

**Complete End of Year  
District Demographics  
School Year 10-11**

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

Race/Ethnicity	Total Enrollment 43	
	Count	Percent
American Indian	3	7.0%
Black	1	2.3%
Hispanic	2	4.7%
White	37	86.1%

Gender	Total Enrollment 43	
	Count	Percent
F	12	27.9%
M	31	72.1%

Disability	Total Enrollment 43	
	Count	Percent
ASD	7	16.3%
B/VI	2	4.7%
DCD Mild	4	9.3%
DD	4	9.3%
DHH	2	4.7%
EBD	3	7.0%
OHD	2	4.7%
PI	2	4.7%
S/LI	6	14.0%
SLD	10	23.3%
SMI	1	2.3%

	Part B Special Ed Enrollment 42	
	Count	Percent
American Indian	3	7.0%
Black	1	2.3%
Hispanic	2	4.7%
White	36	83.7%

	Part B Special Ed Enrollment 42	
	Count	Percent
F	11	25.6%
M	31	72.1%

	Part B Special Ed Enrollment 42	
	Count	Percent
ASD	7	16.3%
B/VI	2	4.7%
DCD Mild	4	9.3%
DD	3	7.0%
DHH	2	4.7%
EBD	3	7.0%
OHD	2	4.7%
PI	2	4.7%
S/LI	6	14.0%
SLD	10	23.3%
SMI	1	2.3%

	Part C Special Ed Enrollment 1	
	Count	Percent
White	1	2.3%

	Part C Special Ed Enrollment 1	
	Count	Percent
F	1	2.3%

	Part C Special Ed Enrollment 1	
	Count	Percent
DD	1	2.3%

**Complete End of Year  
General District Information  
School Year 10-11**

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

**Date of next MDE validation:** 13-14

**Complete End of Year  
General District Information  
School Year 10-11**

**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. The record review was completed April 6, 2009. Littlefork-Big Falls School District is scheduled for mandatory record review during the 2011-2012 school year as part of the CIMP monitoring cycle. Record review will be completed prior to December 1, 2011

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. District enrollment shown slight decline over the past five years. On October 1, 2007 there was a total of 346 students and according to 09-10 school report card demographic data, 315 students attend Littlefork-Big Falls. Of these 314 students, 98 are residents of other districts and open enroll primarily from neighboring district of International Falls. The percentage of students receiving free and reduced lunch is 42%. The special education population is currently at 11% with it fluctuating over several years from 9-14% special education.

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.

\*\*The district has adopted "Every Day Math" at the elementary and the "Saxon" math program at the high school level.

\*Accelerated Reader is used in grades k-6..

\*Remedial English has been added to the curriculum for all students needed additional supports.

\*Compass Learning, a computerized program, is available to students.

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

\*Split 7th and 8th grade math has been split into two sections to assist with providing more individualized math instruction. Class size ranges from 5 to 15 students in each class.

\*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 teacher 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

h 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.

\*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 availability has increased 9 classrooms this year.

\*There are currently 12 Elementary and High School classrooms equipped with audio enhancement systems.

\*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.

\*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 10-11**

**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.

**Leadership Team Membership:**

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	1	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	1	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Tate	Melissa	Special Education Teacher	1	Development, implementation, evaluation of process
Nelson	Heather	Psychologist	1	Review data; make recommendations; implement
Seybert	Fred	Administrator	1	Review AYP data; align CIMP w/ School Improvement
Sorenson	Kristina	Early Childhood Special Education Tea	1	Develop, implement, and evaluate plan
Thompson	Heidi	Special Education Teacher	1	Development, implementation, and evaluate process
Bachmeier	Christopher	Administrator	1	Analysis & planning process per parent perspective

**Complete End of Year  
General District Information  
School Year 10-11**

**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 reviews the CIMP report with the Littlefork-Big Falls District Improvement Planning Committee during the school year. Parents and community members had been part of this 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 10-11**

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

**Complete End of Year  
Current Action Plan  
School Year 10-11**

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

**Current Action Plans**

**Goal Statement:**

No Data.

**Desired Outcome:**

No Data.

**Strategies:**

No Data.

**Collected Data:**

No Data.

**Progress and Results Analysis:**

No Data.

**Goal Met? (met, not met, continue)**

No Data.

**Explanation if goal not met:**

No Data.

**Complete End of Year  
Future Action Plan  
School Year 10-11**

**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:**

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

**Desired Outcome:**

The BRIC Part C Family Outcomes Survey response rate will increase from 26% to 40%.

**Strategies:**

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child's age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

**Collected Data:**

SEAU response rate from MDE for 2010-11.

**Need Assistance:**

N

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

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

**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 10% in areas of reading and math based on SY 10-11 data and again by 10% based on 11-12 data.

**Strategies:**

Implementation of Read 180 for grades 4 - 8 with ongoing professional development to ensure implementation fidelity. Data analysis using MCA-II scores NWEA-MAP testing and progress monitoring scores to monitor student progress for those targeted or intensive intervention in reading and math.

**Collected Data:**

2011-12 MCA-II Scores data

**Need Assistance:**

N

# Complete End of Year Program Evaluation

**School Year 10-11**  
**Report Year 09-10**

**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 10-11**

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

-Nothing to report