

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Race/Ethnicity	Total Enrollment 42	
	Count	Percent
American Indian	8	19.1%
Black	1	2.4%
White	33	78.6%

Part B Special Ed Enrollment 42		
	Count	Percent
American Indian	8	19.1%
Black	1	2.4%
White	33	78.6%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 42	
	Count	Percent
F	14	33.3%
M	28	66.7%

Part B Special Ed Enrollment 42		
	Count	Percent
F	14	33.3%
M	28	66.7%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 42	
	Count	Percent
ASD	5	11.9%
B/VI	1	2.4%
DCD Mild	3	7.1%
DD	6	14.3%
EBD	6	14.3%
OHD	6	14.3%
S/LI	5	11.9%
SLD	10	23.8%

Part B Special Ed Enrollment 42		
	Count	Percent
ASD	5	11.9%
B/VI	1	2.4%
DCD Mild	3	7.1%
DD	6	14.3%
EBD	6	14.3%
OHD	6	14.3%
S/LI	5	11.9%
SLD	10	23.8%

Part C Special Ed Enrollment 0		
	Count	Percent

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Date of next MDE validation:

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Significant District Changes:

Kelliher Independent School District (ISD) #36 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Kelliher ISD #36. Kelliher School District was scheduled for MDE Compliance Review in March of 2009. As part of the 2008-2009 Special Education Compliance Review, Kelliher School District submitted the following data elements: Parent Stakeholder surveys, file review of student record, longitudinal record reviews, and the special education director interview form. Parent surveys were mailed in April of 2009. The record review was completed April 6, 2009 with 100% corrections obtained during the 2009-2010 school year.

Trends within the District:

*The enrollment at Kelliher School District has remained fairly constant over the years with 232 students in 2001, 231 students last year and currently a slight downward slope to 217. The special education population has also remained stable with 16.0% in 2002, 16.0 % last year, and 17% currently.

Significant Events/Programs in the District:

*Nearly one-third (67 students) of total enrollment at Kelliher School District #36 is open enrolled from other districts while only 28 resident students go elsewhere.

The Kelliher district has implemented or is in the process of implementing the following programs:

*Combined three day a week pre-school programs for four year olds with Early Childhood Family Education, Learning Readiness and Headstart collaborating for effective programming. Three year olds meet once a week on Mondays.

*The local "Help Me Grow" committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

*The Kelliher district uses the NWEA MAP testing twice a year to obtain benchmarks on student progress in reading and math in grades Kdg-10. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building.

*School-wide Title I services are provided to students who are in need of supplemental services in the area of reading and math both in an inclusive and a resource room setting. Title I staff includes a licensed teacher and paraprofessionals. Licensed teachers have been provided training on best practices in reading and math and incorporate these practices into the supplemental reading and math programs.

*Head Sprout focuses on pre-readers and early readers grades K-1.

*Study Island, a web based program, targets students grades 3-high school to improve MCA skills.

*Teacher training was provided in the 08-09 school year on Six Traits to improve language arts skills and these techniques continue to be used during the 09-10 school year.

*Read Naturally is used with students in both the Title I program and Special Education.

*Accelerated Reader and Accelerated Math supplements instruction.

*Reading Plus is a program available for grades 1-12, with consistent implementation in the elemen

tary.

*Implemented READ 180 for students in grades 7-10 and plans are to add the 5th and 6th graders next year.

*Simulating Maturity Accelerated Readiness Training (S.M.A.R.T.) program for grades K-3 was started during the fall of 2008-2009 to improve developmental school readiness and has continued to be used in the district.

*Curriculum teams have aligned the curriculum to the state standards.

*Response to Intervention (RTI) training was attended by a team of elementary teachers during the summer of 2008 and 2009. The district continues to train in this area as four more teachers will be trained during this summer.

*Aimsweb is currently used for benchmarking and progress monitoring of reading for students in grades K-3. Interventions have been identified for the tier levels.

*Catch up - Keep up is offered for 2.5 hours two nights per week.

*Power Hour is offered for grades 7-12 for MCA prep and practice.

*All students in grades 10-12 and some 9th graders are assigned laptops for the school year. Next year the technology will expand to include Ipods in some of the classes.

*Last summer a selected teacher participated in the Bemidji State University Summer Math Institute. This current summer the group has expanded to training another group of selected general ed teachers and special education teachers.

*Previously the district had an active Building Trades program which worked with local agencies to renovate homes and build houses for community improvement. Although this current year there were no community partners to provide this program, next year there has been a commitment to work with Habitat for Humanity to make this happen.

*Daily Lesson Planners are used with students with disabilities to promote study and organizational skills.

*Comprehensive Arts Planning Committee oversees the Arts partnerships with the community which have resulted in high-quality arts experiences including photo shops, sculptures, and artist in residence programs.

*Title VII grant includes Indian Education Advisory Committee and staff to facilitate school-family communication, improve attendance, and facilitate learning.

*School to Work Program is supported by Northwest Technical College.

*School wide character education was promoted with the theme of "Year of Changing Lives." This theme was carried throughout the school year to promote a safe schoolwide environment.

