

**Complete End of Year
District Demographics
School Year 11-12**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Race/Ethnicity	Total Enrollment 126	
	Count	Percent
American Indian	90	71.4%
Black	1	0.8%
Hispanic	4	3.2%
White	31	24.6%

	Part B Special Ed Enrollment 123	
	Count	Percent
American Indian	89	70.6%
Black	1	0.8%
Hispanic	4	3.2%
White	29	23.0%

	Part C Special Ed Enrollment 3	
	Count	Percent
American Indian	1	0.8%
White	2	1.6%

Gender	Total Enrollment 126	
	Count	Percent
F	37	29.4%
M	89	70.6%

	Part B Special Ed Enrollment 123	
	Count	Percent
F	36	28.6%
M	87	69.1%

	Part C Special Ed Enrollment 3	
	Count	Percent
F	1	0.8%
M	2	1.6%

Disability	Total Enrollment 126	
	Count	Percent
ASD	9	7.1%
DCD Mild	10	7.9%
DCD Severe	1	0.8%
DD	21	16.7%
DHH	1	0.8%
EBD	25	19.8%
OHD	4	3.2%
S/LI	21	16.7%
SLD	33	26.2%
SMI	1	0.8%

	Part B Special Ed Enrollment 123	
	Count	Percent
ASD	9	7.1%
DCD Mild	10	7.9%
DCD Severe	1	0.8%
DD	18	14.3%
DHH	1	0.8%
EBD	25	19.8%
OHD	4	3.2%
S/LI	21	16.7%
SLD	33	26.2%
SMI	1	0.8%

	Part C Special Ed Enrollment 3	
	Count	Percent
DD	3	2.4%

**Complete End of Year
General District Information
School Year 11-12**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
School Year 11-12**

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Significant District Changes:

Mahnomen Public School (ISD) #432 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Mahnomen Schools. Mahnomen was scheduled for Self-Review during the 2011-12 school year. A self-review team was selected and participated in record review training conducted by MDE September 28th - 30th, 2011. Self-review of records for compliance was completed and Formal Notification of Findings were issued by MDE March 1, 2012. At this time, Mahnomen has corrected 59.72% of the citations and will continue to make corrections and submit to MDE prior to February 1, 2013. As a result of findings, Corrective Action Plans were submitted and approved March 29, 2012 to address compliance problems. Mahnomen is in the process of addressing strategies outlined in the correction action plan in order to meet completion due date of December 15, 2012.

Mahnomen School District is in state 3.1 in reading for the All and Free/Reduced Price Lunch student groups and stage 2.1 in mathematics for the All, American Indian, Special Education and Free/Reduced student groups, and 2.2 in Other (Attendance/Graduation) for the All group.

Significant Events/Programs in the District:

Mahnomen School District has been working to improve achievement and attendance rates by incorporating a number of programs both at the elementary and high school level. Programs include the following:

*In 2010-11, PLCs were developed and continue to focus on data analysis and differentiated instruction to address multiple learning styles with special focus on reading strategies. Data teams have been created to gather and review data for decision making.

*Strategies consistent with Reading First continues to be implemented K-3 with the goal consistently use research based strategies in reading to increase achievement levels.

*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 includes licensed teachers and paraprofessionals. System 44 has been implemented as a tier 3 intervention as one option for supplemental title 1 services.

*Accelerated reading and math is used at the elementary school to supplement general education and special education curriculum in reading and math.

*Students attending Mahnomen School currently have on-site Mental Health services available through Systems of Care grant. Systems of Care grant is a six county collaborative grant which provides Mental Health services to students attending schools in the six county area. In addition, the district currently has 2 counselors three days per week on site.

*White Earth Mental Health counselors come to school once a week to meet with students that have been referred to them. Some of the students also are involved in home/family services through White Earth Mental Health. White Earth also sponsors an anger management/friendship group counseling sessions once a week. Students are referred to this program if they are having issues at school.

There are five different groups from the elementary and high school.

*Mahnomen school is also involved in a Comprehensive Crisis Response Team for ment

al health issues with Becker County on a 24 hour/7 days a week grant.

*JOM provides financial assistance for Native American students to access a variety of cultural, art and recreational activities within the district.

*Title 7 tutors provide academic support in math and English classes and are available every hour for 1:1 support also.

*An after school homework program is available four days per week and academic support is provided by teachers licensed in math, science, and social studies in both the elementary and high school.

*Mahnomen Elementary implemented Partners for Success which is an after school homework club for grades k 1 6.

*Mahnomen High School has implemented a variety of strategies to improve attendance rates in the district. A truancy tracker is working with k-12 students to monitor attendance at the elementary, secondary and ALC. The truancy tracker contacts parents frequently and works with families and courts to improve attendance. White Earth Indian Child Welfare collaborates with Mahnomen District to promote a reduction in truancy violations while encouraging consistent school attendance.

*Building problem solving teams are established at both the elementary and high school. The problem solving teams meet to review academic, behavioral and attendance patterns of students. The Elementary team meets three times per month. The High School Student Support Team meets once or twice a month to review student progress and implement interventions for concerns presented by classroom teachers.

*Implemented NWEA testing grades k - 11 in both reading and math. Benchmarking is done three times per year at the elementary level and two times per year in grades 7 - 11.

*Early Childhood- The district offers ECFE monthly to parents. School Readiness offers "Fours Alone" 4 half days each week. "Threes Alone" is offered 2 half days each week. A kindergarten readiness class is offered to all incoming kindergarten students each summer for 2 weeks in July.

*Mahnomen school will be impacted by the Race to the Top grant that targets the White Earth Reservation with the overarching goal of cooperating to create a comprehensive early childhood system and Pre-K School Alignment system for all children on or near the White Earth Reservation.

Process to develop the Mission and Belief statements:

No data.

Mission:

No data.

Has your Mission Statement changed?

Rationale for changing the Mission Statement:

No data.

Belief Statements:

No data.

Process to develop the goal statements:

No data.

Goal statements:

No data.

**Complete End of Year
General District Information
School Year 11-12**

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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 were added during 2008-09 school year including building principals, special education teachers, ECSE teacher, 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	0	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	0	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	0	Scheduling; data analysis; report writing
Gunderson	Bev	Special Education Teacher	0	Cultural Rep; Develop, implement, eval process
Miller	Ramona	Principal	0	Review/analyze AYP data, align CIMP w/ School Imp.
Antonsen	Felicia	Special Education Teacher	0	Development, implementation, evaluation of process
Ness	Jessica	Early Childhood Special Education Tea	0	ECSE perspective, review & analyze data
Haugse	Heather	Psychologist	0	Develoment, implementation, evaluation of process
Underwood	Michael	Special Education Teacher	2	development, implementation, evaluation of process

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

No data.

How the MNCIMP:SR status is communicated to parents and the community:

No data.

**Complete End of Year
Current Action Plan
School Year 11-12**

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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 11-12**

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Need Assistance:

No Data.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 11-12**

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-Nothing to report