

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

Race/Ethnicity	Total Enrollment 64	
	Count	Percent
American Indian	8	12.5%
Black	5	7.8%
Hispanic	4	6.3%
White	47	73.4%

Gender	Total Enrollment 64	
	Count	Percent
F	27	42.2%
M	37	57.8%

Disability	Total Enrollment 64	
	Count	Percent
ASD	5	7.8%
DCD Mild	3	4.7%
DD	9	14.1%
DHH	2	3.1%
EBD	14	21.9%
OHD	9	14.1%
S/LI	4	6.3%
SLD	18	28.1%

Part B Special Ed Enrollment 63		
	Count	Percent
American Indian	8	12.5%
Black	5	7.8%
Hispanic	4	6.3%
White	46	71.9%

Part B Special Ed Enrollment 63		
	Count	Percent
F	26	40.6%
M	37	57.8%

Part B Special Ed Enrollment 63		
	Count	Percent
ASD	5	7.8%
DCD Mild	3	4.7%
DD	8	12.5%
DHH	2	3.1%
EBD	14	21.9%
OHD	9	14.1%
S/LI	4	6.3%
SLD	18	28.1%

Part C Special Ed Enrollment 1		
	Count	Percent
White	1	1.6%

Part C Special Ed Enrollment 1		
	Count	Percent
F	1	1.6%

Part C Special Ed Enrollment 1		
	Count	Percent
DD	1	1.6%

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

Date of next MDE validation: 13-14

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

Significant District Changes:

Laporte Independent School District (ISD) #306 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Laporte ISD #306. Laporte School District was scheduled for MDE Compliance Review 2008-2009 with the following year spent on 100% compliance. The 2010-2011 school year focused on further Due Process Trainings as the district looks towards being in self review during the 2011-2012 school year.

Trends within the District:

*The general education population of 256 students in 2001, trended downward for a number of years but came back up in the 07-08 school year as demographic data showed student population at 265 students. This number rose again in 08-09 to 281 students. In 2009-2010 this number dropped back to 266 students. The special education population increased from 20% (2001) to almost 24% (2007-2008) and has stayed between 23-24% ever since.

Significant Events/Programs in the District:

Laporte school district is comprised 48% resident district students and 52% nonresident students due to foster placements and open enrollment. Seventy-Two percent of the students at Laporte district receive Free and Reduced lunch. The Laporte community has a large number of therapeutic foster homes in the district designed for students with multiple academic, social, emotional, and behavioral needs. As a result of this, the district has a higher rate of students who attend for short periods of time. The attendance rate for Laporte School District has been over 92% for the past several school years. The Laporte school district has implemented or are in the process of implementing the following programs:

*The Laporte district uses the NWEA MAP testing three times a year for grades K-2 and twice a year for grades 3-10 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.

*Staff and students benefited from training and implementation of AIMSWEB over the past 2 years for reading in grades K-8, including benchmarking three times a year and ongoing progress monitoring.

*Response to Intervention activities for grades K-8 focused on academic and behavioral interventions for all students.

*School-wide Title I services are provided to students at the elementary level who are in need of supplemental services in the areas of reading and math. Title one staff includes a licensed teacher and two .50 paraprofessionals. Title I teacher has been trained on best practices in reading and math and has incorporated these practices into the supplemental reading and math programs.

*Leveled Literacy groups have been implemented grades K-3.

*Laporte district offers a 3-5 integrated Early Childhood Family Education Program along with Headstart and Early Childhood Special Education services.

*Curriculum committee is in the process of aligning the curriculum to the state standards for both Language Arts and Math.

*Year long Math Intervention course for grades 9-12. This course address the needs of students who struggle in the area of mathematics.
Students

are identified for this class based on NWEA MAP scores, MCA scores, and/or teacher recommendations. This course is assigned in addition to a grade level math course. The teachers are involved in ongoing training in using data to identify student's individual learning needs and in the use of this information to develop differentiated instruction using best practices. The focus is to strengthen academic rigor and enhance student learning through the use of data driven decision making.

*All district teachers engage in job-embedded professional development as they focus on research based instructional strategies in math on scheduled staff development days.

*Study Island and Accelerated Math are used at the elementary school.

*Credit Recovery was offered in English and Social Studies during the summer of 2010.

