was given to family prior to exiting part C

Collected Data:

State rates on documentation of transition planning on IFSP, Part C Indicator 8A Part C state rates for Family Outcome data

Progress and Results Analysis:

ECSE Staff were provided reminders about transition requirements from Part C to Part B and completion of Family Outcomes Surveys in September and October of 2008 during monthly site visits from the BRIC Coordinator. In addition, MARSS recorders were invited to participate with ECSE teachers in discussion about early childhood data requirements during this same time period. On January 23, 2009 all ECSE staff attended an inservice which addressed transition requirements, Family Outcomes Surveys and good communication with district MARSS recorders.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

Current data from MDE indicates satisfaction rates above the state average, but a survey response rate below the state average. This has been addressed in the 09-10 CIMP plan. Within the BRIC, the 3 children within the transition window all had transition planning documented.

**Complete End of Year
Future Action Plan
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

Goal Statement:

To increase parent response rate in completion and return of the Part C Family Outcomes Survey.

Desired Outcome:

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 13% to a rate of 50% for infants and toddlers exiting Part C.

Strategies:

Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, evaluation report, eligibility, PLEP, progress reporting, Special Ed and Related Services, LRE, when IEPs must be in effect, progress reports, content of notice on IEP, parent consent, secondary transition, and annual review of the IEP.

Desired Outcome:

100% compliance

Strategies:

Submit evidence of corrections to MDE by June 2010. Staff development training on due process procedures and guidelines Share compliance updates at regular staff meetings Conduct informal self-review of records on random basis

Collected Data:

100% compliance on Self-Review 2011-12

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 61.5%.

Desired Outcome:

Increase percentage by 3% using 08-09 SY data and 3% using 09-10 SY data

Strategies:

Staff development on differentiated instruction. Training on full continuum of services and placement decisions based on identified special education needs. Training on adaptations and modifications to help students be successful in the general education setting. Build awareness on best practice for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Review service delivery options and provide additional staff to work with general education teachers using inclusion model of service delivery. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

08-09 SY and 09-10 SY Federal Instructional Setting Rates for Students 6 - 21

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

Goal Statement:

Cass Lake-Bena schools will increase the graduation rate closer to the state wide target rate of 82.3 %.

Desired Outcome:

Cass Lake-Bena will increase special education graduation rate from its current rate of 45.5% to 65% using 2008-2009 data and to 35% using 2009-2010 data.

Strategies:

*District will continue to collaborate with Leech Lake Family Services to track student truancy, which is directly related to timely graduation.

*Native American Elder mentoring program will be provided to students who have attendance concerns. *Middle school support staff will utilize data indicators which include attendance, academic achievement, behavior referrals, and teacher professional judgement to determine who is at risk and provide a safety net work of individually specific social and academic services. This data will be reviewed semi monthly. *Ongoing training in using the "Expanding the Circle " curriculum and "Second Step" curriculum.

Collected Data:

08-09 SY and 09-10 SY Graduation Rates for Students

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

Goal Statement:

Increase proficiency levels of students with disabilities in the areas of reading and math.

Desired Outcome:

Increase proficiency rates of students with disabilities by 5% in areas of reading and math

Strategies:

Implement Aimsweb benchmarking and progress monitoring at the elementary Data task force will meet 3 times per year to review reading and math data, MCA test scores, NWEA results and Aimsweb results. All teachers will use multiple strategies and methods to prepare students for improved reading and math achievement. Staff engaged in professional learning communities. Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance Leveled Literacy groups will continue to be used at the elementary. John Hopkins University will continue to train in the Talent Development Middle School CSR model. This includes an on-site literacy and mathematics coach at the middle school. Technology is being intergrated into the district with plans to purchase SMART boards across the district and followup training for staff. Ongoing training at the high school for teaching reading and math.

Collected Data:

MCA-II proficiency rates

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 08-09
Report Year 07-08

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Please refer to the "Program Evaluation Section Report" for your district's performance and analysis related to SPP/APR indicators.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 08-09**

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

The following results based on 8 responders.

02. Are you currently enrolled in any of the following training or postsecondary educational programs?

	Total	Percent
Community College (2 year program)	1	12%
No Response	7	87%
Total	8	100%

03. Based on your response to the previous question, which of the following best describes your current educational status:

	Total	Percent
I am currently participating full-time in a training or educational program.	1	100%
Total	1	100%

05. Which of the following best describes your job?

	Total	Percent
Competitive employment (where most employees are non-disabled)	3	37%
Not working	5	62%
Total	8	100%

06. On average, how many hours do you work per week?

	Total	Percent
16 - 20 hours	1	12%
21 - 34 hours	1	12%
35 or more hours	1	12%
Not working	5	62%
Total	8	100%

07. How much money do you earn per hour?

	Total	Percent
More than \$6.15 per hour up to \$10.00 per hour	3	37%
Not working	5	62%
Total	8	100%

08. How do you get your health care coverage or insurance? (Optional)

	Total	Percent
I don't have health care coverage	5	62%
Through Medicare/Medicaid/MN Care/MAEPD	2	25%
Through my parents' health insurance	1	12%
Total	8	100%