

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Race/Ethnicity	Total Enrollment 181	
	Count	Percent
American Indian	68	37.6%
Asian	1	0.6%
Black	1	0.6%
Hispanic	1	0.6%
White	110	60.8%

	Part B Special Ed Enrollment 179	
	Count	Percent
American Indian	67	37.0%
Asian	1	0.6%
Black	1	0.6%
Hispanic	1	0.6%
White	109	60.2%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	1	0.6%
White	1	0.6%

Gender	Total Enrollment 181	
	Count	Percent
F	49	27.1%
M	132	72.9%

	Part B Special Ed Enrollment 179	
	Count	Percent
F	48	26.5%
M	131	72.4%

	Part C Special Ed Enrollment 2	
	Count	Percent
F	1	0.6%
M	1	0.6%

Disability	Total Enrollment 181	
	Count	Percent
ASD	18	9.9%
DCD Mild	11	6.1%
DCD Severe	5	2.8%
DD	28	15.5%
DHH	3	1.7%
EBD	28	15.5%
OHD	16	8.8%
PI	1	0.6%
S/LI	19	10.5%
SLD	48	26.5%
SMI	4	2.2%

	Part B Special Ed Enrollment 179	
	Count	Percent
ASD	18	9.9%
DCD Mild	11	6.1%
DCD Severe	5	2.8%
DD	26	14.4%
DHH	3	1.7%
EBD	28	15.5%
OHD	16	8.8%
PI	1	0.6%
S/LI	19	10.5%
SLD	48	26.5%
SMI	4	2.2%

	Part C Special Ed Enrollment 2	
	Count	Percent
DD	2	1.1%

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Date of next MDE validation:

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Significant District Changes:

Bagley Independent School District (ISD) #162 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Bagley ISD #162. MDE Division of Compliance and Assistance completed an on-site validation visit October 2 - 5, 2006. Bagley School District received the final Validation Review Report for the visit January 28, 2009. Bagley School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Bagley School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Parent surveys were mailed during April, 2009. The record review was completed April 6, 2009 and district is working on 100% correction process.

Trends within the District:

** The district's total enrollment has declined by 69 students from 06-07 to 07-08 school year. The district's total special education enrollment has increase from 144 students to 176 students increasing special education rate from 13% to 16%.

Significant Events/Programs in the District:

*The Bagley school district participates in the Early Childhood Initiative along with Head Start and other community partners. As part of the initiative, District Programs (ECSE, ECFE, SR) have participated in community family fun nights, provided new baby packets to new births in the district outlining community resources, developed an indoor playground for inclement weather at an area church, and sponsored continuing ed for area child care providers.

*Assess What Matters curriculum was implemented in grades 7 - 12 to improve proficiency outcomes on statewide tests. The district created study groups for all teachers and students and worked on the curriculum one time per week during activity period.

*The Family & Community Involvement Committee was formed in the fall of 2007 and remains active in the school. The committee was developed with the goal of encouraging parents, families and community members to get involved with our school and develop an active partnership which works toward continued improvement in the district's educational programming.

*Summer School is offered grades 4 - 12 for students identified "at risk" of drop out or delayed graduation due to attendance concerns and lack of academic progress. The program provides for credit recovery and skill instruction.

*Bagley School District has a multi-needs functional based program that provides services to students with multiple disabilities at both the elementary and high school buildings. Students attend these programs from neighboring school districts through the open-enrollment option.

*Success for the Future Grant: Bagley High School is working to improve achievement, attendance and graduation rates for Native American students providing services with the Success for the Future grant. The district has received this grant for the past eight years. The grant supports the addition of a program coordinator and paraprofessional. The program activities include parent involvement, academic supports and remediation, cultural activities

, career awareness and assistance with establishing post-secondary goals, and transportation. Success for the Future supports a unique and effective after-school peer tutoring program in which paid student tutors provide academic support for other students who are struggling academically. The program is available to students two days per week for two hours. School district provides transportation home for students participating in this program.

*Title VII: A Title VII interventionist and paraprofessional provide services to Native American students to improve achievement, attendance and graduation rates. District data indicates this program has had significant results in assisting Native American students. Results show increases in attendance, achievement, graduation rates and attending post-secondary institutions. The Title VII interventionist works with Native American students and families providing academic assistance, supports parent/student at IEP meetings and will provide transportation as needed to increase parent involvement in IEP meetings.

*Building problem-solving teams are well established at both Bagley High School and Bagley Elementary. Bagley High School team meets weekly to review academic, behavioral and attendance patterns of students. Team members include building administrators, high school counselor, liaison officer, truancy tracker, Title VII interventionist, and Success for Future coordinator.

*The Bagley Elementary team meets one time per month to review referrals. Data indicates the elementary problem solving team is effective in reducing the number of referrals to special education by intervening early to assist students with academic, behavioral and attendance concerns. Data from 08-09 school year indicate 60% of referrals for special education evaluation result in student meeting eligibility requirements and receiving special education services. This is lower than previous years when 75%-90% of student evaluated were meeting eligibility for special education.

*Bagley School District is working toward implementing a tiered intervention model to improve their problem solving team process. Teachers from both elementary and high school have had training on Response to Intervention (RTI).

*Bagley Elementary School Reading Recovery is a highly effective short-term intervention of 1:1 lessons for low-achieving first graders. Students are identified for the service based on the observation survey of early literacy tasks, screening information and teacher referral. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. Services are discontinued when students reach grade-level literacy expectations and demonstrate that they can continue to learn through their own efforts.

