

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

DistrictNbr/Types: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

Race/Ethnicity	Total Enrollment 877	
	Count	Percent
American Indian	222	25.3%
Asian	5	0.6%
Black	28	3.2%
Hispanic	9	1.0%
White	613	69.9%

Gender	Total Enrollment 877	
	Count	Percent
F	267	30.4%
M	610	69.6%

Disability	Total Enrollment 877	
	Count	Percent
ASD	68	7.8%
B/VI	1	0.1%
DCD Mild	49	5.6%
DCD Severe	15	1.7%
DD	148	16.9%
DHH	14	1.6%
EBD	186	21.2%
OHD	124	14.1%
PI	9	1.0%
S/LI	121	13.8%
SLD	137	15.6%
SMI	2	0.2%
TBI	3	0.3%

Race/Ethnicity	Part B Special Ed Enrollment 828	
	Count	Percent
American Indian	211	24.1%
Asian	5	0.6%
Black	27	3.1%
Hispanic	9	1.0%
White	576	65.7%

Gender	Part B Special Ed Enrollment 828	
	Count	Percent
F	246	28.1%
M	582	66.4%

Disability	Part B Special Ed Enrollment 828	
	Count	Percent
ASD	68	7.8%
B/VI	1	0.1%
DCD Mild	49	5.6%
DCD Severe	15	1.7%
DD	99	11.3%
DHH	14	1.6%
EBD	186	21.2%
OHD	124	14.1%
PI	9	1.0%
S/LI	121	13.8%
SLD	137	15.6%
SMI	2	0.2%
TBI	3	0.3%

Race/Ethnicity	Part C Special Ed Enrollment 49	
	Count	Percent
American Indian	11	1.3%
Black	1	0.1%
White	37	4.2%

Gender	Part C Special Ed Enrollment 49	
	Count	Percent
F	21	2.4%
M	28	3.2%

Disability	Part C Special Ed Enrollment 49	
	Count	Percent
DD	49	5.6%

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)
Date of next MDE validation: 10-11

18-Sep-2009
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**Complete End of Year
General District Information**

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01) **School Year 08-09**

Significant District Changes:

District Information: Bemidji Area Schools is a school district located in north central Minnesota, bordered by 3 reservations: White Earth, Leach Lake and Red Lake. The district covers approximately 833 square miles and consists of the following schools: 6 elementary schools, 1 middle school, 1 high school, 1 alternative high school, 1 separate day school, 1 early childhood center, 1 alternative education center (AEC) and 3 private schools. Our AEC serves a local youth shelter and houses the Sober School, an alternative program for students with chemical dependency issues. We also provide educational services for one correctional facility and in January we began providing educational services for the White Earth Tribal Council sponsored Oshki Manidoo, a residential treatment center for youth with substance disorders. One of our elementary schools services the homeless shelter and the battered women's shelter. Located within the district boundaries are also 3 charter schools. Our district has become known for our SE services and parents report they have moved here because of the SE services provided. Also, children have moved in with relatives living in our district to be able to access our services. Our SE child count continued to rise, as it has the past three years, from 800 in 06-07 to 871 in 08-09. While declining enrollment in 2000 - 2005 necessitated the closing of 2 elementary schools in the last 7 years, enrollment in Kindergarten the last four years has increased, with crowding at the elementary level now being an issue. Bemidji School District has a high poverty rate with 48% of the students on free and reduced meals in 06-07. The district also has a high mobility rate at 23.77% in 06-07. 07-08 rates are not available but we anticipate an increase in that rate also. Our referendum passed last fall after failing to pass in 2007. A community organization consisting of community members and district staff formed to work on passage of the referendum. They had organizational meetings, brought in a speaker and held community meetings to educate the population to the needs of the students and to maintain the levy. The cost of gas is a huge issue for our district, considering we cover approximately 833 square miles. All day everyday, the community values Kindergarten and they wanted it maintained. Also, approximately 2.1 million dollars of our special education costs are cross-subsidized from the general education fund. Because the referendum passed, the cuts we made were not as severe as they could have been.

