

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Race/Ethnicity	Total Enrollment 122	
	Count	Percent
American Indian	87	71.3%
Asian	1	0.8%
Hispanic	1	0.8%
White	33	27.1%

Part B Special Ed Enrollment 119		
	Count	Percent
American Indian	86	70.5%
Asian	1	0.8%
White	32	26.2%

Part C Special Ed Enrollment 3		
	Count	Percent
American Indian	1	0.8%
Hispanic	1	0.8%
White	1	0.8%

Gender	Total Enrollment 122	
	Count	Percent
F	33	27.1%
M	89	73.0%

Part B Special Ed Enrollment 119		
	Count	Percent
F	32	26.2%
M	87	71.3%

Part C Special Ed Enrollment 3		
	Count	Percent
F	1	0.8%
M	2	1.6%

Disability	Total Enrollment 122	
	Count	Percent
ASD	9	7.4%
DCD Mild	12	9.8%
DCD Severe	1	0.8%
DD	16	13.1%
DHH	1	0.8%
EBD	24	19.7%
OHD	10	8.2%
S/LI	19	15.6%
SLD	29	23.8%
SMI	1	0.8%

Part B Special Ed Enrollment 119		
	Count	Percent
ASD	9	7.4%
DCD Mild	12	9.8%
DCD Severe	1	0.8%
DD	13	10.7%
DHH	1	0.8%
EBD	24	19.7%
OHD	10	8.2%
S/LI	19	15.6%
SLD	29	23.8%
SMI	1	0.8%

Part C Special Ed Enrollment 3		
	Count	Percent
DD	3	2.5%

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Date of next MDE validation:

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Significant District Changes:

Mahnomen Independent School District (ISD) #432 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Mahnomen school district. Mahnomen School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Mahnomen 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. The district has submitted corrections to MDE and has been notified the district is at 100% correction status.

Trends within the District:

*Mahnomen School district is a district serving K-12 students. It is located on the White Earth Indian Reservation and has an enrollment of around 620 students of which 68% are Native American. 76% of elementary and 65% of high school students are on Free and Reduced lunch as of May 2009. The general education population has remained relatively stable over the past five years. The special education population has variability from year to year but fluctuates between 18-21%. Based on child count data from four years, disability categories of Developmental Delay, Developmental Cognitive Disabilities: Mild to Moderate, and Autism Spectrum disorders have shown the most growth in the district.

Mahnomen School District has been identified in third year AYP for reading proficiency and 2nd year APY in attendance/graduation rate and stage zero in math proficiency. The district has a District Level Improvement Plan in place.

*Special Education identification rates are slightly disproportionate with representation percentages of ethnicity groups based on 08-09 data. Using 06-07 data and 07-08 data, the identification rates were consistent with percentages of ethnicity groups. Using 08-09 data, Mahnomen student population consisted of 68% Native American and 32% white. Special Education enrollment for the same data year was at 73.9% Native American and 24.6% white. According to District Data Profiles using data from 2008-09 school year, Mahnomen School district does not have disproportionate representation in either indicator 9 (Disproportionate Representation in racial and ethnic groups) or Indicator 10 (disproportionate representation in racial and ethnic groups within specific disability categories)

Significant Events/Programs in the District:

Mahnomen School District has been working to improve achievement and attendance rates by incorporating a number of programs both at the elementary and high school level. Programs include the following:

*Strategies consistent with Reading First continues to be implemented K-3 with the goal consistently use research based strategies in reading to increase achievement levels.

*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.

*Accelerated reading and math is used at the elementary school to supplement

general education and special education curriculum in reading and math. Accelerated math was implemented in grade 7 - 8 during the 08-09 school year.

*Interventionists are provided at both the elementary and high school level to assist with early intervention of academic and social/behavioral concerns as well as working with families to increase attendance. The Interventionists provide services to students within regular classroom, in small groups or with individual students. At the high school level the service is provided to students on individual basis only.

*21st Century is a grant sponsored program providing services to elementary students. The 21st Century program is an after school program which facilitates increased attendance, academic assistance, homework completion, and gross motor activities.

*Students attending Mahnomen School currently have on-site Mental Health services available due to two separate grants. The Rural Health Outreach Grant is specifically for Mahnomen School District students and provides in-school therapy, in-home family therapy and clinical site counseling to students and families. Referrals are made by school staff, county workers and family. Systems of Care grant is a six county collaborative grant which provides Mental Health services to students attending schools in the six county area.

*Mahnomen school is also involved in a Comprehensive Crisis Response Team for mental health issues with Becker County on a 24 hour/7 days a week grant.

*JOM provides financial assistance for Native American students to access a variety of cultural, art and recreational activities within the district.

*Title 7 tutors provide academic support in math and English classes and are available every hour for 1:1 support also.

*An after school homework program is available four days per week and academic support is provided by a licensed teacher in math, science, and FACS.

*Mahnomen Elementary implemented Partners for Success which is an after school homework club for grades k 1 6.

