

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Race/Ethnicity	Total Enrollment 34	
	Count	Percent
American Indian	3	8.8%
Black	1	2.9%
Hispanic	2	5.9%
White	28	82.4%

Gender	Total Enrollment 34	
	Count	Percent
F	10	29.4%
M	24	70.6%

Disability	Total Enrollment 34	
	Count	Percent
ASD	6	17.7%
B/VI	1	2.9%
DCD Mild	3	8.8%
DD	3	8.8%
DHH	1	2.9%
EBD	3	8.8%
OHD	3	8.8%
PI	1	2.9%
S/LI	6	17.7%
SLD	7	20.6%

Part B Special Ed Enrollment 34		
	Count	Percent
American Indian	3	8.8%
Black	1	2.9%
Hispanic	2	5.9%
White	28	82.4%

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S/LI	6	17.7%
SLD	7	20.6%

Part C Special Ed Enrollment 0		
	Count	Percent

Part C Special Ed Enrollment 0		
	Count	Percent

Part C Special Ed Enrollment 0		
	Count	Percent

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Date of next MDE validation:

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Significant District Changes:

Littlefork-Big Falls Independent School District (ISD) #362 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Littlefork-Big Falls ISD #362. Littlefork-Big Falls School District was scheduled for MDE Compliance Review in March of 2009. As part of the 2008-2009 Special Education Compliance Review, Littlefork-Big Falls 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 has obtained 100% in the correction process.

Trends within the District:

Littlefork-Big Falls Independent School District 362 is located in rural, Northern Minnesota in Koochching County, nine miles south of the Canadian Border. The school district size is 842 square miles. The enrollment remains fairly stable over the past five years. On October 1, 2007 there was a total of 346 students and current enrollment is at 345 students. Of these 345 student, 96 are open enrolled; that's 28% of the student population. The percentage of students receiving free and reduced lunch is 44 percent. The special education population is currently at 11% with it fluctuating over several years from 9-14% special education. Identification rates are consistent with representation percentages of ethnicity groups for the past two years.

Significant Events/Programs in the District - Littlefork-Big Falls Independent School District (ISD) #362 has implemented or are in the process of implementing the following programs:

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

*Curriculum committee has aligned curriculum to standards for grades 2-8. As a result of this and being placed on a school improvement plan, the district has adopted "Every Day Math" at the elementary and the "Saxon" math program at the high school level. All math teachers in the district, attended the Math Standard Cohorts sponsored by the Northwest Service Cooperative and the NCTM conference in Duluth.

*Accelerated Reader is used in grades k-6.

*Read Naturally is being used in the Title program.

*Remedial English will be added to the curriculum for next year.

*Compass Learning, a computerized program, will available to students next year.

*Study Island is being used in the district for grades 2-8.

*Littlefork-Big Falls district has strengthened the attendance policy to look at days absent per quarter rather than per year. They work in collaboration with Koochiching County on a truancy policy.

*Split 7th and 8th grade math into two sections to provide smaller student to teacher ratio.

*School wide Title I services are provided to students in grades 1-6 who are in need of supplemental services in the area of reading and math. Title 1 staff includes licensed teac

her and paraprofessionals. Licensed teachers have been provided training on best practices in reading and math and have incorporated these practices into the supplemental reading and math programs.

*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.

*SST team meetings are held to look at interventions for struggling students.

*After School Tutoring is offered to students grades 2-12 twice a week.

*District offers before school tutoring to students in grades 7-12 to work on math.

*District offers a MCA math class for those students in grade 12 who have not passed the Math portion of the MCAs.

*SMART Boards were in use in 5 classrooms this year with 4 additional boards being placed in classrooms next year.

*Elementary classrooms are all equipped with audio enhancement systems and the high school will have their classrooms equipped next year.

*Littlefork-Big Falls District has moved to mid quarter conferences instead of end of quarter conferences. This is to inform parents on student progress before the end of the grading period. This has helped with increasing student achievement.

*District Newsletter is sent out each month.

*At the beginning of the school year, the district hosted a "Back to School" night for all students and families.

*The Littlefork-Big Falls School website includes a parent portal known as "Infinite Campus." This website includes parent access to class assignments and enhances communication between families and the school community.

The district offers a School Readiness program two days a week to 3 year olds and two days a week for 4 year olds. This program is funded by family ed dollars and supplementally funded by the district.

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. Last year the leadership team developed a mission statement using the BRIC mission statement as its foundation. It was reviewed this year without any changes.

Mission:

Our mission is to ensure the provision of appropriate and comprehensive quality education and services to all learners, including 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. As there was not a district mission statement to use as a basis, the leadership team developed a mission statement using the BRIC mission statement as its foundation.

Goal statements:

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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 psychologist. This year additional team members have been added including another special education teacher and a community member.

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
Tate	Melissa	Special Education Teacher	3	Development, implementation, evaluation of process
Nelson	Heather	Psychologist	3	Review data; make recommendations; implement
Seybert	Fred	Administrator	3	Review AYP data; align CIMP w/ School Improvement
Sorenson	Kristina	Early Childhood Special Education Tea	3	Develop, implement, and evaluate plan
Thompson	Heidi	Special Education Teacher	3	Development, implementation, and evaluate process
Bachmeier	Christopher	Other	3	Analysis & planning process per parent perspective

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

The MNCIMP:SR Leadership team was to present the SR report to the Littlefork-Big Falls District Improvement Planning Committee during the 2009-10 school year to review the CIMP report. Parents and community members had been part of this team. However, this committee was eliminated during the 09-10 school year. A community member was appointed to the CIMP Leadership team this year and parent representative will be appointed to the team during the 2010-1011 school year to be sure full representation is on the team.

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. Littlefork-Big Falls School district provides a link from the district website to the BRIC website in order to provide for more efficient access to MNCIMP status.

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Current Action Plans

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Current Action Plans

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for determining eligibility for DCD and evaluation standards: evaluation materials and procedures

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:

Evidence of corrections were submitted to MDE. 100% correction status was achieved. All special education staff attended training on due process procedures and guidelines held August, September and October. Training focused on areas most frequent areas of citation across the cooperative which included areas specific to Littlefork-Big Falls including: eligibility checklists for DCD and evaluation standards (materials and procedures).

Goal Met? (met, not met, continue)

Yes : M

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST.(0362-01)

Goal Statement:

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Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 09-10
Report Year 08-09

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

-Nothing to report