Special Education Information: Adopting SpEd Forms for our Due Process paperwork has greatly reduced the number of reporting errors, amount of time SE teachers need to spend on paperwork and the frustration level of all SE staff. It is user friendly and has increased our confidence in our state submissions. We continued inservicing Special Education Department Chairs (one per building) regarding their duties and Due Process procedures. We met during the year to discuss how things were going and to answer questions they might have. Various district groups also met throughout the year to discuss their disability/specialty area, any needs they were experiencing and to review policy/pr

ocedures connected with those disability/specialty areas. We continued to inservice General Education teachers, paraprofessionals, administration and parents on due process procedures and disability information. Staff (paras, gen ed teachers and SE teachers) had the opportunity to attend various workshops and inservices offered. These included: Math and Reading inservices on various skills, Behavior Interventions for Cognitively Impaired Students, Autism, transition, rare genetic syndromes, SpEd Forms, preschool screening, Compass Learning and others. We continue to work with advocacy groups (PACER, Arc, Bemidji Autism Network) to provide numerous workshops for parents and teachers. In the last three years we have experienced an increase in aggression of special education students with co-morbid mental health needs. We have offered inservices to address this need, including Elwyn Institute of Pennsylvania and various mental health inservices. The district offers teachers a choice of staff development options. One is the traditional full day workshop with a variety of offerings. The other is the Professional Learning Community (PLC). PLCs are formed by groups of teachers interested in the same topic: ASD, transition, Reading, Math, student fitness, etc. They work to address issues, concerns and programming for those areas of interest. The Early Intervention Program (EIP) provided collaborative training opportunities for parents and professionals who work with young children ages 0-5, including a Terry Rose workshop on Children's Mental Health. They collaborate with THRIVE, an interagency coalition to promote the social and emotional health of young children. The EIP participated in the Tiny Tots Expo, a community expo showcasing community groups focused on young children. EIP staff also participated in transition groups and activities for all community preschool teachers and Kindergarten teachers. This year 320 children went through preschool screening. Bemidji Middle School implemented a Student Mental Health Team in January 2007. This team continues to meet weekly and consists of the MS social worker, Indian Education Liaison, MS psychologist, assistant principals, building principal, suicide prevention specialist, MS counselor, and personnel from the Upper Mississippi Mental Health Center working collaboratively on a full-time basis in the Middle School building (in-school therapist with a degree in clinical social work as well as two skills workers who work on skill-building in areas such as social skills, anger management, stress management, and life skills) and special education and regular education staff providing data/information to the team as needed. Staff at Bemidji Middle School also formed the middle school A-TEAM. This year they focused on developing SMART goals to encourage kids with ASD to be socially integrated into the fabric of the school. Mental Health needs of Bemidji High School students were addressed this past year through a contract with North Homes, Inc and an in-school therapist supports through the Upper Mississippi Mental Health Center. These services are a collaboration between the District and the Beltrami Area Service Collaborative. Referrals were triaged through the high school social worker. Special education staff were pleased with access to mental health services for students with disabilities.

Compliance: The Bemidji School District formed a Compliance Team in 1995 to assist the Special Education director and Special Education teachers. The team advises the director regarding district policy, helps interpret state rule/policy, inservices district staff, provides support to SE teachers and produces a monthly SE memo. Members of the Compliance Team are active on various district committees, including CTIC, CIMP and SEAC. In 2002 a district due process facilitator position was established. District staff has indicated the compliance team and due process facilitator position has had a positive impact. Parents have also been referred to the facilitator when needed and they have expressed appreciation in having someone to call if they feel they need information or assistance.

SEAC: The Local Special Education Advisory Council (SEAC) met 4 times this year. Membership was reviewed last year and we have tried to add parents/community members to the committee. SEAC sponsored an Inclusion poster contest, with the posters selected being printed and displayed throughout the district, encouraging acceptance of ALL students. They also created a list of workshop topics for next year and compiled a list of questions regarding district parking lot accessibility, which was reviewed with the District lead Grounds Supervisor.

Transition: The District Transition Facilitator continues to support middle school and high school special education teachers on Indicator 13 to ensure appropriate transition activities. We continue to collaborate with the Department Rehabilitation Services to provide additional assessments in the area of transition. The COPES System assessment was administered to assist students in preparing for their future. The three assessments include the California Occupation Preference System (COPS), measuring career interest, the Career Ability Placement Survey (CAPS), measuring abilities, and the Career Orientation Placement and Evaluation Survey (COPES), measuring the person's values. These assist in discovering what type of career a person will be happy in and successful.

