

**Complete End of Year
District Demographics
School Year 10-11**

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Race/Ethnicity	Total Enrollment 143	
	Count	Percent
American Indian	16	11.2%
Asian	1	0.7%
Black	6	4.2%
Hispanic	1	0.7%
White	119	83.2%

	Part B Special Ed Enrollment 139	
	Count	Percent
American Indian	16	11.2%
Asian	1	0.7%
Black	6	4.2%
Hispanic	1	0.7%
White	115	80.4%

	Part C Special Ed Enrollment 4	
	Count	Percent
White	4	2.8%

Gender	Total Enrollment 143	
	Count	Percent
F	55	38.5%
M	88	61.5%

	Part B Special Ed Enrollment 139	
	Count	Percent
F	53	37.1%
M	86	60.1%

	Part C Special Ed Enrollment 4	
	Count	Percent
F	2	1.4%
M	2	1.4%

Disability	Total Enrollment 143	
	Count	Percent
ASD	12	8.4%
B/VI	2	1.4%
DCD Mild	12	8.4%
DCD Severe	2	1.4%
DD	21	14.7%
EBD	14	9.8%
OHD	10	7.0%
PI	2	1.4%
S/LI	17	11.9%
SLD	51	35.7%

	Part B Special Ed Enrollment 139	
	Count	Percent
ASD	12	8.4%
B/VI	2	1.4%
DCD Mild	12	8.4%
DCD Severe	2	1.4%
DD	17	11.9%
EBD	14	9.8%
OHD	10	7.0%
PI	2	1.4%
S/LI	17	11.9%
SLD	51	35.7%

	Part C Special Ed Enrollment 4	
	Count	Percent
DD	4	2.8%

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
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DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Significant District Changes:

Blackduck Independent School District (ISD) #32 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Blackduck ISD #32. Blackduck School District was scheduled for MDE Compliance Review in March of 2009 and the 100% corrections was completed the following year. During the 2010-2011 school year additional Due Process training was conducted. The district will move into the Self Review stage of MN-CIMP during the 2011-2012 school year.

Trends within the District:

The Blackduck District population is currently at 616 students, 88% White, 6% American Indian, 3% Black, and 2% Hispanic. Declining enrollment has been the trend since 2001 when the enrollment was at 737. Special education population has climbed from 14% in 2001 to it's current count of 21%. It should be noted that the trend shows more low incident disabilities (B/VI, ASD, DCD-Mild, DCD-Severe)being served in the district. There are currently 98 out of district students who attend Blackduck School and 84 resident students attend other districts. The percentage of students receiving Free and Reduces Lunch is up from 53% last year to 58% this year. The district has a only 1% of its population Limited English Proficient. AYP Attendance rate is at 93% and the Graduation Rate is at 94%.

The Blackduck District #32 has implemented or are in the process of implementing the following programs:

*Blackduck High School offers a Learning Lab for grades 7-12 where student may attend up to four class periods to help with credit recovery, reading remediation, math remediation, grad remediation and prevent school drop out.

*Blackduck High School offers a MCA Math Review class for all 12th graders who have not passed the MCA statewide assessment.

*Targeted Title I program provides reading and math services to at risk students in grades K-6. Title 1 staff includes licensed teacher and paraprofessionals. Licensed teachers have been provided training on best practices in reading and math and incorporated these practices into the supplemental reading and math program.

*Title I study program offered a Monday (non-school day) study group for eligible students grades k-6.

*Title 1 paraprofessional support in math for students in grades 4-5.

*JOM reading and math services for students in grades K-2.

*JOM study group grades 4-12 meets after school on a weekly basis in the school library.

*JOM Test Prep hour was provided twice a week for students in grades 4-11 during the months of Jan.-May.

*Currently the Title 2 grant allows small class sizes at the first grade level.

*Accelerated Reader is a supplemental program used for students in grades 1-8.

*Accelerated Math is a supplemental program used for students in grades 3-7.

*Million Word Accelerated Reader challenge resulted in limo rides for the students who met the goal.

*Vowel-Oriented Word Attack Course (VoWac) provides instruction in word pronunciation (decoding) and spelling strategies for grades PreK-2.

*Staff development training focused on reading at both the elementary and the high school. The high school focused on reading in the content area.

*"MCA March Madness" with competition on a

cademic and physical "Fun" was held to motivate students to do well on the MCA tests.

*SMART Boards have been placed in 3 elementary classrooms and in 4 high school classrooms with training provided to staff. Three additional boards with similar technology are being added next year.

*SMART Rooms are used by pre-k through grade 2 and some selected students in other grades.

*TAT teams meet weekly at both the elementary and the high school to plan interventions directly related to student needs.

*Blackduck Elementary offers 3 family ed groups each week.

*Blackduck offers School Readiness classes an average of 1.5 days a week for children age 4.

*The local "Help Me Grow" committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

*K-6 No More Bullying program provides instruction to students on how to prevent and/or act to bullying.

*Drug Abuse Resistance Education (D.A.R.E) is provided to 5th grade students.

*Red Ribbon Week-drug education awareness program grades PreK-6.

