

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

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

Race/Ethnicity	Total Enrollment 43	
	Count	Percent
American Indian	8	18.6%
Black	1	2.3%
White	34	79.1%

Part B Special Ed Enrollment 40		
	Count	Percent
American Indian	8	18.6%
Black	1	2.3%
White	31	72.1%

Part C Special Ed Enrollment 3		
	Count	Percent
White	3	7.0%

Gender	Total Enrollment 43	
	Count	Percent
F	16	37.2%
M	27	62.8%

Part B Special Ed Enrollment 40		
	Count	Percent
F	15	34.9%
M	25	58.1%

Part C Special Ed Enrollment 3		
	Count	Percent
F	1	2.3%
M	2	4.7%

Disability	Total Enrollment 43	
	Count	Percent
ASD	4	9.3%
B/VI	1	2.3%
DB	1	2.3%
DCD Mild	2	4.7%
DD	6	14.0%
EBD	5	11.6%
OHD	5	11.6%
S/LI	6	14.0%
SLD	13	30.2%

Part B Special Ed Enrollment 40		
	Count	Percent
ASD	4	9.3%
B/VI	1	2.3%
DCD Mild	2	4.7%
DD	4	9.3%
EBD	5	11.6%
OHD	5	11.6%
S/LI	6	14.0%
SLD	13	30.2%

Part C Special Ed Enrollment 3		
	Count	Percent
DB	1	2.3%
DD	2	4.7%

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

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

Date of next MDE validation:

**Complete End of Year
General District Information
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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. MDE Division of Compliance and Assistance completed an on-site validation visit October 2-5, 2006. A preliminary findings memo was sent in December 2006 identifying individual student issues. 100% of individual citations have been corrected and reviewed/approved by the state. The district has reviewed MDE's final report dated January 28, 2009. 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. The district is working on the 100% correction process.

Trends within the District:

*The enrollment at Kelliher School District has remained fairly constant over the years with 232 students in 2001 to its current enrollment of 231 students. The special education population has also remained stable with 16.0% in 2002 and the same, 16% currently.

Significant Events/Programs in the District:

One third of total enrollment at Kelliher School District #36 is open enrolled from other districts. 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.

*Family Toybox is a therapeutic child/parent therapy intervention which is funded collaboratively.

**The Kelliher district uses the NWEA MAP testing twice a year to obtain benchmarks on student progress in reading and math in grades 3-8. 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. Title I staff includes 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.

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

*Accelerated Reader and Accelerated Math supplements instruction.

*The district has a .5 FTE Reading Recovery teacher.

*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. T

his will continue into the next school year.

*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. The district continues to train in this area.

*Aimsweb is currently used for benchmarking and progress monitoring of students in grades K-2. This is expanding to 3rd grade in the fall of 2009. Interventions have been identified for the tier levels.

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

*Zero Hour is offered second semester for grades 6-11 for MCA prep and practice.

*Students in grades 10-12 are assigned laptops for the school year.

*An active Building Trades program which works with local agencies to renovate homes and build houses for community improvement.

*Daily Lesson Planners are used at the mid level 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 through the Year of R.E.S.P.E.C.T. (Race, Everyone, Service, property, environment, community, thinking). This theme was used throughout the year, throughout the school to promote a safe school environment.

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

*Students Against Drunk Drivers (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.

*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 Advisory Committee, 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.

*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 decided to incorporate 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?

Y

Rationale for changing the Mission Statement:

To better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report, along with it's special education cooperative mission statement.

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 this report.

Goal statements:

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

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
DeJean	Shelly	Principal	3	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

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

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 will present 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 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 to 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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

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

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 random basis

Collected Data:

100% compliance when do random Record Review in 2010 Continue sharing compliance updates at regular staff meetings

Progress and Results Analysis:

Three student records were reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: 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.

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. Kelliher 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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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
Future Action Plan
School Year 08-09**

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 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: KELLIHER PUBLIC SCHOOL DISTRICT(0036-01)

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

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:

N

Complete End of Year Program Evaluation

School Year 08-09
Report Year 07-08

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 08-09**

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

The following results based on 3 responders.

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

	Total	Percent
Community College (2 year program)	1	33%
No Response	2	66%
Total	3	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.	1	100%
Total	1	100%

05. Which of the following best describes your job?

	Total	Percent
Not working	2	66%
Supported employment (paid work in a community with support services)	1	33%
Total	3	100%

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

	Total	Percent
16 - 20 hours	1	33%
Not working	2	66%
Total	3	100%

07. How much money do you earn per hour?

	Total	Percent
Less than \$6.15 per hour	1	33%
Not working	2	66%
Total	3	100%

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

	Total	Percent
Through Medicare/Medicaid/MN Care/MAEPD	1	33%
Through my parents' health insurance	2	66%
Total	3	100%