

**COORDINATED EARLY INTERVENING SERVICES STRATEGIC PLAN FOR CASS LAKE-BENA SCHOOL DISTRICT**

**I. ADMINISTRATIVE – FEDEERAL AND STATE MANDATES**

**Objective: Cass Lake School District will be in compliance with State and Federal mandates to prohibit discrimination in education because of race, color, creed, religion, national origin, sex, marital status, disability status with regard to public assistance, sexual orientation, and age.**

Action	Activity	Person Responsible	Timeline	Outcome
<b>Inform</b> - Annual Public Notification – Notice of Program Offerings and District Contact for Title IX and 504.	Publish in local newspaper and post on school district website prior to the start of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability as well as the name, address, and phone number of the District contact to coordinate compliance under Title IX and Section 504.	Superintendent	By the 15 <sup>th</sup> of August of each year	By August 15, 2019, the District shall provide a brief summary of program offerings to be included in the annual notice and publish and disseminate the annual notice in the local newspaper and post on the District’s website. <b>Goal Met in 2019</b>
<b>Inform</b> - Nondiscrimination Notice	Publish the nondiscrimination statement on the school letterhead stationery, staff handbooks, student handbooks, centrally located bulletin boards in each school building, student enrollment forms, school newsletters, and in extracurricular programs.	Superintendent	Starting April 15, 2018 and ongoing	<ul style="list-style-type: none"> <li>By August 15, 2019 the District shall provide the nondiscrimination statement to be placed in staff and student handbooks. <b>Goal Met in 2019</b></li> <li>By April 15, 2019 the District shall post the nondiscrimination statement on (spring) extracurricular programs, on bulletin boards, and on district website. <b>Goal Met in 2019</b></li> </ul>
<b>Assign</b> - District Person Responsible for Title IX and Section 504/ADA at the January School Board Reorganizational Meeting	Notify the District’s designated Section 504 and Title IX Coordinator including name, office address, and phone number in the staff and student handbooks and post on District’s website.	School Board	Starting April 15, 2018 and ongoing	<ul style="list-style-type: none"> <li>By April 15, 2019 the District shall post the the Section 504 and Title IX Coordinator and contact information including name, office address, and phone number on the District’s website. <b>Goal Met in 2019</b></li> <li>By August 15, 2019 the District shall provide written verification of the designated Section 504 and Title IX Coordinator and the contact information including name, office address, and phone number in the staff and student handbooks. <b>Goal Met in 2019</b></li> </ul>

Action	Activity	Person Responsible	Timeline	Outcome
<b>Review</b> - Policy Review regarding Title IX (Equal Educational Opportunity, Equal Employment Opportunity, Disability Nondiscrimination Policy, Student Disability Discrimination) and Section 504. This includes Grievance Procedures for both.	<p>Annually review School Board Policies to ensure the District is in compliance with Title IX and Section 504 State/Federal mandates including grievance procedures.</p> <p>Post Title IX and Section 504 School Board Policies and grievance procedures on School District Website including contact information for both.</p>	School Board and Superintendent	January 1 – December 30 each year	By January 1, 2020 the District shall provide verification that the Title IX and Section 504 policies and the District's grievance procedures for both are posted on the School District website which includes the contact information. <b>Goal Met in 2019</b>

## II. STEPS TO ENSURE DISCIPLINE IS PROPERLY IMPLEMENTED TO ADDRESS BEHAVIOR CONCERNS AND REDUCE SUSPENSIONS

**Objective:** Cass Lake-Bena District will maintain safe learning environments while at the same time reduce racial disparities in the treatment of students.

Action	Activity	Person Responsible	Timeline	Outcome
<b>Appoint</b> - District Discipline Supervisor	<p>The Superintendent/Designee will serve as the District's Discipline Supervisor and be responsible to submit semi-annual reports as required. Semi-annual reports will include:</p> <ul style="list-style-type: none"> <li>• Name and address of students suspended or expelled</li> <li>• Name and contact of student's parent/legal guardian (phone and mailing address)</li> <li>• Date student's parent/legal guardian was contacted regarding suspension</li> <li>• Race, ethnicity, national origin, and gender of student suspended</li> <li>• Whether the student is recognized as a student with a disability</li> <li>• Why the student was suspended</li> <li>• Length of suspension</li> <li>• Dates the student was previously suspended during the academic school year.</li> <li>• Strategies for community/school engagement including students, parents, and teachers.</li> </ul>	Superintendent/Designee	September 1 and February 1 of each year.	By September 1, 2019 and February 1, 2020 the Superintendent will complete and send in the required semi-annual reports that includes suspension and expulsion data and progress on community/school engagement strategies based on JMC and/or PBIS data. <b>Goal Met in 2019</b>