To address Transition needs the high school provides instruction in classes such as Self Advocacy, Transition, Vocational Skills, Social Skills, Living Skills, Work Experience and Work Skills Development for special education students. The High School has a PLC that studies

transition and the Targeting Transition Program. This program is used to track students in the area of transition. CTIC: The Community Transition Interagency Team held the Third Annual Transition Expo for students, staff and families. The Expo was again held at the Bemidji High School Commons with approximately 50 agencies present to provide information on the services they provide. The CTIC continues to use the transition referral process designed to connect students and families to agencies that can assist students in post high school plans. As a result of this process seniors are given a list of recommended agencies that may be of assistance to them after high school. Case managers are given a list of recommended agencies for Juniors; these agencies will be invited to the student's Senior year IEP. The CTIC continues review data collected to determine the effectiveness of the collaborative process. The CTIC agencies collaborated to provide a workshop for parents, students and teachers on how various services are affected by post-secondary options.

Technology: This year we purchased Compass Learning, a standards based individualized instruction program that supplements the curriculum and credit recovery. A grant was written and interactive SMART boards were purchased for various schools, including special education classrooms. We continue to see an increasing need for Assistive Technology consultation and recognize the importance of keeping technology up-to-date for both students and staff. To do this, the SE AT specialist attends regional as well as state conferences and AT meetings. She is available to conduct observations and provide teachers with feedback regarding AT materials available, helps maintain the AT lending library, maintains the SE teacher and student computer inventor and orders computers. She provided teachers with technology inservice as requested.

Indian Education: The Indian Education Program is a district program that provides a variety of services for Native American students and their families, including individual counseling, academic support, home/school liaison services, transportation to educational meetings. Vince Byle, Indian Education Program Director, indicates that Native American parents are pleased with the continuum of services provided and feel their children are placed appropriately. He feels school staff and Indian Education staff work well together and value each other's position. Liaisons are provided inservice from both the Indian Education Program and Special Education. School psychologists also review assessments used in evaluations to make sure they are not culturally biased.

To further ensure students are placed appropriately, the district involves our Indian Education Home/School Liaisons as needed from the prereferral stage to placement and on an ongoing basis as a part of the IEP team. The liaisons cover ages birth through 21. The Liaisons assist teachers in understanding the student's needs and help determine if the difficulties the students are experiencing are related to cultural issues or not. They are also a support for parents: assisting them in understanding the process, providing transportation, assisting in completing parent questionnaires, assisting in Child Find activities and outreach activities. Some parents feel more comfortable at team meetings with the liaison present.

NCLB: The district continues to strive to implement No Child Left Behind (NCLB) in the most effective way. SE staff are members of the District Data committee, which continually reviews and analyzes assessment data. All but a few of the 135 paraprofessionals (including SE paras) meet the highly qualified criteria. We continue to inservice SE staff on statewide assessment. We also meet individually with any staff requesting assistance.

Process to develop the Mission and Belief statements:

The CIMP team met three times the first year we were involved in CIMP to develop our mission statement. At the first meeting, we reviewed the district's mission statement at the time and then developed what we felt was reflective of our mission for our SE students. The statement was reviewed and revised over the year and continues to be reviewed each year by the CIMP team. The Team met in 4/09 to review the statements and felt they were still reflective of our mission.

Mission:

Our mission is to empower each learner to succeed in our diverse and changing world by delivering a broad array of services, which improve the total education of students with special needs.

Has Your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

Belief Statements:

- 1) Learning is a lifelong process that enriches our lives. All students can learn, have the right to learn and should respect the rights of others to learn.
- 2) Each person should show sensitivity and respect for self and others.
- 3) IEP teams will address the need for students to be educated in the least restrictive environment.
- 4) Parents/Guardians and students will be an integral part educational planning and program development building on the strengths of the students.
- 5) Education is a partnership that can only result through respectful collaboration and effort among students, parents, special education staff, general education staff and the community.
- 6) Curriculum should be research based, taught sequentially, developmentally appropriate and meaningful.
- 7) Program evaluation leads to improved results for students.
- 8) Appropriate social interaction and communication skills are essential for success in all areas of learning.