*Mahnomen High School has implemented a variety of strategies to improve attendance rates in the district. An advisor/advisee program has been implemented to increase parent/school communication. Interventionists contact parents directly after an absence. White Earth Indian Child Welfare collaborates with Mahnomen District to promote a reduction in truancy violations while encouraging consistent school attendance.

*Building problem solving teams are well established at both the elementary and high school. The problem solving teams meet to review academic, behavioral and attendance patterns of students. The Elementary team meets two times per month. The High School Student Support Team meets once or twice a month to review student progress and implement interventions for concerns presented by classroom teachers. 7th and 8th grade level teams meet weekly to discuss interventions and follow up for student concerns.

*Professional Learning Communities have been established at Mahnomen School consistent with school improvement plan. Inservice pertaining to PLC basics and formation of communities have been completed.

*Data teams have been created to gather and review data for decision making.

*Implemented NWEA testing grades k - 11 in both reading and math. Data points will be taken fall and spring.

*Assess What Matters was implemented with purpose to improve MCA scores. Small groups were formed to review test prep activities.

*Early Childhood- District has been working to improve referrals coming from Headstart and improve coordination with school readiness program (Fours alone).

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:

Our mission is to provide the opportunity for high achievement for all learners promoting academics, citizenship and individual self-esteem, with an emphasis on 21st century skills.

Has your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

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 09-10**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 peer monitors. Additional team members were added during 2008-09 school year including building principals, special education teachers, ECSE teacher, Native American cultural representative 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	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
Gunderson	Bev	Special Education Teacher	3	Cultural Rep; Develop, implement, eval process
Miller	Ramona	Principal	3	Review/analyze AYP data, align CIMP w/ School Imp.
Bisek	Jeff	Principal	5	Review AYP data; align CIMP w/ School Improvement
Antonsen	Felicia	Special Education Teacher	3	Development, implementation, evaluation of process
Ness	Jessica	Early Childhood Special Education Tea	3	ECSE perspective, review & analyze data
Haugse	Heather	Psychologist	3	Development, implementation, evaluation of process

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 Mahnomen AYP Committee and Indian Education Parent Advisory Committee during the 2010-11 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 09-10**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Current Action Plans

Goal Statement:

To increase parent 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 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
Current Action Plan
School Year 09-10**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Current Action Plans

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Current Action Plans

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. Review service delivery options and provide additional staff to work with general education teachers using inclusion model of service delivery. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

08-09 SY and 09-10 SY Federal Instructional Setting Rates for Students 6 - 21

Progress and Results Analysis:

The percentage of students served in regular class more than 80% of the school day decreased using the 08-09 data by 3.5%. Training was provided to all special education teachers regarding full continuum of services and placement decisions at due process training held in August, September and October. The special education staff at Mahnomen met as a team to discuss service delivery options. During the 2009-10 school year, the district provided an additional staff person to work with general education teachers using inclusion model of service delivery. Activities included providing direct instruction to students in area of study skills, test taking skills, self-advocacy skills; coordination of academic supports through general education options such as Title VII, tutor room, homework club; and consulting with classroom teachers to design differentiation within the general education classroom. With implementation of this position, first semester data indicates special education service hours have for grades 7 & 8 had decreased 585 minutes per week and service hours for grades 9 - 12 decreased by 900 minutes per week.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

District provided training and an additional staff person to assist with special education services in an inclusive setting. District data profiles reflect data from 2008-09 school year. The additional training and supports will not be reflected in district data profiles until 2009-10 data. District anticipates rate will move closer to state target based on 2009-10 data.

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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, evaluation report, progress reporting, and content of notice on 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. 100% correction status was achieved. All special education staff attended training on due process procedures and guidelines held August, September and October. Training focused on areas most frequent areas of citation across the cooperative which included areas specific to Mahnomen including: notice of evaluation, evaluation report, progress reporting, and content of notice on IEP.

Goal Met? (met, not met, continue)

Yes : M

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

Goal Statement:

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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: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

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 62%.

Desired Outcome:

Increase percentage by 10% using 09-10 SY data and 10% using 10-11 SY data.

Strategies:

Annual review of 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 incorporated into district PLCs. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

09-10 SY and 10-11 SY Federal Instructional Setting Rates for Students 6 - 21

Need Assistance:

N

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

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 Grade 5, 6, 7, 8) and math (Grades 4, 5, 6, 7, 8,1) based on SY 09-10 data and again by 5% based SY 10-11 data.

Strategies:

Review MCA scores, NWEA scores. Continued training on NWEA data interpretation Continued implementation of Assess What Matters into curriculum PLC's will research, select and place into curriculum strategies to improve reading & math scores among students with disabilities.

Collected Data:

MCA-II proficiency rates for SY 09-10 and SY 10-11

Need Assistance:

N

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

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. Review service delivery options and provide additional staff to work with general education teachers using inclusion model of service delivery. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

08-09 SY and 09-10 SY Federal Instructional Setting Rates for Students 6 - 21

Need Assistance:

No Data.

Complete End of Year Program Evaluation

School Year 09-10
Report Year 08-09

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

-Nothing to report