

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

**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	1	1.5%
Hispanic	3	4.5%
White	54	80.6%

	Part B Special Ed Enrollment 65	
	Count	Percent
American Indian	7	10.5%
Asian	1	1.5%
Black	1	1.5%
Hispanic	3	4.5%
White	53	79.1%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	1	1.5%
White	1	1.5%

Gender	Total Enrollment 67	
	Count	Percent
F	19	28.4%
M	48	71.6%

	Part B Special Ed Enrollment 65	
	Count	Percent
F	18	26.9%
M	47	70.2%

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

Disability	Total Enrollment 67	
	Count	Percent
ASD	3	4.5%
DCD Mild	4	6.0%
DD	8	11.9%
DHH	3	4.5%
EBD	16	23.9%
OHD	6	9.0%
PI	1	1.5%
S/LI	2	3.0%
SLD	24	35.8%

	Part B Special Ed Enrollment 65	
	Count	Percent
ASD	3	4.5%
DCD Mild	4	6.0%
DD	6	9.0%
DHH	3	4.5%
EBD	16	23.9%
OHD	6	9.0%
PI	1	1.5%
S/LI	2	3.0%
SLD	24	35.8%

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

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

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

**Date of next MDE validation:**

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

**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. 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. 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 is working on 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 the 07-08 demographic data shows current student population at 265 students. The special education population increased from 20% (2001) to 24% (2007-2008).

**Significant Events/Programs in the District:** Laporte school district is comprised 52% resident district students and 48% nonresident students due to foster placement 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-one 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 3-8. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building.

\*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 paraprofessional. 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.

\*Laporte district offers a B-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.

\*New math curriculum, aligned with the standards, was in its first full year of implementation for grades K-6 during this past year.

\*Responsive Classroom for the elementary level and Developmental Design for the mid-level aged students combine the teaching of social and a

cademic 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.

\*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.

\*Special Education Transition meetings are hosted to provide families with information on transitioning into the adult world after graduation.

\*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 and Students Against Drunk Drivers (SADD) are programs offered to students in grades 7-12 in collaboration with the Hubbard County.

\* In collaboration with Hubbard County, the district has a liaison officer. This officer builds community relationships, fosters safe schools and offers educational programming such as D.A.R.E. to 5th grade students.

\*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 decided to incorporate the district mission statement into this 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?**

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 its 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:** 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 building principals and special education teachers.

**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	Special Education Teacher	3	Develop, implement, and evaluate process
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

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

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

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

The MNCIMP:SR Leadership team will meet with the District Leadership Team during the 2009-10 school year to review the CIMP report. A parent representative is a member of District Leadership team. The district Leadership team including parent will be involved with analysis of the data and and 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. 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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)



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

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

**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:**

Four student records were reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: 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.

**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, the district has identified TSES areas which need to be corrected. Laporte District has submitted a large portion of 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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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:** 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:**

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

**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

**Need Assistance:**

N

# **Complete End of Year Program Evaluation**

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

**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 08-09**

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

-Nothing to report