Action	Activity	Person Responsible	Timeline	Measurement Outcome
<p><b>Implement</b> - School District Code of Consequences</p>	<p>The School Board will review and analyze the District's Code of Consequences annually providing for feedback and input from school attorney, parents, students, and school personnel.</p> <p>Disseminate District's Code of Consequences to students, staff, parents, and community. Implement Code of Consequences in addressing behavior issues.</p>	<p>Superintendent, Principals</p> <p>Superintendent, Principals</p>	<p>June and August of each year</p> <p>August/September of each year</p>	<ul style="list-style-type: none"> <li>By June 5, 2019 the School District Attorney will review and analyze and make recommendations to the District's Code of Consequences. By August 15, 2019 parents, students, and teachers will be given the opportunity to provide input to the District's Code of Consequences through student surveys, staff meetings, and public comment at School Board meetings. <b>Process continues to 2020</b></li> <li>By the first day school each year, a copy of the District's Code of Consequences will be included in the Student and Teacher Handbooks, posted in the local newspaper, and posted on the School District's website. <b>Goal Met in 2019</b></li> </ul>
<p><b>Implement</b> - Positive Behavior Interventions and Supports (PBIS) and Code of Consequences</p>	<p>Continue implementation of PBIS strategies at the CLB Elementary and CLB Middle Schools to teach clearly defined behavioral expectations and establish ongoing behavior supports that can be used by ALL students, staff, volunteers, parents and community members. Follow the Code of Consequences to address behavior issues in the schools.</p>	<p>Principals</p>	<p>September – June of each school year</p>	<p>At the end of each school year, the number of suspensions and expulsions for ALL students reported in SWIS and/or JMC will decrease using the SY 2017-2018 as the baseline. <b>New staff trained in PBIS each year during New Teacher Workshop.</b></p>
<p><b>Promote</b> - Collaboration with Agencies and Partners</p>	<p>Bemidji Regional Interdistrict Council (BRIC) will provide training for administrators which explores the reasons for selecting alternatives to suspension. BRIC will provide "Nurtured Heart" training to special education staff to provide different ways of working with special education students.</p> <p>Meet with Local Indian Education Committee (LIEC) and Leech Lake Tribal Council engaging in the Tribal Consultation Process to solicit input in addressing attendance and behavior concerns in the schools. Solicit input from community, staff, and students through public comment at school board meetings.</p> <p>Partner with Leech Lake Behavioral Health to</p>	<p>Superintendent Principals</p> <p>Principals</p> <p>Superintendent</p>	<p>September – June of each school year</p> <p>1<sup>st</sup> Wednesday of each month – LIEC Meetings Tribal Consultation - quarterly</p> <p>Each school year</p>	<ul style="list-style-type: none"> <li>At the end of each school year, the number of suspensions and expulsions for identified special education students reported in SWIS and/or JMC will decrease from the previous school using the SY 2017-2018 as the baseline.</li> <li>Based on the quarterly review of behavior and attendance data, CLBS will show a reduction of office referrals and suspensions and expulsions of American Indian students with disabilities.</li> <li>Data will show a reduction in requests for behavior consultation, office referrals for behavior, suspensions, use of restrictive procedures and referrals to special education</li> </ul>

	provide Behavior Health Interventionists to serve students in grades K-12.			as well as an increase in attendance and student engagement. <b>Partners are provided with year end results each year.</b>
Action	Activity	Person Responsible	Timeline	Measurement Outcome
<b>Promote</b> – Collaboration with Agencies and Partners <i>(continued from page 3)</i>	Meet with local law enforcement officials to ensure Cass Lake-Bena School District School Resource Officers (SROs) understand that they are to support ensuring safety within the school environment and that they are not to participate in decisions related to suspensions of students, as suspension decisions will be made by School Officials.	Superintendent Principals	September 2019	<ul style="list-style-type: none"> <li>School Resource Office agreements will reflect that SROs will not participate in decisions related to suspensions of students.</li> </ul>
<b>Participate</b> - Professional Development for Staff	<p>Certified Staff and Administrators at the CLB Elementary, CLB Middle, CLB High, and ALC attended trainings by Spencer Henry in classroom management strategies to improve student relationships. Each year these strategies will be introduced to new staff and reviewed with existing staff.</p> <p>Continue to provide Adverse Childhood Experiences training for all required staff each year.</p> <p>Cass Lake-Bena School Staff will attend training in August and/or throughout school year as part of the school professional development in trauma-sensitive schools where it is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.</p>	Superintendent Principals	<p>August/September of each school year</p> <p>August/September of each school year</p> <p>Each School Year</p>	<ul style="list-style-type: none"> <li>The number of student referrals regarding misbehavior in the classroom will decrease each year using the SY 2017-2018 as the baseline as staff gain more knowledge and practice on implementing positive classroom management strategies.</li> <li>At the end of each school year, the number of suspensions and expulsions for ALL students reported in SWIS and/or JMC will decrease using the SY 2017-2018 as the baseline.</li> <li>At the end of each school year, the number of suspensions and expulsions for identified special education students reported in SWIS and/or JMC will decrease from the previous school using SY 2017-2018 as the baseline.</li> <li>Administrators and staff will learn and implement strategies that address student engagement, chronic absenteeism, graduation rates and behaviors that typically result in suspension.</li> </ul> <p><b>The Cass Lake-Bena school district has joined with the MDE on school climate training. Board members, administrators, and educators have all attended quarterly meetings with MDE. In</b></p>

