

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

Race/Ethnicity	Total Enrollment 76	
	Count	Percent
American Indian	4	5.3%
Asian	1	1.3%
Black	2	2.6%
White	69	90.8%

Gender	Total Enrollment 76	
	Count	Percent
F	23	30.3%
M	53	69.7%

Disability	Total Enrollment 76	
	Count	Percent
ASD	8	10.5%
DCD Mild	2	2.6%
DD	2	2.6%
EBD	9	11.8%
OHD	10	13.2%
PI	1	1.3%
S/LI	12	15.8%
SLD	31	40.8%
TBI	1	1.3%

Part B Special Ed Enrollment 75		
	Count	Percent
American Indian	4	5.3%
Asian	1	1.3%
Black	2	2.6%
White	68	89.5%

Part B Special Ed Enrollment 75		
	Count	Percent
F	22	29.0%
M	53	69.7%

Part B Special Ed Enrollment 75		
	Count	Percent
ASD	8	10.5%
DCD Mild	2	2.6%
DD	1	1.3%
EBD	9	11.8%
OHD	10	13.2%
PI	1	1.3%
S/LI	12	15.8%
SLD	31	40.8%
TBI	1	1.3%

Part C Special Ed Enrollment 1		
	Count	Percent
White	1	1.3%

Part C Special Ed Enrollment 1		
	Count	Percent
F	1	1.3%

Part C Special Ed Enrollment 1		
	Count	Percent
DD	1	1.3%

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

Date of next MDE validation:

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

Significant District Changes:

South Koochiching Independent School District (ISD) #363 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to South Koochiching ISD #363. South Koochiching District was scheduled for MDE Compliance Review in March of 2009. As part of the 2008-2009 Special Education Compliance Review South Koochiching District submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview form. The record review was completed April 6, 2009 and the district has submitted corrections to MDE and has been notified the district is at 100% correction status.

Trends within the District:

South Koochiching School District is made up of the Northome School and the Indus School. The two schools are separated by 78 miles. South Koochiching district's resident student population has been in decline. With open enrollment options the total student numbers remain relatively stable. Indus School is 81% open-enrolled and Northome School is 49% open enrolled. Parents indicated their choice to open enroll is due to smaller class size, staff knows every child which makes it more personal, and increased communication with staff.

The percentage of students with disabilities in South Koochiching district increased from 17.11% to 18.13% according to Dec. 1, 2009 child count data. School report card information obtained via MDE website indicates there are more students with disabilities served at the Indus School than the Northome School. According to demographics on school report card for SY 2009-10, Indus High School is 30% Special Education, Indus Elementary is 22% special education, Northome High School is at 15% special education and Northome Elementary is at 12% special education.

Significant Events/Programs in the District:

South Koochiching School districts offer a variety of programs at both sites to meet the academic and social needs of their students. The following are district-wide programs:

*NWEA MAP testing is used 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.

*Targeted Title I program grades K-6 provides reading and math services to struggling students. Title 1 staff includes licensed teachers and paraprofessionals. Licensed teachers have been provided training on best practices in reading and math and incorporated these practices into the supplemental reading and math program.

*Tutor / mentor programs are offered twice a week for students grades 2-12. This program provides students with academic tutoring and homework assistance through the help of teacher and student mentors.

*Interventionists are provided at both the Northome and Indus site to assist with early intervention of academic and social/behavioral concerns. These Home/School interventionists provide academic support, social skills trainings, address attendance issues, assist with behavioral interventions, and provide frequent communication between school

I and family .

*Online courses are offered for remediation, credit recovery, and advanced placement.

*Family and community communication is provided through Parent Teacher connection on the web where parents and guardians can check grades, assignments and attendance for their child. This has been implemented at both schools.

*Literacy Coaches are being used with qualified student in grades K-3.

*Guided Reading grades K-6.

*Accelerated Reader Program is offered to students to supplement general education and special education curriculum.

