

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Race/Ethnicity	Total Enrollment 99	
	Count	Percent
American Indian	81	81.8%
White	18	18.2%

Part B Special Ed Enrollment 99		
	Count	Percent
American Indian	81	81.8%
White	18	18.2%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 99	
	Count	Percent
F	31	31.3%
M	68	68.7%

Part B Special Ed Enrollment 99		
	Count	Percent
F	31	31.3%
M	68	68.7%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 99	
	Count	Percent
ASD	9	9.1%
B/VI	2	2.0%
DCD Mild	9	9.1%
DCD Severe	4	4.0%
DD	4	4.0%
EBD	27	27.3%
OHD	4	4.0%
S/LI	11	11.1%
SLD	28	28.3%
SMI	1	1.0%

Part B Special Ed Enrollment 99		
	Count	Percent
ASD	9	9.1%
B/VI	2	2.0%
DCD Mild	9	9.1%
DCD Severe	4	4.0%
DD	4	4.0%
EBD	27	27.3%
OHD	4	4.0%
S/LI	11	11.1%
SLD	28	28.3%
SMI	1	1.0%

Part C Special Ed Enrollment 0		
	Count	Percent

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**Significant District Changes:**

Independent School District (ISD) #435 Waubun-Ogema-White Earth Community Schools is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Waubun-Ogema- School district. Waubun-Ogema School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Waubun-Ogema School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Parent surveys were mailed during April, 2009. The district has submitted corrections to MDE and has been notified the district is at 100% correction status. Waubun-Ogema-White Earth 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:**

Waubun-Ogema-White Earth Community Schools serves approximately 650 students K-12 in the counties of Mahnomen, Norman and Becker in Minnesota. The school district covers approximately 440 square miles, of which the vast majority is located on the White Earth Indian Reservation. Based on 2009-10 demographic data, American Indian students make up 71% of total district population and Caucasian students make up the remaining 28% of the district population. In 2009-10 school year 66% of the students in the district qualified for free or reduced lunch program.

\*Waubun-Ogema School district was identified as having disproportionate representation in certain disability categories based on 2005-06 data. Overrepresentation was identified in the disability category of EBD and American Indian racial group with weighted risk ratio of 4.95. Waubun-Ogema School district responded to this disproportionality by submitting a Disproportionate Representation Report and Action Plan to MDE 06/30/07. Data from 2006-07 indicate weighted risk ratio for EBD and American Indian racial groups had weighted risk ratio of 5.97. Waubun completed and submitted a district review of policies, procedures, and practices on August 2008. In addition, the district has provided training on nondiscriminatory evaluation practices and has had training on pre-referral team processes. The 2007 -08 data indicated the weighted risk ratio for EBD and American Indian racial groups is at 5.69 and the relative risk ratio is 4.47. Waubun-Ogema school district requested Technical Assistance from MDE regarding disproportionate representation during the 2009-2010 school year. Recommendations were reviewed by district. The recommendations from the technical assistance team had a primary emphasis on the intervention process prior to referral and other regular education opportunities. According to District Data Profiles using data from 2008-09 and 2009-10 school years, Waubun-Ogema-White Earth School district does not have disproportionate representation in either indicator 9 (Disproportionate Representation in racial and ethnic groups) or Indicator 10 (disproportionate representation in racial and ethnic groups within specific disability categories)

In April 2

009, Waubun-Ogema-White Earth Community School district was notified Waubun Secondary was one of thirty-two lowest performing schools. The district developed a district-wide improvement plan and selected the school intervention model for the Tier II school-transformation. Waubun Secondary is one year into the intervention model intervention efforts and is working to make improvements in student achievement. Investigations by PLC groups have indicated a need for literacy training, unpacking standards, and clear, concise classroom management and student motivation techniques. In addition, there is a need to train staff to use Waubun's extensive technology infrastructure to analyze and utilize data to drive instruction, differentiate lessons according to student ability and interests and make effective use of formative assessments. Waubun Secondary will expand the use of interventionists to assist students struggling with reading and math concepts. To provide more rigorous courses in the area of mathematics, the school is continuing the addition of the Project Lead the Way course Principles of Engineering.