Action	Activity	Person Responsible	Timeline	Measurement Outcome
<p><b>Implement</b> - Curriculum and Instruction</p>	<p>Contract with Peacemakers to provide Social Emotional Learning (SEL) lessons to K, 1<sup>st</sup> and 5<sup>th</sup> grade students. Implement the Boys Town SEL curriculum at the Area Learning Center.</p> <p>Implement 7 Mindsets social/emotional learning lessons in grades 5-6, train staff and implement yoga and mindfulness strategies and provide Native Drum and Flute Classes providing students a deeper understanding of Native American cultural identity.</p> <p>Implement 9<sup>th</sup> Grade Academy, a school-within-a-school organized around interdisciplinary teams of English, math, science, and social studies who share a specific area of the high school. Incoming freshmen are connected to a select team of teachers and support staff that use research proven best instructional strategies to teach the curriculum and address the students' needs more personally.</p> <p>Implement the Middle School Arbor Program using the Decision Points curriculum/program. Decision Points is an evidenced-based program constructed to address risk, needs and responsivity. The program targets anti-social thoughts and skill deficits through an interactive cognitive-behavioral approach.</p>	<p>Principals</p> <p>Teachers</p> <p>Principals</p> <p>Middle School Principal</p>	<p>SY 2019-2020</p>	<p>addition, another core group of educators has met with MDE on more intensive trainings based on the book, <u>Shifting Gears</u>.</p> <ul style="list-style-type: none"> <li>Using the 2017 four-year graduation and drop-out rates as the baseline, increase the graduation rate and decrease the drop-out rate each year. (Rates are reported one year behind).</li> <li>Using the SY 2018-2019 grade K, 4th and 8<sup>th</sup> grade enrollment numbers as the baseline, retain those students as they transition to middle school and high school until they reach graduation.</li> </ul>
<p><b>Promote</b> - Cultural Diversity/Equity</p>	<p>Implement Restorative Practice strategies in a <u>schoolwide</u> setting at CLB Middle and CLB High schools.</p> <ul style="list-style-type: none"> <li>Provide Restorative Practice trainings to elementary, middle and high school staff.</li> <li>Implement Restorative Practice strategies which includes exploration, further training, and infusion of restorative practices at all schools.</li> </ul>	<p>Principals</p>	<p>June 2019</p>	<ul style="list-style-type: none"> <li>Based on the quarterly review of behavior and attendance data, CLBS will show a reduction of office referrals and suspensions and expulsions of American Indian students with disabilities.</li> <li>Data will show a reduction in requests for behavior consultation, office referrals for behavior, suspensions, use of restrictive</li> </ul>

	<p>Provide female and male students the opportunity to participate in STEM activities during and after school through Robotics FIRST teams/leagues and Project Lead the Way classes.</p> <p>Continue to provide students Ojibwe language instruction at all levels and cultural awareness to new staff through the Induction Program.</p>		<p>Each school year</p> <p>August of each school year</p>	<p>procedures and referrals to special education as well as an increase in attendance and student engagement.</p>
Action	Activity	Person Responsible	Timeline	Measurement Outcome
<p><b>Implement -</b> Interventions for Academic and Social/Emotional Support</p>	<ul style="list-style-type: none"> <li>• Develop and implement systematic Tier 2 interventions that include check-in/check-out and small group social skills instruction.</li> <li>• Develop systematic Tier 3 interventions that include small group or 1-1 skills sessions with counselor/social worker/behavior interventionist.</li> <li>• Provide opportunities for students and staff to be active, and engage in activities in the school that support physical activity.</li> <li>• Provide all student in PreK-12 a free breakfast and lunch and students in extracurricular activities a free evening meal before they depart on the take-home busses</li> <li>• Implement Chromebooks and Google Classroom to integrate technology in the classroom.</li> </ul>	<p>Principals Behavior Interventionist</p>	<p>September-June of each school year</p>	<ul style="list-style-type: none"> <li>• Based on quarterly review of behavior data, CLBS will reduce the number of students engaged in office referrals for behavior, suspensions, use of restrictive procedures and referrals to special education for evaluation by improving the social emotional learning (SEL) skills of students.</li> </ul>