*At this time the district continues to hold SST team meetings to plan interventions for individual students, however the school is providing ongoing training for staff on the Response to Intervention (RTI) model. Aimsweb has been implemented to monitor progress in area of reading.

*Plans for Assisted Learning (PAL) are implemented for struggling students and students who have been evaluated for special education but did not qualify. These plans identify student needs and lists accommodations the student should be provided to ensure success.

*Study Island, a skill remediation computer program was piloted in grades 3, 7, and 8 in the 2008-2009 school year. This program will continue for identified grade levels and individualized students.

*Remedial summer school is provided on nine Tuesdays during the summer for targeted students who need reading and math remediation.

*During the 2009-2010 school year the Northome School is offering a School Within a School (SWAS) program for 12th graders at risk of not graduating on time. Project based academics will be presented in a small group with a transitional community work program included.

*Northome School offers Learning Readiness in collaboration with Headstart for ages 3, 4, and 5. This program meets all day, 4 days a week. Special education students are served within this integrated program. Early Childhood Family Education meets on site once a week.

*On-site mental health worker is available to assist students on a weekly basis.

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 mission is to prepare communities of tomorrow by promoting life-long learning, positive values, school pride, mutual respect and individuality.

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 this report.

Goal statements:

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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 peer monitors. Additional team members including building principals, special education teachers, ECSE teacher, and school psychologists assigned to each building were added to the leadership team during the 2008-09 school year. This year parents of students with disabilities were added to the district leadership team.

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
Wickum	Elizabeth	Special Education Teacher	3	Development, implementation, evaluation of process
Brian Glynn	Heather Nelson	Psychologist	3	Review/analyze data; make recommendation,implement
Avenson	Shannon	Principal	3	Review/Analyze AYP data; align CIMP w/ School Imp.
Sorenson	Kristina	Early Childhood Special Education Tea	3	Develop, implement, and evaluate program
Alwin	Jennifer	Principal	4	Review AYP data; align CIMP w/ school imp
Feininger	Mike	Special Education Teacher	3	Develop, implement, evaluate process
Waller	Marti	Special Education Teacher	4	Development, implementation, evaluation of process
Kostiuk	Marnie	Special Education Teacher	4	Development, implementation, evaluation of process
Trisko-Schneider	Juleen	Parent	5	Analysis & Planning Process
Selberg	Ted	Parent	5	Analysis & Planning process
Wolden	Linda	Parent	5	Analysis & Planning Process

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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

The MNCIMP:SR Leadership team was be expanded to include parents of a child with a disability at both the Northome and Indus school during the 2009-10 school year. Parents have been added to the leadership team to gain parent / community perspective in data analysis and planning process.

How the MNCIMP:SR status is communicated to parents and the community:

CIMP activities are reported to the BRIC board on a regular basis. MNCIMP 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 09-10**

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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 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: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

Current Action Plans

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

Current Action Plans

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, progress reporting, content of notice on IEP, parent consent, team members and Excused Absence of team member

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 South Koochiching including: notice of evaluation, progress reporting, content of notice on IEP, parent consent, team members and Excused Absence of team member.

Goal Met? (met, not met, continue)

Yes : M

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT(0363-01)

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 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: SOUTH KOOCHICHING SCHOOL DISTRICT(0363-01)

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 Grade 3, 4, 5, 6, 7, 8, 10) and math (Grades 6, 7, 8, 11) based on SY 09-10 data and again by 5% based SY 10-11 data.

Strategies:

District Data team & IEP manager will review school data (Aimsweb, NWEA-MAP, MCA scores) to monitor progress of students with disabilities not meeting proficiency in either reading and/or math and implement strategies and interventions targeted toward improving outcomes for reading and math.

Collected Data:

MCA-II proficiency rates for student with disabilities for SY 09-10 and SY 10-11

Need Assistance:

N

**Complete End of Year
Program Evaluation**

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

DistrictNbr/Type: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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: SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

-Nothing to report