

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

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

Race/Ethnicity	Total Enrollment 103	
	Count	Percent
American Indian	85	82.5%
Black	1	1.0%
White	17	16.5%

Part B Special Ed Enrollment 103		
	Count	Percent
American Indian	85	82.5%
Black	1	1.0%
White	17	16.5%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 103	
	Count	Percent
F	34	33.0%
M	69	67.0%

Part B Special Ed Enrollment 103		
	Count	Percent
F	34	33.0%
M	69	67.0%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 103	
	Count	Percent
ASD	6	5.8%
B/VI	1	1.0%
DCD Mild	6	5.8%
DCD Severe	3	2.9%
DD	1	1.0%
DHH	1	1.0%
EBD	36	35.0%
OHD	4	3.9%
PI	1	1.0%
S/LI	21	20.4%
SLD	22	21.4%
SMI	1	1.0%

Part B Special Ed Enrollment 103		
	Count	Percent
ASD	6	5.8%
B/VI	1	1.0%
DCD Mild	6	5.8%
DCD Severe	3	2.9%
DD	1	1.0%
DHH	1	1.0%
EBD	36	35.0%
OHD	4	3.9%
PI	1	1.0%
S/LI	21	20.4%
SLD	22	21.4%
SMI	1	1.0%

Part C Special Ed Enrollment 0		
	Count	Percent

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

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

Date of next MDE validation:

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

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. MDE Division of Compliance and Assistance completed an on-site validation visit October 2 - 5, 2006. Waubun-Ogema-White Earth Community School District received the final Validation Review Report for the visit January 28, 2009. 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 record review was completed April 6, 2009 and district is working on 100% correction process.

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 student K-12 in the counties of Mahnomon, 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 07-08 demographic data, American Indian students make up 70% of total district population and 30% are white. In 2007-08, 63% of the students in the district qualified for the free or reduced lunch program and special education population is at 14%.

*Identification rates have been consistent with representation percentages of ethnicity groups the past three years. Using 2007-08 data, special education enrollment is 84% Native American and 16.1% white which is inconsistent with district enrollment percentages of 70% Native American and 30% White.

*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 will be asking for Technical Assistance from MDE regarding disproportionate representation during the 2009-2010 school year.

Significant Events/Programs in the District:

**Kick Start (4 year old programs) offers 2 full days

with 2 sessions per week

**Waubun-Ogema is involved with Early Childhood Initiative

**Community service is promoted by student body. Activities this year included flood relief, sandbagging, and 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. Discussion is in progress for the addition of a Literacy Coach position at the Ogema site.

**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 was implemented 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.

**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 villages located in the school district. Staff were transported to the villages 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.

**Curriculum mapping (K-12) in the area of language arts and math have been completed.

**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.

**Planning is underway for the formation of a committee, in cooperative with White Earth tribe and school, with purpose to explore ways to serve Native American students to increase proficiency outcomes and explore learning styles.

**Some staff members attended Indian Education workshop (MIEA conference) during the school year.

**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 buss stop to home).

**Secondary students can take the Ojibwe language class as an elective. The class is taught by a teacher who is one of 23 people in the

state who is fluent in the Ojibwe language and is licensed by the state as an Ojibwe language teacher.

**An independent study 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 pep fests throughout the year and at the graduation ceremony.

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

**Peacemaking circle activities have been provided for selected groups of students in the district. Peacemaking Circles are facilitated by Elders from the community.

**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.

**Lyceums and speakers with a cultural component are brought in throughout the school year.

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?

Y

Rationale for changing the Mission Statement:

The leadership team reviewed the BRIC mission statement previously used in the CIMP report and determined the need to have the mission statement individualized to each district rather than use the BRIC mission statement for schools served by BRIC.

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 08-09**

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	Bring Native American perspective
Haugse	Heather	Psychologist	3	Data analysis, development

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

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.

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: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

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

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and good 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 Indicator 8A 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
Current Action Plan
School Year 08-09**

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

Current Action Plans

Goal Statement:

An effective special ed program will have effective staff development practices and good 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 do Record Review in 2010

Progress and Results Analysis:

Five student records were reviewed as part of MDE special education compliance review in March 2009. Areas most frequently cited for correction include: notice of evaluation, goals& objectives, progress reporting, content of notice on IEP,

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. Waubun-Ogema 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
Future Action Plan
School Year 08-09**

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 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: WAUBUN PUBLIC SCHOOL DISTRICT(0435-01)

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

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:

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

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 08-09
Report Year 07-08

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 08-09**

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

-Nothing to report