Process to develop the goal statements:

Three meetings of the CIMP committee were held in March and April 2002 for the purpose of developing a Mission Statement, Beliefs and Goals. Between meetings, emails were used for membership communication regarding suggestions, concerns, meeting dates and information dissemination.

At the fall 2007 CIMP Team meeting the Goal Statements were reviewed. We modified the first goal to include families and added the last goal regarding nondiscriminatory practices. Goal statements were then reviewed once more at our spring meeting and approved. Spring of 2009 we met and reviewed the Goal Statements. We did not make any changes this year.

Goal statements:

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

Leadership Team Selection Process:

When the CIMP team was originally formed, the District's Special Education Compliance Team brainstormed a list of possible team members. In addition to the Compliance Team, potential CIMP members were invited to become part of the Team. Members were invited to represent a variety of stakeholders: teachers, administrators, disability areas, grade levels and parents. Each building in the District was represented for ease of dissemination of information and collection of ideas. Additionally, one member was added after her request to become involved in the process.

The CIMP team decided that it would be beneficial to maintain membership on an ongoing basis. Additionally, SE staff and parents would be invited to join if they felt they wanted to get involved in the process. By having ongoing membership and also adding new members as needed, the Team felt it would allow for continuity in the process, yet add members with new ideas and outlooks periodically. Not all members attend the Team meetings, so by having a larger membership, it helps to ensure an adequate size group when we do meet. In the Fall of 2007, 5 members decided not to continue membership in CIMP. At the first meeting, the current members decided to recruit parents for membership from Early Childhood Special Education, High School level, Elementary School level and the Local Indian Education Council. By the end of the 07-08 School Year, we have added a member who is the parent of an elementary school student and a member of the Local Indian Education Committee and a parent of a ECSE student. We are continuing to look for parents at the High School level.

We made a few changes to membership for the 08-09 school year. Our Early Childhood Special Education Lead Teacher retired and was replaced on this team by the new ECSE Lead Teacher. We also added an Elementary SE teacher.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Vaadeland	Bob	Administrator	5	Active Participation
Flicek	Susan	Special Education Coordinator - Due P	3	Active Participation
Quistgaard	Trish	Psychologist	3	Active Participation
Wadena	Sonya	Parent	9	Active Participation /Nondiscriminatory practices
Sugar	Ron	Special Education Teacher	5	Active Participation
Story	Brenda	Other	7	Transition/Interagency
Johansen	Anna	Speech Language Pathologist	5	Active Participation
Stefanich	Brian	Asst. Principal	5	Active Participation
Johnson	Maura	Special Education Teacher	3	Active Participation
Krause	Heidi	Special Education Teacher	3	Active Participation
Kohler	Dan	Other	8	Nondiscriminatory practices

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Byle
LaCroix
Kondos
Yates

Vince
Katie
Jennifer
Deb

Other
Parent
Early Childhood Coordinator
Special Education Teacher

8 Indian Education/ Nondiscriminatory
procedures
9 Active Participation
9 Active Participation
9 Active Participation

**Complete End of Year
General District Information**

School Year 08-09

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

How parents and community are involved in the MNCIMP:SR planning and analysis:

Parents and community members have been involved in all aspects of the CIMP process since the planning stage. Interested parents and community members are welcome to be a part of the CIMP team. However, finding those who want to be active members has been a challenge in the past and we will continue to look for and encourage parent and community involvement. At the 08-09 CIMP Team meetings, the current CIMP team reviewed the 07-08 report and team membership. They analyzed the data, reviewed the Current Action Plans and developed Future Action Plans. The District Special Education web site has a CIMP section. The CIMP report is posted in that part of the web site along with contact numbers for interested community members. Some members of the CIMP leadership team are on the local Special Education Advisory Council, which is comprised of teachers, parents and local Special Education advocates. The SEAC reviews the CIMP report and provides input on the report and action plans for SEAC/CIMP members to bring back to the CIMP team.

