

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

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

Race/Ethnicity	Total Enrollment 130	
	Count	Percent
American Indian	96	73.9%
Asian	1	0.8%
Hispanic	1	0.8%
White	32	24.6%

Part B Special Ed Enrollment 128		
	Count	Percent
American Indian	95	73.1%
Asian	1	0.8%
Hispanic	1	0.8%
White	31	23.9%

Part C Special Ed Enrollment 2		
	Count	Percent
American Indian	1	0.8%
White	1	0.8%

Gender	Total Enrollment 130	
	Count	Percent
F	39	30.0%
M	91	70.0%

Part B Special Ed Enrollment 128		
	Count	Percent
F	38	29.2%
M	90	69.2%

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

Disability	Total Enrollment 130	
	Count	Percent
ASD	8	6.2%
DCD Mild	11	8.5%
DCD Severe	3	2.3%
DD	15	11.5%
DHH	1	0.8%
EBD	27	20.8%
OHD	11	8.5%
PI	2	1.5%
S/LI	17	13.1%
SLD	34	26.2%
SMI	1	0.8%

Part B Special Ed Enrollment 128		
	Count	Percent
ASD	8	6.2%
DCD Mild	11	8.5%
DCD Severe	3	2.3%
DD	13	10.0%
DHH	1	0.8%
EBD	27	20.8%
OHD	11	8.5%
PI	2	1.5%
S/LI	17	13.1%
SLD	34	26.2%
SMI	1	0.8%

Part C Special Ed Enrollment 2		
	Count	Percent
DD	2	1.5%

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

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

Date of next MDE validation:

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

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. MDE Division of Compliance and Assistance completed an on-site validation visit October 2 - 5, 2006. Mahnomen School District received the final Validation Review Report for the visit January 28, 2009. 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 and district is working on 100% correction process.

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 700 students of which 81% of elementary and 62% of high school students are on Free and Reduced lunch as of May 2008. The general education population has remained relatively stable over the past five years. The special education population has had a reduction in the percentage of the population in special education from 22.55% to 18%.

*Identification rates are consistent with representation percentages of ethnicity groups the past three years. Mahnomen student population using 2007-08 data consisted of 61% Native American and 38% white. Special Education enrollment for the same data year was at 63.8% Native American and 34.8% white.

*Mahnomen was identified as having disproportionate representation in certain disability categories based on 2006-07 data. Underrepresentation was identified in the disability category of SLD and American Indian racial group with weighted risk ratio of 2.31. Overrepresentation was identified in the disability category of EBD and American Indian racial group with weighted risk ratio of 2.83. Mahnomen responded this disproportionality by submitting a Disproportionate Representation Report and Action Plan to MDE 08/15/08. The report & action plan were accepted and 100% compliance correction for record review citations were completed in April 2009. Data from 2007-08 indicate weighted risk ratio for SLD and American Indian racial group is 1.14 and EBD and American Indian racial groups has weighted risk ratio of 1.76. Both of these numbers indicate movement in the right direction but is limited by small cell size. The district will want to monitor trends data to draw useful conclusions regarding disproportionality in certain 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, 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.

*During the 2008-09 school year, the school psychologist worked with the High School problem solving team to improve steps of record review, identifying/prioritizing presenting problem, design a targeted intervention and collect data to determine progress.

*Professional Learning Communities are being 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?

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: 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. This year additional team members have been added 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
Pohl	Eva	Special Education Coordinator - Due P	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 08-09**

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 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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

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

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 a random basis

Collected Data:

100% compliance when Record Review is completed 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, evaluation report, progress reporting, and content of notice on 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, the district has identified TSES areas which need to be corrected. Mahnomen 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
Current Action Plan
School Year 08-09**

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

Current Action Plans

Goal Statement:

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

Desired Outcome:

Meet State rate for Part B settings

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.

Collected Data:

Comparison of State rate and Mahnomen's rate (as calculated through MARSS data)

Progress and Results Analysis:

Mahnomen current rate for Federal Setting 1 is at 44.4% which continues to be below state target rate. Mahnomen did show significant improvements in Federal Setting 3 rates with a 7.9% rate which is below state target for the first time in the past five years.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

Mahnomen partially met this goal by improving Federal Setting 3 rates to be below state target, however, the district will continue working toward moving Federal Setting 1 rates to be more consistent with state target rates.

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

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:

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 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: 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:

N

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

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

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

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 08-09
Report Year 07-08

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 08-09**

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

The following results based on 12 responders.

02. Are you currently enrolled in any of the following training or postsecondary educational programs?

	Total	Percent
Community College (2 year program)	2	16%
No Response	10	83%
Total	12	100%

03. Based on your response to the previous question, which of the following best describes your current educational status:

	Total	Percent
I am currently participating full-time in a training or educational program.	2	100%
Total	2	100%

05. Which of the following best describes your job?

	Total	Percent
Competitive employment (where most employees are non-disabled)	7	58%
Not working	4	33%
Supported employment (paid work in a community with support services)	1	8%
Total	12	100%

06. On average, how many hours do you work per week?

	Total	Percent
21 - 34 hours	5	41%
35 or more hours	2	16%
Don't know	1	8%
Not working	4	33%
Total	12	100%

07. How much money do you earn per hour?

	Total	Percent
More than \$10.00 per hour	2	16%
More than \$6.15 per hour up to \$10.00 per hour	5	41%
No Response	1	8%
Not working	4	33%
Total	12	100%

08. How do you get your health care coverage or insurance? (Optional)

	Total	Percent
I don't have health care coverage	3	25%
No Response	1	8%
Other (e.g. a combination of the above options)	1	8%
Through Medicare/Medicaid/MN Care/MAEPD	2	16%
Through my current employer/job	2	16%
Through my parents' health insurance	3	25%
Total	12	100%