

**Complete End of Year
District Demographics
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Race/Ethnicity	Total Enrollment 75	
	Count	Percent
American Indian	18	24.0%
Black	3	4.0%
Hispanic	2	2.7%
White	52	69.3%

Gender	Total Enrollment 75	
	Count	Percent
F	26	34.7%
M	49	65.3%

Disability	Total Enrollment 75	
	Count	Percent
ASD	6	8.0%
DCD Mild	6	8.0%
DD	15	20.0%
DHH	2	2.7%
EBD	4	5.3%
OHD	8	10.7%
PI	1	1.3%
S/LI	9	12.0%
SLD	20	26.7%
SMI	4	5.3%

Part B Special Ed Enrollment 74		
	Count	Percent
American Indian	18	24.0%
Black	3	4.0%
Hispanic	2	2.7%
White	51	68.0%

Part B Special Ed Enrollment 74		
	Count	Percent
F	25	33.3%
M	49	65.3%

Part B Special Ed Enrollment 74		
	Count	Percent
ASD	6	8.0%
DCD Mild	6	8.0%
DD	14	18.7%
DHH	2	2.7%
EBD	4	5.3%
OHD	8	10.7%
PI	1	1.3%
S/LI	9	12.0%
SLD	20	26.7%
SMI	4	5.3%

Part C Special Ed Enrollment 1		
	Count	Percent
White	1	1.3%

Part C Special Ed Enrollment 1		
	Count	Percent
F	1	1.3%

Part C Special Ed Enrollment 1		
	Count	Percent
DD	1	1.3%

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Significant District Changes:

Clearbrook-Gonvick Independent School District (ISD) #2311 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Clearbrook-Gonvick School District. Clearbrook-Gonvick School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Clearbrook-Gonvick School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. The record review was completed April 6, 2009. Clearbrook-Gonvick School district is scheduled for record review during the 2011-12 school year which is part of district's monitoring cycle. The self-review will be completed prior to December 1, 2011.

Trends within the District:

*The general education population continues to decrease slightly and had 405 students enrolled Dec. 1, 2010. The district had 9 fewer students enrolled this year based on Dec. 1 child count data. Based on 09-10 data, the district services 118 students from other districts and 80 resident students are served elsewhere. The special education population is remaining fairly stable over the past 5 years ranging from 73 to 80 students. Based on Dec. 1 child count data, the district currently serves 75 students in special education. Percentage of students receiving special education services in the district is at 15% based on 09-10 school report card data.

*Clearbrook-Gonvick has seen an increase in students with multi-needs residing in the district due to foster care placements and adoption of special needs children. The district responded to this trend by implementing a multi-needs program at the beginning of the 08-09 school year. Previously the students were served in nearby district through tuition agreements between districts. The district increased their special education staff by 1 full time teacher licensed in area of DCD and four full time paraprofessionals. Parent and staff response has been very positive regarding the implementation of multi-needs program.

Significant Events/Programs in the District:

*Clearbrook-Gonvick school district implemented a 4 day week for the 2010-11 school year which provided an additional 40 hours per week of instructional time. The district plans to continue the 4 day week during the 2011-12 school year.

*Clearbrook-Gonvick is one of the original PBIS pilot sites and continues to implement practices consistent with PBIS.

*125A Project: Clearbrook-Gonvick School District continues to use the 125A funds to support improvement of reading performance in the district. Two teachers provide services to children identified as struggling in the area of reading to prevent referral to special education.. Reading Recovery is used for students in first grade. The Direct Instruction approach is used for students in 2nd - 8th grade. Students in grades 4 - 8 has shown gains as measured by the DRA.

*The district implemented the Read 180 program for students in elementary and high school as a response to a decline in reading proficiency scores on MCAs. Two teachers are currently teach

ing the Read 180 program. Read 180 has been added to curriculum options for students with disabilities provided in the resource room. The district will be implementing System 44 during the 2011-12 school year for those students receiving special education and demonstrate a significant gap between their reading proficiency and state standards. System 44 is a tier 3 intervention will provide intensive instruction in basic reading foundation skills. Two additional teachers will be trained to implement Read 180 and Systems 44.

Clearbrook-Gonvick School district is working toward implementation of RTI. Staff have received training on RTI and various components have been put in place. The district has implemented Aimsweb and developed supplemental and intensive reading interventions. Data teams have been trained to use data to implement instructional strategies and design targeted interventions based on student data profiles.

*Based on MTAS results, district reviewed curriculum needs to improve outcomes for students taking the MTAS in reading and math. As a result, the district purchased math curriculum that is aligned to state standards and designed for students who take the MTAS.

*The district has implemented SMART (Stimulating Maturity Accelerated Readiness Training) in select classrooms in the elementary school and special education classrooms.