How the MNCIMP:SR status is communicated to parents and the community:

Community:

Information regarding the CIMP process is included in the district newsletter sent to each household in the district in August. The CIMP process is described on the district Special Education web site and the Due Process Facilitator's contact information is listed for those who would like more information or who would like to be a member of the CIMP team. A copy of the CIMP report is attached as a pdf file. Parents:

The Local Special Education Advisory Council (SEAC) meet 4 times each year. They receive updates on the progress and status of the District CIMP process. Parents also have access to the information provided as described above in the Community section. School Personnel:

Special education teachers and administrators are updated regarding the CIMP process periodically through monthly memos and postings on the district electronic messaging system. SE teachers are also on the CIMP team and bring back information to their buildings. At the August SE workshop, the CIMP report and status is summarized and staff is shown how to access the report online. General education teachers and paraprofessionals are updated on the district electronic messaging system. They are notified when the report is posted on the District web site.

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

Current Action Plans

Goal Statement:

Families will have an increased knowledge of their rights, how to communicate their child's needs and how to help their child learn.

Desired Outcome:

When completing the Family Outcome survey, families will rate their knowledge in indicators 4 A, B and C as 75% or higher.

Strategies:

- 1) Staff will review the Family Outcome survey with families prior to them completing it.
- 2) Staff will relay the importance of completing the survey.
- 3) Assistance in completing the survey will be offered in a manner that retains the confidentiality for the family.

Collected Data:

State outcome reporting next year will be at or above the state rate.

Progress and Results Analysis:

Family outcome 4B and 4C met at a 100% rate, which is above the state rate. Outcome 4A rose from 40% to 50%, but is still below the state target rate. We feel our strategies showed significant success with B and C and some success with 4A. We will continue to implement the current strategies with modifications.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

We feel the reason for 4A not being met is a combination of factors as discussed in the Program Evaluation section of this report. We have seen growth in the Family Outcome Survey, but will continue these strategies to raise the 4A rate to at or above the state target rate.

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

Current Action Plans

Goal Statement:

To increase student proficiency levels in reading and math.

Desired Outcome:

Four out of eight grades will meet or exceed state proficiency levels in reading and math.

Strategies:

- 1) Training in and use of district chosen Math and Reading curricula, aligned with state standards, to increase coordination of teaching and scope and sequence of skills.
- 2) Use of technology, specifically, training in and use of Compass Learning, a standards-based, scientifically-based software curriculum.
- 3) Training for SE teachers by district reading and math specialists in aligning goals and objectives to state standards.

Collected Data:

MAP test scores will be collected and analyzed at each grade level in the Fall and Spring to determine if growth is being seen. MCA and CIMP data will show an increase in proficiency scores in Reading and Math.

Progress and Results Analysis:

When compared to their scores the previous year, 7/10 group raised their scores, however, we did not meet proficiency for this outcome: 4/8 groups meeting proficiency. We feel we are on track and given the MAP scores increase from Fall to Spring in 08-09, we are anticipating a corresponding increase in proficiency rates.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

Our district faces challenges in reaching proficiency rate because our high poverty and mobility rates. Also, because we are becoming known our special education services, our percent of special education students is higher than the state percent of special education student rate. In addition, our team feels that the MCAs are not appropriate for certain populations that do not meet the MTAS criteria and will benefit from the implementation of a modified MCA when it is developed. We analyzed this year's MAP scores, which show a very nice increase in reading and math, which we anticipate being reflected next year in the CIMP data. As indicated above 7/10 groups showed an increase in proficiency when compared to their scores the previous year. We feel each group's increase in proficiency rate supports the action plan we had in place and reflects growth for our students

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

Current Action Plans

Goal Statement:

To improve district data reporting to more accurately reflect the dropout rate and graduation rates in our district. BECAUSE WE FEEL THESE AREAS ARE BOTH EFFECTED BY REPORTING ERROR, WE ARE INCLUDING BOTH IN THIS ACTION PLAN.

Desired Outcome:

Rates reported by the state will show an increase in graduation rate and a decrease in the dropout rate in our district.

Strategies:

1) Moving to a new Due Process system that is not connected to the student reporting system 2) Develop a district SE data team including: MARSS reporter, HS administrators, HS SE Dept Chair, HS registrar, SE Director, CIMP coordinator. Members of this team will attend one of the District data retreat. The SE data team will also meet to review current reporting process and revise procedures as needed. 3) Consult with Donna Nelson, CIMP Data coordinator, as needed, to answer questions we have about reporting.