*After school Programming with Hands on and Project Based Learning was offered 2 times a week in partnership with a neighboring school district.

*Summer school offers a 5 week-1/2 day program focused on reading and math.

*Responsive Classroom for the elementary level and Developmental Design for the older students combine the teaching of social and academic skills in a manner that is respectful of children's developmental needs at various ages.

*Two school-home interventionists aid in social skills trainings, attendance issues, behavioral interventions, and family communications. They also are involved in the district's move toward Response To Intervention (RTI).

*Second Step social skills curriculum is being used.

*Student Teams Achieving Results (STAR) was implemented. This year long leadership training program was for grades 6-8.

*District offers tech classes such as computerized drafting, construction trades, manufacturing and robotics, and auto mechanics. These classes previously were provided in conjunction with Northwest Technical College or Team Industries but not this past year. Next year's plan it will once again be held through the Technical College..

*Chef's Training, and Certified Nursing Assistance (CNA) classes were offered in partnership at the neighboring school district. The CNA class also earned students college credit.

*Family and community communication is provided with a monthly newspaper and a website that parents can access to monitor their child's assignments and grades.

*Instant Alert automated phone system is used to notify families of important events and weather related announcements.

*Minnesota Extension Service Nutrition Program is offered to students in grades K-6.

*Rock Sober is a program offered to students in grades 7-12 in collaboration with Hubbard County focused on keeping students off drugs and alcohol by giving them other activities to do. This spring the group has planned, prepared and planted a community garden through grant funding.

*Service Learning was implemented in 6th grade as students were partnered for mentoring with younger Kindergarten students.

*Annual community cleanup and raking for grades 7-12 provide for another service learning experience during the school year.

*Monthly coffee with the superintendent is rotated between three community sites within the district.

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 previously incorporated the district mission statement into the CIMP report.

Mission:

The mission of the Laporte School is to enable its students to acquire the knowledge, skills, and values necessary for a lifelong process of learning, growth, and responsible citizenship in an increasingly interdependent world.

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?

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 with input from the field and the Board at the annual meeting held each April. To better individualize the CIMP process, the leadership team previously decided to incorporate the district mission statement into the CIMP report. These goals were reviewed this year and left unchanged.

Goal statements:

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

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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 coordinators and the 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	2	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
D'Alessandro	Dawn	Parent	1	Responsible for facilitating family involvement
Lewandowski	Jean	Special Education Teacher	1	Development, Implementation, & Evaluation of Data
Goodwin	Kim	Principal	3	Review AYP data; align CIMP w/ School Improvement
Johnson	Harvey	Superintendent	1	Review AYP data; Align CIMP with School Plan
Holter	Rita	Early Childhood Special Education Tea	1	Develop, Implement, and Evaluate process
Glynn	Brian	Psychologist	1	Review/Analyze data, goal development
Yost	Jill	Special Education Teacher	2	Development, Implementation, & Evaluation of Data

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

During the 2009-2010 school year, the MNCIMP:SR Leadership team appointed a parent representative and a community representative to its team to help with the analysis of the data and give input on action planning process.

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 allowing for community access. The Laporte district provides a link from the district website to the BRIC website thus providing more efficient access to MNCIMP status.

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT(0306-01)

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: LAPORTE PUBLIC SCHOOL DISTRICT(0306-01)

Goal Statement:

Laporte School District will increase proficiency levels of students with disabilities in reading and math.

Desired Outcome:

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

Strategies:

Review MCA scores and NWEA scores. Continue staff training on effective instructional practices. Continue to use AIMSweb benchmarking and progress monitoring in the area of reading. Continue offering targeted services in math and reading. The district will implement the SCHOLASTIC Read 180 and System 44 programs to focus on improving reading skills, phoneme awareness, and non fiction reading strategies.

Collected Data:

MCA reading and math scores.

Need Assistance:

N

Complete End of Year Program Evaluation

**School Year 10-11
Report Year 09-10**

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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
No further education or training after high school	4	80%
No Response	1	20%
Total	5	100%

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

	Total	Percent
No Response	1	100%
Total	1	100%

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

	Total	Percent
<b style="color:red">No Response -> 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%
No Response	1	25%
Yes	1	25%
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
Less than \$7.25 per hour	2	50%
No Response	2	50%
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%
In a work site for employees only with disabilities	1	25%
Total	4	100%