

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

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

Race/Ethnicity	Total Enrollment 77	
	Count	Percent
American Indian	3	3.9%
Asian	1	1.3%
Black	3	3.9%
White	70	90.9%

Gender	Total Enrollment 77	
	Count	Percent
F	26	33.8%
M	51	66.2%

Disability	Total Enrollment 77	
	Count	Percent
ASD	7	9.1%
DCD Mild	3	3.9%
DD	5	6.5%
EBD	10	13.0%
OHD	10	13.0%
PI	1	1.3%
S/LI	12	15.6%
SLD	29	37.7%

Part B Special Ed Enrollment 76		
	Count	Percent
American Indian	3	3.9%
Asian	1	1.3%
Black	3	3.9%
White	69	89.6%

Part B Special Ed Enrollment 76		
	Count	Percent
F	26	33.8%
M	50	64.9%

Part B Special Ed Enrollment 76		
	Count	Percent
ASD	7	9.1%
DCD Mild	3	3.9%
DD	4	5.2%
EBD	10	13.0%
OHD	10	13.0%
PI	1	1.3%
S/LI	12	15.6%
SLD	29	37.7%

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

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

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

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

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

Date of next MDE validation: 13-14

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

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. South Koochiching School district is scheduled for record review during the 2011-12 school year which is part of district's monitoring cycle. The self-review will be completed prior to December 1, 2011.

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. According to school report card demographic data 221 students from other districts attend South Koochiching school district.

According to school report card data for the 2009-10 school year, special education child count is at 20%. The percentage of students with disabilities in South Koochiching district decreased from 20% to 13.33% according to Dec. 1, 2010 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 using data from SY 2009-10, Indus High School is 33% Special Education, Indus Elementary is 20% special education, Northome High School is at 13% special education and Northome Elementary is at 17% 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 at least two 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 Northo

me 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 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.

*A parttime Americorps worker provides reading interventions for targeted students in grades K - 3 for 20 hours per week. In addition, a full-time Americorps worker works with headstart on early reading literacy.

*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 in Northome 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. Reading Eggs has been added to this remediation program at the Northome School. Reading Eggs promotes early intervention in reading.

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

*During the 2010--2011 school year the Northome School offered a School Within a School (SWAS) program for 11th and 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. Five students who were in danger of not completing high school were involved in the program. The students involved in the program improved academic scores and had 100% graduation rate. District saw improvements in academic engagement, attendance, grade point averages and credit completion.

*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 from community agencies is available to assist students on a weekly basis. In addition, the school contracts with Steller Human Services to provide mental health counseling for students 1 day per week.

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 10-11**

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	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
Wickum	Elizabeth	Special Education Teacher	1	Development, implementation, evaluation of process
Brian Glynn	Heather Nelson	Psychologist	1	Review/analyze data; make recommendation,implement
Avenson	Shannon	Principal	1	Review/Analyze AYP data; align CIMP w/ School Imp.
Sorenson	Kristina	Early Childhood Special Education Tea	1	Develop, implement, and evaluate program
Jaszczak	Bob	Administrator	4	Review AYP data; align CIMP w/ school imp
Feininger	Mike	Special Education Teacher	1	Develop, implement, evaluate process
Waller	Marti	Special Education Teacher	2	Development, implementation, evaluation of process
Kostiuk	Marnie	Special Education Teacher	2	Development, implementation, evaluation of process

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

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

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

Several team members serve dual roles within the team as parents and educators. Parent and community input, in any format, is accepted and reviewed by the Leadership 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. 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 10-11**

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

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

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

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: 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:

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: 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 the areas of reading (grades 4, 5, 7, 8, and 10) and math (grades 3, 4, 6, 7, 8, and 11) based on SY 10-11 data and again by 5% based on SY 11-12 data.

Strategies:

Implementation of intensive reading intervention (Read 180) during the 2011-12 school year. Read 180 will be provided for 90 minutes per day. Progress will be monitored by NWEA assessments, Read 180 progress monitoring system, and Aimsweb progress monitoring. Staff training for Read 180 includes 2 day training prior to implementation, follow-up training 6 - 8 weeks after implementation and on-site coaching visits.

Collected Data:

MCA proficiency rates using 2010-11 data and 2011-12 data

Need Assistance:

N

Complete End of Year Program Evaluation

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

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 10-11**

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

The following results based on 5 responders.

02. Describe the kind of school or training program you attended. **<i>(CHECK ONE OPTION)</i>**

	Total	Percent
A four year college or university	1	20%
No further education or training after high school	4	80%
Total	5	100%

03. Did you complete an entire term (i.e., semester, quarter)?

	Total	Percent
Yes	1	100%
Total	1	100%

04. In the 12 months after leaving high school have you ever worked?

	Total	Percent
<b style="color:red">NO -> Skip to Question 9.	3	60%
<b style="color:red">Yes -> Continue with Questions 5, 6, 7 & 8.	2	40%
Total	5	100%

05. Since leaving high school, have you worked at any time for a total of 3 months (about 90 days)?

	Total	Percent
No	1	50%
Yes	1	50%
Total	2	100%

06. Did you work on average 20 or more hours per week?

	Total	Percent
Yes	2	100%
Total	2	100%

07. How much money per hour did you make?

	Total	Percent
\$7.25 per hour	1	50%
More than \$7.25 per hour	1	50%
Total	2	100%

08. Where is your job? **(Read all choices)**

	Total	Percent
In a company, or business where there are employees with and without disabilities	2	100%
Total	2	100%