

**Complete End of Year  
District Demographics  
School Year 11-12**

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

Race/Ethnicity	Total Enrollment 148	
	Count	Percent
American Indian	23	15.5%
Asian	1	0.7%
Black	5	3.4%
Hispanic	2	1.4%
White	117	79.1%

Part B Special Ed Enrollment 147		
	Count	Percent
American Indian	23	15.5%
Asian	1	0.7%
Black	5	3.4%
Hispanic	2	1.4%
White	116	78.4%

Part C Special Ed Enrollment 1		
	Count	Percent
White	1	0.7%

Gender	Total Enrollment 148	
	Count	Percent
F	54	36.5%
M	94	63.5%

Part B Special Ed Enrollment 147		
	Count	Percent
F	53	35.8%
M	94	63.5%

Part C Special Ed Enrollment 1		
	Count	Percent
F	1	0.7%

Disability	Total Enrollment 148	
	Count	Percent
ASD	16	10.8%
B/VI	3	2.0%
DB	1	0.7%
DCD Mild	9	6.1%
DCD Severe	3	2.0%
DD	18	12.2%
EBD	14	9.5%
OHD	11	7.4%
PI	2	1.4%
S/LI	19	12.8%
SLD	51	34.5%
TBI	1	0.7%

Part B Special Ed Enrollment 147		
	Count	Percent
ASD	16	10.8%
B/VI	3	2.0%
DB	1	0.7%
DCD Mild	9	6.1%
DCD Severe	3	2.0%
DD	17	11.5%
EBD	14	9.5%
OHD	11	7.4%
PI	2	1.4%
S/LI	19	12.8%
SLD	51	34.5%
TBI	1	0.7%

Part C Special Ed Enrollment 1		
	Count	Percent
DD	1	0.7%

**Complete End of Year  
General District Information  
School Year 11-12**

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

**Date of next MDE validation:** 13-14

**Complete End of Year  
General District Information  
School Year 11-12**

**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 Self-Review during the 2011-12 school year. A self-review team was selected and participated in record review training conducted by MDE September 28th - 30th, 2011. Self-review of records for compliance was completed and formal notification of findings was issued by MDE March 1, 2012. The Blackduck District is working to submit corrections which are due to MDE by February 1, 2013. As a result of findings, Corrective Action Plans were submitted and approved in March to address compliance problems. In May, the Blackduck School District received Corrective Action Plan training and is now in the process of addressing strategies outlined in the plan in order to meet the completion due date of December 15, 2012.

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

\*Over a two year time period, the Blackduck School District worked collaboratively with the BRIC to find a way to increase reading achievement of the students in special education and to integrate technology into the educational process. As a result of this collaboration, the district was able to implement the scientifically researched based Scholastic READ 180 program this past school year. This interactive reading program has increased active learning for the students, improved student motivation and achievement. It was used in grades 8-9 this year and will be offered to special education students in grades 7-9 next year.

\*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 dropout.

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

\*Math Counts is offered for grades 7 & 8.

\*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 in grades k-6.

\*Title 1 paraprofessional support in reading math for students in grades K-6.

\*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.

\*JOM daily tutoring for students in grades 7 & 8.

\*Young Authors Creativity Festival is held for 5-8 grade.

\*Gifted and Talented Program is offered in grades 5 & 6.

\*Master Robots Program is offered to 9-12 graders.

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

\*SMART Boards and similar technology have been placed in 6 elementary classrooms and in 6 high school classrooms with training provided to staff. It is the district's goal to continue to expand the use of technology in the classrooms.

\*Mobile classroom computer labs are used in both the elementary and the high school.

\*SMART (Stimulating Maturity through Accelerated Reading Readiness Training) Room is used by pre-k through grade 2 and some selected students in other grades. This multisensory approach to learning develops physiological and neurological readiness skills essential to classroom success. The SMART program emphasizes stimulating the brain and body to promote richer connections among the neurons.

\*Teacher Assistance Teams (TAT) 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.

\*K-12 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 interventionist 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.

\*Healthy Foods Snack grant was obtained by the district in order to provide elementary students with a healthy snack of fruits and vegetables in the afternoon.

\*K-12 Dental Clinic was offered through Northern Access to provide education on Dental Health to students.

\*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 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.

\*Elementary and High School newsletters 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 Synergy 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.

\*Ongoing Due Process training provided by the BRIC was attended by 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:**

No data.

**Goal statements:**

No data.

**Complete End of Year  
General District Information  
School Year 11-12**

**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	0	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	0	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	0	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	0	Scheduling; data analysis; report writing
Haluptzok	Barb	Parent	2	Facilitating Parent Involvement
Templin	Wendy	Principal	0	Review AYP data; align CIMP w/ School Improvement
Warden	Lorraine	Other	0	Gather info, conduct analysis and goal development
Doetsch	Robert	Administrator	0	Review/analyze AYP data, align CIMP w/ School Imp.
O'Brien	Monica	Special Education Teacher	0	Develop, implement and evaluate plan
Larsen	Lisa	Early Childhood Special Education Tea	3	Develop, implement, and evaluate plan
Nelson	Heather	Psychologist	0	Gather/Analyze data and goal development

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**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 11-12**

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

**Complete End of Year  
Current Action Plan  
School Year 11-12**

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

**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 11-12**

**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:**

No Data.

**Desired Outcome:**

No Data.

**Strategies:**

No Data.

**Collected Data:**

No Data.

**Need Assistance:**

No Data.

**Complete End of Year  
Post Secondary Follow-up Survey  
School Year 11-12**

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

-Nothing to report