

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

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

Race/Ethnicity	Total Enrollment 73	
	Count	Percent
American Indian	2	2.7%
Black	1	1.4%
White	70	95.9%

Part B Special Ed Enrollment 72		
	Count	Percent
American Indian	2	2.7%
Black	1	1.4%
White	69	94.5%

Part C Special Ed Enrollment 1		
	Count	Percent
White	1	1.4%

Gender	Total Enrollment 73	
	Count	Percent
F	22	30.1%
M	51	69.9%

Part B Special Ed Enrollment 72		
	Count	Percent
F	21	28.8%
M	51	69.9%

Part C Special Ed Enrollment 1		
	Count	Percent
F	1	1.4%

Disability	Total Enrollment 73	
	Count	Percent
ASD	9	12.3%
DCD Mild	2	2.7%
DD	2	2.7%
EBD	15	20.6%
OHD	10	13.7%
PI	2	2.7%
S/LI	7	9.6%
SLD	26	35.6%

Part B Special Ed Enrollment 72		
	Count	Percent
ASD	9	12.3%
DCD Mild	2	2.7%
DD	1	1.4%
EBD	15	20.6%
OHD	10	13.7%
PI	2	2.7%
S/LI	7	9.6%
SLD	26	35.6%

Part C Special Ed Enrollment 1		
	Count	Percent
DD	1	1.4%

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

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

**Date of next MDE validation:**

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

**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. The State conducted an on-site validation visit October 2-5, 2006. South Koochiching District received the Validation Review Report January 28, 2009. 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. Parent surveys were mailed during April, 2009. The record review was completed April 6, 2009 and the district is working on the 100% correction process.

Trends within the District:

\*The general education population has remained relatively stable over the past five years. The percentage of the population in special education from 13.6% to 21% over the last five years.

Significant Events/Programs in the District:

South Koochiching School District is made up of the Northome School and the Indus School that are separated by 78 miles. Indus School enrollment is primarily made up of nonresident students. Indus School enrollment is 75% nonresident students choosing to attend Indus rather than their resident district, primarily International Falls.

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 for student in grades 2-10 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.

\*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.

\*Curriculum committees have aligned the curriculum to the state standards.

\*Interventionists are provided at both the elementary and high school level 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 and family. Indus has a full time Interventionist and Northome has a .2 FTE Interventionist assigned to their school.

\*District offers agriculture and industrial technology classes such as building construction, metals, woods, aquaculture, and agriculture in Northome and Industrial technology classes at Indus.

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\*Gifted and Talented program offers such courses as German and Psychology at Northome. Elementary Gifted and Talented program is also offered.

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

\*College in the classroom is offered at the Northome site and Post Secondary Education Option are offered at both sites.

\*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.

Northome Programs:

\*Students in grades 3-11 identified as needing remediation through MAPS and MCA tests are set up remediation. Test scores are correlated with number of hours required for remediation. Homework helper remediation charts are used to collect hours and reviewed by the SST team.

\*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.

\*Weekly Catch up is a 7-12th grade program that focuses on students who are behind in their classroom work.

\*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 training is being planned for the fall of 2009.

\*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.

\*On-site mental health worker meets with targeted students weekly.

\*The Vocational committee supports a work experience that has active community support.

\*Northome school is using Epas and Plan & Explore data and curriculum for students in grades 8 & 10 to identify strengths and weaknesses.

\*Northome school is using a career exploration curriculum from MDE for middle school level students.

\*Career day is provided for students in grades 7-12.

\*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.

\*The Northome website gives parents access to their students' assignments, grades, and attendance. This site gives a parents resource link, general ed and special ed links, and a BRIC website link.

\*The Northome school sends out a month newsletter, "The Connection," and publishes school news in the local newspaper, "The American."

\*The Parent Teacher Organization (PTO) is active in the district with involvement from parents of children with special needs.

\*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.

#### Indus

\*Professional Learning Communities are meeting to review curriculum and align to standards. During the 08-09 year primarily math and reading at lower levels. Next year the focus will move to higher level reading.

\*Aimsweb training was conducted in Fall 2008. Implementation of Aimsweb is scheduled for fall 2009 for K-8 and special education.

\*Character Education will be implemented in Fall 2009.

\*Reading First is a K-3 program that has been in place at Indus for 4 years with the goal to train teachers on research based strategies in reading to increase achievement levels. Regular education and special education teachers have received extensive training and are implementing these strategies, gathering data, and monitoring progress with the goal of having 3rd grade students reading on grade level by the end of their 3rd grade year.

\*An after school tutoring program has been implemented two days per week.

\*On-site mental health services are available at the Indus School 2 days per week by county social worker.

#### **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?**

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.

**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:** 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. This year additional team members have been added including building principals, special education teachers, ECSE teacher, and school psychologists assigned to each building.

**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
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
Jennison	Lynn	Principal	3	Review AYP data; align CIMP w/ school imp
Feininger	Mike	Special Education Teacher	3	Develop, implement, evaluate process

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

**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 will be expanded to include a parent of a child with a disability at both the Northome and Indus school during the 2009-10 school year. The parent will be involved with MNCIMP leadership team for analysis of the data and action 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. 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:** SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

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

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

**Current Action Plans**

**Goal Statement:**

An effective special ed program will have effective staff development practices and ongoing 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 complete 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 cited for correction include: 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)**

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. South Koochiching 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:** SOUTH KOOCHICHING SCHOOL DISTRICT (0363-01)

**Current Action Plans**

**Goal Statement:**

An effective special ed program will have effective staff development practices and ongoing 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 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:** 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 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:** SOUTH KOOCHICHING SCHOOL DISTRICT(0363-01)

**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

**Need Assistance:**

N

**Complete End of Year  
Program Evaluation**

**School Year 08-09  
Report Year 07-08**

**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 08-09**

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

-Nothing to report