Collected Data:

CIMP data will show an increase in our graduation rate and a decrease in our dropout rate.

Progress and Results Analysis:

No Data.

Goal Met? (met, not met, continue)

No Data.

Explanation if goal not met:

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

DistrictNbr /Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT(0031-01)

Goal Statement:

To increase student proficiency levels in reading and math.

Desired Outcome:

Four out of eight grades will meet or exceed state proficiency levels in reading and math.

Strategies:

1) Training in and use of district chosen Math and Reading curricula, aligned with state standards, to increase coordination of teaching and scope and sequence of skills. 2) Use of technology, specifically, training in and use of Compass Learning, a standards-based, scientifically-based software curriculum. 3) Training for SE teachers by district reading and math specialists in aligning goals and objectives to state standards. 4) Survey SE teachers regarding the curriculum being used for Math and Reading and their needs. 5) Analyze MAP and MCA sub-score data to help classroom teachers to teach to areas of greatest need.

Collected Data:

MAP test scores will be collected and analyzed at each grade level in the Fall and Spring to determine if growth is being seen. MCA and CIMP data will show an increase in proficiency scores in Reading and Math.

Need Assistance:

N

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT(0031-01)

Goal Statement:

Families will have an increased knowledge of the rights afforded to them by law.

Desired Outcome:

When completing the Family Outcome survey, families will rate their knowledge in indicator 4 A at the state target rate or higher.

Strategies:

1) Staff will review the Family Outcome survey with families prior to them completing it. 2) Staff will relay the importance of completing the survey. 3) Assistance in completing the survey will be offered in a manner that retains the confidentiality for the family. 4) Staff will highlight the significant Parent Rights Statements on the Procedural Safeguards handout so parents can easily see the information. 5) The Indian Education Liaison will discuss the need for completing the Family Outcome survey and will go over the Procedural Safeguards form with them.

Collected Data:

State outcome reporting next year will be at or above the state rate.

Need Assistance:

N

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

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT(0031-01)

Goal Statement:

To complete corrections from the 08-09 record review.

Desired Outcome:

100% of corrections from the 08-09 record review will be corrected.

Strategies:

1) One full day of due process training for all SE staff 2) Monthly due process training for all staff 3) Meet with each building's SE staff to address their specific due process concerns/issues 4) Distribution of a Monthly Memo with due process reminders compiled by the district's Compliance Team. 5) Meet with each IEP manager who has a record review due process corrections that need to be completed.

Collected Data:

State monitor will accept our submitted corrections.

Need Assistance:

N

**Complete End of Year
Program Evaluation**

**School Year 08-09
Report Year 07-08**

DistrictNbr/Type: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

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: BEMIDJI PUBLIC SCHOOL DISTRICT (0031-01)

-Nothing to report

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MDE Feedback Report

School Year: 08-09

DistrictNbr/Type: 0031-01 BEMIDJI PUBLIC SCHOOL DISTRICT

DistrictNbr/Type: 0031-01 BEMIDJI PUBLIC SCHOOL DISTRICT

Action Plans

Accepted

Comments:

Part C family survey response rate is very low so you should also consider ways to increase that. Some districts give the parent time to complete the survey at the final home visit and have them place it in a sealed envelop for staff to send to MDE. This supports family privacy but gets the families to take the time for the survey.

District Leadership

Accepted

Comments:

Goal Statements

Accepted

Comments:

Mission and Belief Statements

Accepted

Comments:

Parental & Community Involvement

Accepted

Comments:

Program Evaluation

Accepted

Comments:

Great job on finding and maintaining inclusive settings for 3-5 year olds! Birth to 3 child find rates are very good, your efforts are paying off. Nice improvement in Part C family outcomes - look for parent-friendly materials on their rights in the fall on MNParentsKnow.info which may help in 4A.

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MNCIMP 03 MDE Feedback Report/P

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MDE Feedback Report

DistrictNbr/Type: 0031-01 BEMIDJI PUBLIC SCHOOL DISTRICT

Student Record Review

Accepted

Comments:

An adequate number of special education files were reviewed by the district.

Surveys

Accepted

Comments:

District Reports Stakeholder survey will be completed and analyzed during the 2009-2010 school year, the year prior to the 2010-2011 on-site monitoring visit.