

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

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

Race/Ethnicity	Total Enrollment 99	
	Count	Percent
American Indian	84	84.9%
Black	1	1.0%
White	14	14.1%

Part B Special Ed Enrollment 99		
	Count	Percent
American Indian	84	84.9%
Black	1	1.0%
White	14	14.1%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 99	
	Count	Percent
F	34	34.3%
M	65	65.7%

Part B Special Ed Enrollment 99		
	Count	Percent
F	34	34.3%
M	65	65.7%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 99	
	Count	Percent
ASD	6	6.1%
B/VI	2	2.0%
DCD Mild	11	11.1%
DCD Severe	2	2.0%
DD	2	2.0%
EBD	30	30.3%
OHD	6	6.1%
S/LI	19	19.2%
SLD	20	20.2%
SMI	1	1.0%

Part B Special Ed Enrollment 99		
	Count	Percent
ASD	6	6.1%
B/VI	2	2.0%
DCD Mild	11	11.1%
DCD Severe	2	2.0%
DD	2	2.0%
EBD	30	30.3%
OHD	6	6.1%
S/LI	19	19.2%
SLD	20	20.2%
SMI	1	1.0%

Part C Special Ed Enrollment 0		
	Count	Percent

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

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

Date of next MDE validation:

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

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.

Trends within the District:

*The general education population has remained relatively stable over the past five years. Waubun-Ogema-White Earth Community Schools serves approximately 650 students K-12 in the counties of Mahnommen, 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 2008-09 demographic data, American Indian students make up 71% of total district population and Caucasian students make up the remaining 29% of the district population. In 2008-09, 63% of the students in the district qualified for free or reduced lunch program.

*Based on 08-09 data the percentage of Native American students identified with disabilities was at 82.5% which is lower than previous year of 84%. Dec. 1, 2009 child count is at 20.94% which is an increase from previous year of 18.59%. A review of disability categories indicate the disabilities showing the most growth in the past three years are Developmental Delay, Speech/Language and Specific Learning Disability.

*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 indicates the weighted risk ratio for EBD and American Indian racial groups is at 5.69 and the relative risk ratio is 4.47. The district continues to address this issue of overrepresentation in area of EBD and American Indian racial group. 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

tion opportunities. According to District Data Profiles using data from 2008-09 school year, 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 2009, Waubun-Ogema-White Earth Community School district was notified Waubun Secondary was one of thirty-two lowest performing schools. Waubun Secondary received a Cambridge Quality Review report in May and will be creating a turnaround plan using the Transformation Model.

Waubun School district is at the AYP stage of 3.1 and has a district level improvement plan in place. The Waubun-Ogema-White Earth Community School district is in the fourth year of not making AYP in the areas of mathematics (all, white, special education) and is in its second year of not making AYP in reading (all, American Indian, Special Education and free/reduced). District improvement plan for AYP has goals that focus on reading achievement, math achievement and parent involvement.

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

**Community service is promoted by student body by responding to local and world disasters. This year the student body was involved with Haiti Relief Fund. Seniors participate with Meal on Wheels program.

**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. A Literacy Coach position was added at the Ogema site through a 2 year grant through 2010-11 school year.

**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.

**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 six times per year 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 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.

**TOOLS class is a required class for all 7th and 8th grade students with the focus to work on functional reading skills, vocabulary development, enhance study skills, career exploration and writing.

**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.

**District staff meets in Professional Learning Communities on an ongoing basis to work on school improvement issues. During the 2009-10 school year PLCs focused on vocabulary development and reading comprehension. During the 2010-11 school year the focus will be on mathematics.

**Staff members from the district participated in a data retreat, facilitated by Northwest Service Cooperative Education Consultants. State test data, NWEA MAP data, demographic data and post-secondary data was examined. The data retreat continues on an annual basis.

**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).

**Secondary students can take the Ojibwe language class as an elective. The class is taught by a teacher licensed in American Indian Language & Culture.

**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 an intervention to prevent special education or provide an alternative to traditional method.

**The Native American drum group performs at events throughout the year.

**The music program has incorporated cultural components by performing in Ojibwe, English and German.

**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.

**All school districts located on or near the White Earth Reservation have reached an agreement to have a common staff development calendar which permits joint staff development days. The first joint staff development day will focus on historical trauma and educational implications.

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 09-10**

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	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
Wierschke	Lisa	Special Education Teacher	5	Development, implementation, evaluation of process
Anderson	Mitch	Superintendent	3	Review data; make recommendations; implement
Kennedy	Helen	Principal	3	Review AYP data; align CIMP w/ School Improvement
Walberg	Melanie	Special Education Teacher	3	Development, Implementation, Evaluation
Larson	Kathy	Special Education Teacher	3	development, implementation, evaluation
King	Diana	General Education Teacher	3	Native American perspective
Haugse	Heather	Psychologist	3	Data analysis, development

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

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 2009-10 school year to review the CIMP report. Data analysis will be shared with this group and input will be sought relative to action planning. For the 2010-11 school year, a parent representative from each building will be asked to participate on the MNCIMP 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. 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 09-10**

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

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

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

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: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Current Action Plans

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

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

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, goals& objectives, progress reporting, content of notice on IEP,

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 Waubun-Ogema-White Earth school district including: procedures for notice of evaluation, goals& objectives, progress reporting, content of notice on IEP.

Goal Met? (met, not met, continue)

Yes : M

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

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

Current Action Plans

Goal Statement:

Increase proficiency levels of students with disabilities in the areas of reading and math

Desired Outcome:

The district special education subgroup will achieve 48 index points on the 2009 MCA II in mathematics (from 38 index points in 2008) The district special education subgroup will achieve 59 index points on the 2010 MCA II in mathematics (from an estimated 48 index points in 2009)

Strategies:

Math and special education teachers will participate in Math Standards Cohorts with assistance of NWSC and EdSights consultants to align the curriculum to 2007 math standards. Develop academic goals and action plans for targeted individual or groups of students based on data. Apply vocabulary building strategies in all content areas. MSUM professor of mathematics assisting staff in identifying and applying scientifically research-based instructional strategies that are effective in helping students learn at high levels through observation and feedback. District review of SSCM in mathematics to ensure scope and sequence and appropriate coverage of math standards K - 12. Apply and implement technology enhancements into mathematics curriculum.

Collected Data:

MCA II and NWEA MAP scores

Progress and Results Analysis:

MCA data indicates the district special education subgroup achieved 44 index points on the 2009 MCA II in mathematics increasing from 38 index points. MCA data for 2009-10 data has not been received at this time. The district has been working to improve math scores consistent with strategies outlined in their district improve plan including a review of scope and sequence, placing SMART boards into each classroom, including special education classrooms, and participating in math standard cohorts. The district researched math curriculum for students eligible to take the MTAS and purchased a curriculum that will be fully implemented in the 2010-2011 school year.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

The district has a district level improvement plan that identifies a need to improve math and reading achievement for several groups including the special education group.

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

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:

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: 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 5% in areas of reading Grade 3, 4, 5, 6, 7, 10) and math (Grades4, 5, 6, 7, 11) based on SY 09-10 data and again by 5% based SY 10-11 data.

Strategies:

Professional Learning Communities, with support of the Literacy Coach/District Data Coach, will meet to analyze data for data-informed decisions regarding curriculum and differentiation. Monitoring student performance and providing individual interventions to ensure student success. Implement Aimsweb progress monitoring for students with disabilities not meeting proficiency. Work on implementation of "Looking at Learning: Supporting Native American Students training modules.

Collected Data:

MCA II proficiency rates

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 09-10
Report Year 08-09

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 09-10**

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

-Nothing to report