

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

Race/Ethnicity	Total Enrollment 90	
	Count	Percent
American Indian	6	6.7%
Black	6	6.7%
Hispanic	1	1.1%
White	77	85.6%

Part B Special Ed Enrollment 90		
	Count	Percent
American Indian	6	6.7%
Black	6	6.7%
Hispanic	1	1.1%
White	77	85.6%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 90	
	Count	Percent
F	31	34.4%
M	59	65.6%

Part B Special Ed Enrollment 90		
	Count	Percent
F	31	34.4%
M	59	65.6%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 90	
	Count	Percent
ASD	12	13.3%
DCD Mild	6	6.7%
DCD Severe	1	1.1%
DD	6	6.7%
EBD	15	16.7%
OHD	6	6.7%
S/LI	21	23.3%
SLD	22	24.4%
TBI	1	1.1%

Part B Special Ed Enrollment 90		
	Count	Percent
ASD	12	13.3%
DCD Mild	6	6.7%
DCD Severe	1	1.1%
DD	6	6.7%
EBD	15	16.7%
OHD	6	6.7%
S/LI	21	23.3%
SLD	22	24.4%
TBI	1	1.1%

Part C Special Ed Enrollment 0		
	Count	Percent

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**Date of next MDE validation:**

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**Significant District Changes:**

Lake of the Woods Independent School District (ISD) #390 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Lake of the Woods school district. MDE Division of Compliance and Assistance completed an on-site validation visit October 2 - 5, 2006. Lake of the Woods School District received the final Validation Review Report for the visit January 28, 2009. Lake of the Woods School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Lake of the Woods School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Parent surveys were mailed during April, 2009. The record review was completed April 6, 2009 and district is working on 100% correction process.

**Trends within the District:**

\*The general education population continues to show a decline in enrollment. The special education population has increased slightly to 12%.

**Significant Events/Programs in the District:**

\*Lake of the Woods School district has implemented the following programs to improve academic social/behavioral outcomes for their students including those with disabilities:

\*Assurance of Mastery provides remediation to 7th - 12th grade students who are identified as performing below grade level in reading and math

\*NWEA benchmarking fall & spring to monitor progress. Students at risk for not meeting proficiency in reading and math have benchmarks obtained during winter as well.

\*Aimsweb Training has been provided with the goal to implement during school year 09-10 to increase frequency of progress monitoring.

\*Study Island (grades 3 - 8) is available to provide remediation in academic areas

\*Mentor/Monitor program (grades 7 - 12): students identified by teacher or parent, provides a mentor for students identified at-risk academically. The students work with mentor in groups of 3 - 5 on academic tasks such as homework, remediation, study skills.

\*125A provides for Interventionist position in the elementary school. This program is designed to assist students with academic skills, social skills and conflict resolution.

\*Lake of the Woods collaborative is an interagency effort to provide both academic and social/behavioral supports for students at Lake of the Woods School. Collaborative sponsored programs include: Kids & Us: A program for students who have experienced trauma or abuse. A worker comes to school to work with social skills and provides a mentor and out of school activities; LOW Collaborative sponsored reading and math camps; Summer Activity Programs for at-risk children; Homework Club provided 2 days per week for students to obtain assistance with academic tasks after school.

\*All school reading time for grades 7- 12. All students and staff read novel of choice once or twice per week to promote reading comprehension and interest in reading.

\*Various staff have been provided Stimulating Maturity through Accelerated Readiness Training(SMART). The program has been implemented for all Early Childhood Programs (Headstart, SCFE, School

Readiness, Early Headstart, ECSE and a family day care) and K-2. K-2 students participate in SMART activities daily for 30 minutes.

\*Sensory / Motor rooms have been set up to provide for sensory needs of student with disabilities (primarily ASD).

\*All day everyday kindergarten will be implemented in fall 09.

\*PLC have been established. Monthly staff meetings are scheduled for certified and noncertified staff to participate in book studies.

**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:**

The mission of the Lake of the Woods School District is to educate all students by creating a caring partnership among students, family, school, and community.

**Has your Mission Statement changed?**

Y

**Rationale for changing the Mission Statement:**

The leadership team reviewed the BRIC mission statement previously used in the CIMP report and determined the need to have the mission statement individualized to each district rather than use the BRIC mission statement for schools served by BRIC.

**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 08-09**

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**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 peer monitors. This year additional team members have been added including building principals, special education teachers, ECSE teacher, 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	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
Cauble	Jane	Special Education Teacher	3	Development, implementation, evaluation of process
Nohner	Mark	Principal	3	Review AYP data; align CIMP w/ School Improvement
Nelson	Jeff	Principal	3	Review AYP data; align CIMP w/ School Improvement
Nohner	Sue	Early Childhood Special Education Tea	3	Development, implementation, evaluation of process
Glynn	Brian	Psychologist	3	Development, implementation, evaluation of process

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**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 district AYP Leadership team during the 2009-10 school year to review the CIMP report. Parents and faculty are members of the AYP Leadership team and meet 2 times per year. 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 08-09**

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**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:**

Five 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, PLET, LRE, progress reporting, and content of notice on IEP.

**Goal Met? (met, not met, continue)**

No : N

**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, the district has identified TSES areas which need to be corrected. Lake of the Woods District has submitted a portion of the corrections and will continue to work toward 100% correction during the 09-10 school year.

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**Current Action Plans**

**Goal Statement:**

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

**Desired Outcome:**

Increase proficiency levels of students with disabilities in the area of reading

**Strategies:**

Review NWEA data three time per year to review student progress and make necessary instructional strategy adjustments based on progress  
Review MCA scores

**Collected Data:**

Special Education Proficiency rates for students with disabilities

**Progress and Results Analysis:**

District met AYP for special education subgroup. In the area of reading growth was shown, however, the district did not meet statewide target for grades 3, 4, 5, and 8. The district met statewide targets for grades 6 & 7.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

The district has implemented strategies to improve reading proficiency rates. Although improvement has been made the district continues to have grade levels that are not meeting statewide proficiency target.

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

**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:**

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. 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:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT(0390-01)

**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:** LAKE OF THE WOODS SCHOOL DISTRICT(0390-01)

**Goal Statement:**

Increase proficiency levels of students with disabilities in the area of reading.

**Desired Outcome:**

Of the special education students who did not meet or partially met the standard on spring 2009 MCA II reading test, 50% of that group will meet standard or partially meet standard on the spring 2010 MCA II reading test.

**Strategies:**

All teachers will use multiple strategies and methods to prepare students for improved reading achievement Staff will engage in professional learning communities Teachers will make department and grade level plans to better address reading standards and meet reading needs of students Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance

**Collected Data:**

Special Education Proficiency rates for students with disabilities

**Need Assistance:**

N

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

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT(0390-01)

**Goal Statement:**

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, evaluation report, PLEP, LRE, progress reporting, and content of notice on 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 Program Evaluation

**School Year 08-09**  
**Report Year 07-08**

**DistrictNbr/Type:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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:** LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

-Nothing to report