

**Complete End of Year
District Demographics
School Year 11-12**

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

Race/Ethnicity	Total Enrollment 62	
	Count	Percent
American Indian	5	8.1%
Black	2	3.2%
Hispanic	3	4.8%
White	52	83.9%

Gender	Total Enrollment 62	
	Count	Percent
F	23	37.1%
M	39	62.9%

Disability	Total Enrollment 62	
	Count	Percent
ASD	7	11.3%
DCD Mild	3	4.8%
DCD Severe	1	1.6%
DD	9	14.5%
DHH	2	3.2%
EBD	11	17.7%
OHD	6	9.7%
S/LI	4	6.5%
SLD	19	30.7%

	Part B Special Ed Enrollment 60	
	Count	Percent
American Indian	4	6.5%
Black	2	3.2%
Hispanic	3	4.8%
White	51	82.3%

	Part B Special Ed Enrollment 60	
	Count	Percent
F	21	33.9%
M	39	62.9%

	Part B Special Ed Enrollment 60	
	Count	Percent
ASD	7	11.3%
DCD Mild	3	4.8%
DCD Severe	1	1.6%
DD	7	11.3%
DHH	2	3.2%
EBD	11	17.7%
OHD	6	9.7%
S/LI	4	6.5%
SLD	19	30.7%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	1	1.6%
White	1	1.6%

	Part C Special Ed Enrollment 2	
	Count	Percent
F	2	3.2%

	Part C Special Ed Enrollment 2	
	Count	Percent
DD	2	3.2%

**Complete End of Year
General District Information
School Year 11-12**

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

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
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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 Self-Review during the 2011-12 school year. A self-review team was selected and participated in record review training conducted by MDE September 28th - 30th, 2011. Self-review of records for compliance was completed and formal notification of findings was issued by MDE March 1, 2012. The Laporte District is working to submit corrections which are due to MDE by February 1, 2013. As a result of findings, Corrective Action Plans were submitted and approved in March to address compliance problems. In May, the Laporte School District received Corrective Action Plan training and is now in the process of addressing strategies outlined in the plan in order to meet the completion due date of December 15, 2012.

The district has implemented or is in the process of implementing the following programs:

*Laporte early childhood programs cooperatively co-locate Early Childhood Family Education, School Readiness, Head Start and Early Childhood Special Education.

*The Laporte School District has worked with the Bemidji Regional Interdistrict Counsel to bring the research based Scholastic Read 180 and System 44 programs to the district. Identified special education students in grades 4-10 in need of reading improvement participated this year.

*The scientifically researched based Scott Foresman Reading Street Reading Comprehension Program is used for students in grades K-6.

*Bemidji Area Reading Canines (BARC) program occurs twice a month. This program utilizes therapy dogs that have been trained to listen to children read.

*The Laporte district uses the NWEA MAP testing three times a year for grades K-2 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 few years for reading and math 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.

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

*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.

*After Schoo

I "Cats' Club" provides Hands on and Project Based Learning 2 times a week in partnership with a neighboring school district. Siblings in K-2 are cared for at the school while the Cats' Club is in session.

*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.

*One school-home interventionist aids in social skills trainings, attendance issues, behavioral interventions, and family communications. This person is involved in the district's move toward Response to Intervention (RTI).

*Elementary recognition awards ceremonies are held weekly to recognize academic and behavioral success of students.

*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.

*Chef's Training and Certified Nursing Assistance (CNA) classes are offered in partnership with the neighboring school district. The students can earn college credit for the CNA class.

*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.

*Summer food program offers breakfast and lunch for children Birth-18.

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

*The district has applied for a Fresh Fruit and Veggie Grant offered to schools.

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

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:

No data.

Goal statements:

No data.

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General District Information
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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	0	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	0	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	1	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	0	Scheduling; data analysis; report writing
D'Alessandro	Dawn	Parent	0	Responsible for facilitating family involvement
Lewandowski	Jean	Special Education Teacher	0	Development, Implementation, & Evaluation of Data
Goodwin	Kim	Principal	2	Review AYP data; align CIMP w/ School Improvement
Johnson	Harvey	Superintendent	0	Review AYP data; Align CIMP with School Plan
Holter	Rita	Early Childhood Special Education Tea	0	Develop, Implement, and Evaluate process
Glynn	Brian	Psychologist	0	Review/Analyze data, goal development
Yost	Jill	Special Education Teacher	1	Development, Implementation, & Evaluation of Data

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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 11-12**

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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 11-12**

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

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

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Need Assistance:

No Data.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 11-12**

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-Nothing to report