Waubun Elementary school is at the AYP stage of 2.1 and have a school-level improvement plan in place. Waubun Elementary was identified for not making AYP for reading in the all and free and reduces groups. It was identified in mathematics for American Indian and free and reduced groups. The school-level improvement plan has goals in place that focus on improving reading and math achievement. The progress on goals will be tracked through MAP testing three times per year. In addition, Waubun Elementary will implement Aimsweb for progress monitoring.

Waubun School district superintendent, building principals and SIG leadership team have provided consistent communication with special education cooperative regarding school improvement efforts occurring in the district. This communication is in place to assure consistency between stakeholders with all the various program improvement activities occurring within the district.

#### Significant Events/Programs in the District:

\*\*Kick Start (4 year old programs) offers 2 full days with 2 sections per week. Number of sections fluctuate with enrollment numbers.

\*\*Waubun-Ogema is involved with Early Childhood Initiative

\*\*Interventionists are provided at both the elementary and high school level to assist with early intervention of academic and social/behavioral concerns. The interventionists are actively involved with the problem solving teams at both buildings. They provide assistance to regular education teachers in carrying out interventions, provide social skills instruction to students within the regular classroom, in small groups or with individual students and work with the home to provide supports for parents to link student concerns with community resources.

\*\*School-wide Title 1 services are provided to students at the elementary level who are in need of supplemental services in the area of reading and math. Title 1 staff at the elementary school includes two licensed teachers and several paraprofessionals. Licensed teachers provide supplemental services in regular classrooms as well as pull-out for more intensive supplemental services.

\*\*Accelerated reading and math is used at both elementary and high school to supplement general education and special education curriculum in reading and math. Study Island is also used in the elementary and high school as supplement reading and math curriculum and prepare students for vocabulary used on MCA test. Teachers use Perspective to fill in achievement gaps based on MCA-II data.

\*\*Assess What Matters is available in grades 3 - 10 to support improvement in MCA proficiency scores.

\*\*The elementary school has added to the reading curriculum by significantly expanding the number of "Level" books in order to have

more books available for students at their instructional level. The elementary school has also established a lending library to promote reading books at students' instructional level at home for additional practice.

\*\*Fabulous Friday is an activity held quarterly at the elementary school to promote parent involvement. Parents and other family members are invited to school for a variety of activities to promote student achievement.

\*\*Waubun School District uses the NWEA MAP testing to obtain benchmarks three times per year on student progress in reading and math at both the elementary and high school. The data generated assists the district in identifying students in need of intervention for remediation and skill building. Aimsweb progress monitoring has been implemented to provide data to determine effectiveness of individual interventions.

\*\*To facilitate parent involvement, parent/teacher conferences were held at White Earth and Waubun. Staff were transported to White Earth which is a village within the school district so Native American parents would have easy access to parent/teacher conferences.

\*\*Building staff meets in Professional Learning Communities on a weekly basis to work on school improvement issues. During the 20010-11 school year PLCs focused on vocabulary literacy, writing rubric, curriculum relevance and motivation, cross-curricular, student decision making and critical thinking skills.

\*\* Special education staff were provided training on developing Standards-Based IEPs. Training objectives included building awareness and understanding of standards for reading and math, linking general education curriculum and grade-level content standards to IEP process, and conducting a gap analysis and developing a standards-based IEP.

\*\*Staff members have opportunity to attend Indian Education workshop (MIEA conference) during the school year. This year the district's cultural liaison and special education teacher attended the conference.

\*\*Waubun School District received a Success for the Future Grant (6 year grant) from the Minnesota Department of Education. The goal of the grant is to increase the participation of American Indian Students taking PSEO classes and taking the ACT test. Field trips to surrounding community and four-year colleges are supported by the grant.