*Positive Behavioral Interventions and Supports (PBIS) at all grade levels.

*D.A.R.E. program is provided in 5th grade.

*Students Against Destructive Decisions (S.A.D.D.) is offered to students.

*Active Parent Teacher Organization.

*Genesis computer program offers a parent portal for parents to access student's assignments, grades, attendance, and discipline.

*District is using VIEWPOINT as a data warehouse to produce reports and analyze data.

*The purpose of the School Library Media Center is to support the curriculum and the school mission statement through access to information and information literacy. Lifelong learning is supported through community access to the Library Media Center with books, DVD's, periodicals, and Internet access available to students, staff, and community. Dedicated community hours are available evenings during the school year and summer months.

*Family Fun Nights are featured periodically throughout the school year.

*Book fair twice a year.

*Active Committees, including an Indian Education Parent Advisory Committee (IPAC), a Title I School-wide Project Planning Committee, a Systems Accountability Committee, a Technology Committee, Comprehensive Arts Planning Committee and Continuous Improvement Monitoring Process (CIMP) leadership team to help develop plans for the future related to school improvement, to evaluate current programs and to create school/community partnerships.

*Educational Planning and Improvement Council (EPIC) will have Professional Learning Communities throughout the year during power hour next year for 30 minutes twice a week to focus on data mining, reading practices and differentiated instruction.

*Initiated Project Graduate in association with NorthWest Technical College for at risk students in grades 10-12. This program which explores the importance of study skills, graduation, aptitude and more, allows students to receive high school credit and college credit at the same time.

*Active Community Education programs which encourage school and community collaboration.

*An ongoing commitment to education on the part of the community.

*In 2008, Kelliher High School received a Bronze Medal in the U.S. News and World Report annual list of America's Best High Schools.

Process to develop the Mission and Belief statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership with input from the field and the Board at the annual meeting held each April. To better individualize the CIMP process, the leadership team previously incorporated the district mission statement into this report.

Mission:

The Kelliher School Board is dedicated to meeting the educational needs of all students in a safe learning environment.

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:

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 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 last year's CIMP report. This year the team reviewed the statement without out further changes.

Goal statements:

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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 school psychologists. This year additional team members have been added including building principals and special education teachers.

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
Kuleta	Betsy	Special Education Teacher	3	Development, implementation, evaluation of process
Sorenson	Kristina	Early Childhood Special Education Tea	3	Review data; make recommendations; implement
Newby	Kenny	Dean	1	Review AYP data; align CIMP w/ School Improvement
Haugse	Heather	Psychologist	3	Review/Analyze data, goal development
Lutz	Tim	Superintendent	3	Analyze AYP data and CIMP data
Chaffee	Carly	Special Education Teacher	1	Development, implemenation, evaluation of process

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

The MNCIMP:SR Leadership team presented the SR report to the Kelliher Educational Planning and Improvement Committee (EPIC) and the Indian Education Parent Advisory Committee (IEPAC) during the 2009-10 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis was shared with these groups and input was sought relative to action planning. This will be done again during the 2010-2011 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. Kelliher School website has provided a link from their district website to the BRIC website to provide for more efficient access to MNCIMP status.

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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's 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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Current Action Plans

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Current Action Plans

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for evaluation timelines, notice of evaluation, infant toddler evaluation, evaluation report, IFSP required content, present level of performance, short and long term goals, and progress reporting,

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:

The district has obtained 100% compliance.

Goal Met? (met, not met, continue)

Yes : M

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Current Action Plans

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 and math

Strategies:

*Review MCA scores *Continue to use Aimsweb benchmarking and progress monitoring for students with disabilities *Align curriculum to state standards *Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance *Review NWEA MAPS scores *SMART training for K-3 staff and used daily for students *Continue using and refining the Guided Reading model in the 4 block approach *All teachers will use multiple strategies and methods to prepare students for improved reading achievement

Collected Data:

MCA proficiency rates.

Progress and Results Analysis:

*MCA reading proficiency rates increased by more than 5% in all grade levels except in grades 4 and 7. *MCA math proficiency rates were strong in grades 3, 4, 5. Great gains were made in grade 8, however in grades 6,7, and 11 the district decreased in proficiency for students in the special education subgroup.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

Small cell count gives wide variability to the percentages of increase and decrease. Various disabilities and levels of needs can impact the percentage of increase or decrease at any given grade level.

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT(0036-01)

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's 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.

Need Assistance:

N

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT(0036-01)

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 and math

Strategies:

*Review MCA scores *Continue to use Aimsweb benchmarking and progress monitoring for students with disabilities *Align curriculum to state standards *Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance *Review NWEA MAPS scores *SMART training for K-3 staff and used daily for students *Continue using and refining the Guided Reading model in the 4 block approach *All teachers will use multiple strategies and methods to prepare students for improved reading achievement

Collected Data:

MCA proficiency rates.

Need Assistance:

No Data.

Complete End of Year Program Evaluation

**School Year 09-10
Report Year 08-09**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

-Nothing to report