*Bagley School District is a participant in the Clearwater County Collaborative. The collaborative members include representatives from Clearwater County Human Services, White Earth Indian Child Welfare, Clearwater County Courts, White Earth Tribal Court, and Bagley School District. Collaborative funds are used to support the Truancy Tracker program is an intervention program at both the high school and elementary used to improve attendance rates. The collaborative also supports on-site mental health services and a limited chemical dependency treatment.

*Bagley School District uses the NWEA MAP testing to obtain benchmarks on student progress in reading and math in grade six and at the high school. The data generated assists the district in identifying students in need of intervention for remediation and skill building.

*Accelerated reading and math is used at both elementary and high school to supplement general education and special education curriculum in reading and math.

*School-wide Title 1 services are provided to students at the elementary level who are in need of supplemental services in the area of reading and math. Title 1 staff includes licensed teachers and paraprofessionals. Full time licensed teachers have been provided training on best practices in reading and math and incorporate these practices into the supplemental reading and math program.

*An Interventionist works at the elementary level to assist with early intervention of academic and social/behavioral concerns. The interventionist provide services to students within regular classroom, in small groups or with individual students.

*After school programming is provided at the elementary school to provide supplemental support for students with academic concerns two times per week.

*Bagley Elementary School has implemented weekly truancy checks for students. This works well to improve attendance patterns for elementary students.

*Native American Education meeting is held monthly to discuss intervention strategies, new program initiatives, current data trends, political venues and cultural sensitivity. Membership consists of building principals from both elementary and high school, Home-School Interventionists from both elementary and high school, District Superintendent, White Earth Director of Indian Education, members of the

Title VII parent committee, community education director and the athletic director.

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 team with input from the field on an annual basis.

Mission:

Pursuing educational excellence for all: In partnership with parents and community, Bagley Public Schools will support, challenge, and empower students to become responsible, productive citizens.

Has your Mission Statement changed?

Y

Rationale for changing the Mission Statement:

The leadership team reviewed the BRIC mission statement previously used in the CIMP report and determined the need to have the mission statement individualized to each district rather than use the BRIC mission statement for schools served by BRIC.

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 team with input from the field on an annual basis.

Goal statements:

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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 State peer monitors. This year additional team members have been added including building principals, special education teachers, and 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	103	Guide process; ensure completion
Williams	Kim	Early Childhood Coordinator	3	Scheduling; data analysis; report writing
Gulbranson	Linda	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Engebretson	Nancy	Special Education Teacher	3	Development, implementation, evaluation of process
Schmidt	Linda	Principal	3	Review AYP data; align CIMP w/ School Improvement
Cairns	Steve	Principal	3	Review AYP data; align CIMP w/ School Improvement
Sloan	Kathi	Special Education Teacher	4	Review data, make recommendations
Dryburgh	Lorin	Special Education Teacher	4	review data, make recommendations
McLean	Dawn	Early Childhood Special Education Tea	4	review data, make recommendations
Nelson	Heather	Psychologist	3	review & analyze information, develop goals

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

The MNCIMP:SR Leadership team will present the SR report to the Bagley Parent/Community Involvement committee and the Title VII committee during the 2009-10 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis will be shared with these groups and input will be sought relative to action planning.

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: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and good program evaluation.

Desired Outcome:

Increase staff awareness of district trend of overidentification of Native American students with disabilities.

Strategies:

Provide training on Nondiscriminatory Evaluation Procedures using Reducing Bias Manual to new special education staff and review with current special education staff Provide training to prereferral teams using "Looking at Learning: Supporting Native American Students" training modules

Collected Data:

Percentage of Part B (K-12) Special Education Minority Enrollment by Race/Ethnicity using district demographic data

Progress and Results Analysis:

The district has increased awareness of nondiscriminatory evaluation practices through training opportunities SY 08-09. The number of Native American students receiving special education services are slightly higher than would be expected based on the district demographics. This year the number of Native American students with disabilities increased to 62 (2005-48, 2006-58, 2007-44) which is 35% of the total special education population. Overall district enrollment indicates 22% of the population are Native American students. Bagley district will continue to closely monitor the disproportionate number of Native American students identified with disabilities compared to overall district enrollment.

Goal Met? (met, not met, continue)

Yes : M

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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
Current Action Plan
School Year 08-09**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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:

Seven student records were reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: notice of evaluation, evaluation report, LRE, PLEP, goals& objectives, progress reporting, content of notice on IEP, parent consent, and secondary transition

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. Bagley 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
Future Action Plan
School Year 08-09**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

To increase parental 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 MDE's 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: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with notice of evaluation, evaluation report, LRE, PLEP, goals& objectives, progress reporting, content of notice on IEP, parent consent, and secondary transition.

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
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 61.5%.

Desired Outcome:

Increase percentage by 5% using 08-09 SY data and 10% using 09-10 SY data

Strategies:

Training on full continuum of services and placement decisions based on identified special education needs. Build awareness on best practice for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

District overall instructional setting rate using 08-09 data and 09-10 data

Need Assistance:

N

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

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 based on SY 08-09 data and again by 5% based SY 09-10 data.

Strategies:

Review MCA scores Implement Aimsweb progress monitoring for students with disabilities not meeting proficiency

Collected Data:

MCA-II proficiency rates

Need Assistance:

N

Complete End of Year Program Evaluation

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

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

-Nothing to report