\*\*The district is providing an after school program which includes after school tutoring, cultural crafts, art, industrial technology, Sons and Daughters of Tradition and drum and dance. A goal of the Success for the Future Grant is to increase participation in extra and co-curricular activities for American Indian Children. Also included in the grant is an extra late bus route so students can be brought closer to home (Previous late bussing made only 4 stops on the reservation and some students were unable to participate due to the distance from the late bus stop to home). District is also offering 2 hours of tutoring after school on a daily basis as part of the SIG.

\*\*An alternative elective program is available for students to work with a Native American teacher with the focus of the class to work on academic skills using materials that are relevant and have a cultural component.

\*\*Alternative Education Program is available for students over 16 years of age and Mid Level Alternative Program is available for students in grades 5 to age 15. Both programs are designed to meet individual need. Mid Level Alternative Program can be used as intervention to prevent special education or provide an alternative to traditional method.

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\*\*Title VII program has paraprofessionals available to provide academic assistance to Native American students. Tutoring is available for students in-class, small group or on an individual basis.

\*\* SMART Boards have been installed in all classrooms. Training has been provided and onsite techs are available to assist with use of the SMART boards.

\*\*After School reading programs have been implemented for students not meeting proficiency. One program focuses on encouraging reading with cultural focus and the other provides direct instruction focused on the decoding, fluency and comprehension.

**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 team with input from the field on an annual basis.

**Mission:**

The Mission of the Waubun-Ogema-White Earth Community Schools, a collaboration of communities and cultures, is to prepare our students to be responsible citizens and life long learners in an ever-changing world.

**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 team with input from the field on an annual basis.

**Goal statements:**

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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, Native American cultural representative and 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
Wierschke	Lisa	Special Education Teacher	3	Development, implementation, evaluation of process
Anderson	Mitch	Superintendent	1	Review data; make recommendations; implement
Cary	Michael	Principal	3	Review AYP data; align CIMP w/ School Improvement
Walberg	Melanie	Special Education Teacher	1	Development, Implementation, Evaluation
Larson	Kathy	Special Education Teacher	1	development, implementation, evaluation
King	Diana	General Education Teacher	1	Native American perspective
Haugse	Heather	Psychologist	1	Data analysis, development

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

The MNCIMP:SR Leadership team expanded the team to include a cultural liaison in Spring 2009 in order to bring a cultural perspective to MNCIMP team data analysis and action planning process. The MNCIMP:SR Leadership team will present the SR report to the the Title VII committee during the school year to review the CIMP report. Data analysis will be shared with this group 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 10-11**

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT(0435-01)

**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:** WAUBUN PUBLIC SCHOOL DISTRICT(0435-01)

**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 and System 44 at for grades 4 - 8 with ongoing professional development to ensure implementation fidelity. Data analysis using MCA-II scores, NWEA-MAP testing and Aimsweb progress monitoring for students needing targeted or intensive intervention in reading and math.

**Collected Data:**

MCA-II proficiency rates for 2010-11 SY (Special Education Assessment part B -- SPP indicator 3)

**Need Assistance:**

N

# **Complete End of Year Program Evaluation**

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**The following results based on 4 responders.**

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

	Total	Percent
A two year community or technical college	1	25%
No further education or training after high school	3	75%
<b>Total</b>	4	100%

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

	Total	Percent
Yes	1	100%
<b>Total</b>	1	100%

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

	Total	Percent
<b style="color:red">&lt;b&gt;NO -&gt; Skip to Question 9.&lt;/b&gt;</b>	2	50%
<b style="color:red">&lt;b&gt;Yes -&gt; Continue with Questions 5, 6, 7 &amp; 8.&lt;/b&gt;</b>	2	50%
<b>Total</b>	4	100%

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

	Total	Percent
Yes	2	100%
<b>Total</b>	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
More than \$7.25 per hour	2	100%
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%