

**Complete End of Year  
District Demographics  
School Year 09-10**

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

Race/Ethnicity	Total Enrollment 149	
	Count	Percent
American Indian	16	10.7%
Asian	1	0.7%
Black	7	4.7%
Hispanic	3	2.0%
White	122	81.9%

Part B Special Ed Enrollment 140		
	Count	Percent
American Indian	15	10.1%
Asian	1	0.7%
Black	7	4.7%
Hispanic	2	1.3%
White	115	77.2%

Part C Special Ed Enrollment 9		
	Count	Percent
American Indian	1	0.7%
Hispanic	1	0.7%
White	7	4.7%

Gender	Total Enrollment 149	
	Count	Percent
F	56	37.6%
M	93	62.4%

Part B Special Ed Enrollment 140		
	Count	Percent
F	53	35.6%
M	87	58.4%

Part C Special Ed Enrollment 9		
	Count	Percent
F	3	2.0%
M	6	4.0%

Disability	Total Enrollment 149	
	Count	Percent
ASD	12	8.1%
B/VI	4	2.7%
DCD Mild	10	6.7%
DCD Severe	2	1.3%
DD	26	17.5%
EBD	17	11.4%
OHD	10	6.7%
PI	3	2.0%
S/LI	18	12.1%
SLD	47	31.5%

Part B Special Ed Enrollment 140		
	Count	Percent
ASD	12	8.1%
B/VI	4	2.7%
DCD Mild	10	6.7%
DCD Severe	2	1.3%
DD	17	11.4%
EBD	17	11.4%
OHD	10	6.7%
PI	3	2.0%
S/LI	18	12.1%
SLD	47	31.5%

Part C Special Ed Enrollment 9		
	Count	Percent
DD	9	6.0%

**Complete End of Year  
General District Information  
School Year 09-10**

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

**Date of next MDE validation:**

**Complete End of Year  
General District Information  
School Year 09-10**

**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. As part of the 2008-2009 Special Education Compliance Review, Blackduck 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 has obtained 100% corrections as of June, 2010.

Trends within the District:

The Blackduck District population is currently at 629 students, 89% White, 7% American Indian, 2% Black, and 1% 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 20%. It should be noted that the trend shows more low incident disabilities being served in the district. There are currently 99 out of district students who attend Blackduck School and 81 resident students attend other districts. The percentage of students receiving Free and Reduces Lunch is 53%.

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

\*The Blackduck district uses the NWEA MAP testing twice a year to obtain benchmarks on student progress in reading and math in grades 4-8. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building.

\*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.

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

\*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 3-8.

\*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.

\*SMART Boards have been placed in 3 elementary classrooms and in 4 high school classrooms with training prov

ided to staff.

\*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.

\*District brought in a speaker from Beltrami Sexual Assault Program to present on personal safety and Good Touch/Bad Touch for students in grades K-5.

\*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 Blackduck Elementary publishes news features in the local newspaper.

\*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.

\*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 09-10**

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

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

**Complete End of Year  
General District Information  
School Year 09-10**

**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 2009-10 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 2010-2011 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 09-10**

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

**Complete End of Year  
Current Action Plan  
School Year 09-10**

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

**Current Action Plans**

**Goal Statement:**

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for: notice of evaluation, infant and toddler evaluation, evaluation report, excused absense from team meeting by individual member, notice of IFSP meeting and subject matter for IFSP, IFSP team members, IFSP required content, PLEP, goals& objectives, special ed and related services, progress reporting, content of notice on IEP, contents of prior notice for IFSP, parent consent, secondary transition, IFSP timelines, IFSP periodic review, identification of a parent, and annual review of the IEP.

**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

**Progress and Results Analysis:**

Evidence of corrections were submitted to MDE. Correction status is currently at 95.6% with the last correction data submitted pending acceptance by MDE. All special education staff attended training on due process procedures and guidelines held in August, September and October. Training focused on the most frequent areas of citation across the cooperative which included areas specific to Blackduck including: \*Evaluation Standards of the ER and the Materials and Procedures \*IEP Standards of Team Members, PLP, Short and Long Term Goals and Objectives, LRE \*IEP Standard of Progress Reporting, Secondary Transition, and Transfer Students \*Notification of Contents of Prior Notice for IEP/IIIP, Notice of Evaluation, and Parental Consent \*Notification of Nocitce of IEP Meetings and Subject Matter for IEP/IIIP. \*Timelines of Annual Review of IEP and Frequency of Reevaluation

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

District has submitted data to correct the last remaining correction. Pending MDE approval, the district will then be at 100% compliance.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

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

**Current Action Plans**

**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 14% to a rate of 50% for infants and toddlers exiting Part C.

**Strategies:**

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)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. 3)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.

**Progress and Results Analysis:**

1)Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 08-09 school year. This included site visits from the ECSE coordinator in September '08, October '08, February '09 and April 09. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff inservice training as well as on January 23, 2009 at a BRIC ECSE staff inservice. 2) Beginning in March, 2009 ECSE staff were provided with a due process printout that lists the child's current age in years and months to increase identification of children approaching their third birthday and in need of a Part C Family Outcomes Survey. The printouts were provided monthly for the remainder of the 08-09 school year, and throughout the 09-10 school year. 3) Throughout the 09-10 school year, parents have been offered an incentive to complete and return the Part C Family Outcomes Survey. The BRIC expects the positive results of this incentive program to be evident in the survey response rate for 09-10, as ECSE staff are reporting an increase in survey returns with the incentive.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

The data available does not reflect the response rate following full implementation of the strategies for increased Part C Family Outcomes Survey Response. In addition, the cell size continues to be a contributing factor. An additional 1-2 years of data is needed to determine if the strategies in place are successful.



**Complete End of Year  
Future Action Plan  
School Year 09-10**

**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)

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**Desired Outcome:**

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**Strategies:**

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)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. 3)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:** BLACKDUCK PUBLIC SCHOOL DISTRICT(0032-01)

**Goal Statement:**

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for: notice of evaluation, infant and toddler evaluation, evaluation report, excused absense from team meeting by individual member, notice of IFSP meeting and subject matter for IFSP, IFSP team members, IFSP required content, PLEP, goals& objectives, special ed and related services, progress reporting, content of notice on IEP, contents of prior notice for IFSP, parent consent, secondary transition, IFSP timelines, IFSP periodic review, identification of a parent, and annual review of the IEP.

**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:** 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 61.5%

**Desired Outcome:**

The district will increase the Federal Instructional Setting 6-21 Inside the regular class 80% or more of the day (Indicator 5A) by 5% during the next school year.

**Strategies:**

Staff development trainings on full continuum of services, least restrictive environments and making IEP decisions based on student 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. 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 09-10**  
**Report Year 08-09**

**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 09-10**

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

-Nothing to report