

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

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

Race/Ethnicity	Total Enrollment 39	
	Count	Percent
American Indian	4	10.3%
White	35	89.7%

Gender	Total Enrollment 39	
	Count	Percent
F	14	35.9%
M	25	64.1%

Disability	Total Enrollment 39	
	Count	Percent
ASD	5	12.8%
B/VI	1	2.6%
DCD Mild	4	10.3%
DD	3	7.7%
DHH	1	2.6%
EBD	4	10.3%
OHD	2	5.1%
PI	1	2.6%
S/LI	9	23.1%
SLD	9	23.1%

	Part B Special Ed Enrollment 38	
	Count	Percent
American Indian	3	7.7%
White	35	89.7%

	Part B Special Ed Enrollment 38	
	Count	Percent
F	14	35.9%
M	24	61.5%

	Part B Special Ed Enrollment 38	
	Count	Percent
ASD	5	12.8%
B/VI	1	2.6%
DCD Mild	4	10.3%
DD	2	5.1%
DHH	1	2.6%
EBD	4	10.3%
OHD	2	5.1%
PI	1	2.6%
S/LI	9	23.1%
SLD	9	23.1%

	Part C Special Ed Enrollment 1	
	Count	Percent
American Indian	1	2.6%

	Part C Special Ed Enrollment 1	
	Count	Percent
M	1	2.6%

	Part C Special Ed Enrollment 1	
	Count	Percent
DD	1	2.6%

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

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

Date of next MDE validation:

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

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. 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. 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 is working on the 100% correction process.

Trends within the District:

Littlefork-Big Falls Independent School District 362 is located in rural, Northeastern Minnesota in Koochiching 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 350 students. Of these 350 student, 87 are open enrolled; that's 25% of the student population. The percentage of students receiving free and reduced lunch is 44 percent. The special education population declined slightly to 9% following several years of data with 12-14% 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 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.**

***Professional Learning Communities are ongoing to analyze data and use results to drive curriculum.**

***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 teachers 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.

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

*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 hosts a "Back to School" night for all students and families.

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

The district offers a School Readiness program four days a week to 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. 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.

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?

Y

Rationale for changing the Mission Statement:

To better individualize the CIMP process, the special education leadership team reviewed and revised the 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. 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 08-09**

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 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
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

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

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 will 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 are part of this team. Data analysis will be shared with District Improvement Planning committee 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 can 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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

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

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:

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.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

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.

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

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

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 Record Review in 2010

Progress and Results Analysis:

One student record was reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: notice of evaluation, evaluation materials and procedures, eligibility, team members, content of prior written notice on IEP, and annual review of the IEP.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

In order to "close the loop" on '06-07 Validation Review, 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. Bagley 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
Future Action Plan
School Year 08-09**

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:

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

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, evaluation report, PLEP, LRE, progress reporting, and content of notice on IEP.

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 Program Evaluation

School Year 08-09
Report Year 07-08

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 08-09**

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

The following results based on 1 responders.

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

	Total	Percent
No Response	1	100%
Total	1	100%

05. Which of the following best describes your job?

	Total	Percent
Competitive employment (where most employees are non-disabled)	1	100%
Total	1	100%

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

	Total	Percent
35 or more hours	1	100%
Total	1	100%

07. How much money do you earn per hour?

	Total	Percent
More than \$10.00 per hour	1	100%
Total	1	100%

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

	Total	Percent
I don't have health care coverage	1	100%
Total	1	100%