*Kindness Week grades PreK-12.

*Senior high students are required to take a health class and 9th graders are instructed in suicide prevention during health class.

*A Home-School Interventionist assists with early intervention of academic and social/behavioral concerns in both the elementary and high school. This interventionists aids in study skills, organization skills, social skills training, attendance issues, behavioral interventions, and family communications.

*Children's Therapeutic Services and Supports (CTSS) worker provides social skills training to individual and groups of students labeled emotionally/behaviorally disordered.

*On-Site mental health therapist provides individual and family psychotherapy.

*District offers tech classes such as building trades, welding, small engines, forestry, agriculture, natural resources, woodworking and wood production (cabinet making).

*District is connected with Upward Bound through Bemidji State University.

*Careers class is required of all junior high and a senior high students.

*Juniors and seniors are provided opportunity for Career Counseling through the Workforce Center with career counselors making site visits on a regular basis.

*High School newsletter and local newspaper features facilitate family and community communication.

*The local newspaper provides news on the Blackduck School District each week.

*The Blackduck district uses the Genesis Computerized access system which allows parents access through the parent portal to their child's assignments, grades, attendance, discipline reports, and lunch balances.

*The Blackduck district has a school website.

*School Reach telephone text messaging and email messages have been implemented.

*Due process training provided by the BRIC was attended by all special education teachers.

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 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 the CIMP report last year. This statement was reviewed again this year and has remained the same without further changes.

Mission:

The purpose of the Blackduck Schools is to provide an environment conducive to acquiring knowledge, developing skills, and gaining positive attitudes toward self and others in a broad based curriculum.

Key to this purpose is:

1. Preparing students for post secondary education and life in the 21st Century.
2. Emphasizing good citizenship and positive values.
3. Developing good work and study habits.
4. Instilling in students, faculty, administrators, and all district personnel an eagerness to learn, an acceptance to change, and a willingness to work together.

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:

We believe:

*All children and youth have a right to a high-quality, comprehensive public education.

*Public education must help all children and youth reach their highest potential, feel successful, and become wise, thoughtful, and caring adults.

*We model what students learn-by what we say, what we do, how we treat each other, and how we organize and run our schools.

*Children and youth learn most effectively when teaching and curriculum are relevant to their own backgrounds, interests, and learning styles.

*Students thrive in an environment that offers a variety of learning opportunities.

*Students want and need positive relationships with adults, based on mutual respect and high expectations for success, and schools must provide opportunities for those relationships to flourish.

*To learn effectively, students need their basic needs met-food, shelter, clothing, personal safety and health, freedom from harassment, and respect for their individuality and ethnic background.

*A school system works best when all participants are candid, open, and accountable.

*All students can learn.

*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. The leadership team reviewed the goal statements again this year.

Goal statements:

**Complete End of Year
General District Information
School Year 10-11**

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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 assigned to the district.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	1	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	1	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Haluptzok	Barb	Special Education Teacher	3	Development, implementation, evaluation of process
Templin	Wendy	Principal	1	Review AYP data; align CIMP w/ School Improvement
Warden	Lorraine	Other	1	Gather info, conduct analysis and goal development
Doetsch	Robert	Administrator	1	Review/analyze AYP data, align CIMP w/ School Imp.
O'Brien	Monica	Special Education Teacher	1	Develop, implement and evaluate plan
Juelson	Peggy	Early Childhood Special Education Tea	1	Develop, implement, and evaluate plan
Nelson	Heather	Psychologist	1	Gather/Analyze data and goal development

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

The MNCIMP:SR Leadership team presented the SR report to the Community Education Team and the Indian Education Committee during the 2010-2011 school year to review the CIMP report and gather input. Parents and community members are part of both teams. MN CIMP reports and data analysis will again be shared with these groups and input sought relative to action planning during the 2011-2012 school year.

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 to view. Blackduck district has the MN CIMP reports linked from district website to BRIC website to provide for more efficient access to MN CIMP data.

**Complete End of Year
Current Action Plan
School Year 10-11**

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Current Action Plan
School Year 10-11**

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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 10-11**

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT(0032-01)

Goal Statement:

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

Desired Outcome:

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

Strategies:

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child's age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

Collected Data:

SEAU response rate from MDE for 2010-11.

Need Assistance:

N

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

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT(0032-01)

Goal Statement:

To increase the percentage of students being served in the regular education classroom 80% or more of the day to be consistent with the statewide target of 62.5%.

Desired Outcome:

The district will increase the Federal Instructional Setting 6-21 in side the regular education classroom 80% of the day (Indicator 5A) by 5% during the next school year.

Strategies:

Provide staff information on full continuum of services, least restrictive environments, and making IEP decisions based on student needs. Build awareness on best practices for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Provide staff with information regarding accommodations and modifications. Encourage research based, data driven decision making regarding instructional setting for students with disabilities.

Collected Data:

Federal Instructional Settings for Students with IEP, Ages 6-21 (Indicator 5A) provided by MDE.

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 10-11
Report Year 09-10

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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 10-11**

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-Nothing to report