

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

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

Race/Ethnicity	Total Enrollment 143	
	Count	Percent
American Indian	12	8.4%
Asian	1	0.7%
Black	6	4.2%
Hispanic	1	0.7%
White	123	86.0%

Part B Special Ed Enrollment 134		
	Count	Percent
American Indian	10	7.0%
Asian	1	0.7%
Black	6	4.2%
White	117	81.8%

Part C Special Ed Enrollment 9		
	Count	Percent
American Indian	2	1.4%
Hispanic	1	0.7%
White	6	4.2%

Gender	Total Enrollment 143	
	Count	Percent
F	47	32.9%
M	96	67.1%

Part B Special Ed Enrollment 134		
	Count	Percent
F	45	31.5%
M	89	62.2%

Part C Special Ed Enrollment 9		
	Count	Percent
F	2	1.4%
M	7	4.9%

Disability	Total Enrollment 143	
	Count	Percent
ASD	14	9.8%
B/VI	4	2.8%
DCD Mild	10	7.0%
DCD Severe	2	1.4%
DD	19	13.3%
EBD	17	11.9%
OHD	13	9.1%
PI	3	2.1%
S/LI	16	11.2%
SLD	45	31.5%

Part B Special Ed Enrollment 134		
	Count	Percent
ASD	14	9.8%
B/VI	4	2.8%
DCD Mild	10	7.0%
DCD Severe	2	1.4%
DD	10	7.0%
EBD	17	11.9%
OHD	13	9.1%
PI	3	2.1%
S/LI	16	11.2%
SLD	45	31.5%

Part C Special Ed Enrollment 9		
	Count	Percent
DD	9	6.3%

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

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

Date of next MDE validation:

**Complete End of Year
General District Information
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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. MDE Division of Compliance and Assistance completed an on-site validation visit October 2-5, 2006. A preliminary findings memo was sent in December 2006 identifying individual student issues. 100% of individual citations have been corrected and reviewed/approved by the state. The district has reviewed MDE's final report dated January 28, 2009. 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 is working on the 100% correction process.

Trends within the District:

The Blackduck District population is currently at 653 students, 89% White, 8% 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 its current count of 18%. It should be noted that the trend shows more low incident disabilities being served in the district. There are currently 115 out of district students who attend Blackduck School and 77 resident students attend other districts. The percentage of students receiving Free and Reduces Lunch is 52%.

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 3-8. 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, 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 2 grant allows small class sizes at the first and second grade level.

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

*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.

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

*Blackduc

k Elementary conducts an Early Childhood Screening for children between 3-5 years of age in collaboration with the area Headstart Program to provide an expanded health care component.

*Blackduck Elementary offers School Readiness classes for children age 4.

*Character First! Education provides instruction for students in grades PreK-6 on nine character qualities per year.

*No More Bullying provides instruction to students in grades 1-2 on how to prevent and/or act to bullying.

*Nutrition Education is provided to students in grade 4 in conjunction with Beltrami County Extension Office.

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

*B-Team Smoking prevention program is provided to 6th grade students.

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

*Kindness Week grades PreK-12.

*A Home-School Interventionist assists with early intervention of academic ansocial/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, and woodworking.

*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 to their child's assignments, grades, attendance, discipline reports, and lunch balances.

*The Blackduck district has a school website.

*Active Parent Teacher Association (PTA).

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 decided to incorporate the district mission statement into this report.

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?

Y

Rationale for changing the Mission Statement:

To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report, along with it's special education cooperative mission statement.

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. To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report.

Goal statements:

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

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 08-09**

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 will present the SR report to the Community Education Team and the Indian Education 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 to 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: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

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

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and ongoing 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: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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:

Six 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, 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.

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, Blackduck District has submitted a large portion of corrections and will continue to work toward 100% correction during the 09-10 school year. The district has also identified TSES areas which need to be corrected.

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

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:

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 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 Program Evaluation

School Year 08-09
Report Year 07-08

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 08-09**

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

-Nothing to report