

**Complete End of Year  
District Demographics  
School Year 09-10**

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

Race/Ethnicity	Total Enrollment 67	
	Count	Percent
American Indian	8	11.9%
Asian	1	1.5%
Black	2	3.0%
Hispanic	4	6.0%
White	52	77.6%

	Part B Special Ed Enrollment 65	
	Count	Percent
American Indian	6	9.0%
Asian	1	1.5%
Black	2	3.0%
Hispanic	4	6.0%
White	52	77.6%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	2	3.0%

Gender	Total Enrollment 67	
	Count	Percent
F	20	29.9%
M	47	70.2%

	Part B Special Ed Enrollment 65	
	Count	Percent
F	19	28.4%
M	46	68.7%

	Part C Special Ed Enrollment 2	
	Count	Percent
F	1	1.5%
M	1	1.5%

Disability	Total Enrollment 67	
	Count	Percent
ASD	6	9.0%
DCD Mild	4	6.0%
DD	8	11.9%
DHH	2	3.0%
EBD	14	20.9%
OHD	7	10.5%
S/LI	5	7.5%
SLD	21	31.3%

	Part B Special Ed Enrollment 65	
	Count	Percent
ASD	6	9.0%
DCD Mild	4	6.0%
DD	6	9.0%
DHH	2	3.0%
EBD	14	20.9%
OHD	7	10.5%
S/LI	5	7.5%
SLD	21	31.3%

	Part C Special Ed Enrollment 2	
	Count	Percent
DD	2	3.0%

**Complete End of Year  
General District Information  
School Year 09-10**

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

**Date of next MDE validation:**

**Complete End of Year  
General District Information  
School Year 09-10**

**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 in March of 2009. As part of the 2008-2009 Special Education Compliance Review, Laporte 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 has completed the 100% correction process.

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 has risen again as the 08-09 data reflects an enrollment of 281 students. The special education population increased from 20% (2001) to almost 24% (2007-2008) and is currently at 23% (2008-2009).

Significant Events/Programs in the District:

Laporte school district is comprised 58% resident district students and 42% nonresident students due to foster placements and open enrollment. Laporte school has a large number of foster homes in the district, many of which are PATH homes which are therapeutic foster homes designed for students with multiple academic, social, emotional, and behavioral needs. Sixty-seven percent of the students at Laporte district receive Free and Reduced lunch.

The Laporte school district has implemented or are in the process of implementing the following programs:

\*The Laporte district uses the NWEA MAP testing up to three times a year at the elementary and twice a year at the high school level to obtain benchmarks on student progress in reading and math in grades K-10. 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 for reading in grades k-8.

\*Response to Intervention activities for grades K-8 focused on 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 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 up through the 8th grade.

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

\*Curriculum committee has aligned the curriculum to the state standards.

\*Year long reading intervention course is offered for grades 7-12.

\*Year long math intervention course is offered for grades 9-12.

\*Credit Recovery is offered in English and Social Studies during the summer.

**\*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 different ages.

\*Two school-home interventionists aid in social skills trainings, attendance issues, behavioral interventions, and family communications.

\*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 are provided in conjunction with Northwest Technical College or Team Industries.

\*Foods, 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.

\*Nutrition Program is offered to students in grades 1-6.

\*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.

\*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 09-10**

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

**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 a parent, community member and another special education teacher.

**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	4	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
D'Alessandro	Dawn	Special Education Teacher	3	Development, implementation, evaluation of process
Lewandowski	Jean	Other	3	Team Member responsible for facilitating involveme
Parks	Gregg	Principal	3	Review AYP data; align CIMP w/ School Improvement
Johnson	Harvey	Superintendent	3	Review AYP data; Align CIMP with School Plan
Holter	Rita	Early Childhood Special Education Tea	3	Develop, Implement, and Evaluate process
Glynn	Brian	Psychologist	3	Review/Analyze data, goal development
Yost	Jill	Special Education Teacher	4	Development, Implementation, & Evaluation of Data
Hagen	Nikki	Parent	2	Team Member responsible for facilitating involveme

**Complete End of Year  
General District Information  
School Year 09-10**

**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 for anyone in the community can view. 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 09-10**

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

**Complete End of Year  
Current Action Plan  
School Year 09-10**

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

**Current Action Plans**

**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 MDEs Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

**Strategies:**

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey. 2)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. 3)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.

**Progress and Results Analysis:**

1)Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 08-09 school year. This included site visits from the ECSE coordinator in September '08, October '08, February '09 and April 09. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff inservice training as well as on January 23, 2009 at a BRIC ECSE staff inservice. 2) Beginning in March, 2009 ECSE staff were provided with a due process printout that lists the child's current age in years and months to increase identification of children approaching their third birthday and in need of a Part C Family Outcomes Survey. The printouts were provided monthly for the remainder of the 08-09 school year, and throughout the 09-10 school year. 3) Throughout the 09-10 school year, parents have been offered an incentive to complete and return the Part C Family Outcomes Survey. The BRIC expects the positive results of this incentive program to be evident in the survey response rate for 09-10, as ECSE staff are reporting an increase in survey returns with the incentive.

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

No : C

**Explanation if goal not met:**

The data available does not reflect the response rate following full implementation of the strategies for increased Part C Family Outcomes Survey Response. In addition, the cell size continues to be a contributing factor. An additional 1-2 years of data is needed to determine if the strategies in place are successful.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

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

**Current Action Plans**

**Complete End of Year  
Current Action Plan  
School Year 09-10**

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

**Current Action Plans**

**Goal Statement:**

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for evaluation timeline, notice of evaluation, SLD written report, progress reporting, excused team member, content of prior written notice on IEP, parent consent, notice of an IEP meeting, contents of prior written notice for IFSP, Notice of IFSP meetings and subject matter for IFSP, IFSP required content, ISFP periodic review, and annual review of IFSP.

**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

**Progress and Results Analysis:**

The Laporte School district achieved 100% compliance on corrections during the 2009-2010 school year.

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

Yes : M

**Complete End of Year  
Future Action Plan  
School Year 09-10**

**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)

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**Strategies:**

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**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:** LAPORTE PUBLIC SCHOOL DISTRICT(0306-01)

**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:**

Review MCA scores Continue to use AIMSWeb benchmarking and progress monitoring in the area of reading Continue staff training on effective reading strategies Review NWEA MAPS scores Math Interventionist will provide targeted interventions to selected students grades 1-8

**Collected Data:**

MCA reading

**Need Assistance:**

N

# Complete End of Year Program Evaluation

**School Year 09-10**  
**Report Year 08-09**

**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 09-10**

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

-Nothing to report