*Clearbrook-Gonvick is in the fifth year of Q-Comp which emphasizes staff development and improved student performance with the focus on reading improvement.

*Title 1 School-Wide project focuses improvement efforts primarily at the elementary level.

*Century 21 grant provides opportunity for students to access after school tutoring 2 days per week for grades 5 - 12. Summer school opportunities are also available 4 afternoons per week for 6 weeks.

*Seamless Summer Meals - A summer meals program is available for students to receive breakfast and lunch during June through mid July at the school.

*Clearbrook-Gonvick community is participating in the NWMN Early Childhood initiative.

*ECFE received a MDE parenting grant for first time parents through the Telleris Institute focusing on home visits for infants and toddlers.

*A mental health worker is available at the school one day per week to provide mental health services to students through efforts of local collaborative.

*Though interagency cooperation, Clearbrook-Gonvick children and families are able to participate in Family Toybox, a therapeutic play based model.

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 team with input from the field on an annual basis.

Mission:

Children are our future, we are dedicated to mapping the pathways for their success.

Has your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

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 team with input from the field on an annual basis.

Goal statements:

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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 assigned to the district, building principals, special education teachers and school psychologist.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	1	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	1	Scheduling; data analysis; report writing
Burgess	Lon	Principal	1	Review AYP data; align CIMP w/ School Improvement
Ralston	Allen	Superintendent	1	Review data, make recommendations, implement
Curran	Angie	Special Education Teacher	1	review data, make recommendations
Olson	Tara	Special Education Teacher	1	review data, make recommendations
Bakke	Rena	Early Childhood Special Education Tea	1	review data, make recommendations
Haugse	Heather	Psychologist	1	data review, data analysis
Melby	Jacob	Dean	2	Review data, make recommendations, implement
Hanson	Lyle	Special Education Teacher	2	Review data, make recommendations

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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 Parent/Community Taskforce team and the Indian Education committee during the 2011-2012 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 can 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 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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Current Action Plan
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Current Action Plans

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Progress and Results Analysis:

No Data.

Goal Met? (met, not met, continue)

No Data.

Explanation if goal not met:

No Data.

**Complete End of Year
Future Action Plan
School Year 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT(2311-01)

Goal Statement:

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

Desired Outcome:

The BRIC Part C Family Outcomes Survey response rate will increase from 26% to 40%.

Strategies:

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child's age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

Collected Data:

SEAU response rate from MDE for 2010-11.

Need Assistance:

N

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT(2311-01)

Goal Statement:

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

Desired Outcome:

Increase proficieny rates of students with disabilities by 10% in the ares of reading (Grades 3, 6, 7, 8, 10) and math (grades 5 6, 7, 8, 11) based on SY 10-11 data and again by 10% based on SY 11-12 data.

Strategies:

**District data team and IEP manager will review school data (Aimsweb, NWEA-MAP, MCA scores) to monitor progress of students with disabilities not meeting proficiency and implement strategies and interventions targeted toward improving outcomes for reading and math.
**Clearbrook-Gonvick will provide Read 180 and Systems 44 training to ensure ongoing fidelity with implemation of Read 180 and the initial implementation of System 44.

Collected Data:

MCA-II Proficiency Rates

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 10-11
Report Year 09-10

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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 10-11**

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

The following results based on 5 responders.

02. Describe the kind of school or training program you attended. **<i>(CHECK ONE OPTION)</i>**

	Total	Percent
A four year college or university	1	20%
No further education or training after high school	3	60%
Vocational/Technical School - <b style="color:red">>less than a 2-year program	1	20%
Total	5	100%

03. Did you complete an entire term (i.e., semester, quarter)?

	Total	Percent
Yes	2	100%
Total	2	100%

04. In the 12 months after leaving high school have you ever worked?

	Total	Percent
<b style="color:red">NO -> Skip to Question 9.	1	20%
<b style="color:red">Yes -> Continue with Questions 5, 6, 7 & 8.	4	80%
Total	5	100%

05. Since leaving high school, have you worked at any time for a total of 3 months (about 90 days)?

	Total	Percent
No	2	50%
Yes	2	50%
Total	4	100%

06. Did you work on average 20 or more hours per week?

	Total	Percent
No	1	25%
Yes	3	75%
Total	4	100%

07. How much money per hour did you make?

	Total	Percent
\$7.25 per hour	2	50%
Less than \$7.25 per hour	1	25%
More than \$7.25 per hour	1	25%
Total	4	100%

08. Where is your job? **(Read all choices)**

	Total	Percent
In a company, or business where there are employees with and without disabilities	3	75%
No Response	1	25%
Total	4	100%